



Alfred Adler Charter School

Explanation of school expectations

Alfred Adler Charter School is proud of the highly academic educational environment we provide our students. Our Democratic approach to education, which is grounded in the principles and philosophy of Alfred Adler, holds to a shared responsibility. Parent involvement is one of the critical factors cited in numerous studies as linked directly to student's academic success. At Alfred Adler Charter School we hold high expectations for ourselves, our students and their families. We believe that in the right kind of environment and the guidelines set forth by our Charter, each and every student can be gifted. The reason for a Charter School, as stated in the Florida law, is to provide parents with additional choices. If you choose Alfred Adler Charter School as your student's school, please be sure you understand the requirements. Please read through the school code of conduct and the following list of expectations and sign below to acknowledge you have read, understand and will abide by these if accepted to Alfred Adler Charter School.

School Staff Expectations:

- Provide a high quality education that not only meets and exceeds the Florida Sunshine State Standards, but encourages student engagement, team work and creative problem solving.
- Provide a safe space in our classrooms and our school community, where students feel a sense of belonging and know they count. A caring environment that allows each individual to know that they are equal in worth and their individual and collective contribution matters.
- Communicate with parents about their child's progress in school
- Provide various ways for students to participate in their education and demonstrate their learning
- Provide ongoing training and support to parents so that they may help their students in all areas of their development and in building a community that encourages learning and connecting relationships.

Student Expectations:

- Devote themselves to their education by actively engaging and participating in their ongoing learning, group projects and presentations.
- Take responsibility for their individual and group assignments and the completion of these assignments by an agreed upon time.
- Demonstrate effort and improvement year over year.
- Follow the School Code of Conduct and the Stop Go System

Parent Expectations:

- Ensure their students are at school on time every day unless an absence is medically necessary
- Take an active role in their student's education by staying engaged, involved and informed. As much as their schedule allows, participate in school events. Attend a minimum of three Family Education workshops. One workshop is required to fulfill enrollment process. This is crucial in order to ensure continuity and alignment between school and home. Attend any scheduled meeting to discuss possible challenges for their student and plans for solutions.
- Contribute ten hours per family per year to the school, by volunteering for one or two school events, and helping teachers with projects that can be done from home.
- Work with the school to create continuity between school and home.

Parent Signature

Student Signature

Date

Date

Sign and return.



Alfred Adler Charter School

School Code of Conduct

Success in Life

The goal of Alfred Adler School is to educate children to be successful in life. In our minds, the building blocks of success as originally outlined by Dr. Raymond Corsini are as follows:

Responsibility: Learning responsibility is a primary goal of education. A child who learns to be responsible for his/her actions will grow into an adult who is responsible.

Respect: An appreciation for the worth of others and yourself. Self Respect is the foundation of success and we strongly encourage each student, faculty member and parent to show respect for others and for themselves

Resourcefulness: Students learn to become aware of, and use all available personal and material resources to enhance their skills and abilities. Resourcefulness and creativity are valued traits in cooperative group work, projects and school assignments on the playground and whenever solving problems.

Responsiveness: A concern for others is needed in order for a society to succeed. A sense of caring for others must be a permanent part of the fabric of that society. We encourage children to care for their classmates, parents, teachers and the rest of the world beyond school.

Developing Self discipline is directly linked to and an outcome of these building blocks. Teachers are responsible to come prepared to teach and students are responsible to come prepared to learn. Parents and Students sign the “Explanation of School Expectations” agreement stating that they understand the school’s code of conduct and agree it is fair and logical. Teachers are consistent in their implementation of the code of conduct.

School Code of Conduct

As a responsible and respectful person:

- I will do nothing that could be dangerous to myself, others, or property
- I will be in a supervised area at all times or en route to a supervised area
- I will fully cooperate with the GO or STOP signal immediately and silently

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The Go Signal

When a student disrupts the group or interferes with learning, the teacher motions to the student with an open palm signal towards the door. The student must then go quickly and quietly to a neighboring classroom. The child returns quietly when he/she is ready to rejoin the group.

Situations for use of the GO Signal:

- talking loudly
- bothering others and interfering with learning

Receiving the Go signal is not a violation of the code of conduct. The purpose of the Go signal is to free the teacher to spend time on teaching and give the student an opportunity to make a different choice.

The STOP Signal

To administer the STOP signal the teacher merely raises her open hand towards the student. The STOP signal means, “this group is off limits to you for a specified period of time”. The time period depends on the age of the student. The STOP signal is always given in a respectful manner with the clear message that the student is welcome to come back to class and learn when invited, but if he/she behaves inappropriately he/she will not be able to participate. Younger students take shorter breaks in a neighboring class; older students go to a neighboring class or the office and are responsible for making up missed academic work.

Receiving the STOP Signal is not a violation of the Code of Conduct

Our focus is always to train students to see that mistakes are opportunities to learn, and that they are responsible for the choice of behavior they make. A student has the right to sign the disagreement form if he/she does not agree with the Go or Stop. At this point, we discuss the situation calmly, allowing the student to express themselves, and problem solve. This discussion takes place between the two parties who were involved, and only when the student returns at an appropriate time the same day.

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According to the National Association of the Education of Young Children, adults facilitate the development of self control in children when they treat them with dignity and respect and use the following techniques:

- guiding children by setting clear , consistent, fair limits for classroom behavior, or in the case of older children, helping them set their own limits
- redirecting children to more acceptable behavior or activity
- listening when children talk about their feelings and frustrations
- guiding children to resolve conflicts, and modeling skills that help children to solve their own problems
- patiently reminding children of rules and their rationale, as needed

Working It Out

Unfortunately in this day and age, we see a great many instances where students and students, students and teachers and staff and parents and/ or students are in a battle of wills. We often see the struggle in building positive, connecting relationships. The type of relationships that are critical if any teaching, learning and contributing is to take place. At Alfred Adler school we believe that problem solving or as we call it; "WORKING IT OUT" is the only way to avoid the more dire consequences listed below. We strongly urge parents to learn more about our approach to holding classroom meetings, school wide meetings and the "working it" approach, so that each family can incorporate a similar approach. Our intention is to build cooperation instead of promoting obedience. Open communication and understanding vs. fighting over who is right and who is wrong. Finding resolutions through the peaceful process of coming up with reasonable agreements instead of punishment and reward.

Consequences

A child is referred to the office when violating the school's code of conduct. The first referral is considered a practice, so students can clearly understand the process and consequence for violating the school's code of conduct. Referral is recorded in student's file. The principal initiates a referral form. Teacher, student and principal meet to discuss the incident and student is encouraged to think of alternative behaviors. (This is done for 1st and 2nd referral)

The third time a student receives a referral, the same procedure as was taken for first and second violation is implemented, however, at this time the parent is called in to school and the principal reviews the code of conduct at the meeting with teacher/student/ parent.

If another violation occurs, the student is sent home.

Go home procedure is as follows:

Student is referred to office, office staff contacts parent, and parent must pick up ASAP, parents are given specific guidelines as to what we recommend when student is at home. Punishment by

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the parent is greatly discouraged and ineffective, however going home should not be by any means fun. We do not want parents to over-react, but encourage parents to support the school's efforts in correcting the student's behaviors.

If a student is referred to the office after the first go home procedure the parents are called for a conference and a school counselor or contractual person with background in family therapy is called in parents must then agree to follow all guidelines set forth by the school counselor or family therapist.

A student is allowed up to two go home procedures in one year upon the third violation the student will receive a 10 day out of school suspension and/or a referral to the Superintendent recommending expulsion.

Parent Concerns

Process for Parent Concern:

1) Notify the Principal and/or the Assistant Principal via email (at alfredadlerschool@gmail.com) or by phone (727-329-9545). The Principal/Assistant Principal will arrange a meeting with the teacher, the parent, the student, and an administrator within 24 hours of the request.

2) Should a meeting not resolve the issue, the parent, teacher, or Principal/Assistant Principal can contact the Alfred Adler Board of Directors Public Contact and request a meeting. The Public Contact for the Board of Directors is Nicola Haddak. She can be reached at (727-410-1719).

3) If both attempts (first through the Alfred Adler Charter School Administration, then through the Board of Directors) do not yield a solution, the parent can contact the Charter School Office at Pinellas County Schools, at 727-588-6000.

In addition to the above possibilities a parent might want to consider that an alternative to Alfred Adler Charter School may be a more fitting and satisfying choice for that family.

There are times when a parent concern cannot be resolved in a way that maintains the integrity of the school's charter and mission statement. This is a good indication that this school is not the best fit for the family in question. Charter schools are not the same as more traditional school and follow their own charter to a degree. In accordance with school choice, we always recommend that a family choose the school that best fits with their values and best aligns with their desired goals.

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