



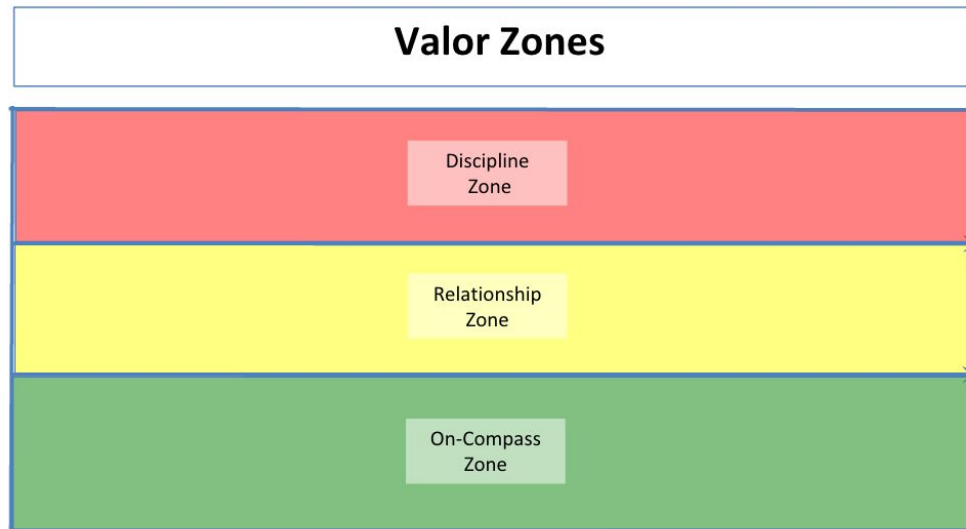
## Off-Compass Systems Overview

We believe everyone gets “Off-Compass” and that this is a normal part of the growth process and of being human. The goal of our Off-Compass systems is to help scholars recognize when they have gotten “Off-Compass” and teach them how to get back “On-Compass” as quickly as possible. We believe all scholars have the capacity to act from their “best selves” and that part of our role as adults in their lives is to help them learn the skills they need to live from this place more and more consistently. Because we are a community that is committed to excellence, we hold high expectations for ourselves and our scholars and attempt to hold each other accountable when we don’t live up to those high expectations. We celebrate each other when we are “On-Compass” and correct, or discipline, when we are “Off-Compass”. When we use the word discipline we use it with its root meaning in mind: to teach. We believe every mistake is an opportunity to learn and work to give ourselves and our scholars the opportunity to see mistakes and Off-Compass behavior as a chance to learn, to evaluate any harm done to the community, and to take responsibility and make amends so that we can be ‘restored” to the community.

In order for our Off-Compass systems to work, we rely on all adult members to adhere to the systems as faithfully as possible to ensure scholars and families are experiencing a consistent and safe environment, and can build deep, authentic relationships with the staff members at our school.

### Compass Zones:

At Valor we train that scholars’ behavior will generally fall within 3 categories: On-Compass zone (80% of the time), Relationship Zone (15% of the time), and the Discipline Zone (5% of the time). We believe the majority of Off-Compass behaviors can and should be managed in the Relationship Zone with strong classroom-wide and individualized routines, systems, supports, and interventions.

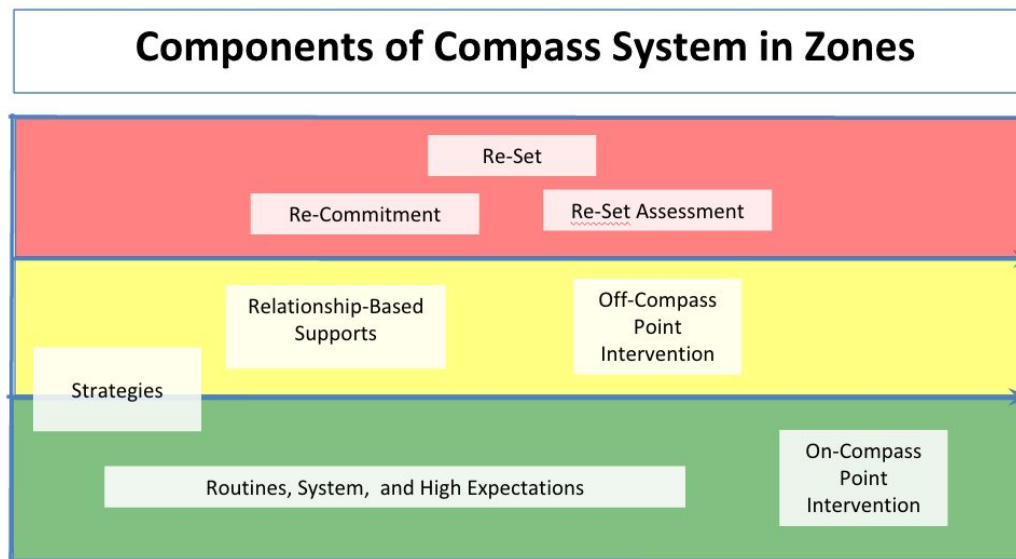




### Compass Zones:

We believe creating safe, positive, supportive learning environments is rooted in having consistent, positive, high expectations and teach and train our teachers to use consistent routines and systems. We also emphasize the importance of reinforcing “On-Compass” behavior and all of our teachers work to achieve a “positivity ratio” of 4 positives to 1 correction in their classrooms. When a scholar, or scholars, begins to get “Off-Compass” (enters the Yellow Zone), we expect teachers to use a series of Relationship-Based supports and that are “outcomes-based” to help correct that scholars behavior and get them back on track. We use the term “outcome-based” to reinforce that the “outcome” we want with all of our supports and interventions is to help a scholar get back “On-Compass” and back to learning. If an intervention or support further escalates a child, getting them more “Off-Compass”, then it was not a successful intervention or support.

That being said, there are specific behaviors that earn specific consequences at Valor. These behaviors (detailed below) automatically earn the scholar a predetermined consequence. It is important for scholars to know and learn that there are limits and consequences for more egregious behaviors and that these are flagged for further reflection and follow-up.





## Off-Compass Supports:

### **Routines, Systems, Strategies, and High Expectations**

All Valor learning spaces have embedded routines, systems, and high expectations for all scholars. Teachers are also trained to use specific positive and consistent strategies for keeping all scholars “On-Compass” as much as possible.

(4 to 1 On-Compass to Off-Compass Positivity Ratio)

[On-Compass Systems Playbook](#)

### **Relationship-Based Supports**

A Relationship-Based support is a move made by a teacher to get a specific scholar back On-Compass without a formal consequence.

[Relationship-Based Supports & Process](#)

### **Off Compass Point**

An Off-Compass Point is a Relationship Zone Intervention that serves as an early warning/correction.

(-\$2)

### **Re-Commitment**

A Re-Commitment is a non-negotiable Red Zone consequence that is earned for specific behaviors.

(-\$5)

### **Re-Commitment Redemption Process**

A Re-Commitment Redemption Process allows a scholar to “redeem” their mistake by going through a Compass-aligned reflection process, talking with their families, taking responsibility, and repairing any harmed relationships.

(+\$3)

### **Re-Set Assessment (RSA) - Immediate**

A RSA - Immediate is a non-negotiable Red Zone consequence for specific behaviors.

This signals the leadership team that a scholar has demonstrated a serious behavior, or series of escalating behaviors and is not responding to supports such that they are seriously disrupting the learning environment.

(-\$7)

### **Re-Set Assessment (RSA) - Non-Immediate**

A RSA - Non-Immediate is a non-negotiable Red Zone consequence for specific behaviors.

This signals the leadership team that a scholar has demonstrated a serious behavior, or series of escalating behaviors but has been able to utilize supports and is now back “On-Compass”. Leadership intervention/assessment is still needed, but it is not urgent.

(-\$7)



### **Re-Set Assessment Redemption Process**

A Re-Set Assessment Redemption Process allows a scholar to “redeem” their mistake by going through a Compass-aligned reflection process, talking with their families, taking responsibility with their community, and repairing any harmed relationships.  
(+\$5)

### **Re-Set**

A Re-Set is a non-negotiable Red Zone consequence for specific behaviors. After an RSA has been given, a member of the leadership team determines whether a scholar has earned a Re-Set.  
(-\$10)

### **Re-Set Redemption Process**

A Re-Set Redemption Process allows a scholar to “redeem” their mistake by going through a Compass-aligned reflection process, talking with their families, taking responsibility with their community, and repairing any harmed relationships.  
(+\$7)

### **Re-Calibration Process**

When a scholar earns a negative paycheck for a week (balance < 0) this is cause for concern and indicates that scholar needs support in reflecting on their behaviors, learning new skills, and making a plan for being more consistently “On-Compass”. Scholars with negative paychecks are enrolled in the Re-Calibration Process until they have successfully completed the process and earned a positive paycheck. They are given additional opportunities to earn On-Compass points during the week and have regular access to the Compass Team.

### **Out of School Re-Set (OSR)**

An Out of School Re-Set is a non-negotiable Red Zone consequence for specific behaviors. The admin team determines whether a scholar has earned an OSR.  
(-\$15)

### **Out-of-School Re-Set Redemption Process**

An Out-of-School Re-Set Redemption Process allows a scholar to “redeem” their mistake by going through a Compass-aligned reflection process, doing a Family Reflection Packet with their families, participating in a Reintegration Circle with members of the school community, taking responsibility with their community, and repairing any harmed relationships.  
(+\$10)



### Long-Term Re-Set (Expulsion)

As a last resort, the leadership team, CCO, and CEO can determine a scholar has earned a Long-Term Re-Set (expulsion) based on a single incident that meets MNPS zero-tolerance policy according to their student-parent handbook, or repeated, documented patterns of Off-Compass behaviors that have not responded to increased supports/interventions. In such situations Valor will create a Restoration Plan that will allow for a scholar to re-enter the community after completing agreed upon steps and meeting agreed upon benchmarks.

### Long-Term Re-Set Restoration Process

A Long-Term Re-Set Restoration Process allows a scholar to “redeem” their mistake by going through a Compass-aligned reflection process, completing an agreed upon Restoration Plan, participating in a Reintegration Circle with members of the school community, taking responsibility with their community, and repairing any harmed relationships.

## Off-Compass Supports - Detailed Information

### Off-Compass Point:

An off compass point might be earned for the following behaviors. Scholars exhibiting the highlighted behavior earn an off compass point every time. An off compass point can be given publicly or privately, and should be delivered with similar language to below:

*“That’s an Off-Compass point for (behavior), please get back On-Compass by (behavior)”*

#### ● **Disrespectful**

Example behaviors that might earn an Off-Compass point:

- Huffing
- Mild eye-roll (not directed at anyone)
- Poor boundaries (not intentional)
- Unapproved talking during House Meeting
- Teasing
- Displaying a lack of truthfulness, fairness, and/or trustworthiness in actions or words

#### ● **Disruptive**

Example behaviors that might earn a Disruption Off-Compass point:

- Calling out
- Extended laughing
- Raised voice tone
- Loud chair movements
- Goofing around that draws attention



- **Off-Routine**

Example behaviors that might earn an Off-Routine Off-Compass point:

- Not following directions (motivation unclear), including after countdown
- Untucked shirt (unintentional)
- SSA violation after Pride time
- Sloppy or incomplete work
- Not tracking the speaker
- Intentionally not using strong voice
- Poor posture in class
- Not following expectations for GM3

**Re-Commitment:**

Scholars earn a re-commitment for the following behavior. A re-commitment should be delivered privately unless that isn't possible in the moment, and should be delivered with similar language below:

*"That's a Re-Commitment for (behavior), please get back On-Compass by (behavior)"*

- **Disrespectful Behaviors**

- Using an aggressive/intimidating voice tone
- Posturing of any sort (physical intimidation)
- Hurtful gossiping of any kind
- Hurtful or disparaging words about school or other communities
- Lying or intentional omissions
- Responding (or not responding) disrespectfully to adult or peer, including talking back after a consequence
- Level 1 destruction of property (generally fixable)
- Laughing at or encouraging another scholar's disrespectful behavior
- Walking away from a teacher without permission
- Cursing (directed at another or in a disrespectful context)

- **Disruptive Behaviors**

- Excessively and continued loud voice tone / excessive and continued laughing (at inappropriate time)
- Making intentionally disruptive noises (at inappropriate time)
- Running inside the building (or in other dangerous ways)
- Rough-housing of any type
- Excessive and continued side conversations
- Note-passing (and receiving if read/acknowledged)
- Intentionally distracting others from learning (even if done covertly or silently)



- o Calling out during house meeting

- **Off-routine Behaviors**

- o Intentionally not following dress code
- o Talking during academic transitions or zone zero dismissal
- o Not following directions, routines, or expectations (due to non-cooperation)
- o Cheating (not premeditated)
- o Repeated misbehavior in class after other supports offered
- o Being in an unassigned area
- o Unexcused tardy for class
- o Inappropriate use of technology - see [Chromebook Matrix](#)
- o Food, gum, drink (except water), or candy outside of dining hall
- o Idle or social conversation in the bathroom

- **Breaking of a Valor Commitment**

- o Giving poor effort (even after supports employed)
- o Demonstrating lack of integrity (poor follow-through, commitment)
- o Demonstrating lack of leadership/responsibility when given opportunity
- o Other violations of a Valor commitment as determined by the teacher

**Re-Set Assessment:**

A Re-Set Assessment is a non-negotiable Red Zone consequence for specific behaviors.

Teachers assign either an RSA-Immediate or an RSA-Not-Immediate:

An RSA-Immediate signals the leadership team that a scholar has demonstrated a serious behavior, or series of escalating behaviors and is not responding to supports such that they are seriously disrupting the learning environment.

An RSA-Non-Immediate signals the leadership team that a scholar has demonstrated a serious behavior, or series of escalating behaviors but has been able to utilize supports and is now back "On-Compass". Leadership intervention/assessment is still needed, but it is not urgent.

Teachers will assign an RSA in the moment on Kickboard. If it is an RSA-Immediate, a member of the Compass team will escort the scholar out of the learning space, assess them, and determine whether the scholar has earned a Re-Set and what the best next steps will be to help them reintegrate. If it is an RSA-Non-Immediate, a member of the Compass team will make a plan to intervene with the scholar and get them started on the RSA reflection process at a time that will be least disruptive to the scholar's learning.



While entering the RSA (Immediate or Non-Immediate) on Kickboard, the teacher will make a note about the specific behaviors the scholar engaged in and what interventions/supports they attempted to use. The teacher can also add a note about their “recommendation for next steps” in terms of helping the scholar repair any harm that was done to the classroom culture. Scholar will remain in the learning space until a member of the Compass or leadership team removes the scholar from the learning space. If a scholar is so disruptive that it does not feel safe to have the scholar remain in the class until a leadership team member arrives, the teacher should exit the classroom *with the scholar* and flag down another adult to escort the scholar to the On-Call or to the Cove. An escalated scholar should not be left alone in the hallway.

Scholars who earn an RSA will spend time completing a RSA reflection sheet and return to the class once the Compass team determines that the scholar is ready to return to class.

After earning an RSA, a scholar will receive a balance tracker for the remainder of the day. Each teacher will mark a score (0, 1, 2) for how that scholar demonstrates On-Compass behavior for the remainder of the day. Scholars will also earn \$-7 on their paycheck for an RSA. The scholar will also complete relationship work with the teacher to repair the relationship, including the scholar taking responsibility for their actions.

Issuing teachers will call home after an RSA has been earned to explain the situation. This will increase communication with families around scholar behavior and help support scholars by ensuring families support discipline (teaching) at home.

While issuing an RSA, a teacher should use similar language to below:

*“You’ve earned an RSA for \_\_\_\_\_. Please take a seat \_\_\_\_ and wait to speak to a Compass Team member”*

Specific behaviors that meet the criteria for a Re-Set and warrant a Re-Set Assessment:

- Bullying of any type (Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time) - assess for OSR
- Blatant or chronically persistent defiance (with disrespect and/or disruption after earning a RC and other supports)
- Major disruption (that creates a safety issue)
- Vicious/profane/racist language directed at other students or adults
- Violence (throwing dangerous objects, punching walls) or threat of violence (all non-playful physical altercations automatically earn an OSR, see below)
- Premeditated cheating
- Theft of any kind
- Lying that creates a safety issue
- Contraband/illegal possessions
- Sexual harassment, activity, or exposure
- Skipping class and/or assigned Friday activities
- Repeated arguing and disrespect or walking away from a teacher without permission after receiving a consequence
- Level 2 destruction of property (including facility or other people’s possessions, with immediate safety issue)





**Re-Set:**

A Re-Set is a non-negotiable Red Zone consequence for specific behaviors. After a scholar has earned an RSA, a member of the leadership team will determine whether the scholar has earned a Re-Set. Scholar earns a -10 on their paycheck. (Note, if a Scholar earned a RSA already, they will not be assigned both deductions, just the larger one).

A Re-Set is a non-negotiable Red Zone consequence for specific behaviors. After a scholar has earned an RSA, a member of the leadership team will determine whether the scholar has earned a Re-Set. Scholar earns a -10 on their paycheck. (Note, if a Scholar earned a RSA already, they will not be assigned both deductions, just the larger one).

**While on Re-Set:**

1. Scholar completes the Re-Set Reflection packet that led to the Re-Set (this usually takes 1 - 1.5 hours to complete). Once the scholar has completed Re-Set written reflection, Compass Team will assess whether they are able to be back in class while completing the rest of the Re-Set process (family meeting, relational repair work, community apology). In most cases this is optimal but in situations where they are not able/ready to rejoin class, academic work should be provided by content teachers.
2. Scholar participates in a prompt family meeting (by end of day, next morning worst case) - House Point or Cove lead will call and schedule this meeting.
3. Scholar will need to get sign-off from community in one of two ways: 1) Mon/Wed - reading Community Letter in House Meeting and asking for feedback/acceptance, or 2) Tue/Thu/Fri reading Community Letter to Compass Council (see below) and asking for feedback/acceptance.
  - For all Re-Sets, House Leader and House Point should review plan for Re-Set apologies for that day in Morning Huddle and provide a recommendation for acceptance/non-acceptance and/or feedback based on knowledge of the situation and scholar's readiness.
  - Tue/Thu/Fri Compass Council sessions should happen from 8:10-8:20 in the Commons. Compass Council members should be chosen by Mentor (1 from each Pride) to participate that day in the Council and they should represent their Pride. House Point will facilitate this process.
  - If scholar is accepted off of their Re-Set by community, they will rejoin community following House Meeting.
  - If scholar is not accepted off of their Re-Set they will report to Cove and family will be called. Options will be to help scholar continue reflection work and/or practice presentation and/or to move to an OSR if the scholar isn't able to take responsibility and/or might benefit from reflecting with family members.
4. Scholar serves Focused Lunch/Focused Recess while on Re-Set
5. Any other action steps determined by the leadership team.

**Specific behaviors that meet the criteria for a Re-Set:**

- Behaviors listed for an RSA above



OR

- Earning a 0 on the RSA balance tracker
- Continued disrespectful and disruptive behavior during RSA reflection process the first time in a quarter (2nd time+ is OSR)
- Continued disrespectful and disruptive behavior (RSA) in Re-Calibration the first time in a quarter (2nd time+ is OSR)
- The first and second time a scholar earns 3 RSA's in a week in a quarter (See below for OSR guidelines)
- The first and second time a scholar earns 4 RC's in a day in a quarter (See below for OSR guidelines)
- The first time a scholar earns 8 RC's in a week (including ATR, SSA RC, and Tech RC's) in a quarter (RSA)
- Other violations of the Valor commitments as determined by the leadership team

#### **Out of School Re-Set (OSR):**

An Out of School Re-Set is a non-negotiable Red Zone consequence for specific behaviors. A member of the leadership team determines whether a scholar has earned an OSR. After a scholar has earned an RSA, a member of the leadership will determine whether the scholar has earned a OSR. Scholar earns a -15 on their paycheck.

While on an OSR, scholars will complete,

1. Scholar completes the Re-Set Reflection Packet (including letter to Community) on behavior that lead to OSR. Once the scholar has completed Re-Set written reflection, Compass Team will facilitate getting academic work for scholar until family meeting is scheduled.
2. Scholar participates in a prompt family meeting (this should always happen same day when possible).
3. Family and scholar are given the OSR Family Reflection Packet and the Reintegration Circle is scheduled with family. \*Note\* Scholar can not return without completing OSR Family Reflection Packet and Reintegration Circle.
4. Family and scholar participate in a Reintegration Circle. Family should stay for Community Apology.
5. Scholar will need to get sign-off from community in one of two ways: 1) Mon/Wed - reading Community Letter in House Meeting and asking for feedback/acceptance, or 2) Tue/Thu/Fri reading Community Letter to Compass Council (see below) and asking for feedback/acceptance.
  - For all Re-Sets, House Leader and House Point should review plan for Re-Set apologies for that day in Morning Huddle and provide a recommendation for acceptance/non-acceptance and/or feedback based on knowledge of the situation and scholar's readiness.
  - Tue/Thu/Fri Compass Council sessions should happen from 8:10-8:20 in the Commons. Compass Council members should be chosen by Mentor (1 from each Pride) to participate that day in the Council and they should represent their Pride. House Point will facilitate this process. Additional/key teachers should participate in either Reintegration Circle or Compass Council.
  - If scholar is accepted off of their OSR by community, they will rejoin community following House Meeting.
  - If scholar is not accepted off of their OSR they will report to Cove and family will be called. Options will be to help scholar continue reflection work and/or practice presentation and/or to move to an OSR if the scholar isn't able to take responsibility and/or might benefit from reflecting with family members.



6. Any other action steps determined by the leadership team

Note: All OSRs after the first will trigger a Compass Team meeting to discuss creating a Tier 3 Intervention Plan for that scholar.

Guidelines for the number of days for an OSR:

- 1 day: First OSR
- 2 days: Second OSR
- 3 days: Third OSR

\*Note: Admin can determine if an alternative length is appropriate based on the severity of the incident.

- Any times beyond the second time a scholar earns 3 RSA's in a week in a quarter
- Any times beyond the first time a scholar earns 8 RC's in a week in a quarter
- Any times beyond the second time a scholar earns 4 RC's in a day in a quarter
- Any times beyond the first time a scholar is disrespectful and disruptive during RSA reflection process in a quarter
- Any times beyond the first time a scholar is disrespectful and disruptive in Re-Calibration in a quarter
- Every Re-Set after 5 in a quarter
- Not following through with guidelines of a Re-Set after multiple prompts/supports
- Major theft or repeated theft
- Use of an item as a weapon to harm/damage (or threaten to harm/damage) scholars, staff, or property (Level 2 property destruction)
- Bullying (severe, physical, and/or repetitive)
- Physical altercation (non-play)
- Possession of illegal objects/substances
- Exiting the building/leaving campus without permission
- Other violations of the Valor commitments as determined by the leadership team

**Long-Term Re-Set (Expulsion):**

As a last resort, the leadership team, CCO, and CEO can determine a scholar has earned a Long-Term Re-Set (Expulsion) based on a single incident that meets MNPS zero-tolerance policy according to their student-parent handbook, or repeated, documented patterns of Off-Compass behaviors that have not responded to increased supports/interventions (these patterns must also meet MNPS criteria for expulsion as laid out in their behavior handbook). In such situations Valor will create a Restoration Plan that will allow for a scholar to re-enter the school community after completing agreed upon steps and meeting agreed upon benchmarks.

- Behaviors listed in MNPS handbook - 401-421 or 501-508
  - [MNPS Handbook 2015-2016](#)
- After 10-days of Out-of-School Re-Sets, Valor will convene a meeting with the scholar's family to discuss possible Long-Term Re-Set



(Expulsion) and will review options with family.

VCA School Leaders may recommend any student charged with committing a non-Zero Tolerance or Zero Tolerance MNPS disciplinary offense for expulsion. If the VCA School Leader recommends a student for expulsion, the student's parent shall be notified of an opportunity for a parent conference. During this conference, Valor leadership will review all gathered documentation and review next steps with the family and scholar, including informing them of the option to appeal the recommendation for expulsion with the MNPS Discipline office.

- If the parent does not attend the conference and chooses to withdraw, s/he must fill out a withdrawal form along with a dismissal form. VCA will forward these signed forms to the MNPS Student Services office which will then determine the correct school placement for the student. Once the withdrawal form has been signed, the parent must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine whether to conduct an expulsion hearing or to refer the student to his/her school of zone.
- If the parent requests an expulsion hearing with the ad-hoc disciplinary committee of the VCA Board, the committee will conduct a hearing within 10 days. While awaiting this expulsion hearing, the student shall be suspended from VCA. At the expulsion hearing the student may have representation, along with the opportunity to present evidence before the School Leader. If the disciplinary committee upholds the expulsion recommendation, the parent must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine whether to conduct an additional expulsion hearing or to refer the student to his/her school of zone.
- When a student is dismissed under the provisions of this section, MNPS shall determine whether, and in what school setting, to provide educational services to said student. Once the student has either withdrawn from, or been expelled by VCA, the district's discipline coordinator may request and shall receive from the School Leader a written statement of the reasons for said expulsion.



## Electronics Policy

Cell Phones, iPods, MP3 Players, Portable Game Systems, etc. are not to be used inside the building (including dining hall). Cell phones must be kept in a cubby or backpack in the off position *as soon as a scholar has entered the building and until they leave the building at the end of the day*.

A scholar will be assigned a Re-commitment and required to place the device in a permitted location if...

a. A scholar's electronic device *is seen* anywhere except a backpack or cubby in the off position.

A scholar's electronic device will be confiscated AND the student will be assigned a Re-commitment if...

a. A scholar is actively using an electronic device inside the school building during school hours

b. Having a phone accidentally go off during instruction

c. A scholar is found to have used an electronic device during the school day (i.e. called/texted parents)

If a scholar needs to contact their family during the day, they should go to the front desk to make a call home.

Any phone that is confiscated must be picked up by the scholar's guardian and cannot be returned to the student directly.

Any student who refuses to follow the electronics policy will earn an RSA.