

Discipline Policy

Philosophy

Wasatch Charter School is committed to healthy and successful students and healthy social relationships among students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school. Our school has adopted a student support process called 3 Streams, which comes out of the work brought to us by Kim John Payne, who is respected worldwide for his work in helping children navigate challenge as well as conflict through a no blame approach.

In conjunction with work presented to WCS by Kim John Payne, the Student Support Executive Group (SSEG) has been created. This group is made up of the Student Support Coordinator and staff who chair the following groups: the Social Inclusion Group (SIG), Care Group (CG) and Discipline and Guidance (DG). When a student is exhibiting challenges in the classroom or in campus social settings they are referred to the SSEG (3 Streams) who will decide which of the groups (one or more) will best serve to support the student.

The 3 Streams program will serve as the basis of the approach to school discipline at WCS. It will inform behavioral norms in each class, the manner for holding class meetings, and the options available for providing additional support for students. Class teachers at WCS ideally stay with students from the 1st to the 8th Grade. This enables the class teacher to be very aware of any problems that may be arising in a child's behavior. In addition, teachers will regularly make observations regarding each individual child's demeanor, social interactions, emotional maturity, and demonstrated self-control. Most problems can and should be handled in the classroom in coordination with the student's family. Class meetings, which are often held on Fridays, serve as a forum in which issues may also be addressed in some situations.

When teachers are unable to remedy behavior problems, teachers will work closely with the Student Support Executive Group, the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. Using such a model in conjunction with the 3 Streams approach, teachers and administrators work to develop open communication with the student. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements. More details are contained in the Discipline Policy Below.

Student Discipline

Code of Conduct

All students, faculty, and parents at Wasatch Charter School will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for

themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

- Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.
- Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate WCS’s policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school’s website (Governing Board: Policies: Safe Schools).

Discipline Decision-Making Matrix

Different behaviors warrant different responses based on context, severity, and frequency. The following chart provides guidance on how various situations may be managed.

Behaviors	First Offense	Additional Offenses	Persistent Offenses
<p>Level 1 – Non-threatening behaviors that violate Code of Conduct</p> <p>Examples:</p> <p>Defiance/ Insubordination/ Non-Compliance Disrespect Disruption Dress Code Violation Inappropriate Language Property Misuse Technology Violation</p>	<p>Managed by:</p> <p>Class Teacher / Other Teacher</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Quiet conversation or chat - Simple reminder - Redirection - Agreement reached with student 	<p>Managed by:</p> <p>Class Teacher / Other Teacher</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Quiet conversation or chat - Simple reminder - Redirection - Agreement reached with student - Phone call to parents, as needed 	<p>Managed by:</p> <p>Class Teacher / Other Teacher</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Refer to 3 Streams for Assistance - Set up meeting with parents and student to create behavioral plan
<p>Level 2 – Disruptive and possibly threatening behaviors that violate Code of Conduct</p> <p>Examples:</p> <p>Defiance/ Insubordination/ Non-Compliance Disrespect Disruption Lying/Cheating Technology Violation</p>	<p>Managed by:</p> <p>Class Teacher / Other Teacher / 3 Streams</p> <p>Strategies:</p> <p>Send student to Auntie/Uncle Class</p> <p>Refer to 3 Streams</p>	<p>Managed by:</p> <p>Class Teacher / Other Teacher / 3 Streams</p> <p>Strategies:</p> <p>Send student to Auntie/Uncle Class</p> <p>Refer to 3 Streams</p> <p>- 3 Streams staff logs visit</p>	<p>Managed by:</p> <p>3 Streams / Care Team</p> <p>Actions:</p> <p>1. Students regularly coming into 3 Streams will be referred to Care Team for consultation</p>

Physical Contact/ Physical Aggression	<p>- 3 Streams staff logs visit</p> <p>- 3 Streams determines appropriate options: Meaningful Work, Calm and Return, Social Inclusion, Guidance</p>	<p>- 3 Streams determines appropriate options: Meaningful Work, Calm and Return, Social Inclusion, Guidance</p> <p>3 Streams contacts or meets with parents, as appropriate</p>	<p>2. Care Team speaks with parents and class teachers, as needed</p> <p>3. Care Team helps to draft Behavior Plan</p> <p><i>Behavior Plan may include scheduled time in Meaningful Work, Calm and Return, Meetings with Social Inclusion and/or Guidance Coordinator, Referral for Assessment or Services</i></p>
<p>Level 3 – Behaviors that pose a health & safety risk, are extreme, and/or violate Safe Schools Policy</p> <p>Examples: Defiance/Insubordination/ Non-Compliance/Disrespect Abusive Language/ Inappropriate Language/ Profanity Bullying/Harassment Disruption Use/Possession of Alcohol, Drugs, Tobacco Use/Possession of Weapons, Arson Physical Aggression, Fighting Property Damage/ Vandalism Forgery/ Theft/ Plagiarism Gang Affiliation Display Technology Violation Inappropriate Display of Affection Inappropriate Location/Out of Bounds Area</p>	<p>Managed by: Administration / 3 Streams</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Teacher making referral fills out Incident Report 2. Student is sent or escorted with referral to 3 Streams 3. If actions taken do not fall under Safe Schools, student is referred to 3 Streams Chair who meets with student & parents 4. If actions fall under Safe Schools, student is referred to Executive Director who contacts parents and follow appropriate actions 		

Discipline Policy

The hope is that violations of WCS’s Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the 3 Streams approach before such action would need to be taken. However, WCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation, prevention of the behavior has not succeeded, this course of action may be taken:

1. If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child’s disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.

2. All teachers who are involved with the student would meet in a council to discuss the concerns.
3. All teachers would pay particular attention to the student in question over a course of time determined before meeting in council again.
4. At the end of the designated time, a second council would be called to discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.
5. The parents and student may be invited to attend a meeting with the Council and Executive Director to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
6. In cases where student behavior poses imminent harm to fellow students or members of the WCS community, as outlined in the Safe Schools Policy, the Executive Director may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
7. If these efforts fail and the problem continues, the Executive Director will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the WCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.
8. If expulsion is deemed necessary by teachers and the Executive Director, they will petition the Governing Board for expulsion in accordance with WCS's Policies and Procedures governing Suspension and Expulsion.