



# Behavior Expectations and Discipline Policies

### Student's Rights and Responsibilities

The intent of this handbook is to support a positive, respectful and safe learning environment for all students, as well as a professional work environment for all members of the school community. Arts & Technology High School recognizes the individual strengths of each student and maintains a healthy, caring, and focused academic school environment to ensure each student's success. Everyone at ATHS contributes to their own success, as well as the success of the whole learning community. Each person must conduct themselves in a manner that is respectful, supportive, non-discriminatory and open to personal growth in order for the school to succeed in our mission. It is everyone's right and responsibility to promote a safe and positive educational environment through their behavior, actions, language and attitudes.

### Students have the right to:

- **Learn**
  - Participate in an appropriate course of study.
  - Be informed of the learning expectations, assessment procedures and evaluation criteria.
  - Be informed of their academic progress and grade status in a timely manner.
  - Attend school if you have not completed graduation requirements or reached the age of 19.
- **Belong**
  - Be known by their teachers as learners and a person.
  - Know their teachers well.
  - Contribute to the success of the whole school.
- **Hear and Be Heard**
  - Access staff members to communicate goals and needs in order to gain support.
  - Be given the opportunity to be heard and to respectfully present your point of view.
- **Compassionate Treatment**
  - Be given the opportunity to be heard and to respectfully present your point of view.
  - Attend school in an environment that is free of profanity and vulgar language.
- **Safety**
  - Attend a school in a safe environment free of harassment, intimidation or any threat to personal safety or emotional well-being.
  - Attend a school that is free of tobacco, tobacco smoke and tobacco refuse.
  - Attend a school that is free of fighting or physical violence and free of weapons.
  - Attend a school that is free of drugs, alcohol or controlled substances.
  - Attend a school that is clean, safe and well-maintained.
- **Being Yourself**
  - Dress in a way that expresses yourself.
  - Express yourself in a way that does not violate the rights of other individuals or groups.
- **Being Happy**
  - Be in a school environment that is free of slurs based on religion, race, creed, color, national origin, sex, sexual orientation, marital status, age or disability.
  - To express affection for friends and staff in an appropriate manner for a professional environment.



### Students have the responsibility to:

- **Take responsibility for learning.**
  - Participate in class and complete assignments promptly.
  - Monitor your own academic performance and progress.
  - Behave in a manner that promotes a positive academic environment.
  - Demonstrate academic integrity and refrain from plagiarism or cheating.
  - Attend classes on all scheduled school dates, on time.
  - Communicate about any absence and resolve the absence the next school day.
  - Keep your cell phone and other personal electronics off and away during learning time, except when given permission from your teacher.
- **Respect the rights and needs of others.**
  - Respect another person's privacy.
  - Take responsibility for the impact of your behavior on others.
  - Speak in a manner that is free of profanity and vulgar language.
  - Refrain from public displays of affection.
  - Dress and groom in a manner that is modest, neat, clean and appropriate for a positive school climate.
  - Promote non-discrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, parental or marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, parental or marital status or age of any other persons with whom the individual associates.
- **Listen to others.**
  - Have an open mind to other's opinions and ideas.
  - Seek help from school staff to resolve personal disagreements in a manner that restores relationships.
  - Respect and cooperate with staff members.
- **Act in a safe and healthy way.**
  - Seek a safe, peaceful way to resolve disputes that does not involve violence or fighting.
  - Not to use or carry tobacco products in any form.
  - Not to bring dangerous weapons (or look alike), unlawful drugs or other prohibited items, constituting a potential threat to the health or safety of any person.
  - Report knowledge of weapons (or look alike), unlawful drugs or other prohibited items, constituting a potential threat to the health or safety of any person to a school staff member.
- **Treat all property with respect.**
  - For your own property.
  - Not disturb, take, move or modify someone else's property without clear permission from that person.
  - Inform a staff member of any known theft.
  - Take 'found' objects to the office *Lost and Found*.
  - Help keep the building and grounds clean and orderly by not littering.
  - Not draw or mark on school furniture, walls, books or materials.



## Responding to a Problem: Collaborating to Restore a Healthy, Positive Learning Environment

When problems arise in classrooms, hallways, on Expeditions or any school location, teachers and staff will remind students of the school's behavioral expectations with the goal of quickly resolving the issue and returning to learning.

ATHS staff will always look to **Collaborative Problem Solving** and **Restorative Discipline** first as a means for resolving issues, returning order, restoring relationships and determining restitution. Collaborative Problem Solving and Restorative Discipline are the foundational concepts for the ATHS Discipline Policies.

- Collaborative Problem Solving takes place between one student and an advisor and/or administrator. This process allows all parties involved the opportunity to share their story, listen and problem solve for possible solutions.
- Restorative Discipline is a philosophy based on a set of principles that guide the response to conflict and harm. These principles are based on practices that have been used for centuries in indigenous cultures. The three main goals of Restorative Discipline are accountability by the wrongdoer, community safety and competency development.

Most often a teacher or staff member will address an issue immediately, in the classroom or other location where the issue took place. The teacher or staff will assist individuals in working out issues or address problems with the whole class.

When a student is not successful in responding to a teacher's assistance in the classroom and it is disrupting the learning environment the teacher may need to ask a student to leave the classroom for a period of time to re-focus. Teachers will use a Green/Yellow/Red system to identify the severity of the issue and communicate to the student the options for resolving the issue and returning to learning.

	Example Situations	Action	Resolution
Green	<ul style="list-style-type: none"><li>• Cell phone misuse in class</li><li>• Disruptive behavior</li><li>• Not participating in learning process</li><li>• Student asks for a break to refocus</li></ul>	<ul style="list-style-type: none"><li>• Student checks in at office</li><li>• Coach meets with student to help resolve the issue</li><li>• Cell phone to office, cool off break, refocus</li></ul>	<ul style="list-style-type: none"><li>• Student returns to class as soon as they are ready</li><li>• Student initiates talks with teacher to resolve issue</li></ul>
Yellow	<ul style="list-style-type: none"><li>• Highly disruptive behavior</li><li>• Highly disrespectful behavior</li><li>• Willfully not participating in learning process</li></ul>	<ul style="list-style-type: none"><li>• Student checks in at office</li><li>• Coach meets with student to help resolve the issue</li><li>• Cool off break, refocus</li><li>• Plan for return to class</li><li>• Parent called</li></ul>	<ul style="list-style-type: none"><li>• Student attends other classes that day</li><li>• Student returns to class the next day</li><li>• Student initiates talks with teacher to resolve issue (support available)</li><li>• Other consequences may be determined</li></ul>
Red	<ul style="list-style-type: none"><li>• Unsafe behavior</li><li>• Threatening behavior</li><li>• Repeated disruptive or disrespectful behavior</li></ul>	<ul style="list-style-type: none"><li>• Student checks in at office</li><li>• Coach meets with student to help resolve the issue</li><li>• Plan for return to class</li><li>• Parent called</li></ul>	<ul style="list-style-type: none"><li>• Meeting with Principal</li><li>• Student returns to class the next day after Family Meeting with teacher to take responsibility for behavior and resolve issue</li><li>• Other consequences may be determined</li></ul>



## Discipline Interventions and Consequences

Most issues can be resolved by the teacher or staff member immediately or with some support from the Counselor or other staff member. Some issues require additional support, interventions and consequences in order to affect a change in the student. Our staff always seeks to respond to issues in a manner that educate and empower students to take responsibility rather than to simply punish. Partnership with parents is important for lasting improvement and preventing future issues.

Six levels of disciplinary action, ranging from least to most serious, respond to various kinds of issues or misbehavior. Within each level options for intervention and disciplinary action are defined. It is the Principal's responsibility to determine with the advisor what constitutes "Minor/Infrequent" or "Serious/Repetitive" occurrence. The use of the disciplinary action levels is intended to increase consistency in identifying and handling situations that arise.

## Action Levels

Level 1	Collaborative Problem Solving
Level 2	Interventions
Level 3	Loss of Privileges
Level 4	Temporary Exclusion
Level 5	Suspension
Level 6	Expulsion

ATHS staff will intervene to ensure the safety of all students, the promotion of a safe academic environment and the emotional well-being of all students. The following considerations will guide decisions about appropriate disciplinary actions:

1. The severity of the act
2. The context of the situation in which it occurred
3. The frequency of the behavior
4. The individual needs of the student

It is our goal for all students to responsibly manage themselves at school and in the community. Interventions and discipline are designed to support developing skills necessary to:

- Successfully solve problems
- Gain respect for people of diverse backgrounds unlike your own
- Adapt your personal perspectives to the needs of others
- Earn respect from others by showing respect in authentic ways
- Communicate your needs in respectful, healthy ways
- Gain an understanding of the socially acceptable boundaries for behavior and language
- Learn to take responsibility for your actions and behavior
- Learn to predict the likely responses and consequences to their behavior
- And develop into independent, resilient young adults.



## LEVEL 1: Collaborative Problem Solving

Collaborative Problem Solving	Collaborative Problem Solving takes place between one student and the counselor or staff to talk about the issue(s) taking place in a constructive way in hopes of ending or solving disruptive behavior. As part of the conversation the student will think through and complete the Responsibility Process.
Restorative Conversation	A conversation between staff and student, student and student, etc. to talk about the issue(s) taking place in a constructive way in hopes of ending or solving disruptive behavior. The meeting is facilitated by the counselor, principal or other staff.
Contact Parent/Guardian	Notification of the parent/guardian through a meeting, telephone call, or letter informing of the behavior and what form of action has been taken.
Behavior Contract with Student	A written statement listing steps to be taken by the student and school staff in order to improve behavior, describing the support to be provided by school staff and/or parent/guardian, and a timeline for contract review.

## ACTION LEVEL 2: Interventions

Insight Class	<i>A program for students and their families about issues involved in student misbehavior (i.e., tobacco, alcohol, drug use, disruptive conduct and fighting).</i>
Collection of Unauthorized Material	Administration or designees and teachers may collect materials which students are prohibited from possessing during the school day, for example, cigarettes, iPods and phones. When unauthorized materials are collected, students should be informed that the impounded items may be claimed at a later time. Prohibited items should be held for the students' parent/guardians or the police as necessary.
Restitution	If student misbehavior results in damage, destruction or loss of property, the parents/guardians and student will be expected to pay the reasonable cost of repair or replacement. The Principal or designee is responsible for determining the terms of repayment or replacement.
Other Interventions	Referral to Behavior Support Team and referral to outside agency resources may be used at this level to respond to student misbehavior.

## ACTION LEVEL 3: Loss of Privileges

Loss of Privileges	Student loses regular privileges including off campus, parking and participation in an upcoming Expedition.
Exclusion from Activities	Denying the student opportunity to participate in extracurricular activities for a specified period of time.
Class Exclusion	Denying the student the right to attend particular classes for a period of up to two (2) days This is an administrative action not to be confused with the decision of the teacher to remove from class a student whose misbehavior requires immediate action.

## ACTION LEVEL 4: Temporary Exclusion

In-School Suspension	Excluded from attending scheduled classes and be required to attend in-school suspension. Reentry meeting is required.
Emergency Suspension	Removal of a student from school the Principal or designee determines that the student's continued presence is an immediate danger to persons or property or is disruptive to orderly school operation. Reentry meeting is required.
Police Referral	Police will be notified in appropriate circumstances.

## ACTION LEVEL 5: Suspension

Suspension	Temporarily deny the student the right to attend school, including all classes and school activities. A re-entry meeting must take place before any suspended student may return to school. The re-entry meeting includes the parents/guardians, the student, the students' Crew Leader, and the Principal. In most cases the re-entry meeting will include the staff or students who were affected by the behavior a portion of the meeting.
Suspension Pending Possible Expulsion	A suspension imposed after a suspension meeting in which the Principal determines that the offense requires expulsion under school district policy or that the evidence indicates the possible need for expulsion.

## ACTION LEVEL 6: Expulsion Hearing

Expulsion	An action taken by the school district after a hearing which denies a student the right to attend school, including all classes and activities, for up to one (1) calendar year.
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Conduct which violates expectation	Definition
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## ATTENDANCE & PUNCTUALITY

Tardiness	Failure to be in a place of instruction at the assigned time.
Skiping Class	Failure to attend assigned class without permission or excuse.
Leaving Campus	Leaving school campus during school hours without permission, except during lunch.
Off Limits	Entering an area which has been restricted from student use or entering a location which has been restricted from student use during certain times.
Other Similar Offenses	Any other prohibiting actions involving attendance and punctuality or the location of students on school property.

## PROTECTION OF PROPERTY

Arson	Any action that causes or intends to cause a fire.
Misuse of Computers, Network or other Property	The intentional use without proper permission of computers, network or other property belonging to the school or individual for a purpose other than that for which it was intended or in a manner likely to damage the property.
Possession of Stolen Property	Having in one's possession or under one's control property which has been stolen or possession without permission of property belonging to another
Theft	Taking or attempting to take property belonging to the school or any individual or group without prior permission.
Vandalism	Intentionally causing damage to or defacing school or property of others. Includes situations in which minor damage can be repaired or replaced.
Other Similar Offenses	Any other prohibiting actions involving attendance and punctuality or the location of students on school property.

## PROTECTION OF PHYSICAL SAFETY AND MENTAL WELL-BEING

Assault	The Physical abuse of another person. This may include use of a weapon and/or sexual assault.
Bullying/ Harassment	Disturbing consistently by pestering or tormenting; abusive words. Occurs when an individual is subjected to treatment or a school environment which is hostile or intimidating. Can be verbal, physical, visual, sexual or written.
Display of Patently Offensive Material	Displaying sexually, racially or religiously patently offensive materials.
Extortion	Forcing other persons to act against their will, such as the demand for money.
Fighting	Fighting involves the exchange of mutual physical contact, such as pushing, shoving and hitting, with or without injury.



## Arts & Technology High School

Sexual Harassment	Sexual advances, requests for sexual favors, other verbal or physical conduct, inappropriate touching.
Threat of Violence	Threat of harm to self or others, including threats of severe property damage.
Weapons	Possession (in person, backpack, vehicle, etc.) of any instrument, article or substance specifically designed for and capable of causing death or serious physical injury. Also includes a device, instrument, material or substance which <u>under the circumstances in which it is used, attempted to be used, or threatened to be used</u> , is readily capable of causing death or serious physical injury.
Weapons, Simulated	Possession of articles that resemble, but are not, knives, guns, or other weapons.
Other Similar Offenses	Engaging in other similar acts which endanger the physical safety or mental or emotional well-being of others.

### APPROPRIATE LEARNING ENVIRONMENT

Abusive/Profane Language	Using vulgar or profane language in at school. Includes writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.
Disruptive Conduct	Behaving in a manner which disrupts or interferes with the educational process, including conversation among students relative to drug or alcohol use, or sexual activity.
Drug and Alcohol Use and/or Possession	Using or possessing any form of drug or alcohol on school grounds and within 1000 feet ATHS or any school. Includes coming to school under the influence of drugs or alcohol.
Gang Activity/Conduct	Displaying material that identifies student as a member or associate of a gang, including identified behaviors.
Indecent Gesture/Indecent Exposure	Making gestures which convey a grossly offensive, obscene or sexually suggestive message.
Plagiarism/Cheating	Representing another person's work as one's own.
Tobacco, Use and/or Possession	Using or possessing by any age student any form of tobacco or nicotine delivery devise on school property. Includes students under 18 within 1000 feet of the school.
Other Similar Offenses	Any other prohibiting actions involving attendance and punctuality or the location of students on school property.

### Acknowledgements & Citations

Trillium Charter School – Organization of handbook and content - <http://trilliumcharterschool.org/>

WLWV School District Policy – <http://www.wlww.k12.or.us/cms/lib5/OR01001812/Centricity/Domain/64/Policy%20IG.pdf>

West Linn High School & Wilsonville High School

Implementing Restorative Justice: A Guide for Schools, Illinois Criminal Justice Information Authority, Jessica Ashley and Kimberly Burke, <http://www.icja.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf>

Collaborative Problem Solving, <http://livesinthebalance.org/research>

Responsibility Process derived from Phoenix Program materials and activities.