

CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY

SCHOOL DISCIPLINARY GUIDELINES

Purpose

The purpose of this policy is to provide the school's parents, students, staff, and other stakeholders with information about the school's disciplinary philosophy, consequences, and interventions related to student misbehavior; and to emphasize the school's focus on student learning through the disciplinary process. Stakeholders should refer to CCID's board-approved policy, Safe Schools, Discipline and Behavior Policy, and Emergency Safety Interventions, for the specific laws, rules, and guidelines established by the school's board.

In accordance with state law, USBE administrative rules, and board policies, the Administration asserts its authority to adopt and enforce fair, reasonable, and necessary rules governing student conduct. These rules govern student conduct at all times when students are under the supervision of the school or at any time while students are on school property, present at school-sponsored activities, traveling to or from school and school-sponsored activities, or at other times while riding in school-provided means of transportation. Application of rules and assignment of consequences will also apply to student conduct that occurs off school property or off-campus or during non-school hours to the same extent as outlined in the school's Safe Schools, Discipline and Behavior Policy, and Emergency Safety Interventions Policy.

The Administration recognizes that individual incidents of misconduct and violations of the established rules of student conduct create disruptive and potentially harmful situations or an unsafe school environment. All stakeholders in the school community must work cooperatively to prevent such occurrences or to respond to such occurrences in a way that improves student behavior and enhances the safety of the school environment. The Administration acknowledges that the school, staff, and parents must work together to establish relationships among stakeholders that are built on trust and mutual respect.

Philosophy

The Administration understands that the primary goals of disciplinary consequences are to teach students how to be productive members of their school community, correct breaches of the rules, reinforce within the school community that misbehavior will result in consequences, and achieve compliance.

To support the achievement of that learning environment, the Administration has implemented a schoolwide set of behaviors that teachers, staff members, and administrators regularly teach, review, and practice with all students at the school. The administration has also dedicated resources and implemented systems to ensure that each member of the school community is provided opportunities for learning and growth; that each member is known, valued, treated justly; and that each member is meaningfully engaged in the school community.

The Administration acknowledges its responsibility to model and teach students methods of exerting authority and modifying behavior that are constructive, humane, and focused on opportunities for growth. The Administration further acknowledges that discipline and consequences should be reasonable, timely, fair, age and developmentally appropriate, connected to natural consequences when possible, and focused on a student's reintegration into the school community.

General Guidelines

The school prioritizes the use of non-exclusionary disciplinary actions such as community service, in-school detentions, and in-school suspensions before the use of exclusionary disciplinary actions such as out-of-school suspensions, extended suspensions, expulsions, or other measures that remove a student from school.

Corrective approaches that may be adequate to address a student's breach of the rules will be considered prior to initiating formal disciplinary action. The school also uses behavior interventions, behavior plans, positive behavior reinforcement, counseling, and other means of assisting students as an alternative to or in conjunction with assigned discipline.

School-Wide Strategies

The Administration, teachers, and staff teach a schoolwide behavior curriculum that sets clear expectations for student and adult behavior, and establishes a plan for the communication and support of these behavioral expectations during the school year.

The school emphasizes open communication with parents and students, understanding the root causes of behavior, and ensuring that consequences are age and developmentally appropriate. The school also considers a student's behavioral history and seeks to apply consequences consistently.

The school integrates student discipline strategies within a Multi-Tiered System of Supports (MTSS) model and a Positive Behavior Interventions and Supports model to address student conduct and behavior. As part of its MTSS model and Positive Behavior Interventions and Supports models, the school uses the following practices:

- Conferencing with the student;
- Environmental changes such as reassignment of seating, peer work groups, transportation, or other school environmental changes related to a student behavior concern;
- Assignment of a refocus area or designating a specific space within a classroom or learning environment where a student can go to regain focus and composure when feeling distracted or overwhelmed;
- Providing breaks or allowing a student to take a brief moment to regroup before returning to regular learning activities;
- Conferencing with parents/guardians;
- Community service to the school;
- Restitution;
- Work with peer leadership groups to improve social and emotional skills, and behavioral self-management;
- Establishment of behavior plans to support self-management and to provide positive reinforcement and/or consequences for specific behaviors;
- Counseling with both in-school and external experts;
- Coordination with external psychologists.

Disciplinary Consequences and Procedures

The Administration utilizes a team approach to discipline and school safety which includes a Leadership Team, an Intervention Team, Teacher Teams, and support staff. The Dean of Students develops the schoolwide behavior or Tier 1 instruction in collaboration with other teams and supports all teachers in delivering this instruction.

The school imposes effective consequences that include these key aspects:

- Wherever possible, the consequence is directly related to the behavior;
- The consequence is logical and reasonable;
- The consequence makes sense to the student and be proportional to the severity of the misbehavior;
- The consequence focuses on learning and correction;
- The consequence helps the student understand why the behavior was inappropriate and how to correct it.

Consequences for Minor Infractions

(Minor Infractions as defined in the school's Safe School Policy)

Consequences for minor infractions are paired with open communication with the student to understand the root cause of behavior and efforts to ensure that consequences are age-appropriate and consistently applied. The school often uses community service to ensure that students have the opportunity to give back to or improve the learning community that their behavior harmed or undermined.

- Time-outs;
- Environmental changes;
- Loss of privileges;
- Completing an unpleasant task related to the misbehavior;
- Extra work related to disruption or loss of learning;
- Natural consequences or allowing the student to experience the direct results of misbehavior;
- Conferencing with the student;
- Conferencing with parents or guardians;
- Community service;
- Implementation of a behavior plan or contract that includes positive behavior interventions.

Consequences for Major Infractions

(Major Infractions as defined in the school's Safe School Policy)

Consequences for major infractions are paired with open communication with the student and parents/guardians to understand the root cause of the behavior and efforts to ensure that consequences are age-appropriate and consistently applied.

In-school and out-of-school suspensions are used to demonstrate to students that their behavior has breached community rules and left them “outside” the community for a period of time. The students learn that they are able to reintegrate with and rejoin the community with positive efforts and service.

In-school and out-of-school suspensions are serious measures used only to teach students about the privilege of participating in the school community and to preserve the safety of other students and staff. Suspensions are also used as part of an early warning data system to target supportive interventions for at-risk students.

- In-school suspensions for a half day, full day, or multiple days:
 - In-school suspensions include schoolwork and community service during the period of suspension;
 - In-school suspensions include conferencing with the student;

- In-school suspensions may include conferencing with parents or guardians;
- In-school suspensions may include the development of a behavior plan or contract;
- In-school suspensions may be followed by any positive behavior intervention including peer work groups;
- In-school suspensions may be followed by reintegration plans.
- Out-of-school suspensions for a day or multiple days:
 - Out-of-school suspensions include schoolwork, community service, and a reintegration plan;
 - Out-of-school suspensions include conferencing with the student;
 - Out-of-school suspensions include conferencing with the parents or guardians;
 - Out-of-school suspensions include the development of a behavior plan or contract;
 - Out-of-school suspensions are followed by a reintegration plan that may include positive behavioral interventions and supports, social and emotional learning, mentoring, mental health counseling, restitution, and community service.
- Expulsion. The Administration will only recommend the expulsion of a student in accordance with all applicable laws, USBE administrative rules, and board-approved policies. If the Administration recommends the expulsion of a student, the Administration and Board of Directors will follow all applicable laws, USBE administrative rules, and board-approved policies in providing notification, due process, the opportunity to appeal the recommendation, and any other required actions as outlined in the board's Safe Schools, Discipline and Behavior Policy, and Emergency Safety Interventions.

Training for School Administration and Staff

The Administration will ensure that administrators, teachers, and staff receive training regarding applicable standards and procedures for implementation of student discipline in accordance with state law, USBE administrative rules, board policies, and best practices.