UTICA SHALE ACADEMY

STUDENT HANDBOOK

1. INTRODUCTION

Welcome to Utica Shale Academy. You are joining a school that believes in your potential and is committed to helping you build a future you can be proud of. Every person's path to success looks a little different, and at USA we celebrate that. Here, you will find teachers, mentors, and opportunities that are designed to match your strengths, your goals, and the way you learn best. This handbook is your guide to the programs, expectations, and opportunities that make Utica Shale Academy a place where effort and determination turn into results.

At Utica Shale Academy, learning is hands-on and connected to real life. You will spend part of your day completing the academic courses you need to graduate and part of your day gaining skills in high-demand technical fields such as welding, heavy equipment, industrial maintenance, diesel mechanics, and robotics. These programs open the door to meaningful careers. As part of your time here, you will also work directly with local employers through our work-based learning program, giving you valuable experience that leads to jobs, apprenticeships, or advanced training.

We know that success in school is about more than just academics. That is why we provide strong support through caring adults, community health workers, and partnerships with organizations that are ready to help you overcome obstacles and stay on track. Our goal is to make sure that you feel safe, valued, and equipped to reach your goals every day you are here.

The safety of our campus is something we take seriously so that you can focus on learning. Our facilities are equipped with the latest safety measures, including metal detectors at each entrance, a school resource officer, a safety coordinator, and staff who have been trained to respond quickly to emergencies. These steps create a school environment where you can concentrate on building skills and planning your future.

This handbook will help you understand how everything at Utica Shale Academy works—your daily schedule, attendance expectations, grading and graduation requirements, the standards for behavior, and the resources we offer to support you. We encourage you and your family to read it carefully, ask questions, and use it as a roadmap to guide you toward graduation and the opportunities waiting for you beyond.

2. MISSION AND VISION

The mission of Utica Shale Academy is to re-engage students who have become disconnected from traditional education and provide them with a second chance to graduate prepared for a

career, advanced training, or college. Through a blend of individualized academic recovery, hands-on career-technical education, and strong community partnerships, we create a safe and supportive learning environment where students can rebuild confidence, discover their skills, and set a clear course for their future.

Our vision is to be a regional model for dropout recovery and workforce readiness. We aim to graduate students who are resilient, self-reliant, and skilled in trades that are in high demand across Ohio and beyond. We see every graduate leaving Utica Shale Academy with a high school diploma, multiple industry-recognized credentials, real-world work experience, and a plan that leads directly into the workforce, an apprenticeship, technical school, or college. By aligning academics with industry needs, and by providing comprehensive supports for social, emotional, and personal growth, we are building stronger students and stronger communities.

ssion:
To provide flexible learning opportunities in a safe and supportive environment that empowers students with academic recovery, industry credentials, and the soft skills needed to succeed after graduation.

Vision:
Graduates leave with a diploma, multiple certifications, strong work habits, and the confidence to contribute to their families and communities.

3. GOVERNANCE AND STRUCTURE

The Governing Authority operates under the Ohio Revised Code as a public community school.

The Utica Shale Academy campus is comprised of the following addresses in Salineville:

10 E. Main Street
50 E. Main Street
70 E. Main Street
83 E. Main Street
2 Church Street

Board meetings are open to the public and are held monthly on the first Tuesday at 6:00 p.m. at:

10 E. Main Street
Salineville, OH 43945

4. SCHOOL MODEL

Utica Shale Academy is a career-focused dropout recovery community school that combines academic, industry training, and intensive support so that every student can leave with a diploma, certifications, and a path forward.

Students spend half of their day recovering credits through Virtual Learning Academy courses and in-person instruction, and the other half of their day in career-technical programs that prepare them for immediate employment or advanced training.

Community Health Workers (CHWs) are present in classrooms every day, building relationships, removing barriers such as transportation or housing issues, and connecting families to community resources. These relationships help us address issues early and keep students engaged.

We provide therapeutic behavioral support as part of daily instruction. Students also have access to on-site counseling services located at 10 East Main Street in the Williams Building, where licensed professionals offer individual and small group therapy.

Utica Shale Academy partners with the Mahoning-Columbiana Training Association and OhioMeansJobs to help students plan next steps, including employment, job shadowing, training programs, and advanced certification opportunities.

Utica Shale Academy offers NCCER (National Center for Construction Education and Research) credentials in construction and heavy industry fields, as well as NC3 (National Coalition of Certification Centers) certifications in multiple disciplines.

We are an NC3 Leadership School, recognized nationally for the quality of training offered. Our LEAPS Lincoln Welding Labs, now expanding to include two fully equipped welding labs, give students hands-on experience with the latest equipment and methods.

Students also learn in specialized facilities including the Energy Training Center, the Industrial Maintenance Program, and the Heavy Equipment Program. These programs prepare students for direct workforce entry in high-demand technical fields.

Every student completes a minimum of 250 hours of work-based learning with local industry partners. Many students graduate with job offers, apprenticeships, or industry placements already in place. This real-world experience allows students to build confidence, professional habits, and an employment history while still in school.

5. DAILY SCHEDULE AND COHORTS

Utica Shale Academy operates on a four-day school week at the Salineville campus. Students are divided into four cohorts to ensure that each student receives the right balance of academic recovery, skill-building, and career-technical training. Cohorts 1 and 2 begin their day with

academics in the Hutson Building, focusing on reading, math, and credit recovery before moving to career-tech labs in the afternoon. Cohorts 3 and 4 begin with career-technical labs and rotate to the Hutson Building for their academic block in the afternoon. This schedule allows students to spend half of the day on academics and half on career-focused, hands-on training.

While the core week runs Monday through Thursday, Fridays are reserved for Tier 3 supports. On Fridays, the campus is open for students who need additional help in academics, extra lab time to complete credential work, make-up testing, or targeted counseling and therapeutic supports. Students with attendance issues, gaps in credits, or identified needs for additional support are scheduled to attend on Fridays. This additional time allows for individualized instruction, small group interventions, counseling appointments, and one-on-one mentoring with staff.

This structure creates a rhythm where students know that their academic progress and credential training are supported by a consistent schedule, while still providing flexibility for targeted interventions. The cohort model, combined with the designated Friday support day, ensures that no student falls through the cracks, and that every learner receives personalized support to meet their graduation goals.

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6. ATTENDANCE AND WITHDRAWAL

Regular attendance is essential to success at Utica Shale Academy. Because our program is built on a mix of classroom instruction, online coursework, and hands-on labs, every day of attendance matters. Students are expected to attend every scheduled day, arrive on time, and remain for the entire day. Parents or guardians must notify the school if a student will be absent, providing a reason for the absence. Excused absences include illness, medical appointments, court dates, family emergencies, or other circumstances approved by school administration.

Utica Shale Academy monitors attendance closely to ensure that students are making adequate progress toward their academic and credentialing goals. Students who are not participating consistently in scheduled classes, labs, STAR testing, or online work risk falling behind. As part of these requirements, all students in grades 9 through 12 are required to take STAR Reading and STAR Math assessments every 13 weeks. These tests must be completed on time; failure to do so results in a locked Virtual Learning Academy account until testing is completed.

State law requires that students who do not participate in school for 72 consecutive hours, without an excused absence and without responding to school contact, be automatically withdrawn from the program. This rule applies whether the student is absent in person, fails to log into Virtual Learning Academy, or stops attending lab training. Once withdrawn under the 72-hour rule, students must meet with school staff to reapply for admission and establish a plan for returning to school. These measures are in place to ensure that students remain actively engaged and on track to earn a diploma and industry credentials.

7. ACADEMIC PROGRAM

The academic program at Utica Shale Academy is designed for students who need a second chance to complete their high school education while also preparing for the world of work. Students complete their courses through the Virtual Learning Academy (VLA), an online platform that allows students to progress at their own pace. Licensed teachers are available on-site every day to provide direct instruction, guidance, and tutoring. This blended approach allows students to take ownership of their learning while receiving the personal support they need to succeed.

Each student receives an Individual Student Success Plan developed with input from teachers, career-technical instructors, parents or guardians, and the student themselves. The plan outlines the student's path to graduation, including which credits need to be recovered, which certifications will be pursued, and the student's career or college goals. This plan is updated regularly and used to monitor both academic progress and attendance.

Academic growth is measured through STAR Reading and STAR Math assessments given every thirteen weeks. These assessments help identify strengths and areas of need so that interventions can be put into place quickly. Students struggling in reading or math work in small groups in the Hudson Building to rebuild foundational skills. Students who demonstrate steady academic progress can earn back credits, complete courses on time, and balance their academic requirements with career-technical training so that they graduate with both a diploma and industry credentials.

8. READING AND MATH – HUTSON BUILDING

For grades 9 through 12, all core reading and math instruction takes place in the Hutson Building. This dedicated academic center allows students to focus on essential skills in an environment designed for small group instruction and one-on-one support. Teachers use data from STAR Reading and STAR Math assessments to group students by skill level and create individualized learning plans that build confidence as well as academic ability.

Reading instruction for high school students follows the science of reading model, with an emphasis on explicit phonics, vocabulary development, comprehension strategies, and writing connected to real-world technical applications. Students also work with the IXL program to reinforce reading and language skills through targeted, adaptive practice. This combination of direct instruction and technology-based practice helps students close learning gaps while strengthening their ability to read and apply complex technical materials.

Mathematics instruction is hands-on and directly connected to the technical programs students are pursuing. While foundational math skills are taught and reinforced, traditional Algebra II is replaced with a practical, applied math curriculum often referred to as welding math. This

curriculum emphasizes measurement, blueprint reading, fractions and decimals, geometry used in metal fabrication, and problem-solving skills relevant to welding, heavy equipment, and industrial maintenance. By learning math in context, students see its immediate value and become prepared for both certification testing and real work in the trades.

Students in grades 7 and 8 complete their reading and math programs on the second floor of the Williams Building, where they have classroom space designed for middle school learners. These students are not required to take STAR assessments, but they receive targeted small group instruction, one-on-one help, and use IXL for skill development. The focus at this level is building strong literacy and numeracy skills early while connecting these skills to hands-on projects that introduce them to industry credentials as they progress into the upper grades.

9. CAREER-TECHNICAL EDUCATION

The career-technical program at Utica Shale Academy is built to prepare students for immediate entry into high-demand technical fields. Training is hands-on, industry-aligned, and results in students graduating with nationally recognized certifications.

Students train in the following areas:

- Welding
- Diesel mechanics and engine systems
- Heavy equipment operation and maintenance
- Robotics and industrial automation
- Industrial maintenance, electricity, and fluid power systems

NCCER certifications begin with the Core Safety credential. After successfully completing Core Safety, students may advance to NCCER Heavy Equipment and NCCER Welding, where they learn workplace safety, equipment operation, and technical competencies.

In addition to NCCER, students earn a broad range of NC3 (National Coalition of Certification Centers) certifications. These include, but are not limited to:

- 525F Multimeter Certification
- BAHCO Loppers Certification
- BAHCO Secateurs Certification
- Basic Welding Print Reading
- Battery Charging Certification
- Battery Maintenance & Engine Starting Certification
- Battery Starting & Charging System Diagnostics (EECS750)
- Fundamentals of Electricity – AC
- Fundamentals of Electricity – DC

- Fundamentals of Fluid Power – Hydraulics
- Fundamentals of Fluid Power – Pneumatics
- Fundamentals of Industry 4.0
- Fundamentals of Mechanical Systems
- Fundamentals of Robotics
- Head, Eye, and Face Protection
- Hearing Protection
- Introduction to Flux-Cored Arc Welding (FCAW)
- Introduction to Gas Metal Arc Welding (GMAW)
- Introduction to Gas Tungsten Arc Welding (GTAW)
- Introduction to Shielded Metal Arc Welding (SMAW)
- Introduction to Mechatronics
- Principles of Welding
- Respiratory Protection
- Thermal Cutting: Air Carbon Arc Cutting
- Thermal Cutting: Oxyfuel Cutting
- Thermal Cutting: Plasma Arc Cutting
- Welding Safety

Students also take a specialized Welding Math and Measurement course. This course replaces Algebra II for graduation purposes, providing students with one full high school math credit while teaching practical math skills used in welding and other technical trades. It is an academic requirement rather than a credential.

Training occurs in specialized facilities, including two LEAPS Lincoln Welding Labs, a Heavy Equipment simulator lab, an Energy Training Center, and classrooms outfitted for robotics, fluid power, and electrical systems. Students apply their academic knowledge in these labs daily, blending theory and practice.

Work-based learning is a cornerstone of the program. Each student completes a minimum of 250 hours with local employers, where they practice technical skills, build professional habits, and gain a real work history. Many students leave with job offers, apprenticeships, or advanced training opportunities already arranged.

10. BEHAVIOR EXPECTATIONS AND CODE OF CONDUCT

The Utica Shale Academy learning environment is built on respect, safety, and accountability. Students are expected to conduct themselves in a way that promotes learning for themselves and others. We recognize that many of our students are coming back to school for a second chance, so our approach to discipline is designed to teach positive behaviors while maintaining high expectations for personal responsibility.

Respect for others is a core expectation. Students must speak and act in ways that create a safe and welcoming environment for classmates, staff, and community partners. Harassment, bullying, threats, or intimidation of any kind will not be tolerated. Because much of our learning takes place in hands-on labs and job sites, every student must be able to work effectively with others, listen to instructions, and maintain professionalism.

Safety is non-negotiable. Every USA building is equipped with metal detectors, and all students and visitors must pass through these devices before entering. This is a proactive measure to keep our campus secure. Inside our labs, students must wear required safety equipment, avoid horseplay, and follow all safety procedures. Substances such as tobacco, vaping products, alcohol, or drugs are strictly prohibited on school grounds and at all school-sponsored events. Violations of these policies will be addressed promptly to ensure the safety of the entire school community.

Discipline at Utica Shale Academy uses restorative approaches to help students learn from mistakes. Minor issues may be handled through conferences, reflection, and agreements to make things right. Serious or repeated misconduct will be addressed with parent involvement, individualized plans, and, when necessary, suspension. The full code of conduct, including levels of violations and responses, is included in Appendix A. Every student and family is expected to review these expectations at the beginning of the school year and sign the acknowledgment page to confirm understanding.

11. RESTORATIVE DISCIPLINE APPROACH

The discipline approach at Utica Shale Academy is built on the belief that every student can learn to take responsibility for their behavior when provided with clear expectations, consistent support, and opportunities to repair harm. We do not see discipline to remove students from school; instead, it is a tool to help students re-engage, correct behavior, and stay on track toward graduation.

Therapeutic behavior support is a key part of how we respond when students are struggling. Staff members, including community health workers and licensed counselors, work directly with students to help them process their emotions, manage conflicts, and make better decisions. When necessary, students are connected to mental health services offered in the Williams Building so that social, emotional, and behavioral needs are addressed alongside academic goals.

A mandatory anti-vaping and anti-drug intervention program is in place for any student found to be in possession of, or under the influence of, drugs, alcohol, or vaping devices. This same intervention applies when probation officers, corrections officers, or other legal partners report a failed drug test. These students are not pushed out of school. Instead, our response is to provide counseling, treatment referrals, and intensive support so they can remain in school and continue working toward their diploma and credentials.

Suspension or expulsion is reserved for situations where a student poses a significant risk to the safety of others or is so consistently disruptive that learning cannot take place. For less severe situations, USA uses Detention Retention Assignment (DRA). DRA is a structured, closely supervised space where students who are having a bad day or have committed smaller infractions can complete work, reflect on their behavior, and re-enter class prepared to succeed. No cell phones are allowed in DRA, and students are expected to work quietly during their time there.

Through these restorative practices, students are given the chance to rebuild trust, learn positive behaviors, and return to class ready to contribute to the learning environment.

12. DRESS CODE AND SAFETY EQUIPMENT

All students at Utica Shale Academy are expected to dress in a way that promotes safety, respect, and readiness for both the classroom and the lab environment. School-appropriate clothing means that shirts, hats, jackets, and other attire must not contain references to drugs, alcohol, weapons, or other inappropriate language or images. Clothing must be clean, modest, and appropriate for a professional learning environment.

Because of the nature of our programs, students are required to wear work pants that are acceptable for the career-technical program in which they are enrolled. For welding, heavy equipment, diesel mechanics, and similar technical programs, students must wear long pants made of durable material such as denim or work fabric. Shorts, athletic pants, sweatpants, and other casual clothing are not permitted in labs for safety reasons.

The school provides each student with safety boots as well as personal protective equipment (PPE). This equipment includes safety glasses, gloves, welding jackets, welding hoods, hearing protection, and any other specialized equipment required for the lab or shop setting. The use of safety equipment in the lab is non-negotiable. Students must have their PPE with them every day when they report to their technical training areas.

Failure to wear required safety equipment in a lab or shop environment will result in the student being removed from the activity and assigned to clean and maintain the facility during that session. Students must demonstrate responsibility for their own safety and the safety of those around them before returning to hands-on training.

13. STUDENT SUPPORTS AND SERVICES

Utica Shale Academy is committed to providing wraparound support that remove barriers to learning. Community Health Workers meet with students daily to identify needs such as transportation, food, clothing, or housing, and connect students and their families to local resources. Through our partnership with the Mahoning Valley Pathways Hub, students can be linked to additional services including healthcare, mental health counseling, and workforce

development programs. Licensed counselors are also available on site to provide individual and small group support when social or emotional challenges interfere with learning.

For families or community members seeking a second chance, Utica Shale Academy offers a 22-Plus program as a pathway for adults who want to complete their high school diploma. While this program operates separately from the day-to-day work of the school, our staff can provide information and referrals for family members who wish to re-enroll. Every support offered at USA is designed with one purpose: to keep students and their families moving forward toward stability, graduation, and meaningful work.

14. COMMUNITY ENGAGEMENT

Utica Shale Academy is built on strong partnerships with local communities, employers, and regional organizations. Our goal is to connect students with real-world opportunities that build confidence and open doors to careers. Through relationships with local businesses, county agencies, and workforce partners, our students take part in county fairs, job shadowing, mentoring events, and on-site training that blend academic work with hands-on experience. These connections ensure that students understand what employers need and give them a sense of pride in representing their school and community.

The school also works closely with OhioMeansJobs, the Mahoning-Columbiana Training Association, and other community groups to make sure that students graduate not just with a diploma, but with a clear next step. These partnerships often lead to internships, apprenticeships, and additional certification opportunities. Students frequently present their work and skills to local stakeholders, helping the community see the value of career-technical education and the potential of our students.

Utica Shale Academy encourages every student to give back by completing 20 hours of service that counts toward the Ohio Community Service Seal. While this seal is not a graduation requirement, it is strongly recommended for all students to develop responsibility, teamwork, and pride. Service hours may include volunteering at local events, helping in community programs, or other approved activities that make a positive impact.

15. SCHOOL FACILITIES AND SAFETY

Utica Shale Academy has developed a campus that blends advanced training facilities with a strong emphasis on security. Our buildings include two fully equipped LEAPS Lincoln Welding Labs, the Energy Training Center, the Hutson Building for reading and math instruction, the Williams Building for counseling and middle school programs, and a community center that hosts events and meetings. Each space is designed to support hands-on, career-technical learning while providing students with a safe and supportive environment.

School safety is taken extremely seriously. All students and visitors are required to pass through metal detectors when entering any USA building. The campus has a dedicated School Resource Officer and a School Safety Coordinator who oversees a comprehensive safety plan. Through a federal COPS grant, the school has been able to invest in upgraded cameras, communication systems, and protocols that keep the entire campus secure.

In addition, four members of the staff have undergone more than 100 hours of intensive safety training and are licensed to carry a firearm on campus as part of our school safety plan. This training far exceeds the state minimum requirement of 24 hours and is in place to protect students in the event of a critical threat. The presence of the local police station in the center of the Salineville campus provides immediate access to law enforcement, ensuring rapid response capability. These combined measures reflect the Academy's commitment to providing a safe and secure environment for every student to learn and grow.

16. TECHNOLOGY USE POLICY

Technology at Utica Shale Academy is a tool to support learning, not a distraction from it. All students are issued devices for academic use and are expected to care for them as school property. School-issued devices are to be used for academic purposes only. Any personal use of devices that interferes with learning, violates school policy, or breaches online safety expectations will result in disciplinary action, which may include restricted access or loss of privileges.

Every student is required to complete the Learning.com program as part of our curriculum. This program teaches online safety, digital citizenship, and basic computer science skills so that students can navigate technology responsibly in both school and the workplace. Students who fail to complete Learning.com or who engage in damaging or unsafe behaviors online will have their access to devices restricted until the required modules are completed.

The destruction of any equipment, intentional or careless, will not be tolerated. Students and families will be held accountable for the replacement cost of any school property that is damaged. By using technology wisely and responsibly, students prepare themselves for the demands of modern workplaces where technology is central to almost every career field.

17. GRADING, CREDITS, AND GRADUATION REQUIREMENTS

All academic coursework at Utica Shale Academy is completed through the Virtual Learning Academy (VLA) with support from licensed teachers. VLA courses are graded automatically by the online system, and the final grade is recorded in ProgressBook. The grading scale for VLA courses is as follows:

A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 59 and below

Career-technical courses are graded differently because of the hands-on nature of the work. The results of the industry certification exam for each program carry significant weight in determining a student's grade. Instructor evaluation of class effort, participation, professionalism, and attitude also play a key role in the final grade for these courses.

Graduation from Utica Shale Academy requires students to earn a minimum of 20 high school credits. In addition to these credits, students must complete at least 12 industry credential points, with a goal of earning 24 points. Students must also complete all required end-of-course exams mandated by the State of Ohio to receive a diploma. The combination of academic credit, credential points, and end-of-course testing ensures that every graduate is prepared for employment, additional training, or post-secondary education.

18. STUDENT RIGHTS AND RESPONSIBILITIES

Students at Utica Shale Academy have the right to a safe, supportive, and inclusive environment where they can focus on completing their education and preparing for a career. Every student has the right to be treated with respect and to access resources such as counseling, career advising, and academic support. These rights come with the expectation that students will contribute to maintaining a positive and productive learning culture.

With these rights come responsibilities. Students are responsible for attending regularly, arriving on time, participating in class, and respecting the rights of others to learn. This includes maintaining positive behavior in the Hutson Building, in classrooms, and during all hands-on training in the labs. Students are expected to conduct themselves in a way that builds trust and cooperation with peers, instructors, and community partners.

Career-technical training requires an even greater level of responsibility. Students must follow all safety protocols in labs and workspaces, including wearing protective equipment and handling tools and machinery with care. Equipment on campus is expensive and vital to training programs; damage to equipment caused by careless or unsafe behavior will result in consequences and may require restitution. Safety and respect for the learning environment are non-negotiable expectations at Utica Shale Academy.

19. COMMUNICATION WITH FAMILIES

Utica Shale Academy believes that open and consistent communication with families is essential to student success. All parents and guardians are provided with access to ProgressBook, the online platform where student grades and course progress are recorded. Because students' complete courses at their own pace, traditional report cards are not sent home. Instead, families can monitor academic progress in real time through ProgressBook. While there are no fixed grading periods, all coursework must be completed by the end of the school year.

When concerns arise with attendance or academic progress, school staff members contact parents or guardians weekly to discuss strategies for improvement. In addition to phone calls, the school uses text alerts to notify families of student absences, school emergencies, and weather-related cancellations. Families are strongly encouraged to follow the school's Facebook page, where updates, reminders, and important announcements are posted on a regular basis.

Parent and guardian conferences are available by appointment throughout the year. These meetings are typically scheduled on Fridays and can be requested at any time by a parent, guardian, or member of the school staff. Conferences provide an opportunity to review student progress, discuss plans for credit recovery or certification, and strengthen the partnership between school and home.

HANDBOOK ACKNOWLEDGMENT AND AGREEMENT

By signing below, both the student and parent/guardian acknowledge that they have received and reviewed the Utica Shale Academy Student Handbook. This handbook explains the expectations, supports, and opportunities that guide our school community.

Signing this page means that:

1. We have read the handbook together and understand its contents.

2. We agree to follow the guidelines, policies, and expectations outlined in this handbook.

3. We understand that this handbook is a guide to how Utica Shale Academy operates and that if we have any questions at any time, we can contact the school administration for clarification.

Our signatures confirm our commitment to working together to ensure a safe, respectful, and successful learning environment for everyone at Utica Shale Academy.

Student Name: _____
Student Signature: _____
Date: _____

Parent/Guardian Name: _____
Parent/Guardian Signature: _____
Date: _____

20. APPENDIX A – CODE OF CONDUCT CHART

APPENDIX A – CODE OF CONDUCT CHART

Level	Examples of Behavior	Staff Response	Possible Consequences
Level 1 – Minor Infractions	Tardiness, being off-task, dress code violations, no ID, low-level disruption, failure to follow simple directions	Addressed by classroom teacher or staff member through verbal redirection	• Verbal warning • Restorative conversation • Seat change or brief removal from activity
Level 2 – Moderate Infractions	Repeated disruption after redirection, disrespect to staff or peers, refusal to follow safety protocols, inappropriate language, misuse of technology or school property	Teacher and/or administrator intervention, parent contact	• Restorative conference with student and staff • Parent/guardian contact • Detention Retention Assignment (DRA) with no phone access • Loss of privilege (device, lab access) until trust is reestablished
Level 3 – Major Infractions	Fighting, threats, harassment, bullying, property damage, substance possession or use (including vaping), weapons possession, repeated refusal to follow directions, leaving campus without permission	Administrator-led intervention with restorative approach, parent and community health worker involved	• Immediate parent/guardian contact • Restorative conference and safety plan • Mandatory anti-drug/vaping counseling for substance-related issues • Possible temporary suspension if safety or learning environment is at risk • Re-entry meeting with student, parent, and staff before returning to class

Restorative Focus

The purpose of discipline at Utica Shale Academy is to address harm and restore the learning environment. Suspension or expulsion is used only in cases where a student is a serious safety

risk or repeatedly prevents others from learning. Detention Retention Assignment (DRA) is used to give students a space to reset when smaller issues occur.

Safety and Zero Tolerance Areas

• Possession of weapons or any object intended to harm will result in immediate removal from class and a conference with parents and law enforcement as needed.
• Students must follow all safety protocols in labs; repeated violations may result in being removed from lab and assigned to clean and maintain the facility.
• Vaping, tobacco, alcohol, or drug-related incidents will result in required counseling and support services.