

LEARNER CODE OF CONDUCT

Promoting ethical and responsible learner behavior is an essential component of the CRCS Board's educational mission.

CRCS is committed to maintaining a safe, respectful and orderly school environment in which learners may receive and staff may deliver quality education without disruption or interference and in which learners may develop as ethical, responsible and involved citizens.

To achieve this goal, the Board has developed this learner Code of Conduct with input from school administrators, staff, learners, parents and the community. Based on values identified as essential to ethical and responsible behavior, the Code articulates the CRCS Board's expectations for learner conduct.

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable learner conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

The learner Code of Conduct applies to learners who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

The learner Code of Conduct shall be distributed to learners, parents and staff through handbooks and/or other methods deemed appropriate by the Executive Director and building administrators.

DISCIPLINE POLICY

Learner Code of Conduct

There are three overarching rules, which are:

- Be Safe
- Be Respectful
- Be Responsible

At each Academy we have expectations about appropriate behavior that is reviewed with learners. These expectations are what we expect learners to demonstrate for behavior in different settings. If learners make a choice not to meet these expectations, then they will have a logical consequence. For example, if a learner is choosing not to use walking feet in the hallway, they may be asked to repeat walking down the hallway. A child who is consistently unable to follow these expectations will process the problem, decide how to fix the problem and generate solutions for the future. On occasion, we have learners that need intense intervention strategies, which require developing and

individual behavior plan and/or a check in/check out system. The goal is that learners become independent self regulators that will make positive choices.

Positive Behavior Recognition

Recognition of positive behavior is important. We will be celebrating positive behavior in different ways and recognizing learners that meet or exceed our behavioral expectations.

Discipline

The board has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all learners be successful both academically and socially and to help all adults at the school be consistent. Classroom rules are established based on behavior expectations, and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping learners who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at CRCS follows:

- reinforce the positive behavior
- remind learner of appropriate behavior
- redirect learner to another activity
- ask the learner to take a break
- send the learner to a “buddy facilitators room” or other determined safe place
- send the learner to the office
- staff will take the time to help the learner process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again
- office referral, which may lead to email, phone call, loss of privileges, inside suspension, outside suspension, and/or expulsion

As much as possible, facilitators and other adults at the school try to observe carefully for behavior problems and work to prevent them before they begin. Often learners lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all learners as part of their regular work at each grade level.

When adults at school help learners deal with problems, it is done privately and respectfully. We always try to hear “both sides” if two learners are involved, and all learners involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what’s fair is not always equal. Facilitators strive to respond to each child in a manner that is effective for that child’s particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the facilitators during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on learning impulse

control, while another is working on assertiveness skills. A “one size fits all” discipline plan is not the most effective way to meet all children’s needs.

Learners' rights are protected, however, and no individual learner's behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

If learners are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the learner and the adult may call or write a letter to the parents, letting you know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping you informed and asking you to work with us are the most effective ways to help your children be more successful. The more we work together on establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to learner learning. It is therefore essential that the family work closely with the school to ensure that these social skills are in place at home and transfer to the school setting.

Community Regional Charter School is unique in that we are a school of choice. As a part of this team, parents are expected to work actively with their children and the school to help the child master the skills necessary to be a productive member of the school community. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones.

Cross Referenced: Parent/Learner Handbook

Adopted: July 12, 2021