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*An Expeditionary Learning Community*

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| CARING COMMUNITY PLAN AND DISCIPLINE PROCEDURES |

Anser Charter School focuses on developing a caring, supportive school environment in which students participate fully in solving problems, including problems of behavior. We believe students’ growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe it is the experience with decision making and problem solving that enables students to handle conflicts that arise.

When students become engaged in rigorous learning expeditions; behavior disruptions decrease. When they are stimulated, challenged, and held to what is expected, students are less likely to engage in disciplinary issues. Our dual focus on character and academics and our use of the Responsive Classroom approach to classroom management prevents and addresses most discipline issues.

Teaching and modeling positive behaviors are the primary approaches to discipline at ANSER. As a result, children seldom engage in serious, negative behavior. One unique aspect of ANSER is that the entire school has adopted and promotes a particular culture of values. In turn this provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches the EL Design Principles and ANSER Character Traits (see below) on a consistent basis through countless interactions between children, children and teachers, and other adults.

**Design Principles:**

1. The Primacy of Self Discovery – *I am here to discover my abilities, values, passions, and responsibilities.*
2. The Having of Wonderful Ideas – *I remain curious and creative and I am willing to share my ideas.*
3. Responsibility for Learning – *I am responsible for my own learning and I support the crew’s learning.*
4. Empathy and Caring – *I build mutual respect and trust with all crew members.*
5. Success and Failure – *Failure leads to success.*
6. Collaboration and Competition – *I cooperate with everyone and compete only with myself.*
7. Diversity and Inclusion – *I celebrate our differences as well as our commonalities.*
8. The Natural World – *I am a steward of the Earth.*
9. Solitude and Reflection – *I need time to myself and with others to contemplate the big idea.*
10. Service and Compassion – *I am in service to others and my community.*

Students are immersed in learning about, and expected to practice, strong **character.** The following traits are ones adults at ANSER model in order to help students grow and interact with personal responsibility for their behavior and learning.

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| **Responsibility** | **Integrity** | **Courage** | **Compassion** | **Discipline** | **Respect** |
| **\*On time****\*Completes individual and group tasks****\*Pitches in without measuring contribution against that of others****\*Respects space and belongings of him/herself and others****\*Is where s/he is supposed to be** **\*Takes care of environment** **\*Conscientious in everyday affairs, and in tasks with which s/he is personally entrusted** **\*Completes individual and group tasks** **\*Accepts consequences for actions**  | **\*Listens to others****\*Consistent in action-lives by convictions, not circumstances****\*Respects the learning environment****\*Does not talk while others are talking****\*Good audience member** **\*Does the right thing whether supervised or not** **\*Honest and trustworthy****\*Supports everyone’s efforts****\*Completes own work****\*Refrains from talking when others are talking** | **\*Tries something new.** **\*Lives by convictions, not by circumstances****\*Shares a personal challenge with a group****\*Works toward personal best****\*Tales risks but does not endanger self and others****\*Follows what s/he believes to be the right course even when things are tough** **\*Deals with the unexpected****\*Tries different approaches and solutions, before giving up** **\*Stands up for beliefs****\*Accepts constructive criticism as well as praise****\*Is honest** | **\*Listens to and speaks kindly to others** **\*Calls people by name.****\*Uses good manners****Helps others****\*Does not talk while others are talking****\*Includes those who are different****Wants to make a positive influence****\*Is respectful and appreciates own and other’s the struggles, achievements, feelings, points of view, safety, and property of others****\*Appreciates own and other’s ethnic, racial, linguistic and cultural ways.** | **\*Completes work** **\*Cleans up****\*Is on time** **\*Maintains a healthy diet****\*Exercises regularly****\*Maintains an organizational plan****\*Works at an appropriate rate for the task** **\*Maintains safety** **\*Does best work****\*Revises work often** **\*Balances work and play****\*Plans ahead** **\*Attends to detail****\*Adapts to change** **\*Meets deadlines****\*Keeps at a task, even if it’s hard** | **\*Responds sensitively to the ideas and needs of others without dismissing or degrading them****\*Differences are celebrated****\*Able to accept praise and constructive suggestions****\*Affirms individual freedoms while honoring the rights of the group** |

**Developing Positive Behavior in the ANSER Community and Curriculum**

As we all know, conflicts arise within any community. Conflict resolution is an area of the school environment that is crucial to the on-going positive nature of our program. We have spent considerable time and energy on synchronizing our values and methods for handling conflicts. As a general rule, children and adult members of our community attempt to use conflicts to teach new and/or better behaviors through a belief that restitution (making things right) is a way to help all students get to the next level of “doing the right thing.”

Aggressive or disruptive behavior may happen for a variety of reasons and in a variety of school settings. In line with our educational philosophy, these behaviors are handled in a variety of ways that integrate the needs of the child or children and teach and model the desired outcome. Whenever possible, those involved are invited to actively participate in ways to make the situation right and learn from their actions. Our goals are to protect each person's rights, and to help each person learn to make wise choices, caring for themselves and others.

Proactive strategies used in classrooms and throughout the school to achieve these goals are as follows:

1. **Crew Meetings** are utilized as a forum for discussing and problem-solving specific issues. Here, both children and teachers teach, practice and model appropriate ways of resolving conflict.
2. **Behavior is viewed within the context of the student’s life at school**, in a particular classroom’s expectations, and ANSER’s collaborative, respectful methods. Throughout the year/s teachers and staff are called upon to get to know and understand the children at ANSER. Personal knowledge about the child’s, or family’s, “story” can be respectfully useful in working with the children.
3. **Violent or hurtful behavior will be stopped immediately**, intervening verbally if possible, physically if necessary. Physically intervening might include temporarily isolating children, restraining violent acts by holding a hand, or placing one’s self between angry children. Children must never be treated roughly or violently by adults-physically or verbally.
4. Be certain that any **“injured” person’s rights and needs** are addressed and reinforced as soon as possible. This not only informs the offending child that they have interfered with another child’s rights but also begins to make the environment safe again for the “injured” child.
5. Encourage students involved to **resolve the conflict** by including the following:
	* 1. clearly state the problem
		2. generate options for correcting the problem
		3. select the solution
		4. follow up to be sure that the solution is working
6. **Go to another staff member** when a student’s behavior is beyond the resources of staff or parents involved.
7. Repeated, irresolvable conflict means something’s wrong and it’s our job to **find out** what it is. It may be a mismatch of child to school or classroom or task: it may be family problems; it may be physical illness; etc. As a collaborative, respectful program, the staff and parents of ANSER are responsible for seeking advice from one another and, in some cases, outside resources (e.g., nurse, counselor, etc.). This information is always gathered in a caring and confidential manner.

Policies and procedures for handling student discipline issues with all students are designed to achieve these goals.

When Discipline Crosses Boundaries and Becomes a Major Offense

All students have the right to learn in an atmosphere that is safe, conducive to learning, and free from disruptions. The school shall enforce provisions of the code of conduct and discipline so that students demonstrating major disciplinary behaviors and their parents understand that such behavior shall not be tolerated and shall be dealt with according to the code and requirements of law.

Students are expected to conduct themselves in keeping with their level of maturity and development, acting with due regard for teachers and others acting in a supervisory role, the educational purposes underlying all school activities, the widely shared use of school property, and the rights and welfare of other students. Conduct which disrupts or threatens to disrupt the operation of the school, which interferes in any way with the public or private rights of other students or citizens, which threatens or endangers the health or safety of any person, or which damages property will not be tolerated and will result in immediate disciplinary action and consequences.

Students are entitled to the proper recognition and preservation of their constitutional rights, and allowance for such rights, including freedom of expression, personal appearance, and the right to petition, personal property, due process, and involvement in school and community affairs. These rights are not unlimited, and must be balanced against the rights of others and the overarching purposes of the school.

**Disciplinary Action Procedures**

Disciplinary action is warranted when a child’s choices do not comply with Anser’s Caring Community Plan, Design Principles and Character Traits, is disruptive to the educational process, or infringes on the rights, property, and safety of others.

The following explains Level I through Level 4 infractions and the actions to be taken.

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| **Level 1 –** **Incidental Violations**(Non-referred/Non-recorded **unless happens on a consistent and disruptive manner**) | **Level 2 –** **Minor Violations**(Non-referred but recorded – may or may not contact parent, possible in-school detention) | **Level 3 –** **Major Violations**(Referred/Recorded – Contact parent – possible detention or suspension) | **Level 4 –** **Illegal Violations**(Referred/Recorded – Contact parent – possible suspension or expulsion) |
| * Running
* Loud voices/yelling
* Off-task behavior
* Name calling
* Noise making
* Out of seat
* Missing homework
* Disruptive
* Breaking cafeteria rules
* Breaking minor playground rules
* Inappropriate (minor) behavior in the bathrooms
* Chewing gum or eating candy except by teacher permission
 | * Lying
* Indirect, inappropriate language/gestures
* Inappropriate dress
* Spitting
* Insubordination
* Missing homework over a two week period of time
* Disrespect/rude
 | * Direct, inappropriate language/gestures
* Fighting/physical aggression
* Harassment/bullying
* Overt defiance
* Property destruction/misuse
* Theft
* Forgery
* Internet misuse and/or cyber bullying
* Skipping class
* De-pantsing
* Reference in conversation, writing or pictures to weapons or acts of violence
* Taking pictures/video without consent
* Cheating
* Consistently not turning in homework
* Leaving designated school area
 | * Drug use/possession
* Weapon use/possession
* Truancy
* Arson
* Bomb threat
* Extreme property damage/vandalism
* Combustibles
* Assault/threats
* Sexual aggression
* Exposure
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**\*Moving from one level to another level on any of the above infractions will depend on the specifics of the violation as well as the age of**

 **the student and whether or not patterns of behavior exist.**

**NOTE:** No student should be sent to the Education Director’s office without notice. This may be in the form of a note sent with a student, by email or telephone. Education Director’s cell phone number is 208.830.1678.

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|  | **Level 1-****Incidental Violations** | **Level 2-****Minor Violations** | **Level 3-****Major Violations** | **Level 4-****Illegal Violations** |
| AddressingtheBehavior | **Teacher-handled**The teacher addresses the behavior using classroom management strategies.  | **Teacher-handled**The teacher addresses the behavior using logical consequences that are respectful and appropriate to the situation, | **Office-managed**Send the student to the office where the Education Director or designee will address the behavior. | **Office-managed**Send the student to the office where the Education Director or designee will address the behavior. |
| Forms | **Recording**May record for records if so desire. May inform the office of the violation. | **Student Action Report**Complete the document, send home with student to explain to parent/s, If student does not bring back document on due date, he/she does not go to class but rather, completes work in the office until slip is signed. Office is informed. | **Office-managed**Education Director or designee will manage the situation with student and families. Teachers are kept apprised. | **Office-managed**Education Director or designee will manage the situation with student and families. Teachers are kept apprised. |
| Recess/LunchPlan | Supervisors will address the behavior using strategies from the playground handbookSupervisors may connect with the teacher later in the day to follow-up when necessary | Supervisors will address the behavior using logical consequences that are respectful and appropriate to the situation.Supervisors may notify the office by radio/phone regarding the situation, and facilitate completing a Student Action Report. Supervisors may connect with the teacher later in the day to follow-up when necessary | Supervisors will notify the office by radio/phone regarding the situation, and facilitate completing a Student Action Report. The student will remain in the office until the Education Director or designee addresses the behavior. Education Director or designee will manage the situation with student and parents.  | Supervisors will notify the office by radio/phone regarding the situation, and facilitate completing a Student Action Report. The student will remain in the office until the Education Director or designee addresses the behavior. Education Director or designee will manage the situation with student and parents.  |

**In-school Detention:**

In school detentions may last as short as a recess time or as long as several days. In-school detention may occur in any Level 1-3 violation, depending on the violation, age of student or patterns. Any time an in-school detention occurs, parents will be notified in advance unless it is for a recess.

**Suspension:**

Suspensions may be short term (five or fewer days) or long term (more than five days). Suspensions may occur for any Level 2-4 violations.

**Disciplinary Hearings and Expulsion:**

Students who receive a long-term suspension or who receive three or more suspensions within a school year are subject to a disciplinary hearing by a Hearing Panel that shall consist of two to three staff members (not involved in the disciplinary action in question, and two to three members from the Education Committee to the Board of Trustees). The Education Director shall be present during the hearing as the hearing officer, but shall not vote on any decision.

Hearings are conducted in two parts. During the first part, the Hearing Panel determines if the student is guilty of the charge. If the panel does find the student guilty, during the second part the panel reviews the student’s previous record and determines the recommended consequence for his or her actions, up to and including expulsion. The Hearing Panel shall put their decision in writing within one school week (5 school days) of making a decision to expel as well as inform the Board of Trustees of this decision within the same five day period.

If parent/s so desire, they may appeal the decision to the Board of Trustees at the next scheduled board meeting.

Depending on the violation, the Education Director may determine at Level 3 or 4 to go directly to expulsion.