

# Flagstaff Academy

## Restorative Discipline Plan



### Overview & Guiding Principles:

The word *discipline* comes from *disciple*, which means “one who learns”. Our discipline plan is a three-pillared process set on a solid foundation of best-practices in education and relationships. The three pillars are:

- **prevention** through the use of restorative practices and positive behavior supports;
- **equity** through fair and consistent responses to harmful and unacceptable behavior;
- **restoration** of positive relationships through empathy, forgiveness, conflict resolution, and follow-through.

These pillars stand upon an educational foundation of curriculum, instruction, and assessment practices that are engaging, rigorous, culturally responsive, and individualized. Simply put, students who are engaged in learning are less likely to engage in harmful behavior.

The backbone of our discipline policy is that all students and staff must be treated with dignity and respect, including those who cause harm to others. We want everyone to know that misconduct is never acceptable, but we can always explore ways to repair the harm. We will be warm but strict, and follow through with clear, fair, and consistent responses. We will encourage students to repair the harm that was caused, earn forgiveness, and restore positive reputations.

The responses to misconduct will vary greatly, depending on how the behavior harms the relationships, health, safety, property, and learning opportunities of others. Although choosing to “repair the harm” may reduce or replace more traditional consequences for less harmful misconduct, behaviors that significantly, repeatedly, or severely harm others may result in suspension days and could escalate up to a recommendation for expulsion.

When a student engages in misconduct, we must care for three interests:

- **The student who misbehaves** - we teach the student how to repair the harm to others, self, and community. We support the student in making amends, making better future choices, and restoring his or her reputation as a valuable member of our community
- **Those who were directly harmed** - we protect their health, safety, property, and opportunity to succeed in an environment free from distractions, and find ways to give them a voice in the outcome.
- **The Flagstaff community** - misconduct in our community affects us all, and the community is both a stakeholder and a resource for this process.

Therefore, when a student engages in misconduct, she or he has two options:

- 1) **Repair the harm**, and/or 2) **Accept a consequence**

#### **Baseline principles for students:**

1. Every staff member is your teacher - respect each and every one.
2. Listen and follow directions the first time - do not ignore or argue with teachers - control your emotions.
3. If you have a disagreement, your teacher will listen to you at an appropriate time and place in a respectful manner
  - a. *Time* - before or after school, during lunch, passing periods, or other time that is agreed upon by both of you.
  - b. *Place* - away from others, so your conversation will not be disrupted by others or disruptive to others
  - c. *Manner* - stay calm, make eye contact, use please, thank you, and excuse me, speak respectfully and listen thoughtfully

#### **Baseline principles for teachers and staff:**

1. Every student is your child - respect each and every one – “every child, every day”
2. Give fair and consistent directions the first time - apologize when you make mistakes or are stressed out
3. If a student has a disagreement, listen to the student at an appropriate time and place and in a respectful manner
  - a. *Time* - before or after school, during lunch, passing periods, or other time that is agreed upon by both of you
  - b. *Place* - away from others, so your conversation will not be disrupted by others or disruptive to others
  - c. *Manner* - stay calm, make eye contact, use please, thank you, and excuse me, speak respectfully and listen thoughtfully

The **Code of Conduct** can be examined through five interconnected strands: **Language, Actions, Possession, Property, and Respect of Authority**. Common types of misconduct and progressive responses for each of these strands is described in detail below.

## Language

Example Student Behaviors	Example progression of appropriate and relevant responses
<b>Level One Concerns</b> <ul style="list-style-type: none"> <li>• Profanity towards students</li> <li>• Verbal insults or put-downs</li> <li>• Disruption</li> </ul>	<p><b>The teacher may...</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunity to “fix” the problem (e.g., apology, mediation) with a restorative intervention</li> <li>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</li> <li>3. Call home, change seat in class, write up a behavior contract</li> <li>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li> <li>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</li> <li>6. Treat continued misconduct as insubordination (a level two concern) and issue a referral to administration</li> </ol>
<b>Level Two Concerns</b> <ul style="list-style-type: none"> <li>• Profanity towards staff or adult</li> <li>• Threats to staff w/no danger</li> <li>• Bullying/extortion/coercion</li> <li>• Harassment</li> <li>• Non-violent gang intimidation</li> <li>• Taunt or incite fight/disruption</li> </ul>	<p><b>The teacher may...</b></p> <ol style="list-style-type: none"> <li>1. Remove student from situation and make referral to administration</li> <li>2. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li> </ol> <p><b>The administrator may...</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project) through a referral to the RJ Team</li> <li>2. Remove student from class, assign in-school suspension and call home</li> <li>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</li> <li>4. Treat continued misconduct as “willful disobedience” (a level three concern)</li> </ol>
<b>Level Three Concerns</b> <ul style="list-style-type: none"> <li>• False alarm/false reporting (911 call)</li> <li>• Threats/apprehension of harm</li> <li>• Bomb threat w/o disruption</li> </ul>	<p><b>The administrator may...</b></p> <ol style="list-style-type: none"> <li>1. Send the student immediately to in-school-suspension and call home to the family</li> <li>2. Assign an out-of-school suspension (1 to 5 days)</li> <li>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li> <li>4. Conference with family and student</li> <li>5. Work cooperatively with local Police as required by law</li> </ol>
<b>Level Four Concerns</b> <ul style="list-style-type: none"> <li>• Disruptive bomb threat</li> <li>• Targeted death threats</li> </ul>	<p><b>The administrator may...</b></p> <ol style="list-style-type: none"> <li>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</li> <li>2. Work cooperatively with local Police as required by law</li> </ol>

## Actions

Example Student Behaviors	Example progression of appropriate and relevant responses
<b>Level One Concerns</b> <ul style="list-style-type: none"> <li>• Disruption (running, chasing)</li> <li>• Throwing object w/o harm</li> <li>• Gang-related posturing or signs</li> </ul>	<b>The teacher may...</b> <ol style="list-style-type: none"> <li>1. Provide opportunity to "fix" the problem (e.g., apology, mediation)</li> <li>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</li> <li>3. Call home, change seat, write up a behavior contract</li> <li>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li> <li>5. Treat continued misconduct as insubordination (a level two concern)</li> </ol>
<b>Level Two Concerns</b> <ul style="list-style-type: none"> <li>• Hitting/kicking/tripping</li> <li>• Indecent exposure</li> <li>• Harassment</li> <li>• Thrown object makes contact</li> </ul>	<b>The administrator may...</b> <ol style="list-style-type: none"> <li>1. Send the student immediately to in-school-suspension and call home to the family</li> <li>2. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li> <li>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</li> <li>4. Treat continued misconduct as "willful disobedience" (a level three concern)</li> </ol>
<b>Level Three Concerns</b> <ul style="list-style-type: none"> <li>• Volatile acts</li> <li>• Sexual assault/contact/harassment</li> <li>• Physical attack on student</li> <li>• Gang violence/intimidation</li> <li>• Fighting</li> <li>• Acts that jeopardize health, safety, and property</li> <li>• Consensual sex</li> <li>• Using object to cause harm</li> </ul>	<b>The administrator may...</b> <ol style="list-style-type: none"> <li>1. Send the student immediately to in-school-suspension and call home to the family</li> <li>2. Assign an out-of-school suspension (1 to 5 days)</li> <li>3. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li> <li>4. Conference with family and student</li> <li>5. Work cooperatively with local Police as required by law</li> </ol>
<b>Level Four Concerns</b> <ul style="list-style-type: none"> <li>• Use of weapon to cause harm</li> <li>• Unprovoked use of force against a staff member</li> <li>• Detonating bomb/explosive</li> <li>• Sexual assault</li> </ul>	<b>The administrator may...</b> <ol style="list-style-type: none"> <li>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</li> <li>2. Work cooperatively with local Police as required by law</li> </ol>

## Possession and/or use of disruptive or dangerous items

Example Student Behaviors	Example progression of appropriate and relevant responses
<b>Level One Concerns</b> <ul style="list-style-type: none"><li>• Tobacco product or igniter</li><li>• Disruptive items (phone, iPod, etc.)</li><li>• Inappropriate photo in locker</li></ul>	<b>The teacher may...</b> <ol style="list-style-type: none"><li>1. Provide opportunity to "fix" the problem (e.g., apology, mediation)</li><li>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</li><li>3. Call home, change seat, write up a behavior contract</li><li>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li><li>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</li><li>6. Treat continued misconduct as defiance (a level two concern)</li></ol>
<b>Level Two Concerns</b> <ul style="list-style-type: none"><li>• Use of tobacco</li><li>• Toy weapon (not handgun)</li><li>• Pornography</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</li><li>4. Treat continued misconduct as "willful disobedience" (a level three concern)</li></ol>
<b>Level Three Concerns</b> <ul style="list-style-type: none"><li>• Munitions, mace, pepper gas</li><li>• Imitation controlled substance</li><li>• Toy handgun or any toy weapon that is used to threaten/cause harm</li><li>• Alcohol (or under influence)</li><li>• Drugs (or under influence)</li><li>• Drug paraphernalia</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Assign an out-of-school suspension (1 to 5 days)</li><li>3. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>4. Conference with family and student</li><li>5. Work cooperatively with local Police as required by law</li></ol>
<b>Level Four Concerns</b> <ul style="list-style-type: none"><li>• Weapons</li><li>• Drugs with intent to deliver/distribute</li><li>• Bomb or explosive device</li><li>• Participation in a drug transaction</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</li><li>2. Work cooperatively with local Police as required by law</li></ol>

## Property

Example Student Behaviors	Example progression of appropriate and relevant responses
<b>Level One Concerns</b> <ul style="list-style-type: none"><li>• Littering</li><li>• Vandalism (non-permanent)</li><li>• Gang-related tagging</li><li>• Breaking into another locker</li></ul>	<b>The teacher may...</b> <ol style="list-style-type: none"><li>1. Provide opportunity to "fix" the problem (e.g., apology, mediation)</li><li>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</li><li>3. Call home, change seat, write up a behavior contract</li><li>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li><li>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</li><li>6. Treat continued misconduct as insubordination (a level two concern)</li></ol>
<b>Level Two Concerns</b> <ul style="list-style-type: none"><li>• Theft (under \$200)</li><li>• Property damage (under \$200) not intended to harass</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</li><li>4. Treat continued misconduct as "willful disobedience" (a level three concern)</li></ol>
<b>Level Three Concerns</b> <ul style="list-style-type: none"><li>• Property damage (over \$200) or that is intended to harass</li><li>• Major theft (over \$200)</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Assign an out-of-school suspension (1 to 5 days)</li><li>3. Provide opportunity for student to "fix" the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>4. Conference with family and student</li><li>5. Work cooperatively with local Police as required by law</li></ol>
<b>Level Four Concerns</b> <ul style="list-style-type: none"><li>• Arson</li><li>• Bio-hazard/chemical threat</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</li><li>2. Work cooperatively with local Police as required by law</li></ol>

## Respect of authority and school rules

Example Student Behaviors	Example progression of appropriate and relevant responses
<b>Level One Concerns</b> <ul style="list-style-type: none"><li>• Tardiness</li><li>• Dress Code</li></ul>	<b>The teacher may...</b> <ol style="list-style-type: none"><li>1. Provide opportunity to “fix” the problem (e.g., apology, mediation)</li><li>2. Conference with student to review expectations and consequences, re-teach and praise good behaviors</li><li>3. Call home, change seat, write up a behavior contract</li><li>4. Issue a Code of Conduct Warning to be brought home by the student and returned next day</li><li>5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support</li><li>6. Treat continued misconduct as insubordination (a level two concern)</li></ol>
<b>Level Two Concerns</b> <ul style="list-style-type: none"><li>• Trespassing</li><li>• Insubordination</li><li>• Forgery</li><li>• Plagiarism</li><li>• Cheating</li><li>• Gambling</li><li>• Inappropriate computer use</li><li>• Making unauthorized recording/photo</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>3. Assign out-of-school suspension (1 to 5 days) and/or detention (lunch or after-school)</li><li>4. Treat continued misconduct as “willful disobedience” (a level three concern)</li></ol>
<b>Level Three Concerns</b> <ul style="list-style-type: none"><li>• Repeated refusal to obey rules</li><li>• Serious misuse of computers</li><li>• Making secret recording</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Send the student immediately to in-school-suspension and call home to the family</li><li>2. Assign an out-of-school suspension (1 to 5 days)</li><li>3. Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project)</li><li>4. Conference with family and student</li><li>5. Work cooperatively with local Police as required by law</li></ol>
<b>Level Four Concerns</b> <ul style="list-style-type: none"><li>• Blatant and intentional demonstration of disregard for rules and authority</li></ul>	<b>The administrator may...</b> <ol style="list-style-type: none"><li>1. Assign an out-of-school suspension for five days and recommend for expulsion review and/or RATES diversion</li><li>2. Work cooperatively with local Police as required by law</li></ol>