

Taholah School

2019-2020



School Wide Positive Behavior Plan **Chitwhin bear CLAW**



C---community of learners/connecting with my community

L---listen to understand

A---always respect our self and others

W---walk with pride/identity

Students at Taholah school will exhibit **CLAW** throughout the school day

Taholah School's Vision

At Taholah School District, we honor the strong culture of the Quinault people and value the diversity of our community. Through connection to our community we strive to have culturally aware and committed school staff who are using relevant and meaningful best practices to create a positive environment to ensure our students are prepared for success. We do this in a way that is rooted in positive culture and family values in order to enable our students to have pride in their identity.

Philosophy Statement

High expectations and a positive school climate will support academic and social growth for all students. We have the obligation to guide and empower our children to make appropriate behavioral choices. All behavior issues will be met with positive intervention and respect in order to build strong relationships.

Goals:

- To increase positive student behavioral choices and reduce negative behavior
- To provide a positive academic environment which is safe and orderly

Student Code of Conduct

- Guard your mouth to say good things
- Be about the business of learning
- Care for each other
- Be a safe problem solver
- Develop good character
- Listen to and learn from Elders

Expectation Matrix/See appendix

Classroom Conduct:

We have a school-wide policy which follows our code of conduct and our expectation matrix. Each teacher may have classroom expectations that may vary slightly and those are designed to insure orderly conduct. State policy requires schools to take "prevention-based" approach, meaning that an attempt is made to correct a behavior before it requires discipline. Together we will be learning the principles of Positive Behavioral Intervention Systems.

We have one rule in order to maintain an orderly school operation:

In this school, you do not cause a problem for yourself or others. If you do cause a problem you will be guided into solving the problem. If you cannot or choose to not solve the problem, staff members will impose an appropriate consequence. (School facilities and classrooms must be free of behaviors that interfere with teaching and learning)

Philosophy of Behavior Management

Discipline should be thought of as a learning experience (disciple) with change in behavior/ learning effective problem solving skills. Working together as a team; school and home is very important.

Classroom

- Teachers directly instruct and model behavior expectations and rules. Progressive and

- effective discipline practices need to be in every classroom
- Classroom rules and expectations are posted in the classroom.
 - Teachers establish routines and procedures.
 - Elementary teachers use 'Morning Meetings' and Middle and High School teachers use homeroom time to establish a climate of trust, safety, and respect.
 - Active monitoring of rule following behavior.

Student Guidelines for Success and Regulations:

Students are expected to behave well for their own benefit and for the benefit of all others within the school. Students are responsible for their own actions and are accountable to know all guidelines and expectations within the student and behavior handbook.

Level System

Taholah School will maintain a level system for handling infractions of behavioral expectations. Outlined below is a sample of level system along with the instructions for handling such behaviors:

Level 1 behaviors include:

- Inappropriate language
- Horse play
- Disrespect (brief)
- Harassment, teasing, taunting (verbal)
- Excessive talking
- Dress code violation
- Not prepared for class
- Bringing food and drink to class

No exclusion at this level

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be documented by teacher.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. One of the following staff members will/can support the teacher in this process: SEL coach, counselor, SPED teacher

- The classroom teacher should phone parent(s) to inform them of the goal(s) sheet.
- An e-mail or note may be sent if unable to reach parents by phone.
- After two weeks, parent(s) should be contacted regarding the student's response.
- Each parent contact should be document.

Step 3: If Level 1 behaviors have not improved after 4 weeks:

- Bring concern to next CARE meeting (Contact Jinny or Mercedes).
- Plans will be made with team at CARE meeting

Step 4:

- Back to CARE team with parent present

Level 2 behaviors may include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Continuous disruption of learning
- Refusal to follow teacher's direction
- Forgery, theft
- Property damage
- Skipping class
- Violation of district technology guidelines
- Refusal to turn in cell phone (call to para)

Level 2 behaviors should be referred to the SEL coach at teacher discretion.

- Teacher will complete an office discipline referral form to be sent to the office.
- Students able to stay in the classroom may be put in cool off area or if not able, radio assistance from SEL coach.
- SEL coach will review referral with student at appropriate time.
- On the same day, the teacher or staff member witnessing the incident should communicate the details to the parents by phone and log.
- After meeting with the student, SEL coach or principal will call parent about referral and consequence.

Level 3 behaviors may include:

- Arson
- False alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of vape and tobacco products
- Use, possession of weapons
- Fighting that causes injury

Level 3 behaviors should be referred to the office immediately.

- Teacher will call for assistance and complete an Office Discipline Referral form.
- Consequences for students who engage in level 3 behaviors will include removal from the classroom or school for a period of time (suspension).
- Principal or SEL coach will notify parents.
- A meeting will be held with parent and student when they return

This is information from the new state law on student discipline (**WAC 392-400**)

<https://apps.leg.wa.gov/WAC/default.aspx?cite=392-400>

Classroom disruption is not an acceptable behavior. It distracts from the learning of others and infringes on a student's right to acquire an education to meet their future goals. The teacher can remove a student from the class for behaviors that disrupt the learning process. This is called a "classroom exclusion." Before exclusion, the teacher must attempt to help the students meet behavioral expectations. Exclusion is a last resort but if the student's behavior is a danger to others or a serious threat to the learning process, a teacher may exclude the student and notify the principal immediately. Parents will be notified as soon as possible if their child was excluded

from classroom.

Suspension:

Sending a student home early or requesting a student stay at home for behavioral violations is a suspension. Before a school can send a student home for the day because of the student's behavior, the school must hold an informal hearing with the student. The hearing gives the student the chance to explain their behavior. This is known as "due process." The hearing also:

1. Notifies the student of the behavior rule that was broken;
2. Explains the evidence of the behavior; and
3. Explains the discipline action.

State law prohibits a school district from sending a student home or telling a parent to keep a student at home for behavioral violations before an informal hearing. Unless the parent can confirm the school provided the student due process for suspension, the parent does not have to agree to pick up the student or allow the school to send the student home.

A short-term suspension will not exceed 10 consecutive school days. Also, state law limits the total number of days that a school district can issue short-term suspension to any individual student. Students in kindergarten through fourth grade cannot be suspended for more than 10 total school days during any academic term. Students in grades five through 12 cannot be suspended for more than 10 total school days during any single trimester or fifteen cumulative school days during any single semester.

A long-term suspension cannot continue into the following school year. An expulsion may not exceed the length of a semester or trimester. The two exceptions are firearms violations and limited cases in which the district superintendent approves a petition to extend the length of the expulsion for public health and safety reasons. Federal law requires an expulsion for firearms violations. State law allows school districts to use long-term suspension or expulsion only for certain serious behaviors.

Federal law requires an expulsion for firearms violations. State law allows school districts to use long-term suspension or expulsion only for certain serious behaviors. A school district may immediately remove a student from school without first holding an informal hearing with the student. This is called an "emergency expulsion." It is limited to situations in which a school district believes the student's presence in the building either poses an immediate and continuing:

1. Danger to other students or school staff; or
2. Threat of significant disruption of the educational process.

An emergency expulsion must end or be changed to another discipline action within 10 school days. School districts must notify parents about the emergency expulsion and the right to appeal within 24 hours after the school district removes the student from school.

While a student is suspended, the school district will need to provide the student with any coursework and assigned homework from all of the student's subjects or classes. The district also will need to provide access to a staff member who can offer support to keep the student current with their subjects or classes. The school district can provide these educational services to a student through an in-school suspension program, at the student's home, or at another location within the school district or community. State law requires school districts to meet with the student and parents to develop a reengagement plan. The meeting must be held within 20 days and no later than five days before the end date of the suspension or expulsion.

Taholah School District
Discipline Handbook 2019-20

I acknowledge that I have received a copy of the Taholah School District Student Handbook for the 2019-20 school year.

Name of parent/guardian: _____

Name of student	Grade level

Parent/Guardian Signature

Date