
BATTLE ROCK CHARTER SCHOOL



Student and Family Handbook

2017-2018

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Cortez, Colorado 81321
Tel. 970-565-3237
battlerockschool.org

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Parent/Guardian Responsibilities

Welcome to Battle Rock Charter School

We are looking forward to working with you this year. Please talk with us if you have any problems or concerns. We are here to serve you. We hope this handbook will become a helpful tool to use in communication between home and school. Please take time to become familiar with the information. We hope you will keep this information for future reference.

Contact Information

Website Address: www.battlerockschool.org

Telephone: 970-565-3237

Please remember that since we do not have a staffed office during school hours, there may be times when no one will be available to answer the school's phone line. At those times, all staff are engaged with students in instruction. Please contact your student's teacher directly during those times. Text messages are ideal for non emergency situations as they allow the teacher to wait until a break in instruction to address the message, but, of course you are always welcome to call.

K-2: **Tegan Lewis**: phone: (616) 560-5895, email: tlewis@cortez.k12.co.us

K-2: **Moqui Mustain-Fury**: phone: (970) 560-7080, email: moquijane@hotmail.com

3-4: **Hannah Hall**: phone: (412) 303-4627, email: hannahgeorgiahall@gmail.com

5-6: **Justine Bayles**: phone: (970) 560-6026, email: jubayles@cortez.k12.co.us

Battle Rock Charter School's Vision

It is Battle Rock Charter School's vision to be highly regarded for our academic excellence as a rigorous alternative to the traditional classroom. The rural educational setting provides a unique opportunity for experiential learning and the development of well-rounded students, ultimately building a foundation for lifelong learning.

Battle Rock Charter School's Mission

It is Battle Rock Charter School's mission to help K-6 students develop critical thinking skills, effective communication skills, leadership abilities, and a formula for health and wellness in an environment of shared values of equality and unity. The combination of the multiage

classroom and individualized instruction within a diverse student body drives academic achievement, character development, and community awareness.

Bus Route Information

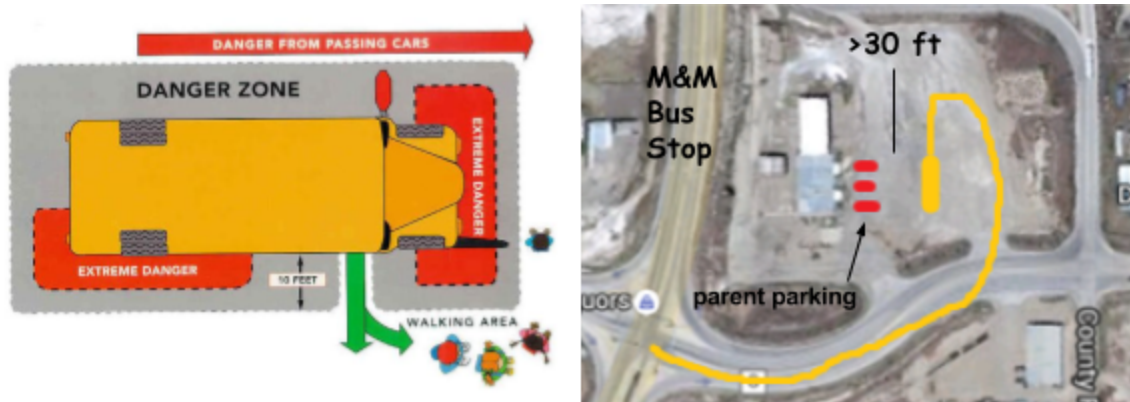
BUS STOP SAFETY

It is your responsibility as parents and guardians to ensure your child's safety to and from the bus stop.

Bus Stop Rules to Know and Follow

While Waiting for the Bus

- Arrive five (5) minutes before the bus is scheduled to leave the stop.
- Park 30 feet away from the bus on the west side.
- Never unload child next to bus.
- Children stay in vehicle at all times.
- Wait until the bus has stopped and the door opens before approaching the bus.
- Do not chase or hang onto the bus at anytime.
- If any article drops or rolls near or under the bus, do not go after it.
- Respect property and neighbors.
- Be courteous and polite to other students.
- Do not litter, play or place graffiti on any property around the stop.



Keep our children safe.

For questions call Re-1 Transportation

@ 970-565-8130

The Battle Rock Bus picks up and drops off at the M&M bus stop.

	Pick Up Time	Drop Off Time
Monday	7:15 am	4:00 pm
Tuesday	7:15 am	4:00 pm
Wednesday	7:15 am	Early Release: 2:45 pm
Thursday	7:15 am	4:00 pm
Friday	No School (Science Fridays 7:15 am)	No School (Science Fridays 4:00 pm)

NOTE: Our bus drivers work other routes for the district and cannot wait for late parents to arrive. Please be willing to help out other Battle Rock families, if the need arises.

Communication

An important part of education is the open communication between the school and the home. Parents and guardians are encouraged to stay in contact with your student's teacher. They are also invited and encouraged to attend open houses, community events, and parent-teacher conferences. Please always bring any concerns you may have directly to your student's teacher. Teachers stay in contact with families in a variety of ways, including our group texts, newsletters, phone calls and emails.

Ideally, written communication is used for informative reasons only. Since email tone can be difficult to interpret, for matters involving student performance or questions or concerns regarding something that happened in the classroom, a phone call or face to face meeting is preferred. Formal parent-teacher conferences are held in the Fall and Spring. In the interim, teachers contact and meet with parents/guardians whenever necessary. Please contact your student's teacher in advance to discuss concerns to give her time to prepare for the meeting. Impromptu meetings are not effective, and teachers are not available for conference during class time. Please try to be mindful of teachers' hometime and reserve text messages and phone calls to private cell phones for Monday-Friday from 8 am - 5 pm, unless an emergency arises. All teachers and staff will return emails and phone calls within 48 hours.

Our communication pathway is very short, due to the small nature of our school. The first person to start with will always be your student's teacher or the staff member involved. If you feel, after communicating adequately and face to face with her, that your issue is not resolved, please bring your concern directly to the Battle Rock Charter School Board via email at: board@battlerockschool.org. The board will then alert the involved staff member(s) to the complaint and the issue will be added the agenda of the next board meeting in the hopes of efficient and effective conflict resolution.

Personal Property

The school is not responsible for the loss or damage of student's personal property. Students should not bring anything of value onto campus. All clothes, hats, coats, boots and gloves must be labeled. Children should not bring toys or treasured items to school unless it is for Show and Tell or is related to an academic subject. Toy weapons are not permitted at school for any reason.

All electronic devices, including cell phones, iPods, Nintendo DS, etc., at an elementary school age are considered a toy. Items must be kept in the student's cubby. Students are not allowed to have electronic devices turned on any time during school. If a staff member

notices a student with one of these items, it will be confiscated, and the parent will have to pick it up from the office after school.

Attendance

Regular attendance is vital to the on-going continuity of the education program. **Makeup work never compensates for school attendance.** The importance of regular, daily attendance cannot be overemphasized. Although we entrust students with the responsibility to attend school, ultimately it is up to each student's parent/guardian to ensure good attendance.

Battle Rock Charter School has adopted District RE-1 Montezuma-Cortez's policy regarding attendance, in accordance with our contract with the district. The following is RE-1's attendance policy:

"One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

"According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

"Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Excused Absences

"The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance (Battle Rock Staff in our case) on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period of time due to physical, mental or emotional disability.

3. A student who is attending any school sponsored activity or activities of an educational nature with advanced approval of the administration.
4. A student who misses for impassable roads (for bus transportation).
5. A student who is suspended or expelled.

"As applicable, the district (in our case, the school) may require suitable proof regarding the above exceptions, including written statements from medical sources.

"If a student is out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(e)), absences due to court appearances and participating in court-ordered activities shall be excused. The student's assigned social worker shall verify that the student's absence was for a court appearance or court-ordered activity.

Unexcused Absences

"An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

"In accordance with the law, the district may impose appropriate academic penalties that relate directly to classes missed while unexcused... The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is ten (10) during any school year.

Tardiness

"Tardiness is defined as the appearance of a student without a proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness."

Please reference the district's webpage for all legal and cross references. For more information visit: <http://www.cortez.k12.co.us/>

BATTLE ROCK'S POLICY ON REPORTING ABSENCES:

1. Call the school number between 7:30 and 9:00 am and inform the school that your child will be absent. If no one picks up, please leave a message.
2. Upon your child's return to school a written, signed excuse sent to the child's teacher is necessary to explain the absence.

3. A letter will be sent to the parents/guardians of any child who has missed ten (10) days of school. More than 10 days absence in a year may place a child in danger of retention.

Homework Policy

Homework assignments should be carefully designed to complement the classroom curriculum, extending the students' learning beyond the classroom. Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt comments and criticism when the work is completed.

Parental interest and support are very important in developing good study habits. An important life skill for each child to learn is to be responsible not only for doing homework, but also for remembering to bring it to class the next day. That said, homework at Battle Rock usually appears only in the form of out of class reading time. The following are our guidelines:

- Kindergarteners and First Graders are encouraged to read 20 minutes per day, assisted by a parent or partner.
- Second Graders are to complete 30 minutes of paired or independent reading each night Monday-Thursday.
- Third, Fourth and Fifth Graders are to complete 45 minutes of Core Knowledge Content or independent reading each night Monday-Thursday.

The more you read to and with our youngest students, the more reading-ready they become. Research shows that students who are read to more often and who witness their parents/guardians reading more often are quicker to learn to read themselves.

Release from School During the Day

1. Before a student is permitted to leave the school grounds during the day, the child must secure permission from the staff.
2. If the student has a note from home, the staff will retain such note.
3. Parents/Guardians will meet the student in the classroom at the time the student is excused.

Visitors to Campus

Parents/Guardians are always welcome on campus. Please contact your student's teacher to know when and how you may be able to volunteer in the classroom. Science Friday's and Social Studies Days are particularly fun days to come down and help on campus.

Discipline Policy

Overview & Guiding Principles

Our discipline plan is a three pillared process set on a solid foundation of best practices in education and relationships.

The three pillars are as follows:

- 1) Prevention through the use of restorative practices and positive behavior supports.
- 2) Equity through fair and consistent responses to harmful and unacceptable behavior.
- 3) Restoration through empathy, forgiveness, and conflict resolution.

It is part of our mission to ensure students and staff are treated with dignity and respect, including those who cause harm to others. Misconduct is never acceptable, but always fixable. We consider mistakes and reparations to be part of a holistic learning process. We will be warm but strict, and follow through with clear, fair, and consistent consequences. We will encourage students to repair the harm they caused, earn forgiveness, and restore their reputations.

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

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

- 1) *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.
- 2) *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.
- 3) *The Battlerock 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, he or she 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, 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, and listen thoughtfully.

The Code of Conduct can be examined through five interconnected strands: **Language, Actions, Possession, Property, and Respect of Authority**. The misconduct and progressive responses for each of these strands is described in detail below (tables on pages 11-16).

LANGUAGE

Example student behavior	Example progression of appropriate and relevant responses
Level One concerns	The teacher may...

<ul style="list-style-type: none"> • Profanity towards students • Verbal insults or putdowns • Disruption 	<ol style="list-style-type: none"> 1. Provide opportunity to “fix” the problem (e.g., apology, mediation) with a restorative intervention 2. Conference with student to review expectations and consequences, reteach and praise good behaviors 3. Call home, change seat in class, write up a behavior contract 4. Issue a Code of Conduct Warning to be brought home by the student and returned next day 5. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support 6. Treat continued misconduct as insubordination (a Level Two concern) and issue a referral to administration.
Level Two concerns <ul style="list-style-type: none"> • Profanity towards staff or adult • Threats to staff w/no danger • Bullying/extortion/coercion • Harassment • Taunt or incite fight/disruption 	<p>The teacher may...</p> <ol style="list-style-type: none"> 1. Remove student from situation and make referral to administration <p>The administrator may...</p> <ol style="list-style-type: none"> 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 Restorative Justice Team 2. Remove student from class and call home 3. Assign out of school suspension (1 to 5 days) 4. Recommend for expulsion review

ACTIONS

Example student behavior	Example progression of appropriate and relevant responses
Level One concerns <ul style="list-style-type: none"> • Disruption (running, chasing) • Throwing object w/o harm 	<p>The teacher may...</p> <ol style="list-style-type: none"> 1. Provide opportunity to “fix” the problem (e.g., apology, mediation) 2. Conference with student to review expectations and consequences, reteach and praise good behaviors 3. Call home, change seat, write up a behavior contract 4. Treat continued misconduct as insubordination (a Level Two concern)
Level Two concerns <ul style="list-style-type: none"> • Insubordination • Hitting/kicking/tripping • Indecent exposure • Harassment • Thrown object makes contact 	<p>The administrator may...</p> <ol style="list-style-type: none"> 1. Send the student immediately to in school suspension and call home to the family 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)

	3. Assign out of school suspension (1 to 5 days)
Level Three concerns <ul style="list-style-type: none"> Fighting Acts that jeopardize health, safety, and property Using object to cause harm Sexual contact/harassment 	The administrator may... <ol style="list-style-type: none"> Immediate call home to the family Assign an out of school suspension (1 to 5 days) Recommend for expulsion review

POSSESSION AND/OR USE OF DISRUPTIVE OR DANGEROUS ITEMS

Example student behavior	Example progression of appropriate and relevant responses
Level One concerns <ul style="list-style-type: none"> Tobacco product or igniter Disruptive items (phone, iPod, etc.) 	The teacher may... <ol style="list-style-type: none"> Provide opportunity to “fix” the problem (e.g., apology, mediation) Conference with student to review expectations and consequences, reteach and praise good behaviors Call home, change seat, write up a behavior contract Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support Treat continued misconduct as insubordination (a level two concern)
Level Two concerns <ul style="list-style-type: none"> Insubordination Use of tobacco Toy weapon (not handgun) Pornography 	The administrator may... <ol style="list-style-type: none"> Call home to the family Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project) Assign out of school suspension (1 to 5 days) Treat continued misconduct as “willful disobedience” (a Level Three concern)
Level Three concerns <ul style="list-style-type: none"> Munitions, mace, pepper gas Imitation controlled substance <ul style="list-style-type: none"> ● Toy handgun or any toy weapon that is used to threaten/cause harm Alcohol (or under influence) Drugs (or under influence) Drug paraphernalia 	The administrator may... <ol style="list-style-type: none"> Call home to the family Assign an out of school suspension (1 to 5 days) Provide opportunity for student to “fix” the problem to reduce further consequences (e.g., apology, mediation, repair, replace, repay, community service, extended learning project) Conference with family and student Recommend for expulsion review Work cooperatively with local Police as required by law

PROPERTY

Example student behavior	Example progression of appropriate and relevant responses
Level One concerns <ul style="list-style-type: none"> Littering Vandalism (nonpermanent) Breaking into another's personal property 	The teacher may... <ol style="list-style-type: none"> 1. Provide opportunity to "fix" the problem (e.g., apology, mediation) 2. Conference with student to review expectations and consequences, reteach and praise good behaviors 3. Call home, change seat, write up a behavior contract 4. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support 5. Treat continued misconduct as insubordination (a Level Two concern)
Level Two concerns <ul style="list-style-type: none"> Theft (under \$200) Property damage (under \$200) not intended to harass 	The administrator may... <ol style="list-style-type: none"> 1. Call home to the family 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) 3. Assign out of school suspension (1 to 5 days) 4. Treat continued misconduct as "willful disobedience" (a Level Three concern)
Level Three concerns <ul style="list-style-type: none"> Property damage (over \$200) or that is intended to harass Major theft (over \$200) 	The administrator may... <ol style="list-style-type: none"> 1. Call home to the family 2. Assign an out of school suspension (1 to 5 days) 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) 4. Conference with family and student 5. Recommend for expulsion review 6. Work cooperatively with local Police as required by law

RESPECT OF AUTHORITY AND SCHOOL RULES

Example student behavior	Example progression of appropriate and relevant responses
Level One concerns <ul style="list-style-type: none"> Tardiness Dress Code 	The teacher may... <ol style="list-style-type: none"> 1. Provide opportunity to "fix" the problem (e.g., apology, mediation) 2. Conference with student to review expectations and consequences, reteach and praise good behaviors 3. Call home, change seat, write up a behavior contract 4. Meet with family and discuss differentiation of curriculum, instruction, and assessment, and arrange extra support 5. Treat continued misconduct as insubordination (a Level Two concern)

Level Two concerns <ul style="list-style-type: none"> • Trespassing • Insubordination • Forgery • Plagiarism • Cheating • Gambling • Inappropriate computer use • Making unauthorized recording/photo 	The administrator may... <ol style="list-style-type: none"> 1. Call home to the family 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) 3. Assign out of school suspension (1 to 5 days) 4. Treat continued misconduct as “willful disobedience” (a Level Three concern)
Level Three concerns <ul style="list-style-type: none"> • Repeated refusal to obey rules • Serious misuse of computers • Making secret recording 	The administrator may... <ol style="list-style-type: none"> 1. Call home to the family 2. Assign an out of school suspension (1 to 5 days) 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) 4. Conference with family and student 5. Recommend for expulsion review 6. Work cooperatively with local Police as required by law

The Code of Conduct

Positive discipline is an effective way of developing positive social behaviors in students by encouraging them to take control of their own experience, thus increasing their self-esteem. The task of Battle Rock teachers and parents as “Partners in Education” is to provide students with skills and tools needed to control their behavior effectively.

At Battle Rock, students are taught how to get along in society, resolve conflicts, and express themselves appropriately. Our goal is to help students develop self-control, self-direction, and responsibility for their behavior. At Battle Rock, we endeavor to guide students’ behavior both directly and indirectly. We believe rules should serve a reasonable purpose, be practical, and within students’ capabilities. Rules and consequences should be appropriate, consistent, and clearly defined for the welfare of the whole class.

Students are expected to engage in appropriate conduct and behavior in keeping with their level of maturity. Parents will be informed of habitually disruptive behavior through email, telephone contact, parent conferences, and the following forms: Code of Conduct Warning or Code of Conduct Referral. If at any point school safety is compromised, a student's parents may be called and asked to remove the student from school.

Our policy is designed to help students understand and develop positive behavior patterns.

Verbal Warning

When a student fails to follow the Code of Conduct, a Verbal Warning may be issued by the faculty or staff member who observed the behavior. At that point, the child's parent(s) may be contacted by the faculty or staff member who issued the Verbal Warning.

Code of Conduct Warning

If the behavior continues, a Code of Conduct Warning form will be utilized to document the behavior and inform parents. This Code of Conduct Warning form must be signed by the student's parent(s), the student, and the faculty or staff member who issued the Warning. The signed Warning Form should be returned to the child's classroom teacher the next school day. Failure to return this signed form the next day is, itself, an additional violation of our Code of Conduct.

Code of Conduct Referral

If three Warnings accumulate (for similar or the same behaviors) the fourth incident may become a Code of Conduct Referral. The Code of Conduct Referral form must be signed by the student, the staff member who issued it, the student's parent(s), and the school administrator and returned to school the next day (again, failure to do so is an additional violation). If referrals for the same offense occur, suspension or expulsion may be considered, though three Referrals are not prerequisites for those consequences to be considered. A Referral is often followed up with a parent conference. The entire process should include thorough communication between the student, the student's parents, and the school.

A Code of Conduct Referral could result in the following administrative responses, but is not limited to these:

- 1) Educational Sanction—this involves projects or assignments designed to help the student learn more about the impact of the incident, behavior, or impact it caused, as well as how to prevent it from happening again. For example, a vandalism incident could result in a student being assigned to research and write a paper on the impact of vandalism at schools in the United States.
- 2) Conference—this could include parents, teachers, administrators, and even students/peers. The specific conference would be designed based on the needs of the incident. The goal of the conference would be to gain a better understanding of the incident, the impact and harm caused, and to create an action plan or agreement of the next steps.
- 3) Suspension—an out of school suspension. Students are typically responsible for missed work, and in some cases could also lose the opportunity to makeup for missed work, which could negatively affect a student's grades.
- 4) Expulsion—typically utilized in the most serious of situations, involving habitually disruptive students, or where a serious threat to safety and welfare is present.

Suspension and Expulsion

If a serious incident occurs, as listed on the Code of Conduct Referral form and in accordance with Colorado State Statutes, administration will move toward suspension and/or expulsion. All serious incidents will be approached with student safety in mind. In the event of an expulsion, the administrator will notify the Board of Directors in writing. A copy of all disciplinary records, including suspensions and expulsion paperwork will be maintained and made available for Board members to view in the Principal's office.

The Restorative Process

Conflict resolution is an essential aspect of school discipline, and includes providing frameworks by which students can develop and exercise empathy, take responsibility for their actions, repair harm created by their actions, and develop decision making skills. When systematically implemented, restorative practices proactively build a positive school community and learning climate while dramatically reducing behavior referrals, bullying, violence, detentions and suspensions. The restorative process seeks to heal the whole child by making things right for the victim, the offending child, and the school community. Instead of a punitive approach, which is grounded in shaming and blaming the offender, a restorative approach balances accountability with support of the offender in making things right. This process also involves the input and insight of the victim in the solution. One overriding goal of this process is to help students “fix what has been broken.” Fixing the hurt that occurred requires that students have insight into what went wrong, ideas of how to translate that insight into an action plan, and the willingness to accept that plan or solution as their own.

Restorative practices can and should be utilized at all levels: in classrooms, in discipline meetings, in restorative conferences and mediations with parents.

- Classrooms: teachers should utilize restorative language when presented with opportunities to address behavior issues. The focus should be on “What harm was caused?”, “Who is responsible for this harm?”, and “How will things be made right?”
- Discipline meetings: the administrator should utilize this restorative approach when meeting with students one on one to help them explore their understanding of harm and repair. Avoid giving “assignments” from a punitive standpoint. Instead, involve the student in creating a plan for how he/she will repair the harm that was caused.
- Conferences/Mediations: many incidents will benefit greatly from a restorative conference or mediation. The administrator will coordinate these on a case by case basis, in partnership with students and teachers. Parents may also be asked to participate after some initial pre-conferencing to ensure safety for all parties.
- Community service: Some incidents may best be handled by asking a student to repair the harm through agreed community service.

SAMPLE

BATTLE ROCK CHARTER SCHOOL
 11351 ROAD G
 CORTEZ, CO 81321
 PHONE/FAX: 970-565-3237

School to Family Communication
CODE OF CONDUCT WARNING

Student must return this form to the issuer on the next school day with parent signature on it. Parent signature verifies that the student followed instructions to bring it home and share it with a parent.

Student's Name _____ Grade Level _____

Issued by _____

Date _____ Time _____ Location _____

Type of Incident (check all that apply)

- ☐ Inappropriate physical horseplay (hitting, pushing, poking, kicking, etc.)
- ☐ Throwing objects
- ☐ Causing minor and/or accidental damage to others' property
- ☐ Disobeying school and/or classroom specific rules
- ☐ Loss of school-issued property
- ☐ Disrespect of another through language or play
- ☐ Use of Profanity (spoken, written, or otherwise)
- ☐ Five or more tardies (if more, how many _____) in a grading period
- ☐ Dress code violation (describe below)
- ☐ Failure to return signed Conduct Form on next school day
- ☐ Other: _____

Descriptions/Observations of Behavior/Incident:

Student Signature _____ Date _____

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

SAMPLE

BATTLE ROCK CHARTER SCHOOL
 11351 ROAD G
 CORTEZ, CO 81321
 PHONE/FAX: 970-565-3237

School to Family Communication
CODE OF CONDUCT REFERRAL

Student must return this form to the issuer on the next school day with parent signature on it. Parent signature verifies that the student followed instructions to bring it home and share it with a parent.

Student's Name _____ Grade Level _____

Date _____ Time _____ Location _____

Issued by _____ Parent Contacted _____ Time _____

Type of Incident (check all that apply)

- ☐ Habitually disruptive student
- ☐ Plagiarism or cheating
- ☐ Hitting, shoving, kicking, pushing, or fighting with violent intent
- ☐ Verbal, physical, sexual intimidation or harassment
- ☐ Possession of matches, cigarettes, or illegal drugs
- ☐ Destruction or defacing of school property
- ☐ Willful disobedience or blatant defiance of proper authority
- ☐ Leaving school property without permission
- ☐ Truancy (over the maximum unexcused absences allowed by state law)
- ☐ Has received repeated warnings with no change in behavior
- ☐ Failure to return signed Conduct Form on next school day
- ☐ Review for bullying behavior
- ☐ Other: _____

Descriptions/Observations of Behavior/Incident:

Is this student on an Individual Education Plan? _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Bullying Policy and Procedure

Bullying Policy

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts [i.e. Internet, cell phone, or wireless hand held device]) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school sponsored function, or in a school vehicle.

"Bullying" is repeated conduct that meets all of the following criteria:

- Is directed at one or more students.
- Substantially interferes with educational opportunities, benefits, or programs of one or more students.
- Adversely affects the ability of a student to participate in or benefit from the school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress.
- Is based on a student's actual or perceived distinguishing characteristic (see above) or an association with another person who has, or is perceived to have, any of these characteristics.

Restorative practices may not be used in a bullying case.

A safe and civil environment in school is necessary for students to learn, achieve, and succeed. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of staff, and volunteers to provide positive examples for student behavior.

When addressing harassment or bullying behavior, it is important to balance the needs of victims, offenders, and our community.

- Victims need a supportive response that does not blame them for the offender's behavior. Part of that support can include some education and/or coaching on setting and maintaining appropriate boundaries.
- Offenders need to be held responsible for their actions, and to be given an opportunity to make things right. This is a crucial opportunity for the offender to

continue developing their capacity for empathy. Rather than a blaming or shaming punitive approach, Battle Rock will take a restorative approach whenever appropriate to encourage and support the repair of harm to all parties and the school community.

- The school community has a need and a responsibility to restore the student to the school in such a way that he or she can continue to focus on learning. There is also a need to feel safe coming to school, and a restorative approach can rebuild that sense of safety for community.

Bullying Procedure

In addition to our Code of Conduct, which requires students to show respect for students, teachers, staff, and parents at Battle Rock, we have a specific policy in regard to bullying behaviors.

Consequences considered for bullying behavior:

- Separation of the parties involved.
- The parents of all involved students will be contacted.
- Timely investigation of alleged behavior by a teacher (in part to determine whether a boundary had been set).
- A Code of Conduct Referral will be written.
- Meeting with appropriate parties, such as staff, parents, and the students.
- Alleged perpetrator receives mediation through a Restorative Process.
- Targeted student receives support and may choose to participate in a Restorative Process.
- If behavior continues the alleged perpetrator will receive further mediation and an additional Code of Conduct Referral.
- If there is still no resolution, the targeted student is to inform staff, who will provide further support through arbitration. An additional Code of Conduct Referral will be issued.
- Any student who continues bullying behavior after these mediation steps will be issued a third Code of Conduct Referral and will consequently be suspended or expelled based on the recommendation of the board, and in compliance with the Montezuma-Cortez School District Special Education department.

School Safety Plan

Lockdown, lockout, evacuation and shelter drills are for practicing orderly conduct in case of an actual emergency or disaster. The school will practice each drill at least twice a year. Students, visitors and staff must follow the teacher in charge and remain quiet and orderly during drills. Battle Rock Charter School implements training materials from the “i love u guys Foundation” to inform students and staff of protocols during emergency situations and reviews all plans and trainings annually. Please see the handout on the following page for an overview of the Standard Response Protocol.

In the event of emergency, a staff member will contact you. Please wait for staff to alert you to where you should meet your student to avoid confusion.

Parent-Child Reunification Plan	
Primary Evacuation Site	Diamante Farm 11597 Road G
Primary Reunification Site	M & M Truckstop Hwy 491



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



Accident or Illness at School

Emergency contacts should be listed in the enrollment packet at the beginning of each year. Please notify all emergency contacts that you have listed them. This information should always be kept current. **Please contact the school if you have a change of address or telephone number.** In the event of illness or accident at school the parents/guardians of the student will always be contacted first followed by the emergency contacts in the order they are listed.

Authorized school personnel can give students who have a signed permission slip on file one dose of Tylenol during the school day. Cough drops and other herbal remedies are acceptable to be self-administered at the parent/guardian's discretion. Other over-the-counter medications cannot be administered and should never be sent to school with a student.

Prescription medications that need to be given at school must be in the original pharmacy labeled bottle, and accompanied by the "permission for medication" form that is available at the school. This form must be completed and signed by the prescribing physician and the parent. Prescription medication must be brought to the school by an adult and picked up by an adult. Please note that we do not have a nurse on campus due to the small nature of our school. Minor cuts and scrapes will be treated by staff with materials from our first-aid kit.

Dress and Appearance

All students should dress appropriately for school, keeping in mind the activities for the day, the weather, and the health and safety of the individual. **Student dress should not distract or disrupt the orderly process of education. Students are expected to be well-groomed, dressed in a manner reflecting respect for themselves and those around them and to use good judgement in the choices they make.** Any concerns regarding school dress will be referred to the parent/guardian.

Here are some guidelines to keep in mind when dressing for the school day:

- Refrain from wearing items with negative messages.
- Hats, visors, bandannas, sunglasses, etc. must be removed indoors.
- Hair should be well-groomed and worn in naturally occurring colors and styles not distracting to the educational environment.
- No visible piercings except standard sized earrings--avoid long, dangling earrings. Jewelry should not be distracting.

- Clothing should be well-fitting and not excessively baggy or tight. Clothing should not be ripped or torn. Students are expected to demonstrate appropriate modesty in dress.
- For your child's safety, shoes that are durable and sturdy enough for physical activity must be worn at all times-- flip-flops, open-toe shoes or heels are not advised. Keep in mind that your student will hike nearly daily through a landscape with lots of cactuses and goat heads.

Meals

All meals must be paid for in advance; charging meals is not allowed. Applications for free or reduced priced meals are distributed at registration and available in the school office. The cost for **student breakfast is \$1.25** and **lunch is \$2.00** each day. The **reduced price for breakfast is \$.00** and for **lunch is \$.40**. If you would like to eat with your child, please notify the office by 9:30AM in order to be included in the lunch count. **Adult lunches are \$3.00** each (Prices subject to change).

School-Parent/Guardian Compact

Battle Rock Charter School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards. This school-parent/guardian compact is in effect during the school year.

Required School-Parent/Guardian Compact Provisions

School Responsibilities

Battle Rock Charter School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Have a minimum of two teacher conference days each academic year (e.g., Fall and Spring) and meet with parents/guardians whenever a child receives a failing grade in the subjects(s) of Language Arts and/or Mathematics and whenever a parent/guardian requests a conference.
3. Provide Parents/Guardians with regular documentation and reports on their children's progress. Specifically, the documentation/reports will address proficiency levels and academic mastery as outlined by the state's academic content standards.
4. Provide Parents/Guardians with access to the teaching staff. Please see contact information for the email addresses and the individual phone numbers of the school's teaching staff.
5. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning to the best of our abilities in the following ways:

1. Monitoring attendance.
2. Volunteering as my schedule permits.
3. Participating, as appropriate, in decisions relating to my children's education.

4. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.
5. Serving, to the extent possible, on school-related committees.

Battle Rock Charter School

Acknowledgement

Student's Name_____

Parent's Name_____

I have read the BRCS Handbook and understand the policies as outlined and accept the provisions therein. A complete copy of the Montezuma-Cortez RE-1 District policies are available at www.cortez.k2.co.us or at the district office.

Student Signature_____

Parent Signature_____