



STUDENT DISCIPLINE POLICY

This policy was approved by the Governing Council on October 26, 2016.

Purpose

The purpose of this policy is to give an overview of general expectations of behavior and the discipline approach and protocol at Mountain Phoenix Community School.

General Expectations

The teachers at Mountain Phoenix strive to cultivate each student's capacity for creative thinking, effective communication, and interest in others that inspires thoughtful, responsible action in the world. Meeting these goals is the responsibility of everyone connected with the school.

For all students, these general expectations for behavior apply:

- a. Remember that everyone's personal safety and well-being comes foremost.
- b. Be at school and in the classroom on time for every lesson.
- c. Conduct yourself during the lessons in such a way that the teacher can teach the whole class with minimal interruptions.
- d. Treat all teachers, staff, parents, students and visitors with the same courtesy and respect you would wish to receive yourself.
- e. Help keep the classroom and the school grounds clean and tidy.
- f. Treat all property, not only your own, with care. You will be required to repair or replace anything (apart from your own property) that has been damaged.
- g. Remain within school boundaries while at school and never to leave the school campus without permission.
- h. Participate in class and do your class work to the best of your ability.
- i. Keep your school materials in good order and good condition.
- j. Hand in all required assignments on time.
- k. Leave gum, toys, your iPods, cell phones, etc. at home or in your backpack.
- l. Follow the Mountain Phoenix dress code.
- m. Do not break the law by bringing drugs or weapons of any kind to school, including facsimiles of weapons.
- n. Improper use of the internet or texting will have consequences in accord with Jeffco policy, including involvement by law enforcement if the student is 10 years old or older.
- o. Follow the Jeffco Student Code of Conduct.

Student Support Services: Restorative Discipline and Guidance

School Commitment

Mountain Phoenix Community School is committed to fostering a safe, secure, and caring environment in which all children will be able to actively engage in learning, participate respectfully in all activities, and build healthy social relationships within the school community. We expect that students honor all safety guidelines and school rules/expectations and are respectful and considerate in actions and words of others, the environment, and school property.

We recognize that, at times, students may need additional guidance to accomplish this. Thus, we offer the following support in the area of restorative discipline and guidance. Although the guidance may appear sequential, **any tool or level of response may be employed in an individual situation, as needed.** Our aim is always to utilize the minimum response level needed to be effective and guide the child to return to class participation without additional support. If a student refuses to follow the guidance given and/or is habitually disruptive*, the faculty and administrative staff will use such actions as called for by law and/or the Jeffco Discipline Policy. Students must follow the law and Jeffco Student Code of Conduct regarding drugs, weapons, facsimiles of weapons, harming or threatening to harm, habitually disruptive* behavior, and other related issues as shared at school with students and available to parents on the school website.

Discipline Philosophy

Discipline is an integral part of the Waldorf curriculum, evolving over the years to meet the developmental needs of the child. The Waldorf Educator sees the child as consisting of body, soul and spirit and this evokes, within adults, a reverence, respect, and sensitivity for that child's being. It is the responsibility of the parents, teachers, and staff to guide the child during the early years of life. The adults in the school must be models of respectful behavior and communication at all times.

Additionally, each child contributes to the classroom and school environment, s/he must learn to be responsible for him/herself and also be a member of the class and community – in essence, learn to become self-disciplined. Respectful and safe behavior on campus and at

school events off-campus is of highest priority. As needed, the teachers and staff, working collaboratively with parents when necessary, will work to support the change of inappropriate, disruptive and/or disrespectful behavior that interferes with the learning environment to restore the child to being an integral part of the learning process, as we believe children are capable of changing and growing.

The Middle School students have a special responsibility at Mountain Phoenix. They serve as role models for the younger students. A sense of personal responsibility and willingness to cooperate with teachers and fellow students is essential. Clear and open communication both among students and teachers helps lessen discipline problems. Public displays of affection are considered inappropriate in Middle School.

Finally, Waldorf Educators are life-long learners who strive to observe and understand the children they teach. An understanding of learning styles, temperaments, and the family contribute to the teacher's deeper understanding of the child. The inner reflective work of the teacher is also a valuable tool in better understanding the needs and behavior of a child.

Restorative Discipline and Guidance Process

Mountain Phoenix follows a restorative discipline and guidance protocol of response levels that meet the children at their developmental levels. Individual tools used will vary based on the age of the child and the behavior of the child. Generally, if a lower-level response to a discipline issue does not resolve the issue within 2-3 weeks, the teacher or staff will proceed to the next response level. However, any tool or level of response may be employed in an individual situation, as needed and developmentally appropriate. Our aim is always to utilize the minimum response level needed to be effective and guide the child to return to class participation without additional support.

Below is an overview of the response levels used throughout the school. Each section (Early Childhood, Lower Grades, Middle School) has a separate protocol that addresses the developmental age of the student at that grade level. **It also is recognized by teachers that behaviors that initially manifest as discipline issues may be a result of social/emotional and/or learning challenges.** Further observation and consultation with the Student Support Group will guide teachers to determine if support in these areas would be a primary focus for support or if responses in the discipline stream are of primary importance.

The Restorative Discipline and Guidance response levels are intended to support the teacher in finding ways to guide and restore the student to active and healthy engagement in learning and the social community. If a student is exhibiting behavior that is identified as a discipline issue that is not supportive of a safe, caring, and healthy environment within our school environment, the teacher will employ the following responses:

SOG = Student Support Group. A team of school personnel convened to determine how best to serve and support students who are exhibiting challenging behaviors in the classroom or in campus social settings.

Response Level I

The teacher works within the curriculum and class community.

Examples of behaviors at this level:

- lack of focus
- mild disrespectful language or actions
- calling out
- not joining the class activity when expected

Strategies and tools implemented:

Curriculum

- Story
- Art
- Music/Poetry
- Movement/Drama/Play

Class Habits and Agreements

- School Code of Conduct and Expectations
- Classroom Agreements and reminders, Rhythms and Routines
- Courtesy and Respect for self and others

Class Community

- Movement Breaks
- Meaningful Work
- Class Preview/Review
- Repetition and practice of respectful behavior
- Class Meetings or conversations
- Natural Consequences that arise

Response Level II

The teacher or assistant gives individualized support to the student.

*The teacher may consult with colleagues,
the Director of Education,
and/or the Student Support Coordinator (SSC) for suggestions.*

Examples of behaviors at this level:

- not honoring a classroom or school rule/expectation (e.g. dress code, cell phone use taking something that belongs to another, not following the teacher's directions)
- dishonest behavior
- repeated disruptive (willful, overt) or disrespectful behavior or language
- mild profanity
- minor physical contact that is harmful e.g. pushing/shoving, pulling hair, roughhousing
- accidental damage of property

Examples of strategies and tools implemented for Individualized Support:

- Individual practice of respectful behavior
- Nonverbal cues and guidance
- Close proximity to teacher
- Alternate desk or environment (e.g. a visit to a "buddy" classroom or with a Discipline Support staff member*)
- Refocus activity (beeswax, drawing, jumping rope, etc.)
- DADD – Disapprove, Affirm, Discover, Do-over
- HALT – Hungry, Angry, Lonely, Tired?
- Restoring, redeeming, or "making it better" with another
- Individual movement break or meaningful work
- On Goal and Off Goal
- Individual conversations with the student
- Written/artistic redirection (simple change plan) in class
- Peer coaching from classmate or older student
- Thinking spot form (grades 6-8)
- Simple Restorative meeting with students involved

Communication: Class/Lead or Special Subject Teacher directly involved with the behavior contacts parent to explain the situation and plan and/or parent acknowledgement of written description required.

*If a student is removed from the classroom to a "buddy" classroom or with a visit by a Discipline Support staff, a restorative meeting between the student and teacher who initiated it MUST occur before the student can re-enter that class. The teacher is responsible for scheduling that meeting and may also invite the designated Discipline Support staff member for that grade, if desired.

Response Level III

Referral to the Student Support Group by the class teacher.

*The class teacher completes the referral form and submits to the Student Support Coordinator (SSC).
The SSC and class teacher create a plan for Individualized Intervention.*

Examples of behaviors at this level:

- continued, repeated, and intentional violation of classroom or school rule/expectation (e.g. dress code, cell phone use, taking something that belongs to another)
- repeated dishonest behavior
- continued and repeated disruptive (willful and overt) or disrespectful behavior or language that has not changed at earlier response levels
- repeated physical contact that is harmful e.g. pushing/shoving, unsportsman-like behavior in games
- refusal to obey MPCs faculty or staff
- skipping class
- bullying (see definition below), teasing, gossiping, harassment (as defined below)
- repeated visits to a “buddy” classroom or with a Discipline Support staff member over 2-3 weeks

Examples of tools and strategies of Individual Intervention:

- Individual Preview and Review
- Alternate Space (quiet/calm or meaningful work in a “buddy” room or other space, visit from a Discipline Support staff member*)
- A Change Plan (to change the behavior)
- Behavior Contract/Goals and Achievement Card
- Individual Transition Plan; Individual Recess Plan (Check-in and Go)
- Consequences that Redirect (e.g. sitting out to watch, community service work)
- Thinking Spot Form (grades 6-8)
- Child Study with Faculty
- Additional support at home for change in behavior at school

Communication: At this level of response, a **Support Circle Meeting** is scheduled. Parent(s)/guardian(s), Lead teacher, the SSC member and possibly Special Subject teacher if needed. Minutes are taken which document a clear plan that is agreed upon by all present with dates for monitoring progress and to check-in with those at the meeting. The SSG and Director of Education and any other coworkers who see the student should be informed of the plan after the meeting.

*If a student is removed from a classroom to a “buddy” classroom or with a visit by a Discipline Support staff member, a restorative meeting between the student and teacher who initiated it **MUST** occur before the student can re-enter that class. The teacher is responsible for scheduling that meeting and may also invite the designated Discipline Support staff member for that grade, if desired.

Response Level IV

Review of the individualized intervention by the SSG leads to intensified individualized intervention.

The teacher, SSC, Stream Committee Chair, parent/guardian, and Director of Education create a plan for Intensified Individualized intervention.

Examples of behaviors at this level:

- continued and repeated violation of classroom or school rule/expectation (e.g. dress code, cell phone use, taking something that belongs to another) that have not changed at earlier response levels
- continued and repeated disruptive (willful and overt) or disrespectful behavior or language that has not changed at earlier response levels
- repeated physical contact that is harmful e.g. pushing/shoving, unsportsman-like behavior in games that have not changed at earlier response levels
- repeated refusal to obey MPCS faculty or staff
- leaving campus without permission
- severe behavior that needs an immediate intervention ^

Examples of Intensified Individual Intervention:

- Removal from situation of severe incident ^
- Solo Transitions
- Individual Transition and Recess Plan which may include restricted access to playground and Check-In and Stay
- Behavior Contract with Goals and Timeline for each class/area needed
- Restorative Meeting with classmates/peers
- In-School or Home Suspension #
- Alternative Plan for part of the day
- Restorative assignment or Community Service to redirect or learn the change to the behavior

Communication: At this level of response, a second **Support Circle Meeting** is scheduled. Parent/guardian, Lead teacher, SSG member, possibly Special Subject teacher if needed, and the Director of Education meet. Minutes are taken which document a revised and updated plan that is agreed upon by all present with dates for monitoring progress and to check-in with those at the meeting. Any other coworkers who see the child should be informed of the plan after meeting. A Discipline Referral is submitted within the Jeffco school district documentation.

Re-entry meeting with student, parent, teacher(s), and Director is required prior to return to school after a home suspension. Potential "Habitually Disruptive+" status is also discussed with parent/guardian at the re-entry meeting as a consequence if their student's inappropriate choices and behaviors continue. If behavior continues, the district is informed and school starts "Habitually Disruptive" protocol that leads to intent to expel.

± Discipline of Habitually Disruptive Students: Any student who is suspended two times for a material and substantial disruption during any one school year while at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle may be considered to be "habitually disruptive" and shall be subject to an individual remedial discipline plan developed in accordance with District Regulation JKC-R. Any student who is suspended for reasons stated in Policy JKD/JKE (Student Suspension, Expulsion, and Classroom Removal), paragraphs 1 (willful disobedience), 4 (willful destruction or defacing school property), 5 (behavior which is detrimental), 7 (serious violation), 8 (weapons), 9 (drugs and alcohol) or 10 (robbery, or first or second degree assault) three times during the course of a school year or calendar year shall be declared an **habitually disruptive student** and shall be subject to mandatory expulsion in accordance with District Policy JKD/JKE and state law.

Response Level V

Alternative Placement

The Directors work with the Jeffco school district to create a plan for alternative placement.

Communication: At this level of response, the Directors consult with the district to implement steps for expulsion and/or an alternative placement. Minutes are taken. Teachers who see the student and SSG are informed. District discipline documentation is updated.

[^] Severe incident – any incident that is considered severe will be handled using the Jefferson County School District Code of Conduct. This includes but is not limited to: intentional defacing or damaging property, intentional verbal or written threat, harming or threatening to harm an MPCS faculty or staff member, having/carrying a dangerous weapon, in possession or use of drugs or alcohol or related device on campus, falsifying a parent/guardian signature, use or possession of an unauthorized electronic device, fighting or violent physical behavior. Please see the Jeffco Code of Conduct for more details. ***After the immediate response, the SSC and Class teacher will consult to discuss next steps in the response levels for support or intervention to reintegrate the student into the class.***

(LINK HERE)

Identifying Bullying and Harassment

Bullying

Mountain Phoenix recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. "Bullying" means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student.

In considering the social health of the school environment, it is important to identify behaviors and situations that are no longer healthy. Below are examples of situations that move into the realm of social behavior that has gone too far and has become unhealthy and can be identified as bullying. Note that for first time occurrences, the first response levels above will be implemented to change the behavior before it might lead to bullying. Persistent, repeated, and deliberate behaviors will be considered bullying and higher level responses will be implemented.

Actions that are persistent, repeated, prolonged, and deliberate including:

- intentionally leaving someone out/excluding or ignoring
- physically abusing: poking, pushing, hitting, kicking, biting, hair-pulling, spitting, punching, throwing objects at a person, pinching, tripping, inappropriate touch
- verbally abusing: put-downs, name calling, insults, teasing*, derogatory language, threats, malicious or hurtful rumors, lying and gossiping, humiliating
- disrespect or taking of personal property
- ganging up or intimidation
- rolling eyes and similar nonverbal gestures
- intolerance of differences
- incitement or getting someone else to do any of the actions named here
- cyber-bullying which includes any of the above through electronic means such as email, instant messaging, texting or social networking sites

Teasing is often seen as fun. To identify when it is no longer fun, "Teasing crosses the line and becomes bullying when..."

- someone asks for it to stop and it doesn't
- the person being teased reacts badly
- it is meant to hurt, put someone down or is mean-spirited
- it happens frequently
- bystanders don't help because they think they will be teased too
- the person or bystanders do not think it is funny
- people go along with it even when they are uncomfortable
- someone is being excluded

Harassment

Harassment can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of another person. Harassment based on race, color, religion, national origin, ancestry, sex, sexual orientation, or disability will be regarded as a violation of this policy when such conduct has the purpose or effect of adversely affecting a student's ability to participate in, or benefit from, district program(s), or of creating an intimidating, hostile, or offensive educational environment.

Responding to Bullying and Harassment

Mountain Phoenix is committed to maintaining a learning environment for students that is free from bullying, discrimination and harassment based on an individual's race, color, religion, national origin, ancestry, sex, sexual orientation, or disability.

All district employees and students share the responsibility to ensure that bullying, discrimination and/or harassment based on race, color, religion, national origin, ancestry, sex, sexual orientation, or disability does not occur at any district school, on any district property, at any district or school sanctioned activities or events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school, or any district curricular or non-curricular activity or event. Toward that end:

- a. All students who believe they have been victims of bullying, discrimination or harassment shall immediately report it to one of the school directors or a trusted teacher.
- b. All students who witness such bullying, discrimination or harassment shall immediately report it to one of the school directors or a trusted teacher.
- c. All teachers who have bullying, discrimination or harassment reported to them shall promptly forward the report(s) to one of the school directors for appropriate action.

- d. All district employees who witness bullying, discrimination or harassment shall take prompt and effective action to stop it, as prescribed by the district and school directors, and shall promptly report the discrimination or harassment to one of the school directors for effective action.
- e. In the event the discrimination or harassment is being committed by one of the school directors or another administrator the report shall be made to the President of the MPCS Governing Council, who will involve the district Achievement Director as needed or required.

Mountain Phoenix is committed to ensuring that all allegations of discrimination, harassment, or bullying that come to the attention of school directors are investigated in an adequate, reliable, and impartial manner and are resolved in accordance with school and district policy and procedure. To that end, the school directors shall ensure that all reports of such discrimination or harassment are promptly and equitably investigated and resolved according to school policy. The school directors and/or Governing Council will incorporate the district's informal resolution or formal complaint and investigation process when required.

Any student found to have engaged in discrimination or harassment of another student based on the other student's race, color, religion, national origin, ancestry, sex, sexual orientation, or disability shall be required to attend a meeting with his or her parent(s) or guardian(s) and one of the school directors or their designee; shall be subject to remedial action such as education or counseling; and shall be subject to disciplinary action up to and including suspension or expulsion.

Any person who takes retaliatory action against a student who reports in good faith an incident of bullying or harassment shall be subject to disciplinary consequences.

In determining the appropriate action to be taken in response to incidents of student bullying, the school directors shall consider existing policies and regulations that address the type of conduct that may be involved in bullying.

Directors' Rights

School Directors have the discretion to respond to discipline incidents based on their understanding of the particular situation and circumstances.

HISTORY

District Policy Reference

- Prevention of Bullying (JBC)
- Harassment of Students (JBB)
- Student Discipline (JK)
- Grounds for Suspension and Expulsion (JKDA/JKEA)

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