

Academy of the Redwoods Community Agreement

Introduction

The Community Agreement establishes guidelines for the relationships among everyone in our school community, both physical and online. This is what other schools might call the “school discipline policy.” We build these agreements on the foundational principles listed below.

The Academy Community Agreements

As a member of the Academy of the Redwoods community I agree to:

1. Support a high quality learning environment for others and myself by exhibiting behaviors that are appropriate and expected on a college campus.
2. Practice safe and responsible behavior.
3. Be kind and respectful towards others and myself.

Community Agreement Principles

1. We believe that all of us come to the Academy Community with different personalities, temperaments, and social behaviors. We seek to recognize areas of strength and acknowledge that growth and learning is a fundamental part of being human.
2. We believe that deep and meaningful growth and development takes time, guidance, and practice. Nothing valuable comes free or easy.
3. Making mistakes is necessary for LEARNING, GROWTH, and positive CHANGE, especially when these experiences are linked to *reflection* (thinking), *guidance* from a mentor, and *practice* over time.
4. Feelings are a fundamental aspect of learning. Listening, empathizing, keeping an open mind, and *not* labeling people are all skills that can be learned. These skills aid in the development of effective leaders.
5. Blaming or making excuses are common approaches people use when dealing with conflict. These behaviors concern us because they shift responsibility away from the individual. Our goal is for students to willingly examine their behavior.
6. There are certain conduct violations that fall outside of our direct control and are handled by CR directly and/or law enforcement.

A Continual Learning Process: When agreements are broken there is a system of consequences in place to guide learning. The consequences are not intended to be punitive. Our goal is to help students come to *understand* why one way of acting may be more productive than another and to have students reflect about what is not working and alternative behaviors that might work.

If we find that a student's behavior becomes less productive despite changes in our approach, we will suggest that the student try a different school.

With Any Broken Agreement

The teacher issuing the Broken Agreement will ask the student to either come up with a strategy to make better decisions in the future and/or to come up with a reasonable consequence for the choice they made. For example, if a student received a broken agreement for talking in class during inappropriate times, they may suggest moving to a different location in the classroom as a strategy to change behavior. It is the teacher's choice to accept a student's suggestion or offer an alternative.

Sequential Consequences for Breaking Community Agreements: (4 Steps)

Step 1: A verbal reminder of a student's commitment to our Community Agreement. (This should be considered a warning and time to reflect on one's behavior)

Step 2: A Broken Agreement/ Self Reflection sheet will be completed by the student and reviewed by staff member.

Step 3: When a second Broken Agreement/Self Reflection sheet is assigned by staff, the principal and parents/guardians will be notified.

Step 4: Any subsequent Community Agreements that are not followed will go directly to the principal and additional consequences will be considered. These consequences may include being exited from the AR program and end of AR support in College of the Redwoods classes

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