



SCHOOL-WIDE DISCIPLINE PROTOCOL

One essential mission of La Tierra Community School (LTCS) is to establish a culture of deep care and respect for oneself, one another, the immediate school environment, extended family, and community. This requires self-regulatory skills, problem-solving skills, and value-based approaches. LTCS applies proactive, preventive, and brain-research strategies that foster respect, responsibility, honesty, accountability, courage, compassion, and kindness. Students are empowered in their choices, encouraged to respectfully resolve conflict, and prepared to receive constructive feedback.

While LTCS staff need to prepare students to be academically proficient, it is also our responsibility to focus on fostering healthy levels of social and emotional intelligence. Students need to be able to solve conflict in constructive ways. Research shows that students who feel emotionally and socially safe are more likely to progress well academically.

La Tierra community members are encouraged to behave in accordance with the school behavior expectations and norms, which are consistently modeled by staff and clearly established with students. In a positive manner, teachers define clear and firm limits and state consequences during the LTCS 6-week Grace and Courtesy period where we consistently model, practice, and remind students of the La Tierra school-wide ethics of care expectations.

SCHOOL WIDE ETHICS OF CARE EXPECTATIONS

Treat others the way you want to be treated

Put things away the way you find them

Speak with kindness

Practice positive body messages

Care about others, nature, and school environment

Before you speak, pause and reflect

Be responsible for your learning and actions

If it is not safe, think about it and choose a safe alternative

LTCS Classroom Management & Behavior

LTCS teachers and staff are encouraged, supported, and expected to practice positive classroom management and attend professional development workshops exploring new ways to effectively address common classroom concerns.

Teachers are responsible for clearly stating their expectations and verbalizing their classroom routines, traffic flow, and other logistics that will make their classrooms emotionally safe and organized as a learning environment. The focus will be to empower students to make choices that are responsible, self-regulatory, and aligned with the needs of the individual without negatively affecting the group.

If a student's actions negatively affect the classroom group, she/he will be advised to go to a safe space where the student can reflect and practice appropriate strategies to calm down. If the student needs further assistance, staff will send the student to the school office where other positive strategies will be implemented.

Every classroom environment consists of many students who come in with a unique set of abilities, dispositions, intelligences and preferred styles of learning. By acknowledging and accommodating these unique learning attributes, behavioral challenges will be kept to a minimum. Also helpful are regular morning meetings where students are encouraged to speak up and to be heard in a manner that supports their needs and the well-being of the overall classroom culture. In addition each teacher models and facilitates a value- and character-based culture by developing age appropriate classroom expectations. These expectations are written and posted in the classroom.

LCTS is committed to creating an emotionally and socially safe community where administration and teaching staff use alternative and positively-oriented approaches to discipline. LTCS understands that consistent positive role modeling and clear expectation protocols foster a healthy classroom climate and discipline.

LTCS Discipline Protocol Steps:

1. Safe Space

- a. If the student has difficulty self-regulating and following usual classroom routines, a safe space will be designated in each classroom where the student can go to take time to process and do what is necessary until she/he is ready to join the classroom flow.
- b. There are 3 options available for safe space:
 - i. In the classroom
 - ii. In an alternative classroom (typically the buddy classroom)
 - iii. In the office - safe space will be in the main office area
- c. Students who are in grades kindergarten through 2nd grade who have utilized their classroom safe space 2 times in one day and a subsequent need arises should

be sent to an alternative classroom or office. If this does not have a positive impact on their behavior an office referral should be made.

- d. Students in grades 3-8 who have utilized their classroom safe space more than 2 times in one week and a subsequent need arises should be sent to an alternative classroom or office. If this does not have a positive impact on their behavior an office referral should be made.

2. Office Referral

- a. If the student cannot self-regulate after the number of safe spaces listed above she/he will be sent to the school office. In this case families will be notified by the school administration with an office referral form. Behaviors that warrant an office referral are as follows:

Repeated class disruptions as listed above

The following are reasons for an immediate office referral:

- i. Throwing objects in the classroom
- ii. Leaving the classroom/campus without permission
- iii. Foul/aggressive language
- iv. Hurting self or others
- v. Physically aggressive behavior
- vi. Inappropriate touching/behavior
- vii. Improper use of computers/technology
- viii. Intentional destruction of school property
- ix. Bullying
- x. Possession of illicit substances
- xi. Possession of a weapon
- xii. Forgery/Plagiarism
- xiii. Failure to comply with safety norms

3. Two Office Referrals

- a. If the student receives two office referrals in a one month time span, the school will schedule a director/teacher/family conference where the situation will be addressed and a behavior plan will be implemented. The behavior plan will be monitored by the classroom teacher and the administration and families will be notified if any changes need to be made.

JK: Discipline Policy

STUDENT DISCIPLINE

The Executive Director shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. [15-843](#). These policies and procedures will apply to all students traveling to, attending, and returning from School, and while visiting another school or at a School-sanctioned activity, or in any other situation in which the School may lawfully exercise its authority to discipline a student. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, or ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, national origin or ancestry may subject the School to the loss of funds imposed by A.R.S. [15-843](#).

The School administrator shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in the school.

The School administrator of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the School administrator, or to a person designated by the School administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. [15-841](#), when applicable.

The Executive Director shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Body, in accordance with A.R.S. [15-843](#), the Executive Director shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School. The policies shall provide for an exemption to prior written parental consent if a school administrator or teacher determines that the pupil poses imminent physical harm to self or others. The school administrator or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. [15-843](#), subsection b, paragraph 3.)

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. [15-841](#) and [13-2911](#). A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the School may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The School may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Adopted: date of Handbook adoption

LEGAL REF.:

A.R.S.

[13-403](#) *et seq.*

[13-2911](#)

[15-105](#)

[15-342](#)

[15-841](#)

[15-842](#)

[15-843](#)

[15-844](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JKA](#) - Corporal Punishment

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[JLDB](#) - Restraint and Seclusion