



Code of Conduct

2024

Drexel Academy

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Principal
Sister Katie M. Gordon

Pastor/Superintendent
Elder Ricky Dukes, Sr.

Vision Statement

Our vision is to empower and inspire the next generation of leaders through STEM-based education. By providing opportunities for real-world application, we aim to equip students with the skills, knowledge, and Biblical values necessary to make a meaningful impact in our communities and beyond.

Mission Statement

As a ministry of the Church of God of Chicago, our mission is to offer a place of refuge and security from the philosophies that are not consistent with Biblical teaching. We wish to inspire and nurture young learners who are driven by their curiosity for science and technology. We endeavor to foster students' creativity and critical thinking with a cutting-edge STEM-based curriculum. This is where STEM-based education and faith intersect to empower our children with "Vision, Courage, and Determination" to explore and excel.

Purpose Statement

The purpose of the Drexel Academy is to give each student the maximum knowledge of the various subjects and the essentials of culture in the light of God's Word. Only teachers who have personally accepted Jesus Christ as their Savior and Lord can possibly teach in a way pleasing to God. In keeping with His instruction in Proverbs 22:6, "Train up a child in the way he should go: and when he is old, he will not depart from it." Our entire school program is designed to help parents fulfill this command of God.

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1. DISCIPLINE PHILOSOPHY

The Bible and its principles are an integral part of Drexel Academy's regulations. It is understood that attendance at Drexel Academy is a privilege and not a right. The Drexel Academy does not have an open enrollment policy. Each student entering the school must be approved by the Administrative Board. It is the hope and desire of the administration that each student will have a strong respect for the philosophies and aims of Drexel Academy. The administration may at any time request the withdrawal of any student, who in the opinion of the administration, does not fit into the school philosophy or refuses to conform to the rules and regulations. We extend invitation to all as long as they are willing to maintain these standards in word and action.

2. RIGHTS AND RESPONSIBILITIES

We believe there are three essential components for the successful education of the child. These three components are listed in order of responsibility to God for the training of godly men and women.

Parents/Legal Guardians – The God-given primary responsibility for the training and education of children is that of the parents. The success of a student at Drexel Academy will be directly correlated with the parents' faith in Christ as personal Savior and their commitment to honoring God's Word. Parents/legal guardians also have the responsibility to cooperate with the school throughout the disciplinary process.

Church – Next in importance is the ministry of the local church in the life of the family. We strongly encourage every family to be committed, through attendance and participation, to a Biblical church. A Biblical church is a church that adheres to the fundamentals of the Christian faith and endeavors to keep itself pure.

School – Finally, and in proper order, is the school that the parents have chosen to help them with the education of their children. The school will never be able to stand in place of the parents/legal guardians or church. However, in proper order, these three components play a stabilizing and strengthening role in the education and development of a child.

When these three agree in philosophy, standards, and convictions, the outcome will be the development of men and women who are firmly grounded in Truth and able to function faithfully in the world around them. When there is inconsistency and disagreement in these three, there is a propensity toward disrespect for one of these authorities and may result in rebellion to authority in the life of the child.

Drexel Academy is a ministry of the Church of God of Chicago and is the extension of the Christian home. We believe there is a Biblical perspective for every academic discipline.

Students have the right and responsibility to:

- Be respected as an individual and treated courteously, fairly and respectfully by other students and staff;
- Treat teachers, staff, other students, themselves and property with respect;
- Take part in all school activities on an equal basis; and
- Attend school daily; be prepared for class and complete assignments to the best of their ability.

Parents/Legal Guardians have the right and responsibility to:

- Be informed of their child's attendance, performance and behavior concerns;
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by the principal or school staff and have a voice in how to address them in a proactive manner;
- Assure their child brings to school only those things that are appropriate in a school setting;
- Inform school personnel of any issues that may impact the educational experiences of their child; and
- Participate in decision-making processes that impact the educational success of their child where appropriate.

School Staff have the right and responsibility to:

- Establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures;
- Enforce school policies;
- Communicate expectations to students and parents/legal guardians in a timely manner;
- Engage parents/legal guardians when their child is subject to disciplinary action; and
- Respond to student behaviors in a supportive manner.

Notification and Communication

At the beginning of each school year, parents/legal guardians are provided copies of our Student Handbook, Code of Conduct, and other policy guidelines/procedures. These documents are periodically updated as needed and made available on our website.

3. PREVENTION, INTERVENTION AND DISCIPLINARY RESPONSES

3A. Discipline Framework

- Our school seeks to provide proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.
- We offer academic and behavioral support for students who have fallen behind academically and/or are being disciplined. We employ an "early warning" system to allow us to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).
- We limit the use of out-of-school student discipline to keep students connected to school as much as possible. Every situation will be judged "on the merits" of that situation after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our school redirects students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.
- Drexel Academy recognizes that a safe, civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, our school has adopted a bullying prevention policy that is available in the Drexel Academy Student Handbook. As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy.

3B. Approach to Student Behaviors

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student's history of problem behaviors and performance.

Our School Does Not...

- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave Drexel Academy.
- Use corporal punishment.
- Withhold lunch as a punishment.

3C. Proscribed Conduct

Our school's objective is to provide a quality STEM-based education in a Christian environment. Expected conduct is outlined in our Drexel Academy Student Handbook. Prohibited conduct is also outlined in our Student Handbook; this includes any actions/behaviors that go against those principles and are conducive to causing harm to self or others. Such offenses include, but are not limited to:

- Bullying/Cyberbullying
- Assault
- Harassment
- Narcotics
- Sexual Abuse
- Smoking/Vaping
- Theft
- Vandalism
- Weapons

3D. Disciplinary Responses

Drexel Academy's desire is to limit the number of days the student is removed from school to as few as possible given our philosophy that students should be in school and learning. We provide all students, regardless of background or demographic characteristics, with adequate and meaningful due process prior to excluding a student from school for any length of time.

4. PROFESSIONAL DEVELOPMENT

Our school has a professional development plan to ensure that all staff members have the tools, skills and support that they need to analyze student achievement data, to identify learning problems, develop solutions, and apply those solutions to address students' needs. We periodically review our school's professional development plan based on identified needs.

5. DUE PROCESS PROCEDURES

Our school implements fair, equitable, and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard.

6. STATEMENT OF NON-DISCRIMINATION

Drexel Academy does not discriminate on the basis of race, color, sex, or national origin, in its administration of educational policies, admissions policies, and athletic or other school-administered programs.