

JCCS Discipline Plan

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Introduction

It is the goal of the Juneau Community Charter School (JCCS) to provide a safe and healthy environment to foster learning for all students. This plan is adopted to implement this goal and to establish a protocol when student discipline is necessary. This discipline plan outlines a student's individual rights, expectations for behavior, and the levels of interventions and discipline used to address negative student behavior.

Each family at JCCS is expected to cooperate with the teachers and staff in the implementation of this policy.

Children excel when they have the security of a community of trusted and supporting adults and peers. "A firm structure of shoulders to lean on." JCCS uses a constructivist approach to Supportive Social Learning (SSL), which focuses on skills related to self-control, conflict resolution, problem-solving, and respect for others.

Restorative Practices in schools have been shown to reduce disruptions to the learning environment and help students learn to resolve disputes in a socially acceptable way and repair relationships. JCCS subscribes to Restorative Practices and the use of circles for meetings and classroom discussions helps to build community and gives a safe place for children and adults to explore behavior expectations and a social contract that they can all agree to live by.

When viewing student behavior and discipline in our learning community, we ask

1. How can the inevitable challenges that arise when students come together in groups serve as an opportunity for learning rather than a source of contention?
2. How do we resolve interpersonal difficulties without resorting to punitive practices that disrupt relationships?
3. Can we ground lessons in getting along in a desire to create compassionate communities rather than compliant individuals?

When coupled with the Restorative Practices program of 80% pro-active class circles and meetings, an effective social skills curriculum and an integrated K-8 project-based instructional program, this approach to discipline allows students to mature emotionally and academically in a safe environment that takes the “whole child” into consideration and places relationships first.

Roles & Definitions

APC (Academic Policy Committee) - Oversees the Charter School policies

Principal -School Instructional Leader, Type B certified administrator, manages the school

Classroom Teacher - The JCCS classroom teacher to whom a student is assigned.

Supervising Adult - Parent volunteer or school staff supervising students, facilitating small groups or chaperone on outings.

Special Education Teacher - The JCCS special education teacher, helps manage behavior plans for students in the SPED program.

School Counselor - Counselor at JCCS who assists with intervention supports for students

Consequence - The natural and logical response to unwanted behavior.

Intervention - A purposeful and planned strategy implemented by teachers/staff to help guide student behavior and increase academic success.

JSD Policy - Refers to the Juneau School District policy manual on the district website.

JSD School Board - The Juneau School District Board of Education.

Expectations & Rights

Individual Rights

The willful violation of any individual's rights is grounds for disciplinary action.

1. Each individual (student, teacher, parent, and staff) has a right to be treated as a valued community member, with respect at all times, even if there are opposing points of view.
2. Each individual has a right to be in an environment of physical and emotional safety.
3. Each individual has a personal responsibility in making sure that these rights for themselves and others are supported in our learning environment.

Student Expectations

The following expectations for behavior apply to all students in all school settings and activities:

1. Show respect for teachers, all other adults, all other students, and their property.
2. Use courtesy and kindness with each other.
3. Assume responsibility for choices and consequences.
4. Be honest in all matters.
5. Refrain from disruption to learning, activities or groups.
6. Heed adult requests or directions during school and school activities.
7. Refrain from engaging in aggressive, hands-on behavior.
8. Use acceptable language and speaking tone in school.
9. Remain on school property or with a supervising adult during all school activities.
10. Be in assigned classrooms at designated times.
11. Refrain from leaving the classroom or group without permission.
12. Take care of school property, including books, technology, and materials.
13. Do not possess any dangerous, disruptive, inappropriate, or illegal objects, substances, or media.
14. Follow all expectations established by the Social Contract.

Social Contract

Additional to *Student Expectations*, classrooms may choose to adopt their own *Social Contract* through collaboration between students and teachers. Clear consequences for breaking the social contract will be agreed to, collectively. As per JSD policy, the school Principal will approve each classroom contract to verify it meets school and district policy.

Behavior Intervention at JCCS

Interventions Overview

JCCS uses a three-tiered hierarchy for intervention with students: (1) Level 1 (*Minor*), where the Classroom Teacher supports student behavior through targeted interventions and differentiation as necessary; (2) Level 2 (*Elevated*), where the Classroom Teacher and Principal work with other key stakeholders to develop and monitor a student's *Support Plan*; and (3) Level 3 (*Severe*), where a student may face disciplinary action up to and including expulsion. As incidents occur, teachers and staff will fill out a *Behavior Referral Form* to outline what occurred and any consequences are given. Forms go to the principal for processing, and a copy is mailed or emailed to parents/guardians. (see forms at end of plan)

Some violations of the *Student Expectations* or *Social Contract* may be self-corrected by students as they participate in Restorative Practices procedures, if applicable. Violations that do not merit an overt consequence are determined in the moment by the Classroom Teacher or Supervising Adult. If the relationship and damage can be restored by the student, then notation of the incident may be all that is needed.

Some behaviors may warrant consideration under the school district's Student Services department, which will be identified by the Classroom and/or Special Education Teacher.

At any point, any guardian may request to review any *JCCS Discipline Referral(s) form* for their child. Guardians may call to schedule a conference with the teacher or principal and will be given an opportunity to review and discuss their child's behavior.

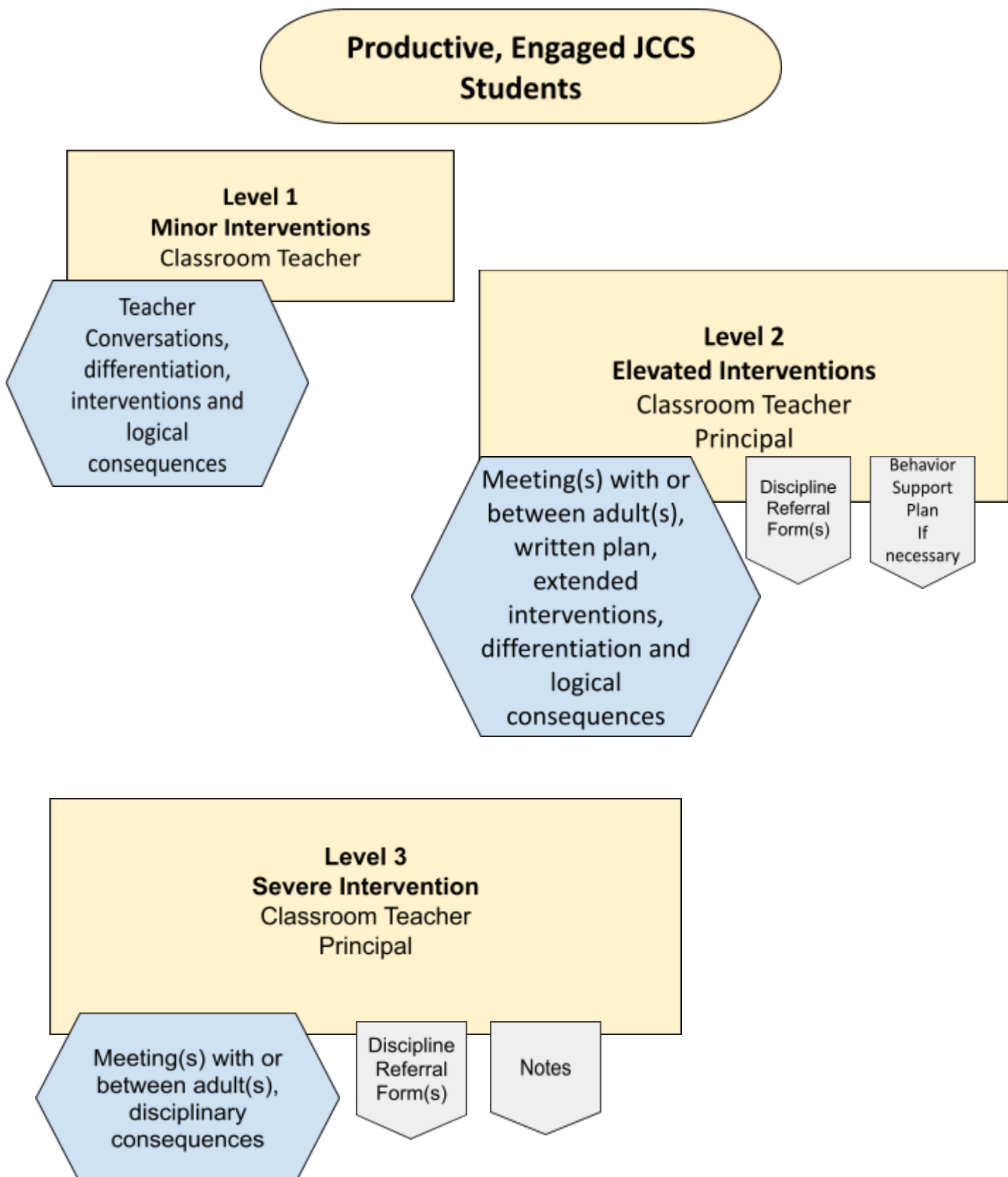
As per JSD policy 5630, "physical restraint is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger."

Interpersonal Conflict

Interpersonal interactions among students will be ongoing throughout their time at JCCS as they grow and learn to be part of our school community. Many of these interactions, even those perceived as a conflict, are opportunities for learning. When conflict does arise, students will be expected to participate in the process of conflict resolution by engaging in face-to-face problem solving with the other person involved; an adult or a student. The Classroom Teacher, Supervising Adult, School Counselor, or the Principal can facilitate the process, making sure it is fair to all, and follows-up to ensure agreed-upon actions are completed.

When deemed appropriate by the Classroom Teacher or Principal, parents may be consulted to offer additional support. Information about interpersonal conflict affecting a student will be shared with that child's family by phone call or email if necessary. The Classroom Teacher or Principal will determine if continuing in-class conflict resolution is appropriate, or if a student or group will instead be referred for additional intervention methods described below.

Intervention Hierarchy



Level 1: Minor

A student will be provided *Minor* interventions for violations of the *Student Expectations* or *Social Contract*, as determined by the student's Classroom Teacher.

For behaviors which the Classroom Teacher or Supervising Adult determine interventions are required, the student will be provided with healthy, logical consequences that encourage growth and restore relationships. At all times adults will refrain from using negative language or showing anger.

Interventions will begin with a conversation between the student and the Classroom Teacher or Supervising Adult. These conversations will be conducted with the student and others as appropriate, to help them understand the expectations and effects of their actions, as part of a socially supportive learning environment. Such conversations, along with general observations, will be used to design interventions and differentiation of instruction for the student.

If deemed appropriate, consequences will be administered either during or shortly after the initial conversation. These consequences may include but are not limited to: apologies (either verbal or written); restorative practice; loss of privilege; communication with parents.

Consequences not available with *Minor* interventions: extended time out of class, suspension, expulsion.

After the initial conversations (depending on the severity of the behavior), **further** incidents by that student in violation of *Student Expectations* or *Social Contract* will be documented by the Classroom Teacher or Supervising Adult using the *Incident Report Form* and reported to the principal and parents.

Some repetition or progression of *Minor* interventions may be necessary. The teacher will continue to differentiate instruction, providing the student more opportunities for academic success, while simultaneously reinforcing classroom expectations through appropriate interventions and natural/logical consequences.

Level 2: Elevated

A student will be provided *Elevated* behavior interventions if: (1) a behavior has endured beyond a reasonable period of time (30 minutes out of class and not able to return to the learning environment as a learner) or becomes chronic despite *Minor* interventions; or (2) an incident is deemed significant enough. In either case, the Classroom Teacher, in consultation with the Principal, will make the determination if behavior warrants *Elevated* interventions.

Elevated interventions differ from *Minor* in two ways. First, the *Elevated* process begins with the Classroom Teacher holding a meeting including the Principal and any of the following whom the teacher deems appropriate: the student, parent(s), Counselor, Specialists, or relevant Supervising Adult. Second, during the initial meeting, the Classroom Teacher will create a *Positive Behavior Support Plan (PBSP)* for the student, if deemed necessary. This plan

will define triggers for behavior, outline interventions planned, their desired effect, and regular updates as to student progress. (See plan template at end of plan)

Follow-up meetings will occur, as determined by collaboration between the Classroom Teacher, Counselor, or Principal, to monitor progress and update the student's plan.

If deemed appropriate by the Classroom Teacher consequences may be administered as part of *Elevated* interventions. These consequences may include but are not limited to: restorative conference, loss of privilege, communications with parent(s), and out-of-school suspension for up to two days. Consequences will be progressive relative to the whole student and his or her *Support Plan*.

All *Elevated* incidents and their consequences will be documented in the student's file using the *Discipline Referral Form*. Consequences not available with *Elevated* interventions: suspension longer than two school days, expulsion.

Each infraction of the *Student Expectations* or *Social Contract* while a student is receiving *Elevated* interventions, will be documented in the student's file using the *Incident Report Form* and parents will be notified. The Principal will determine which if any reports are recorded in PowerSchool. Copies of the referral form will also be placed in the CUM file.

Level 3: Severe

A student will be provided *Severe* behavior interventions if: (1) a behavior has endured beyond a reasonable period of time (30 minutes out of class and not able to return to the learning environment as a learner) or become chronic despite *Elevated* interventions; or (2) the student exhibits any behavior on the *Severe Infractions* list (below). Determination for providing a student with *Severe* interventions will be made by the Principal.

Disciplinary consequences as part of *Severe* interventions are to be determined and approved by the Principal in cooperation with the classroom teacher and if applicable, Student Services. Consequences will be progressive, relative to the whole student and his or her *Positive Behavior Support Plan (PBSP)*. If one does not already exist, a *PBSP* will be created to address recurring behavior.

Severe consequences may include but are not limited to: loss of privilege; restorative practice; community or school service; out-of-school suspension, or recommendation for expulsion. All *Severe* incidents and their consequences will be documented in the student's file using the *Discipline Referral Form* and in *PowerSchool*, and necessary attachments to include an accounting of the incident by present adults, notes from follow-up meetings, and corollary information. A student's family will be notified immediately of any severe behavior.

If the *Severe* consequence is a recommendation for expulsion, the APC will meet in executive session, with the student's parent, and student if appropriate. This confidential session will be used to evaluate interventions attempted and either support or deny the recommendation. Supported recommendations for expulsion from JCCS must in turn be approved by the JSD School Board.

Severe Infractions

Infractions that merit *Severe* interventions may include but are not limited to:

- sexual and racial harassment;
- possession or use of a deadly weapon;
- possession or use of defensive devices (mace, pepper spray, etc.) or other potentially dangerous items;
- severe misuse of school property;
- serious violations of the technology use agreement;
- fighting or overt attempts at bodily harm;
- arson, attempted or committed;
- false alarm: fire, bomb threats, 911 calls;
- severe academic dishonesty;
- theft, attempted theft, possession of stolen property, fraudulent acts;
- distribution of alcohol, drugs, or paraphernalia;
- possession or use of alcohol, drugs, or paraphernalia;
- threats to students, staff, and other members of the school community;
- bullying as defined by JSD Policy 5560;
- inappropriate sexual behavior including indecent exposure, sexual contact, "sexting", distribution of pornography;
- active participation in fights, hazing, or vandalism;
- repeated violations of *JCCS Student Behavior Expectations* without adequate response to interventions.

Bullying

As per JSD Policy 5560 all charges of bullying and harassment are taken very seriously by students, teachers, staff, and parents. The school will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged offenders. In every case, Restorative Justice will be recommended, following any consequence for the behavior, in an attempt to restore the relationship between the two parties.

Infractions In Extension

As per JSD Policy 7430 any violent criminal offense will be immediately reported to the authorities by the Principal. Following due process, students may be provided appropriate *Severe* interventions.

As per JSD Policy 1120, any report of sexual harassment will be immediately reported to the Principal, who will, in turn, alert the JSD Director of Human Resources and appropriate law enforcement. Following proper district policy, students may be provided appropriate *Severe* interventions.

JCCS Behavior Referral Form - Level 2

Learner Name:		Date:	Time of Incident:
Referring Staff:		Location:	
Teacher: () Hsieh () Bogert () Utter () Morley/Christensen		☐ Playground/Turf ☐ Bathroom ☐ Hallway ☐ Lunch Room	☐ Special: _____ ☐ Classroom w/ teacher ☐ Arrival/Dismissal ☐ Other: _____
Prior Interventions: () Reset/Calm Corner () Break () Redirection by teacher/staff () Other (Please Describe):			
Others involved in incident: () None () Peers () Staff () Teacher () Substitute () Volunteer () Other: _____			

What happened right <u>before</u> the behavior?	What happened right <u>after</u> the behavior?

Category/Behavior: Please Check all that apply	Administrative Decision	Re-Entry Plan
☐ Continual disruption to to other people's work (Individual or group) ☐ Out of seat behavior ☐ Not choosing to work as a pattern ☐ Overt refusal to follow directions ☐ Inability to work independently ☐ Put downs, teasing, and other mean behavior ☐ Continuous uncaring/disrespectful tone, attitude, or body language ☐ Low level aggressive behavior among classmates verbal/non-verbal	☐ Return to classroom: ☐ Time-Out in office: ☐ Apology ☐ Repair/Fix It ☐ Restorative Conference w/: _____ ☐ Loss of privilege: ☐ Referral to counselor ☐ Parent phone call ☐ By Teacher Date: _____ Time: _____ ☐ By Principal Date: _____ Time: _____ ☐ Ind. instruction/re-teach ☐ Out-of-school suspension ☐ Other:	☐ Principal Conference w/ Student ☐ Date _____ ☐ Peer Conference facilitated by principal ☐ Date _____ ☐ Conference w/teacher, learner & principal ☐ Date _____ ☐ Family Conference w/ teacher & principal ☐ Date _____ ☐ Classroom meeting ☐ Date: _____ ☐ With student ☐ Without student ☐ Other:

Restorative Questions:

What happened, and what were you thinking at the time of the incident?

What have you thought about since?

Who has been affected by what happened and how?

What about this has been the hardest for you?

What do you think needs to be done to make things as right as possible?

JCCS Behavior Referral Form - Level 3

Learner Name:	Date:	Time of Incident:
Referring Staff:	Location:	
Learners Teacher: () Rebecca Hsieh () Hosanna Bogert () Sam Utter () Steve/Summer	☐ Playground/Turf ☐ Bathroom ☐ Hallway ☐ Lunch Room	☐ Special: _____ ☐ Classroom w/ teacher ☐ Arrival/Dismissal ☐ Other: _____
Prior Interventions: () Reset/Calm Corner () Break () Redirection by teacher/staff () Other (Please Describe):		
Others involved in incident: () None () Peers () Staff () Teacher () Substitute () Volunteer () Other: _____		

What happened right <u>before</u> the behavior?	What happened right <u>after</u> the behavior?

Category/Behavior: Please Check all that apply	Administrative Decision	Re-Entry Plan
☐ Overt refusal to follow a direction w/emotional escalation: (1.14 or 1.18) ☐ Inappropriate sexual verbage towards another person (1.15) ☐ Inappropriate touching (1.16) ☐ Self-Destructive behavior (1.14) ☐ Verbal aggression (1.06 or 1.13) ☐ Physical outbursts (2.18) ☐ Leaving School Grounds (2.04) ☐ Leaving classroom w/out permission (2.04) ☐ Physical Aggression Towards Others with body &/or Objects(1.04 or 2.10) ☐ Threatening Language/verbal aggression (1.13, 2.12 or 2.14) ☐ 12. Other _____	☐ Return to classroom ☐ Time-Out in office: ☐ Apology ☐ Repair/Fix It ☐ Restorative Conference w/: _____ ☐ Loss of privilege: ☐ Referral to counselor ☐ Parent phone call ☐ By Teacher Date: _____ Time: _____ ☐ By Principal Date: _____ Time: _____ ☐ Ind. instruction/re-teach ☐ Out-of-school suspension ☐ Other:	☐ Principal Conference w/ Student ☐ Date: _____ ☐ Peer Conference facilitated by principal ☐ Date: _____ ☐ Conference w/teacher, learner & principal ☐ Date: _____ ☐ Family Conference w/ teacher & principal ☐ Date: _____ ☐ Classroom meeting ☐ Date: _____ ☐ With student ☐ Without student ☐ Other:

Restorative Questions:

What happened, and what were you thinking at the time of the incident?

What have you thought about since?

Who has been affected by what happened and how?

What about this has been the hardest for you?

What do you think needs to be done to make things as right as possible?