

DISCIPLINE Policy - PAGOSA PEAK OPEN SCHOOL - 2018-2019

PPOS Discipline Philosophy and Overview

The goal of the Pagosa Peak Open School Discipline Policy and subsequent behavioral expectations is to create a safe, respectful, and responsible environment where learning can take place. PPOS expects students to behave responsibly and treat their peers, Advisors, staff, community and environment with respect.

All students are held to high expectations and are encouraged to connect their efforts to doing important work for themselves and their communities. Students are asked to reflect on their conduct and how it aligns to the school and classroom rules and guidelines, and make a commitment to align their personal behavior with those rules and guidelines.

Goals for these commitments are included as learning targets for Projects, other class work and school-wide activities. Advisors translate non-academic goals into developmentally appropriate language, to be used by Advisors and students to evaluate progress.

Students reflect on their progress toward demonstrating these commitments informally on a regular basis and formally in student-led goal conferences as well as portfolio passages.

Regular reviews of expectations in the classroom and at faculty meetings encourage the ongoing implementation of the philosophy throughout the school.

Each student will develop a one-to-one relationship with an adult Advisor at the school, as well as a consistent and ongoing small-scale peer community. Advisors monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents/guardians and the school.

Classroom meetings are used for teambuilding exercises and for group discussions on topical issues to help establish a positive school culture. Yearly, each classroom at PPOS will develop a set of guidelines in the form of a collaboratively evolved agreement. These guidelines are shared with the school, and posted in classrooms.

PPOS faculty and staff will always work towards fully achieving a positive and productive experience for each child – both in her or his classroom and as members of the school community itself. Faculty facilitates students being part of something greater than oneself as they fully develop themselves. Each student's experience of school is both as an individual and as a member of the whole community. When EVERYONE is connected, involved, contributing, and important -- then the PPOS learning community functions at its highest level of productivity.

PPOS faculty and staff will work hard to know every student with four essential questions?

1. How is this student growing in terms of academic skills and capacity?
2. How is this student growing in terms of social skills and capacity?
3. How do they feel important and valued as an individual?
4. How do they feel important and valued to the classroom, to the school, and to the Pagosa Springs community?

PPOS faculty and staff are committed to sharing with the family the ongoing answers to these above four evolving insights.

Five C's

In seeking to encapsulate the philosophy of our school while better defining our culture, five words will serve as tools to support decision-making as well as our conversations around discipline with the student body.

- Collaboration
- Community
- Care
- Creativity
- Confidence.

These are the hallmark values - though not the only values. When making decisions, it should be possible in nearly any situation to provide a strong justification based on one of these five values. When creating shared norms and agreements, it ought to be possible to use these values to frame the process. When restoring harm, it should be possible to explain the harm that needs repairing using these words.

Progressive Discipline

The faculty and staff follow a philosophy and practice of Progressive Discipline. Progressive Discipline means that discipline interventions begin at the least intrusive and lowest levels and work up to more restrictive and consequential levels IF students continue to repeat poor choices and poor behaviors. The positive goal of progressive discipline is to facilitate and foster in each student the ability to be self-disciplined.

Family First

The first level of discipline begins with the parents and students themselves. When each family discusses at home what is appropriate language, dress, attendance, and personal action as both a learner and a classmate and schoolmate – then discipline will largely remain in the parent's hands and the school's discipline policy will come into play infrequently and as needed during the school year. This conversation is important for the student to understand what is expected of him or her at school.

RESTORATIVE JUSTICE AND DISCIPLINE

PPOS embraces “Restorative Justice” — an emphasis on repairing the harm done by inappropriate behavior. The offender will be encouraged to take responsibility for his/her actions and to “repair” the harm they have done by apologizing, returning stolen money, property, or doing community service, as determined by the School Justice Committee, or in cases of suspension or expulsion, by the School Director — as agreed to by the student and parent/guardian.

The *Oakland Unified School District Restorative Justice Implementation Guide* will serve as our designated “playbook” for implementing restorative justice across campus because of its strength

at involving all stakeholders including the student. The restorative justice coordinator will provide training and implement RJ on campus through the Model, Mentor, Transfer method; coordinate the efforts of our guidance counselors, and outside resource providers, as well as monitoring the progress of the implementation.

RESTORATIVE LEADERSHIP: SERVICE TO THE COMMUNITY

There will be a daily time for Restorative Leadership as it creates consistency for our students and because we feel there is a need for a natural consequence to come into play after being warned but before notifying parents.

When a child has more than once disrupted class through a Lowest Level offense or on the first instance of a Moderate offense, the child will join a supervised group called Restorative Leadership in lieu of recess. This group will provide a context for understanding that violating our shared norms is unacceptable while simultaneously providing the opportunity to do something constructive to restore oneself to the community. This activity will be framed for all children in Pagosa Peak as an opportunity to show self-leadership by accepting responsibility and modeling a constructive way to make up for harm. (Student volunteers may be organized to help in the group as positive peer models)

When a child who is assigned to Restorative Leadership more than twice in a single week or more than once during two consecutive weeks, a guidance counselor and/or school director will be notified because this issue may need a different, more intensive response. (Refer to Appendix A.)

School Justice Committee

The School Justice Committee at PPOS will be developed during the 2018-2019 school year.

The SJC is made up of students, Guidance Counselor, and Restorative Justice School Coordinator. Students will be nominated for the SJC by classroom Advisors. When an incident occurs, the classroom Advisor, Guidance Counselor, Restorative Justice Coordinator or School Director may suggest the SJC as a place to go for resolution of the problem. A student may also request a hearing before the SJC.

Every effort will be made to ensure that minorities are represented on the School Justice Committee, to help provide a diversity of opinions and perspectives during judicial processes. Both the affected parties of a dispute need to agree to go to the SJC for mediation. When a mediation occurs, the SJC uses a mediation script to help parties work through the issue and come to an agreed upon restorative practice. A follow-up meeting is scheduled at this time to check that the restorative practice has been completed.

Further Steps

Students who consistently violate guidelines or who develop inter-personal conflict with another student or Advisor and are unable, for whatever reason, to resolve the conflict through a SJC hearing, will be required to meet with the School Director to assess the situation, discuss corrective steps, or simply “cool off.” During this process, the parents/guardians may be asked to become involved.

The following are corrective steps, or disciplinary actions of escalating levels of punishment, for serious or repeat offenses by students. Each step or action may include, but is not limited to:

- A verbal warning to the student;
- Verbal parental notification;
- A written warning to the student with parent or guardian signature required;
- A parent/guardian, student, and School Director conference
- A hearing with the School Justice Committee;
- A written contract between the Student and PPOS to improve behavior or performance;
- Suspension or;
- Expulsion

Transportation: Being Safe

It is expected of PPOS students that they will behave in a safe and courteous manner during all manner of transportation times whether that is field studies, class trips, or being dropped off and picked up at school. Parents will drop off children at the front of the school and a staff person will let them out of the car. Parents will drive less than 15 MPH in the parking lot at all times. For the afternoon dismissal procedures advisors will keep the children in the classroom while parents enter the classroom to pick up their children. The benefit of this dismissal procedure is to provide regular face-to-face interaction with the child's advisor and to ensure a safe pickup with limited parking lot space for many vehicles.

Student Behavior Expectations:

- Morning Expectations
 - Please arrive to school on time; classes begin at 8:05. Arriving by 8:00 and having a few minutes to settle is best.
 - Students go to classrooms when they arrive and do not linger in the hallways.
- Classroom
 - Listen, Respect, Try, Give
 - Each teacher establishes the day-to-day expectations for learning for the age of children in his or her classroom.
 - Each teacher's relevant expectations are shared with students and posted in the classroom.
- Bathroom
 - Use a quiet voice
 - Respect Privacy
 - Throw paper towels in waste can.
 - Get in and get out promptly – no loitering
 - Enter and exit slowly
 - Wash hands with soap and water
 - Flush when you finish
 - Leave the lights on
- Recess
 - Take turns
 - Share with others
 - Include others who may be left out

- Treat others the way you want to be treated
- Follow the rules of games
- Keep hands and feet to yourself
- Stay in designated recess area
- Get help for problem solving
- Hallway
 - Use a quiet voice
 - Leave other people's things alone
 - Walk directly to where you are going
 - When with a group or class walk in a line
 - Keep your hands to your self.
 - Walk on the right side of the hallway
- Lunchroom
 - Stay in your spot in line
 - Use manners (Please and Thank you)
 - Use quiet voices
 - Clean up after yourself
 - Eat only your own food
 - Walk do not run
- Transportation
 - Listen to the driver of the bus or vehicle
 - Use a quiet voice
 - Keeps hands to self
 - Sit in designated seat
 - Follow the driver's rules
 - Take with you what you brought onto the bus
 - Keep the aisles clear

APPENDIX A
PAGOSA PEAK OPEN SCHOOL DISCIPLINE LADDER

Intervention	Possible Solutions
Lowest Level	
Self-monitoring	Self-Control and self-advocacy
Peer-to- Peer Mediation	Apology, Peace Table, Advisor, or peer mediation
Moderate Level	
Advisor Intervention	New seat, time out, individual meeting with Advisor, student reflection (i.e. Situation Evaluation Plan, Solve it Plan), incomplete classes, loss of specials privileges (elementary), loss of off campus and/or open campus privileges (secondary), removal from class, and/or other consequences deemed appropriate by the Advisor.
Guidance Counselor and/or School Director Informed/Intervention	Problem-solving meeting, Incident Report, loss of trust, loss of specials privileges (elementary) loss of off campus and/or open campus privileges (secondary), Peace Table, restorative practices (mediation), and/or other consequences deemed appropriate by the Advisor.
Severe Level or Repeated Violations	
Advisor, Parent, Guidance Counselor, and/or School Director involved	Problem-solving meeting, Incident Report, loss of trust, loss of specials privileges (elementary), loss of off campus and/or open campus privileges (secondary), Peace Table, restorative practices (mediation), service to community.
Suspensions are determined and documented in accordance with our Code of Conduct. See Appendix D	Loss of privilege to attend school for a given period of time, make-up work, re-entry meeting, Peace Table, service to community, restorative practices (mediation).
Student/Parent Contract	Re-clarification of Open School values and norms and individual responsibilities with clear terms to demonstrate appropriateness of the program, and/or other consequences deemed appropriate by the Advisor, Guidance Counselor, and/or School Director.

APPENDIX B

LIST OF BEHAVIORAL LAPSES TO SUPPORT CATEGORIZING THEIR SEVERITY

LOWEST LEVEL

These behaviors can be handled by the students involved through dialogue with a peer (Peace Table) or the classroom teacher/the attending adult or by another means by the classroom teacher/the attending adult.

- Teasing and/or derogatory remarks
- Inappropriate hallway behavior
- Swearing (unintentional)
- Disrespect to other students, advisors, staff, or visitors
- Talking out of turn
- Not following directions the first time
- Wandering outside the classroom during class time
- Use of personal electronic devices in school
- Food theft
- Disrespectful behavior during an assembly
- Inappropriate use of classroom equipment
- Low-level Defiance
- Late for class
- Littering (inside and outside of school)

MODERATE LEVEL

These behaviors are handled initially by the attending adult, but are referred to the administration if they become chronic

- Cheating
 - Dishonesty
 - Inappropriate clothing
 - Community or cultural slurs
- Deliberately knocking over furniture or classroom equipment
- Matches/Lighter
 - Disrespecting teacher's personal space/desk
 - Skipping class or school
 - Unwanted touching but of a non-sexual nature
 - Abuse of school equipment
 - Chronic minor behavior issues

SEVERE LEVEL OR REPEATED VIOLATIONS

These behaviors are immediately referred to the administration as well as addressed through restorative measures

- Fighting
 - Physical Aggression
 - Self-harm
- Defacing school property
- Habitual Defiance

- Off School Grounds without permission
- Vandalism
- Skipping
- Smoking
- Drugs and/or Alcohol
- Bullying
- Intimidation
- Theft (serious)
- Non-Emergency Fire Alarm
- Deliberate inappropriate internet sites and/or print material
- Inappropriate representation of school (field trips, athletics, performances, etc.)
- Sexual Harassment
- Sexual Behavior
- Sexual touching up to and including sexual assault
- Weapons
- Chronic intermediate behavior issues

APPENDIX C

ATTENDANCE, A RELATED ISSUE

Although there are perfectly legitimate reasons for students to be out of school, including parents' desire to enrich their child's life through travel or trips to visit family, as a global phenomenon, the school's attendance rate has an effect on the school's learning climate. We hold a vision of Pagosa Peak Open School as a learning environment bristling with activity, brimming over with learners who are engaged in subject matter they are passionate about, met with the appropriate level of challenge and whose need for adventure and enrichment through travel is met through expeditions and trips that our community co-creates.

To support consistent attendance the following learning community conditions will be implemented:

- Teacher-student communication employing an empathic mindset
- Be consistent, fair, and restorative in all matters of discipline.
- Hold all students as well as ourselves accountable as equitably and consciously as possible
- Employ the Peace Table; provide in-class guidance circles
- Support students with useful organizational techniques and more frequent feedback
- Support the development of intrinsic sources of motivation

APPENDIX D

Suspension or Expulsion Procedures

Every effort will be made to work with behaviorally challenging students. In the case that corrective actions are not successful, suspension or expulsion may be considered. The School Director will assist with disciplinary concerns and will be responsible for disciplinary decisions.

Suspension The following is a list of offenses that may be grounds for suspension:

- ❖ Continued willful disobedience; open and persistent defiance of proper authority;
- ❖ Willful destruction, defacing, or attempting to cause damage or vandalism of school property or private property;
- ❖ Behavior that is detrimental to the welfare or safety of other pupils or of school personnel including behavior that creates a threat of physical harm to the child or to other children;
- ❖ Trespassing on school property;
- ❖ Engaging in habitual profanity or vulgarity;
- ❖ Engaging in sexual harassment;
- ❖ Engaging in verbal abuse including, but not limited to:
- ❖ Ethnic or racial slurs; or Vulgar language; or Sexually explicit or sexually derogatory language
- ❖ Violating the Code of Academic Integrity by plagiarizing or other forms of cheating on assigned schoolwork;
- ❖ Violating school's Technology Policy;

Exceptions are:

- Cases of self-defense, such as blocking or defensive positions, as determined by the School Director;
- A Student who creates the threat is a child with a disability as defined by the state of Colorado C.R.S 22M20M103 (5)(a) such as:
 - Long term physical impairment or illness
 - Significant limited intellectual capacity
 - Significant identifiable emotional disorder
 - Specific learning disability
 - Speech or language impairment

Expulsion

The following is a list of offenses that may be grounds for expulsion:

- ❖ Carrying, bringing, using, or possessing a dangerous weapon such as a firearm (loaded or unloaded), or a firearm facsimile that could be mistakenly taken for an actual firearm;
- ❖ Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;

- ❖ Possession of a fixed blade knife with a blade that measures 3 inches or longer in length or a spring loaded knife or a pocket knife with a blade longer than four inches;
- ❖ Possession of an object, device, instrument, material or substance, used to or intended to inflict serious bodily injury or death;
- ❖ Possession of, selling, using, furnishing, or being found under the influence of a controlled substance (except in the case of authorized prescription medication), alcoholic beverage, or intoxicant of any kind;
- ❖ Committing robbery, assault, or extortion; stealing or attempting to steal school property or private property

Exceptions are:

- Cases of self-defense, such as blocking or defensive positions, as determined by the School Director;
- A Student who creates the threat is a child with a disability as defined by the state of Colorado C.R.S 22M20M103 (5)(a) such as:
 - Long term physical impairment or illness
 - Significant limited intellectual capacity
 - Significant identifiable emotional disorder
 - Specific learning disability
 - Speech or language impairment
- A student who discovers that he or she has carried, brought, or is in possession of a dangerous weapon and notifies a staff member or other authorized person at the school as soon as possible and delivers the dangerous weapon to the staff member or other authorized person.

The Board of Directors shall provide due process of law to students, parent and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. Any student with disabilities is afforded the same rights in any disciplinary action taken with modifications as deemed necessary.

The procedure for expulsion is as follows:

The School Director will give written notice at least five days before the date of the contemplated action. This notice will consist of a letter mailed through U.S. Mail to the last known address of the student or his or her parent/guardian. In the event that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student and his parent/guardian have actual notice of the hearing prior to the time it is held.

The notice will contain:

- A statement of the basic allegations
- A statement that a hearing will be held if requested by the student or his or her parent/guardian within five days after the date of notice
- A statement of the time, date and place of the hearing

- A statement that the student may be present during the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that s/he may be accompanied and represented by his/her parent/guardian and an attorney
- A statement that failure to participate in such a hearing constitutes a waiver of further rights in the matter. A hearing may be requested by the parent/guardian.

The School Director will conduct such hearing. The hearing will be conducted in a closed session except to those individuals deemed advisable by the School Director but including in all events the student, the parent/guardian and, if requested, an attorney. Such individuals who may have pertinent information will be admitted to the closed hearing to the extent necessary to provide such information. Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the School Director may consider and give appropriate weight to such information, as s/he deems appropriate. The student and his/her representative may question individuals presenting information. A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the transcript. Within seven days after the decision of the School Director, the student may appeal the decision to the Board of Directors. Failure to request an appeal within seven days shall result in a waiver of the right to appeal and the School Director's decision shall become final.

If an appeal is properly requested, the Board will limit the appeal to the following areas:

- An appeal may be made if there is a question of whether or not the student's procedural rights were followed.
- An appeal may be made if there were grounds that there was a misrepresentation of the law.
- An appeal may be made if the appellant was not able to introduce evidence in the original hearing. Counsel at the appeal may represent the student. Representatives of the district and the parents/guardians may make brief statements to the Board, but no new evidence may be presented at such time unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make the final determination regarding expulsion of the student and will inform the student and his parent/guardian of the right to judicial review.

If a student between the ages of five and fifteen is expelled, his parent/guardian will be responsible for insuring compliance with the compulsory school attendance law during the expulsion period. Upon expelling the student, school personnel shall provide information to the student's parent/guardian concerning the educational alternatives available to the student during expulsion.

If the parent/guardian chooses to provide a home-based education program for the student, school personnel shall assist the parent in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled for the remainder of the school year, the school shall contact the student's parent/guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services.

School personnel need not contact the parent/guardian after the student is enrolled in another school or if the student is committed to the Department of Human Services or sentenced to a juvenile or adult detention facility. No student will be readmitted to the school until after a meeting between the School Director and the parent/guardian has taken place except that if the School Director cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

Appendix E

Discipline of Students with Disabilities

Students with disabilities are neither immune from PPOS disciplinary process nor entitled to participate in programs when their behavior impairs the education or safety of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, their behavioral intervention plan, and this policy. Nothing in this policy shall prohibit the IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

All students, including students with disabilities, may be suspended for up to 10 days in any given school year for violations of the student code of conduct. The procedure for suspension is the same as outlined above. For suspension of a student with disabilities, a team including Special Education staff members and the School Director, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled but will be disciplined in accordance with his or her IEP, any behavioral intervention and PPOS policy

Not in Policy – FYI for Board IMPLEMENTATION CALENDAR 2018-2019

- Week of Aug 6 - Contact made with Center for Restorative Practices vis a vis providing experienced, professional facilitation of early restorative circles for serious breaches of trust by students
- Mon, Aug 13 - Year 2's working draft shared with the school board
- Mon, Aug 27 - Discipline policy communicated through all appropriate channels (official email, letter home). Schedule parent meeting to notify all families of the positive changes to the discipline policy.

- This is the start of the week of professional development for staff leading into our second year, so it will be a great time to put the finishing touches on it, prepare to implement, do the minimum training as a staff required to get started, and field parent emails and phone calls regarding the new policy.
- Week of Aug 27 - Tier I restorative discipline training for all staff provided by Thomas.
- New School Year: Family orientations
 - Celebration and re-orientation for *returning families* that celebrates personal achievements of the children in their own words while informing parents of changes and re-affirming commitments to one another.
 - Orientation with *incoming families* that showcases the results of our school's unique culture, that orients families to our culture, that informs them of our discipline policy, and that formalizes a contract between parent, student, and staff member about our mutual commitments and discipline expectations.
- Sep 2019 - Discipline policy approved by the school board
- Oct 2019 - First step-back. What has worked well and what hasn't? Product: Dates on the calendar for further trainings.
- Nov 2019
- Dec 2019
- Jan 2019 - Second step-back. Refine discipline practices. Product: commitment by all of us to necessary changes and dates on the calendar to address gaps in training.
- Feb 2019
- Mar 2019
- Apr 2019
- May 2019 - Final step-back. Reflect on successes and shortcomings. Product: unified policy on culture and discipline that may endure for more than a single year, although we will still reflect next year.
- Jun 2019 - Prep for orientations.
- Jul 2019 - Family orientations
 - Celebration and re-orientation for *returning families* that celebrates personal achievements of the children in their own words while informing parents of changes and re-affirming commitments to one another.
 - Orientation with *incoming families* that showcases the results of our school's unique culture, that orients families to our culture, that informs them of our discipline policy, and that formalizes a contract between parent, student, and staff member about our mutual commitments and discipline expectations.