



Code of Conduct Considerations During Remote Learning

Summary & Purpose:

Flagstaff Academy's Code of Conduct was designed to support the safety and development of all students, staff, and families engaged in our efforts toward our mission. Due to the current COVID-19 school closures, our efforts are no longer centrally located in our school building. However, even prior to this closure, our Code of Conduct applied to field trips, sports, and other extra-curricular activities that were not located on our campus.

Currently, this needs to be extended into our student and staff homes, and requires some flexibility and adjustments. However, we remain committed to the following central guidelines within our Code of Conduct:

- We value the safety of all students, staff, and their families.
- We are committed to free and equal access to education.
- We believe our responsibility to educate students includes their character and behavior.
- We value healthy relationships and connections, and therefore we view wrongdoing as harmful to these, creating obligations to make things right.

As a result, we must seek to maintain a balance of support and accountability within the unique context of remote learning. To that end, we share the following considerations which are intended to provide, in good faith, a flexibility that allows everyone in Flagstaff Academy to leverage the strength of our existing Code of Conduct.

Considerations for Remote Learning:

Code of Conduct policy, as well as the [Acceptable Use Policy \(AUP\)](#) for devices and network access, still applies as presented in the Student & Family Handbook, with these additional considerations.

- I. Online (virtual) interactions:
 - A. Dress code - relaxed, but maintaining standards of safety, modesty, and respect.
 - B. Environment - be aware of what is shown in the view of the video (limit background interference/intrusion from other people or items)

- C. Behaviors/language/gestures - same as in school (i.e. showing the middle finger, using profanity, or pretending to “shoot” someone with fingers-as-gun is still not OK).
- D. Privacy - respect the privacy of those who are interacting in a video conferencing environment. What you see in their video should not be subject for gossip or judgment, and should not be recorded/shared without permission.
- E. Recording - students are not permitted to record video interactions without the permission of the teacher.
- F. Chat window - anything entered into the chat window during a live video session is treated as a student yelling-out during class...*unless* the teacher has instructed students to utilize the chat function for a specific purpose.

II. Scheduling:

- A. Synchronous activities - these live and scheduled activities should be recorded for later access by those who could not join at the scheduled time.
- B. Asynchronous activities - these are preferable, and should be accompanied by clear expectations and deadlines for participation.

III. Bullying/Harassment:

- A. Live filtering by facilitator/teacher/staff/parent
- B. Electronic filtering by programs and notifications (limited remotely)
- C. Review of concerns - as per normal communication pathways

IV. Code of Conduct Infraction Process Adjustments:

- A. Google Form as a temporary replacement process for reporting incidents & concerns: [Behavior Incident Report](#)
- B. Teacher/Dean/Principals/Restorative Liaison will contact students/parents to resolve the concern based on management tier:
 - 1. Teacher resolved (minor) - fully resolved & documented by teacher
 - 2. Teacher managed (minor) - with Admin. reinforcement requested
 - 3. Teacher/Admin managed - full collaboration for resolution
 - 4. Admin managed (major) - Admin. resolves with teacher input.
 - 5. Admin resolved (major) - completely handled by Admin, teacher updated
- C. Behavior data will be entered into SWIS (our internal data warehouse for analyzing trends and patterns) and IC as per normal.