

CPCS Code of Conduct and Discipline Policies

The CPCS Mission Statement encourages all members of the CPCS community to conduct themselves with kindness and respect. Our Code of Conduct and our Discipline Code reflect our Core Values: Respect, Excellence, Attentiveness, Critical Thinking, and Heart.

Our Code of Conduct states that all Students, staff, parents and community members are expected to:

- Speak and act honestly and openly, with kindness and respect for others;
- Support each other's learning and creativity;
- Solve problems cooperatively within the community;
- Take care of one another's property, including their own;
- Avoid reckless behavior, especially any that might endanger members in the school community; and
- Attend school regularly and be on time for classes and school events.

We, at Community Partnership recognize that the best way for the community to support students to make safe, positive choices when handling conflicts, is to model the correct behavior. All members of the CPCS community are expected to be respectful in our interactions with each other. Families are encouraged to schedule a meeting with their child's classroom teacher in the event of a problem or disagreement. If the problem persists, the Dean or the Social Worker may contact the family. The Principals are ultimately responsible to resolve any issue that cannot be addressed by other staff members. If you wish to discuss a matter with your school Principal, you should schedule an appointment with her through the main office.

The following rules are posted throughout the school:

Always Do Your Best

- Be at school on time and ready to learn.
- Be responsible for your learning and support each other's learning.
- Show respect in the way you listen and speak.
- Move and act safely at all times.
- Take care of your property and the property of others.
- Take responsibility for your choices and actions.

Teachers remind students about these rules on a regular basis.

Student Responsibility

At Community Partnership, we believe that disciplinary issues are learning opportunities for students. Our goal is to teach students to learn how to be responsible for the well-being of themselves and others, based on the following expectations:

- Students are respectful to all members of the community;
- Students take responsibility for their choices and actions;
- Students accept the rewards/consequences of their choices and actions;
- Students work to make amends for breaking school rules and any actions that contradict the school's discipline policies and core values;
- Students reflect on their experiences and learn lessons from poor choices or actions.

Conflict Resolution

The school's conflict resolution program is intended to support students as we teach them to deal with their own emotions and the emotions of others. We work to ensure that students have the necessary skills to solve conflicts in a nonviolent way. This approach to discipline helps students recognize that they have obligations to their own learning and the school community.

CPCS MS utilizes a particular approach to conflict resolution known as Restorative Practice. Students are taught the language of "mediation." If they have a problem, they can ask for an adult to facilitate a "mediation." A mediation follows these steps:

1. Students agree to have mediation.
2. Students take turns explaining why they are upset.
3. Each student summarizes what the previous student said before he/she explains why he/she is upset.
4. Each student discusses what he/she wants the other student(s) to do.
5. Students agree to try these strategies, and to talk again if there continues to be problem.

In order for all members of the community to be on the same page, all adults should familiarize themselves with the process, and are encouraged to use mediation at home with siblings, peers, and other family members.

Discipline Policies

At CPCS, consequences are designed to help students recognize negative behavior, teach them alternatives, and protect other members of the community from disruptions or danger. All discipline will take into account the history, specific context and severity of the negative behavior. Consequences will be applied fairly. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation:

- Verbal Warning
- Time Out
- Parent Contact
- Lunch Detention
- Public Acknowledgement
- Taking Responsibility
- Office Referral
- Parent Conference
- Behavior Contract / Tracking Sheets
- Loss of Privileges
- In-school Suspension
- Suspension from School
- Expulsion from School

In-School Suspension

CPCS may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the school Principal or a member of the School Leadership Team (with Principal approval) and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised in one of the Administrative Offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership Team, before he or she can be dismissed.

Suspension and Expulsion

To create and maintain a safe, supportive, fair and reliable school community, the CPCS Principals and members of the School Leadership Team (with Principal approval) will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established regardless of whether the suspension is in or

out of school.

A short-term out of school suspension of three days or less may be imposed on any student who violates the CPCS community principles by:

- Deliberately inflicting minor physical injuries on other members of the school community;
- Deliberately creating danger to other members of the school community;
- Physical fighting;
- Repeatedly disrupting school or classroom activities;
- Repeatedly refusing to cooperate with teachers, volunteers or peers;
- Harassing, taunting or threatening students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Deliberately vandalizing or defacing school property;
- Minor theft;
- Inappropriate touching;
- Cheating on exams;
- Committing any act that the Principal reasonably concludes warrants a short-term suspension; or
- Use of profanity directed toward a member of the CPCS community.

Long-term suspension, of greater than three days, or expulsion may be imposed on any student who violates CPCS community principles by:

- Using or selling drugs, or alcohol, or any illegal substance on school premises;
- Bringing any kind of weapon to school including a knife, explosive or incendiary bomb, or other dangerous object which may cause physical injury or death;
- Major theft;
- Deliberately inflicting or attempting to inflict serious physical injuries on other members of the school community;
- Repeatedly harassing, or threatening with physical or sexual violence, students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Engaging in Gang/Group/Clique activities that are threatening or dangerous; or
- Committing any act that the Principal reasonably concludes warrants a long-term suspension including any violation of any city, state, or federal law.

Short-term in school or out of school suspensions for up to three/five days are determined by the Principal or members of the School Leadership team (with principal approval) based on the facts and circumstances of the situation. Students are informed verbally of any suspension, the reason or reasons for them, and are given an opportunity to deny or explain the charges. If a student is suspended out of school up to three days, his or her parent/guardian will be contacted immediately in writing within 24 hours of the incident. Parents also will be contacted by telephone if the school has been provided with a correct contact telephone number. Parents can request an immediate informal conference to discuss the matter with the Principal. Arrangements also will be made to provide additional instruction to make up for missed schoolwork.

When determining whether a student's action warrants a long-term suspension, the Principal or a member of the School Leadership team (with principal approval) will verbally inform the student that he/she may be suspended and is being considered for a suspension and state the reasons for such actions. The student's

parents/guardians will be immediately notified by phone. The parents/guardians will receive notice in writing within 24 hours of the suspension which will also inform them of their right to attend a formal hearing on the matter and be represented by counsel, question witnesses and present evidence.

A formal suspension hearing will be scheduled with reasonable consideration of the parents' /guardians' schedules. The Principal will personally hear and determine the proceeding or may, at her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report is advisory only; the Principal makes the final decision as to whether long-term suspension is warranted. That decision may be appealed in writing to the Board of Trustees.

Expulsion is appropriate for any student whose conduct constitutes a continuing danger to the physical well-being of other students and/or the staff. There is zero tolerance for bringing a gun or weapon to school. Expulsion also is warranted if a student has not responded to all other forms of discipline and support, including detention, suspension, and counseling. It may also apply to a student who fails to change problem behaviors that have led to multiple suspensions, such as continued and willful disobedience and/or open defiance of authority. The Principals or designated hearing officer will hold a formal expulsion hearing similar to that described for long-term suspensions. Expulsion must be approved by the Board of Trustees, which also may hear a family's appeal of such a determination.

Discipline for Special Education Students

CPCS's disciplinary policy for students with disabilities is in accordance in all respects with the Individuals with Disabilities Education Act. In addition to the discipline procedures applicable to all students, students who's Individualized Education Plans (IEPs) include a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines. If a student identified as having a disability is suspended during the course of the school year for a total of **eight days**, CPCS will contact the CSE for reconsideration of the student's educational placement. Such a student will not be suspended for a total of more than **ten days** during the school year without the specific involvement of the CSE.

CPCS will maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

CPCS will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of 5 days.

Due Process

If discipline, which would constitute a change in placement, is contemplated for any student with an IEP, the following steps will be taken:

(1) no later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR

§300.504; and

(2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action. If upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting (IAES) or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the IAES pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and CPCS agree otherwise.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, CPCS has a basis of knowledge in accordance with 34 CFR §300.257(b) that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Zero Tolerance for Weapons

There will be zero tolerance for any student who brings any kind of weapon to school. CPCS follows the federal Gun Free Schools Act. If a student brings a firearm (as defined by applicable federal law) to school, the student may be permanently expelled, and will in any event be suspended from attendance upon instruction for not less than one year. The minimum one year suspension may be reduced only for cause shown on a case by case basis, set forth in writing by the Principal.

Policy against Threatening, Harassing or Offensive Behavior including Bullying

It is the policy of the School to maintain a work and learning environment that is free of any threatening, harassing or offensive behavior. This includes sexual harassment and discriminatory actions based on race, color, gender,

age, sexual orientation, religion, ethnic or national origin, disability, veterans' status, or any other protected status. This policy also prohibits any type of bullying. Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying may address another student's race, color, creed, ethnicity, appearance, national origin, academic achievements, citizenship/immigration status, economic status, religion, gender or gender identity, sexual orientation or disability or other factor.

Bullying can occur in four forms: physical, verbal, emotional or exclusion, and cyber-bullying. Examples of physical bullying are hitting, kicking, aggressive gestures, or any physical aggression. Examples of verbal bullying include teasing, name calling, graffiti, and put downs, threats or other behavior that deliberately hurts others' feelings or makes them feel bad. Examples of emotional or exclusion bullying are starting rumors, telling others not to be friends with someone or other actions that cause someone to be without friends. Finally, students can cyber-bully one another. Cyber bullying is using electronic device mediums such as, but not limited to, computers, cell phones, and pagers to bully others through methods such as posting comments, statements, or pictures on blogs or websites, text messaging, instant messaging, and email.

Bullying/Intimidating behaviors can include but are not limited to:

- Taunting;

- Name Calling;
- Rumor spreading;
- Making up stories to get other children in trouble;
- Telling other children not to be friends with a target child;
- Kicking, tripping, or pushing another child;
- Teasing other children and making remarks about their culture, religion, ethnicity, weight, physical appearance, disabilities, or medical conditions;
- Taking other children's possessions or demanding money from them;
- Damaging other children's property;
- Hiding other children's books, bag, or other property;
- Picking on other children when they are upset;
- Making threats to other children;
- Manipulating others to do things that they do not want to do; or
- Using the internet to threaten or harass.

Students, parents and staff should report all incidents or suspicions of bullying, intimidation or harassment by a student to the Principals or Academic Deans. They will investigate and document all allegations. The school will address any substantiated incidents and implement appropriate interventions and consequences. Any information reported will be kept confidential. CPCS prohibits retaliation against any person who reports or who assists in an investigation of such allegations.

Community Partnership community members are expected to speak and act in a way that is honest, open, kind and respectful to others. This includes speaking in a respectful manner and only discussing appropriate subjects that are not threatening, harassing or offensive. In partnership with families, we prioritize the teaching, reinforcement and support of appropriate speech and behavior through family conferences, school and home interventions, and consequences.

If a student displays offensive and/or threatening and/or harassing behavior in school, the school will contact the family of the student to discuss the behavior. The family may be asked to attend a family conference with the student's teachers. The school's Academic Dean and Social Worker may be a part of the conference.

If a student displays repeated offensive and/or threatening and/or harassing behavior in school, the student will receive either an in-school suspension or an out-of-school suspension of 1-3 days. After the suspension, families must attend a post-suspension conference. This conference should take place before the student re-enters the classroom community. The post-suspension conference gives families and students a chance to reflect on the behavior, look at the root of the issue and create a plan that helps students to avoid such behaviors in the future, with the assistance of the Academic Deans or the Social Worker. In cases of bullying, the Social worker will always attend. Students will then apologize to the class and write a letter to all parties affected, for example, a student may write a class letter and a letter or letters to specific individuals.

The families of any offended students and/or victims of threats or harassment will be notified by phone, and will be invited to meet with classroom teachers if necessary. At any time, family members can schedule a family conference to discuss concerns. In some cases, the families of **all involved students** may be asked to attend a joint conference with the Principal, the Academic Deans and teachers.

If necessary, CPCS may contact outside agencies or community organizations that work to address sensitive issues through activity-based means to support student learning in the classroom.

Students who, despite repeated school-based interventions and conferences with family, continue to display dangerous, threatening, or inappropriate behavior may be subject to long-term suspensions and or expulsion.