

Roots Community School Discipline & Behavior Expectation Policy and Contract

Our goal at Roots is for each child to develop characteristics that lead to success in the classroom and throughout life. Through nurturing, direct instruction, reflection, dialogue, and experiences in an environment with caring adults, and through consistent collaboration and communication with family caregivers, we desire that each child will love learning, be kind to others, develop good work habits, and contribute to a positive and peaceful learning environment.

We believe teacher and adult modeling of desired behaviors, along with sincere respect and value for students, will help each child develop important skills and traits that will positively contribute to the classroom environment. We believe many discipline problems can be avoided by the following **proactive strategies** practiced in the classroom.

The teacher will:

1. Provide a structured environment in which a child feels secure and confident to be a proactive learner.
2. Set behavioral expectations through classroom instruction, role modeling, and class meetings.
3. Post and discuss Classroom Rules and Standards of Behavior.
4. Redirect a child and use conflict resolution techniques.
5. Work one-on-one with children who need additional guidance.
6. Coordinate with family members to discuss ways to help the student be successful in the learning environment.

The Standards of Behavior:

1. Respect yourself, others and our environment.
2. Demonstrate responsibility, respect, and self-restraint.
3. Treat all classroom materials with great respect and care.
4. Return all things to their proper place.
5. Keep the environment clean and orderly.
6. Keep bathrooms neat and clean at all times.
7. When in the classroom, be "engaged" in an activity at all times.
8. Work quietly in the classroom.
9. Use walking feet at all times except when on the playground.
10. Recognize work setting, (independent-small group-whole group), and adjust behaviors accordingly.
 - a. Independent Work: remain focused, remain in current workspace, work quietly, clean-up thoroughly before changing activities.
 - b. Small group: moderate voice in respect for others, take turns listening and talking, remain in current workspace, clean-up thoroughly before changing settings, respect others ideas.
 - c. Whole group: Respect others input, practice listening and speaking skills, use clear moderate voice, etc

****If a student is not meeting the standards of behavior expected at Roots, parents will be notified and a conference will be scheduled to problem solve.**

A child's behavior becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture. For the safety and well being of all individuals in the Roots' environment, the following are **unacceptable behaviors**:

1. Talking back and arguing
2. Intentionally disrupting the learning environment
3. Misuse of school or the Little Stone Church property, materials or playground equipment; including littering
4. Intentionally not following directions in the classroom, in the lunch area or on the playground
5. Encouraging others to misbehave
6. Disrupting or impeding the work of others
7. Showing rudeness or disrespect to others

If a child exhibits unacceptable behavior, the following **disciplinary actions** will be taken, according to the severity of the misbehavior.

1. He/she will discuss the unacceptable behavior with the teacher and be given the Student Response Form to complete. The completed Student Response Form will be sent home for parent/guardian signature and returned to school the following day.
2. He/ she will be sent outside the immediate environment for a time out or be given a "community improvement" task to perform (litter pick-up, cleaning, etc.).
3. The Teacher may opt to:
 - a. Call the parent/guardian to discuss the issue with the child present, and/or
 - b. Place the child in "in-school suspension" and he/she will not be allowed to return to class until the parent/guardian has spoken to the teacher; and/or
 - c. A parent/guardian will be called to immediately remove the child from school for a specific length of time (Suspension) and conditions will be set for the child's re-admittance.

** At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone to discuss the student's behavior and work out a home/school plan for improvement. The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

Roots Suspension / Expulsion Policy

The Roots' teachers are required to document on an Incident Report any behavior requiring disciplinary action. All witnesses may document their concerns and all views will be respected and treated as valid.

Behaviors that require immediate suspension or possible expulsion are as follows:

1. Swearing or using abusive sarcasm, directed at another student, staff member, or parent
2. Intentional abuse and/or vandalism to school or the Little Stone Church property
3. Bringing on campus any pornography, explicit photography or written material
4. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to: hitting, stabbing, poking, pushing, slapping, kicking
5. Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disburse
6. Stealing
7. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming (emotionally or physically) another individual
8. Bringing guns, knives or any type of weapon used to intimidate or threaten another person

PARENT/GUARDIAN'S ROLE IN SUPPORTING POSITIVE BEHAVIOR

Modeling

A parent is the most important teacher in a child's life. Children observe and imitate the behavioral responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communication, are especially valuable to children who are still learning to establish their own self-control.

Discussion

While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practice forgiveness can help a child build successful relationships.

Reinforcement

The Roots' philosophy does not advocate external rewards for desired behavior, as this tends to reduce intrinsic motivation. However, acknowledging positive behavior is important and will help shape a child's behavior far better than criticism.

Teaching Values

The Roots school is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. The community seeks to raise the level of the lowest members while keeping the entire community progressing forward toward a shared vision. At Roots, we value:

1. Respect for ourselves, others and the environment
2. Honesty
3. Courtesy and exceptional manners
4. Empathy for others and respect for differences among people and cultures
5. Accepting responsibility for personal decisions and actions
6. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand
7. Seeking one's share of the work load
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole
9. Pride in our school

Home/School Communication

Changes in a child's home life may affect his/her behavior and performance at school. Please notify the office and your child's teacher if any significant changes occur, such as:

1. Extended vacations or business trips by a family member
2. Child staying somewhere other than home for more than a day or two
3. Loss of family member, including pets
4. Moving
5. Change in family environment (separation, divorce, new partner, new baby)

** This information will be strictly confidential.*

As your child's primary advocate and teacher, we value your ideas and insight into your child's unique personality. If you feel it would be helpful, we encourage you to schedule a conference with your child's teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family.

Roots is a SCHOOL OF CHOICE. Students who are unable to progress or become responsible, independent, and productive members of the Roots Community have the option to return to the school offered by their local public school district. Parent understanding and support of the behavior expectations established by Roots is vital to each child's success.

If you understand and agree to adhere to the Roots Discipline and Behavior Expectation Policy, please sign and return this section to school.

Student's Name _____

All Parents/Guardian's Printed Name _____

All Parents/Guardian's Signature _____

Student's Signature _____

Date _____