

School-wide Positive Behavior Support

School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground. This system involves setting clear behavioral expectations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K, grades 1-2, grade 3, grades 4-5, and 6-8 are in place. Teachers within each grade loop are empowered to develop and adjust systems for the grade loop in response to student need. Key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior. Upon enrollment and at the beginning of each school year, OCS families will receive a copy of the Parent/Student Handbook, including the Charter School's discipline policy.

Tiered Behavior Intervention

Rudolf Steiner, creator and founder of the first Waldorf School in Stuttgart, trained the teachers about imparting discipline, amongst other topics through a series of lectures and quotes. Steiner strongly emphasized the importance of the habit life and the need for the teacher to provide a healthy rhythm and routine in the classroom.

"You cannot have the proper effect upon the child's will when you tell the child just once what is right, but only when you allow the child to do something today, tomorrow and the next day. The proper action does not at all lie in reprimanding the child or giving the child rules of morality, but in guiding the child to something that you believe will awaken a feeling for what is right and allowing the child to repeat this. You must raise such deeds to habit. The more things remain as unconscious habit, the better it is for the development of feeling. The more the child becomes aware of the need to do deeds out of devotion to repetition, because they should and must be done, the more you elevate these to true will impulses." – Rudolf Steiner

*Please note: Physical activity during the school day will not be withheld as punishment for any reason, unless there is a safety concern.

Tier I – Preventative Discipline

OCS supports a tiered behavior intervention that begins with the relationship between the teacher and his/her class. The relationship the teacher develops with the students is crucial because it is ideally a multiple year journey they embark on together. Their course will be much smoother if the student has developed an inner feeling for the teacher's loving authority. All preventive discipline is centered around this relationship and the relationship of the student to

his/her classmates and ultimately to himself/herself. The importance of the teacher's loving authority is paramount.

OCS Teachers:

- Model appropriate behavior
- Serve as "Loving Authority" figures
- Create a relationship with the students and strive to become worthy of emulation
- Are the primary "ego" presence of the class
- Create a daily, weekly, and seasonal rhythm and routine
- Create developmentally age-appropriate songs, clapping games, verses, poems, or play the recorder or chimes to assist students with transitions, and moving from one activity to another
- Communicate non-verbally as much as possible when a student is becoming restless (e.g. a tap on their desk, or a hand signal for silence)
- Model effective teaching
- Practice "looping" (ideally remain with the same class for multiple years)
- Establish a healthy relationship with each individual student
- Set clear and definitive boundaries with regard to activities in the class
- Ensure students are well aware of what is expected of them
- Give clear and concise direction to students at all times during the day
- Ensure boundaries are consistently followed at all times
- Instill a culture of discipline
- Expect students to follow the Student Code of Conduct
- Strive to find fairness in all direction and boundaries as well as in the enforcement of consequences
- Regularly practice the art of Council, an LAUSD best practice for fostering classroom cultures where students connect meaningfully with peers and adults. Council practice supports students in all groups because it's very focus on building each students' ability to speak and listen from the heart and to solve problems non-violently and proactively
- Work collaboratively as a team with parents, colleagues, and administration

Tier II - Responsive Discipline

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:

- Conflict resolution
- Making a card/picture as a way of recognizing and, if sincere, apologizing for what they have done
- Peer mediation
- Taking a "break"
- Warning(s)
- "Visiting" another classroom
- Completing a Self-Reflection sheet
- Office referral

- Discipline Incident report completed and parent informed
- Parent conference
- SST referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

Tier III - Intensive Discipline

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:

- Parent/student conference
- SST meeting(s)
- Referral to OCS counselor
- Daily Behavior Intervention contract
- Daily check-in with administrator
- "Visiting" another classroom for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training
- Additionally, the following responses can be considered:
- In-school suspension
- Out-of-school suspension
- Expulsion

Professional Development

OCS faculty and staff participate in annual Professional Development training prior to the start of each Charter School year, including a review of the general discipline philosophy, policies, codes of conduct, tiered behavior intervention, and strategies, as well as ongoing trainings (e.g. Practice of Council, Conflict Resolution, Non-Violent Restraint, etc.) throughout the Charter School year as needed.

In-School Suspension

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. The maximum number of days of in-school suspension will not exceed five (5) days per incident and ten (10) days per school year.