

BEHAVIORAL EXPECTATIONS

Behavioral Expectations

The goal of behavioral expectations is to create a safe, respectful, and responsible environment where learning can take place. CCS's philosophy is that children feel more secure and act more responsibly when expectations are clear and understood. Regular review of expectations in the classroom and at faculty meetings will encourage the ongoing implementation of the philosophy throughout the school. Additionally, the school community will support this philosophy through the integration of restorative practices.

In 2018, the students developed school-wide norms aligned with the four points of the CCS Compass.

<u>Community</u>	<u>Social Justice</u>	<u>Lifelong Learning</u>	<u>Responsibility</u>
<ul style="list-style-type: none">● Take care of each other● Be kind● Forgive● Include others● Rely on others	<ul style="list-style-type: none">● Help others● Be yourself● Treat others the way you want to be treated● Be flexible	<ul style="list-style-type: none">● Have a growth mindset● Be creative● Learn from mistakes● Collaborate	<ul style="list-style-type: none">● Double check your work, words, and actions● Solve problems● Be safe● Take care of yourself

Each learning center also develops its own set of expectations in the form of an agreement between students and teachers. These expectations are referenced and reinforced often and posted in learning centers.

At CCS, we are committed to authentic and healthy relationships and a positive school experience for all children and adults. Therefore, we expect students to exhibit expected behaviors at all time. School staff will make sure students understand behavioral expectations and will address students when expectations are not met.

The following behaviors are not tolerated:

- Harmful behavior or language
- Disruptive Behavior
- Bullying
- Dishonesty
- Stealing
- Physical Violence
- Vandalism
- Possession or use of Tobacco, Drugs or Alcohol

Consequences for behavior that doesn't meet CCS norms or expectations will vary depending on the specifics of the situation and the judgment of the teacher, the staff member dealing with the behavior, or the school principal.

Consequences can include, but are not limited to:

- A restorative conversation with the teacher, supervising adult, or others involved
- A restorative agreement meeting with the principal, followed by a phone call to parents
- A restorative mediation
- A problem-solving circle
- A restorative conference
- Removal from the classroom or situation followed by a meeting with the principal and phone call home
- A formal behavior plan
- In-school community service

- In-school suspension
- Out-of-school suspension
- Individual or group counseling
- Expulsion

Parents and students should discuss the above behavioral issues and read on to gain a better understanding of restorative practices. At any time, parents may be asked to partner with the school to address student behavior. Attached at the end of the Handbook is a contract to be signed by each parent and student. Please sign this and return to the school.

CCS adheres to district policies and state laws regarding suspension and expulsion of students for inappropriate and dangerous behavior. Please refer to the RFSD School District publication (available from the principal or www.rfsd.k12.co.us) which details students' rights and responsibilities.

Restorative Practices

Restorative practices are designed to build, maintain, and when necessary, repair relationships among all members of a school community. The practices include:

- 1) Language that invites and encourages honesty, understanding, accountability, inclusion, and amends
- 2) Preventions and interventions for community building, addressing conflict and challenging behavior

Primary Preventions:

- **Community Circles** - Regular opportunities to circle up within classes or learning centers to build connections and to show appreciation
- **Restorative Conversations** - short conversations between a staff member and student to address mutual concerns and to arrive at an informal, verbal agreement about what should be done to improve behavior.

Restorative Interventions (when primary preventions are not enough):

- **Problem-Solving Circles** - Whole group or small group circle designed to address issues and harm and to collaboratively seek solutions.
- **Restorative Agreement Meetings** - A short or long meeting between a staff member/administrator and a student to arrive at a more formal, written agreement about what needs to be done to improve behavior, restore trust, and repair relationships.
- **Restorative Mediation** - A joint meeting between two students or school staff members facilitated by either a staff member or a trained student facilitator to repair harm and create a solution as an alternative way to address an incident or specific concern.. (Not recommended for most bullying incidents).
- **Restorative Conference** - A facilitated circle between two or more individuals (students, staff, parents) to repair harm and to create a solution in the form of a formal agreement as an alternative way to address an incident or specific concern. If the terms of the agreement are met, there are no further disciplinary actions taken. If not, more traditional consequences will be applied. (Not recommended for most bullying incidents).

Bullying

If bullying takes place, individualized conversations will occur prior to any intervention. The school will follow the research and guidance as outlined at www.stopbullying.gov/prevention/support-kids-involved.

Interpersonal Peer Conflict

When teachers become aware of interpersonal conflict among peers, you may expect the following response:

1st. Information-gathering conversations with individuals to better understand the conflict

2nd. Restorative conversations with individuals involved (small group and/or whole class) to encourage responsibility, restore relationships, and revisit or revise behavioral expectations

3rd. Communication with individual parents describing the conflict, their child's role in the conflict, and the school's response.