



Discipline:

At Creative Inspiration Journey School (CIJS) we work hard to develop a positive relationship between the teacher and child. We believe that if an interesting and challenging program is offered to students, then discipline problems are minimal. If problem behavior does occur, CIJS begins with a positive approach. CIJS believes the purpose of discipline is to teach self-discipline, and that discipline should rely on inductive methods of explanation, reinforcement and modeling, rather than punishment.

This Policy is made and enforced in conjunction with the Osceola County Public School District Code of Student Conduct. The Matrix of Infractions and Possible Consequences is incorporated in this Policy.

The following considerations are made by CIJS in the evaluation and execution of this Policy:

- a) We consider attention span and skills of children, so that we do not expect them to behave at developmentally inappropriate levels.
- b) Discipline relies on explanations, reinforcement, and modeling.
- c) We praise and encourage good behavior, instead of focusing upon unacceptable behavior.
- d) Children are taught that making mistakes are a natural part of learning, and they learn from their mistakes. They are expected to take responsibility for wrong doings and they do so.
- e) Children are never shamed or humiliated.
- f) Yelling at children is not permitted.
- g) Spanking or any other type of corporal punishment is not permitted.

Teachers and parents will work together to deal with problematic behavior. The following are examples of problematic behavior which will subject students to this Policy. It is encouraged that parents and guardians discuss each of these behaviors with your child:

- a) Leaving a supervised area without permission from a teacher or employee of CIJS;
- b) Throwing any items at another student or employee of CIJS including dirt, sand or rocks;
- c) Hurting themselves or others including animals. Examples of behaviors which may lead to harm include-hitting, biting, spitting, kicking or pulling hair; punching and/or
- d) Abusive or inappropriate language.

Some specific disciplinary techniques that CIJS employees may use to deter or respond to problematic behavior include, (Based on but not limited to the research based program “Conscious Discipline”):

1. Redirection;
2. Reinforcing good behavior;
3. “Think time” within student's peace area;
 - a) Students are taught that there is a safe and quiet area within the classroom where they can go to gain control of their emotions.
 - b) The teacher models use of the ‘think time/peace’ area, and explains situations where it might be used.
 - c) Going to the “think time/peace” area can be voluntary, but may be suggested sometimes by the teacher.
 - d) The teacher helps the child identify his/her problem behavior and possible alternatives.
 - e) The difference between “think time” and “time out” is that CIJS stresses to the child they are not in trouble, but instead they are using this opportunity to calm down and think of another appropriate way to react to the given situations that may occur.
 - f) There are times when the teacher may need to remove the student from the situation and ask that they go to a “time out” area. This is a different place in the room than the peace area.
4. Consequences that fit the hurtful behavior. For example, if a child is not treating the classroom center materials with respect, he/she will be removed from the center until a later time. In no event will a consequence for abusive language or harm match the action. CIJS does not use corporal punishment.



Discipline, Behavior Intervention & Code of Conduct Policy

5. Consistent reinforcement.

6. Parent/Teacher Meeting

If the child's behavior is sufficiently problematic that teachers and CIJS employees cannot manage it with positive techniques, Parents will be informed as soon as practical. These conversations may occur through a variety of methods such as email, upon pick up/drop off of the student, phone call, etc. CIJS may also ask the parents to schedule a behavioral intervention meeting with the teacher, Principal, IPS and/or any other pertinent CIJS staff member to devise a plan to restore a happy and constructive teaching and educating relationship.

7. Suspension

- a. Suspension may occur if a child becomes out of control to the place where safe and constructive teaching cannot continue and/or if the child threatens the physical or mental health, safety or well-being of one or more of the other children (This applies to all programs).
- b. The length and duration of suspension is determined on a case by case basis utilizing the discipline matrix found in the Osceola County Public School District Code of Student Conduct as it relates to the grade specific student infraction. If a meeting is required, CIJS holds it upon the child's return. Possible manifestation meetings are taken into consideration and the number of days in suspension are watched closely.
- c. If a student receives multiple suspensions which subject a student to more than fifteen (15) absences during an academic year, the student may lose his or her preference to re-enroll the following year and may jeopardize the student's ability to promote to the next academic grade as noted in the CIJS attendance policy.
- d. A student who has been suspended may not participate in extracurricular, VPK wrap or extended care programs on the day in question. However, any fees (if applicable) will continue to be accrued and must be paid to retain the child's spot in that program.

8. Expulsion

- a. Expulsions are a drastic measure and is determined on a case by case basis utilizing the Osceola County Public School District Code of Student Conduct and the discipline matrix as it relates to the specific student infraction and the zero-tolerance policy and/or when the child's behavior significantly, directly, and immediately threatens the physical or mental health, safety or well-being of one or more of the other children or employees of CIJS and the threat cannot be eliminated.
- b. CIJS may also determine, should a Functional Behavior Assessment (FUBA) be required, that it is necessary to recommend that the student be placed in an alternative school within the Osceola County Public School District.
- c. VPK is a separate program from the charter and has separate expulsion policies. CIJS reserves the right to dis-enroll a child at any time without notice with or without a behavioral intervention meeting for students enrolled in VPK wrap and/or VPK ONLY.
- d. Extended care is a separate program from the charter. CIJS reserves the right to dis-enroll a child at any time with or without a behavioral intervention meeting for students enrolled in extended care (before/after the regular school day). Removal from this program does not affect enrollment in the regular school day charter program. Code of Conduct, Suspension and expulsion policies apply during the school day.
- e. If continual problematic behaviors occur during extracurricular programs outside of normal school hours, CIJS reserves the right to remove the child from these programs. If this occurs, tuition for these programs (if applicable) will be due up until the day the child was dismissed. However, the typical two-week notice obligation, will not be required. Status of enrollment in extracurricular programs outside of normal school hours, will not affect enrollment during the regular school day. Code of Conduct, Suspension and expulsion policies apply during the school day.

Behavior Intervention:

At CIJS our vision is to provide the best education possible to meet almost every child's needs. We strive to work with parents to help every child experience success and grow toward his/her highest potential. Our Behavior Intervention Policy is designed to meet those goals.



The purpose of this process is to establish procedures for parents/guardians, teachers, and Creative Inspiration Journey School (CIJS) management to follow when planning to meet the needs of children when positive methods fail to teach constructive behavior. A parent/guardian, the child's lead teacher, counselor and the CIJS Principal and/or IPS (or designee) may be in attendance at a Behavior Intervention Meeting and agree in advance on the time and date.

A Behavior Intervention Meeting may be requested by the child's teacher, the CIJS Principal, IPS, counselor or either parent/guardian. Team members come together to discuss any problems that may be occurring, try to determine the underlying causes, and develop a plan to help the child understand the problems and find more constructive ways to achieve his/her goals. Consistent with the CIJS focus on active documentation, meeting minutes may be used to document and serve as a reference for discussion, resulting plan, and to form a basis upon which any subsequent plans can be built. The behavioral intervention meeting might be recorded via audio (With permission from CIJS ONLY), and the resulting plan may be drawn up in writing and agreed to by parents, teachers, and CIJS Principal and management team (IPS). In such circumstances, the student may move through the MTSS tiered system (2 and/or 3) for behavior. Data is collected to measure progress and make adjustments to the plan as necessary. A FUBA BIP may be completed as part of the process. In addition, as part of the behavioral intervention, the school counselor may make arrangements to work with the student individually.

In addition to the above, the school may use these methods to track behavior and communicate with parents/guardians:

1. **Daily, Weekly or Monthly Reports** – a parent/guardian/school communication method to let parents know some of the child's successes during the day, and communicate any interactions that may be of concern.
2. **Routine daily documentation** of the children's activities through photos, videos, and audio tape provides a record of the child's successes, as well as the teacher's efforts to redirect, explain and reinforce that can often be helpful when parents and teachers meet.

CIJS relies upon parental/guardian involvement and cooperation in all aspects of discipline. The CIJS program grows out of cooperative interaction among children, teachers, parents and community, and CIJS believes that almost any situation can be resolved through such cooperation. Above all, it is our goal to provide a warm and loving atmosphere in which children can grow, learn, and grow to love learning.

Code of Conduct:

In addition to following the Osceola County Public School District Code of Student Conduct, parents and students will:

- Abide by CIJS dress code policies- (CIJS policy can be found on the website and in the Parent Handbook)
- Assure their child regularly attends the full day, only missing due to an emergency or an illness. Repeated absences are not acceptable and could subject the student to losing their enrollment preference for the following academic year; (CIJS policy can be found in the Parent Handbook, enrollment paperwork and on the Attendance Agreement form)
- Promptly report and explain absences;
- Drop off and pick up on time. Repeated tardies and/or early releases are not acceptable;
- Follow the schools guidelines to open direct communication;
- Work together with teachers and administration to solve concerns;
 - Follow the CIJS resolution process found on the website and in the Parent Handbook- Please note, CIJS is happy to address any questions or concerns, but an appointment **MUST** be made at the convenience of both parties.
- Conduct themselves in a professional manner at all times;
- Refrain from verbal or physical violence at ALL times;
- Maintain a positive attitude toward education;
- Show an interest in your child's progress through regular communication;
- Inform the school immediately of any condition or circumstances which may affect their child's ability to learn, to attend school regularly, or to participate in school activities;
- Cooperate with school personnel in solving disciplinary problems;



- Treat others courteously and with respect;
- Treat school property and the property of others with respect;
- Respect the privacy of others;
- Have in their possession only those items allowed by law and/or School Board Rules or policies;
- Listen courteously to the opinions and points of view of others;
- Come to class with all necessary materials and be prepared to learn;
- Maximize learning opportunities;
- Not interfere, impede, limit, or restrict the educational opportunity of any other student(s);
- Comply with all instructions and staff directions;
- Truthfully answer all questions posed by school staff
- Deliver to their parents or guardians all notes, notices, and papers provided by the school for home delivery;
- Timely notify parents or guardians of all assigned consequences for inappropriate behavior;
- Report hazardous or dangerous situations to an adult in authority so as to not act negligently or recklessly by placing other people at risk for injury or placing property in danger for damage;
- Abide by the School District of Osceola County, Florida Civility and Orderly Conduct Policy, 9.63

All meetings will be made by appointment ONLY during times that work for both CIJS representatives and the parent/guardian parties. CIJS will attempt to meet within 24-48 hours of the request.

***CIJS reserves the right to request that any party leave the premises at any time if CIJS feels there is a threat to the health, safety, or welfare of CIJS students and employees.**

Student Name

Parent Printed Name

Parent Signature