

Pioneer Springs Community School

Classroom Management & Expectations

Purpose: The purpose of this document is to define an expectation of student behavior that supports active learning, to articulate the tools available to use in support of such behavior, and to outline the possible consequences when students make choices that disrupt their learning or that of others. Pioneer Springs Community School believes that its first responsibility is to create engaging classrooms, and to individualize instruction in a way that allows students to be appropriately challenged. As such, we seek to limit distractions and support scholars in developing appropriate skills for collaboration, group participation, and interpersonal relations in contribution to the larger classroom dynamic. In support of expected behavior, PSCS will employ the philosophies of positive language and restorative justice and will adhere to recommended and legal guidelines as provided by the NC Department of Public Instruction and state and federal law, including guidelines for restraint, suspension, and expulsion. This document though comprehensive is not exhaustive and there may be incidences that are not specifically mentioned below. This document should be used as a reference point for possible occurrences.

General Rules: Pioneer Springs students are expected to conduct themselves in a manner consistent with the Basic School Virtues, including being honest, respectful, responsible, compassionate, self-disciplined, gracious, and persevering. While these are ideals, we know students will need opportunities to develop and practice these characteristics with appropriate modeling and support. To that end, expectations for student behavior are communicated to students and parents/guardians on a regular basis.

PSCS policies and procedures for discipline of students, including students with exceptional needs, shall be consistent with state and federal laws and regulations. The PSCS student discipline policy sets parameters for addressing inappropriate student behavior though nothing in the policy is intended to, nor does it in any way, impose any additional liabilities, requirements or obligations on the Board or the school beyond those liabilities, requirements and obligations imposed by applicable law.

Communication: The school recognizes partnership with parents as essential to supporting student's behavior, Pioneer Springs commits to communicating with parents regarding any discipline issue with their student. The PSCS staff will pay close attention to repeated incidents with the intention of reducing or eliminating repetitive negative behavior. The actions taken by the staff will focus on frequent communication and appropriate consequences to give the students involved an opportunity to understand the impacts of their behavior. Behaviors can be separated by levels. Level 1 are behaviors where an individual student's learning is affected. The instructor can manage these behaviors independently. Level 2 behaviors are when a student and class(mate)'s learning is affected. The instructor can manage these behaviors. Involvement of administration may be required. Level 3 behaviors are when the instruction is completely interrupted and cannot continue. Administration is required and possibly local enforcement.

<p>Level 1 Offenses</p> <ul style="list-style-type: none"> • Causing distractions that take away from the learning environment • Teasing • Late to class • Not following directions • Disrespectful language • Dressed inappropriately • Falling asleep • Cheating, Plagiarizing, Academic Dishonesty 	<p>Consequences</p> <ul style="list-style-type: none"> • Redirection/ Warning • Restricted Recess • Email/ Phone call to parents • Seat change • Verbal/ Written apology • Reassignment of work/ Lower grade
<p>Level 2 Offenses</p> <ul style="list-style-type: none"> • Level 1 Offenses that have escalated or continues to occur • Bullying • Profane, Obscene, Vulgar, Derogatory, Demeaning, Abusive, or Harassing Statements or Acts • Threats of violence • Damage to property 	<p>Consequences</p> <ul style="list-style-type: none"> • Any of the above AND: • Counseling • Restorative Action (stewardship, replacement of damaged item) • Zero Period • Suspension (1-5 days)
<p>Level 3 Offenses</p> <ul style="list-style-type: none"> • Level 1 & 2 Offenses that have escalated or continues to occur after Level 1 & 2 Consequences have not curbed the behavior • Harassment • Possession of alcohol, drugs, nicotine and/ or paraphernalia • Fighting, assault • Possession of a weapon or dangerous objects • Theft, Robbery, Extortion • Destruction of property 	<p>Consequences</p> <ul style="list-style-type: none"> • Any of the above AND: • Suspension (5-10 days) • Report to Law Enforcement • Recommendation for long-term suspension (11-365 days) • Loss of privilege to attend/ participate in school activities and/ or events • Expulsion

Recommendations: Setting up classroom expectations and procedures develops a strong foundation for a healthy learning environment. Repeating and reviewing expectations and procedures consistently is strongly encouraged. Equally important is establishing strong relationships with parents so that communication remains open and effective. Remain consistent and review your expectations with your team and associate teachers. Students

should know and understand that the rules remain the same when they leave one class and enter the next. Teachers can expect clear and timely communication from administration on disciplinary issues.