

**Wilson High School  
Student Behavior Expectations Guide  
2019-20**

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## Guiding Principles

A Wilson High School graduate will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. Because we all — students, families, staff and community members — come to Wilson with a multitude of experiences and backgrounds, we will work diligently to create shared values and explicitly teach behavioral expectations. The following principles will guide our work as we seek to create a safe, healthy, and productive school climate. Wilson High School staff will do the following:

**1. We will Define Behavioral Expectations** - We will define school-wide expectations, why they are important, and what we expect all stakeholders to do in order to uphold these expectations. The more clear we are about what we expect, and what others can expect from us, will increase the likelihood that those expectations will be met.

**2. We will Teach Behavioral Expectations** - We will teach and reteach behavioral expectations to all students. Instead of simply telling students what behaviors they should be doing, we will make sure that all behaviors are 1) taught, 2) modeled, 3) practiced, 4) observed, and 5) celebrated. Behavioral expectations should be taught using the same teaching strategies applied to our 'regular' curriculum. The general rule will be presented, the rationale for the rule will be discussed, positive examples ("right way") will be described and rehearsed, and negative examples ("wrong way") will be described and modeled. Students should be given an opportunity to practice the "right way" until they demonstrate proficiency. Most importantly, adults should model all the school-wide expectations.

**3. We will Acknowledge Positive Student Behaviors** - Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. All classroom teachers are expected to have meaningful and authentic ways of acknowledging positive student behavior in their classrooms. As a school community, we will also devise systems for celebrating positive student behavior.

**4. Intervene Early and Coach Often** - We know that it is best to intervene before negative behaviors occur and before they become habituated. However, if negative behaviors do occur, we will recognize them as coaching opportunities. Staff members should document all incidents using Synergy. This *WHS Behavior Student Expectations Guide 19-20* explains the difference between the "primary" and "secondary" incidents, or areas of focus, and how the two should be documented. This documentation is accessible by school personnel and can be subpoenaed for legal purposes.

**5. Cohesion, Collaboration, Communication, and Consistency** - We recognize that we are united and interconnected in our effort. None of us can create a healthy and safe school culture on our own, and we will never be successful in our core mission unless we work as a team. It is absolutely essential that we are cohesive and consistent in upholding our school values and expectations, collaborating to improve our school climate, and communicating effectively with all stakeholders.

## IN LAK'ECH

*Tú eres mi otro yo.*  
You are my other me.  
*Si te hago daño a ti,*  
If I do harm to you,  
*Me hago daño a mi mismo.*  
I do harm to myself.  
*Si te amo y respeto,*  
If I love and respect you,  
*Me amo y respeto yo.*  
I love and respect myself

### Discipline Policy

Wilson adheres to the philosophy that the school should be a friendly, well-ordered place where the emphasis is on providing educational opportunities for youth.

Students have the right to a free expression, due process, equal educational opportunity, freedom from discrimination and freedom from excessive or underserved distraction from their main purpose- achieving a quality education.

For disciplinary concerns, which involve classroom teachers, school discipline procedures will be followed. These procedures represent an orderly and fair process, which involves the teacher, administrator and/or the Dean of Students, student, and parent/guardian in the timely reporting and resolution of classroom disruptions, which interfere with learning. Such disruptions include, but are not limited to:

- Refusal to follow a teacher's directions or instruction
- Refusal to comply with classroom rules or reasonable requests
- Refusal to participate by disrupting others
- Habitual tardiness or absenteeism

Each teacher's assistance in controlling and reporting disciplinary concerns is needed. Teachers will obtain student I.D. cards (or name) of any student that does not adhere to the classroom's discipline plan which is submitted to the administration at the beginning of the school year. If student misbehavior is a serious violation that puts at risk the safety of any individual in the classroom, direct the student to report immediately to Office #139, and if possible have the student escorted by a Campus Security Agent or the Dean of Students.

### Discipline Procedures – Steps in Teacher Action:

1. Teacher explains classroom **Effective Classroom Practices Plan** to students.
2. Teacher confers with an individual student when misbehavior occurs.
3. Teacher calls parent or guardian if misbehavior continues.
4. If misbehavior continues, then, the teacher writes **Discipline Referral** for information only, or if the problem is not resolved, request action. Teacher must indicate what actions they have taken. Attendance alerts are sent to the CAO for further home contact.

5. Teacher keeps record of student and parent/guardian contact and copies of all referrals.

Student Behaviors that require immediate referral to an administrator and/or dean for further investigation include: Fighting, Harassment/bullying, and, Drug/Alcohol possession.

### **Speech & Language**

(portions in italics adapted from *Teaching Tolerance*)

**Policy:** As representatives of WHS, students are to use appropriate and respectful language at all times. Wilson High School *does not allow hate or bias to flourish - no insults or slurs related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation or social class will be tolerated.*

**Purpose:** To establish a culture at Wilson High School *where hate, disrespect and intimidation have no place. To create a school climate where everyone is encouraged to speak up against bias and hate, at all levels and in all areas throughout the school. To build and maintain a school community where all students feel welcomed and supported all of the time.*

#### **Student Expectations - What is expected from all WHS students?**

Students will...

- be kind.
- use respectful language.
- ask instead of demand.
- advocate for their needs respectfully (listen at least as much as they speak).
- disagree respectfully (no cursing, name calling, etc.).
- not use their words to bully, harass, disrespect, or intimidate others.

#### **Student Supports - What will teachers, partners and families do to help students be successful?**

Classroom teachers will...

- work to help students build meaningful relationships in the classroom.
- establish classroom norms that support the development of respectful interactions.
- teach and reteach *expectations of how students should speak to each other.*
- model respectful interactions for students.
- *reinforce good behavior by praising students for using respectful language.*
- speak up against every biased and/or hateful remark, every time.
- report incidents that they see and/or hear to an administrator, and
- follow the discipline guidelines if issues arise.

### **Hall Passes**

**Policy:** Students are expected to remain in all of their classes for the duration of the period. Each classroom has one hall pass that is available for students to use at the teacher's discretion. While

we recognize that students will have legitimate reasons to step out of the classrooms for brief periods of time, hall pass use will be limited. Habitual use of the hall pass is prohibited.

**Purpose:** It is critical for students to be in class in order to maximize their learning opportunities. When students habitually leave class for extended periods of time, they miss important instructions and activities. Furthermore, the constant movement in and out of class can negatively affect both the person who is tardy and the entire class environment.

#### **Student Expectations - What is expected from all WHS students?**

Students will...

- remain in each of their classes for the duration of the period.
- limit their use of the hall pass, reserving it for times when it is absolutely necessary.
- obtain permission from their teacher before leaving class.
- sign in and out of class (name, date, time).
- wear the hall pass around their neck, visible at all times.
- move with purpose, being mindful of campus and hallway norms (see [Common Areas](#)).
- limit their time out of class to 5 minutes.
- abstain from asking for a pass during the first/last 15 minutes of the period.

#### **Student Supports - What will teachers, partners and families do to help students be successful?**

Teachers will...

- manage (limit) student use of the hall pass.
- not issue hall passes during the **first/last 15 minutes of class**.
- use official passes only, and maintain a system for using the pass.
- mark students **LAT** if they are out of class for more than 25% of the class period.
- Follow discipline guidelines if issues arise

### **Personal Electronics**

**Policy:** Cellphones (and other electronic devices) are expected to be **turned off and put away** during class time. Phones may be used for educational purposes during class time as directed by a teacher, otherwise phones should be off or silent and stowed in backpack out of sight.

**Purpose:** Personal electronics can be very distracting in a classroom and in the hallways during class time. In order to eliminate as many distractions as possible, and to keep all students on time, on task and on mission, it is important to follow responsible use guidelines and maximize opportunities to learn.

#### **Student Expectations - What is expected from all WHS students?**

Students will...

- limit use of personal electronics to lunch time, passing time, and before and after school.
- refrain from using their cell phones when they are in the hall during class time.
- If a student has an emergency and needs to make a phone call during class, they are expected to ask permission, get a hall pass, and go to an office.
- not take pictures or videos unless permission is given by the subject of the picture or video.

- be mindful of what they post on social media – any posts that involve bullying, drugs, weapons or illegal activity can and will be addressed as it relates to WHS, the community and individual safety.
- If phones become an issue, they will be confiscated and secured for the day.

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers will...

- teach the electronics policy to all students.
- model proper use of electronics to the students.
- reteach students the policy if they are not meeting expectations.
- actively manage student use of technology in the classroom.
- follow discipline guidelines if issues arise.

### Attendance

**Policy:** Students will attend and be on time to all classes on a daily basis.

**Purpose:** It is the responsibility of Wilson High School to the community that all school members work to support students in the pursuit of their highest levels of academic and personal achievement. Recognizing the strong relationship between regular classroom attendance and high academic achievement, Wilson will create a system to promote this relationship and hold students accountable for regular attendance.

**General Guidelines for Attendance**

1. Wilson High School recommends at least 90% average daily attendance—which allows for an average of 2 absences per month—in order to ensure the highest opportunity for success.
2. Students are expected to be in their assigned classes according to their schedules. Students who arrive to class after the second bell sounds are considered tardy. Students missing more than 25% of a class period are considered “late after tardy” (LAT), which counts as an unexcused absence.
  - On A/B days, a student arriving within the first 22 minutes is marked tardy. Arriving 23 minutes or later, a student is marked absent (LAT).
  - On flex days, a student arriving within the first 18 minutes is marked tardy. Arriving 19 minutes or later, a student is marked absent (LAT).
  - On early dismissal days, a student arriving within the first 15 minutes is marked tardy. Arriving 16 minutes or later, a student is marked absent (LAT).

[\(Teacher / Staff Attendance Reference Sheet\)](#)

**Student Expectations** - *What is expected from all WHS students?*

Students will...

- be on time, to every class, every day.
- communicate with teachers if they know they will be missing school for an appointment or family engagement. Students are responsible to prearrange make-up work.
- have a parent/guardian call or email the Attendance Office and provide an explanation of the reason for the absence (within 3 school days after returning from an excused absence).

- check in with the teacher if they are tardy, before leaving class, to ensure that their attendance record was accurately adjusted.

**Student Supports** - *What can teachers, school members, community partners, and/or families do to help students be successful?*

Classroom teachers will...

- be familiar with and responsible for all policies and procedures governing attendance.
- create a syllabus attendance and participation policy.
  - communicate the policy to students and parents/guardian verbally and in writing at the beginning of each semester.
  - reteach throughout the year.
- maintain accurate records on student attendance, *taking attendance within the first 10 minutes of class.*
- be present in hallways during passing time
- welcome and greet students as they enter the classroom.
- conduct positive phone calls home to build relationships with parents/families.
- maintain a system for re-engagement of absent students.
  - provide any student who has been absent with missed class work and/or assessments.
  - provide homework to Attendance Office upon request.
- at the earliest sign that a student may struggle with attendance make a phone call home to build a positive relationship with the family resulting in the student's desire to attend school and to encourage the family to invest in school attendance.
- keep students in the classroom during the first and last 15 minutes of the period.

### **Drug, Alcohol and Prohibited Items**

**Policy:** Students must not use, possess, or sell/transfer alcohol or drugs, or anything that looks like a drug in the schools, on the school grounds, at school activities, or during school hours. Students whose behavior indicates they are under the influence of drugs or alcohol will be disciplined.

Students may not have dangerous or prohibited items at school, on property, or at school activities including:

- dangerous or deadly weapons, knives, or anything else that could injure a person or property; anything that looks like a weapon, including toys;
- explosives, including fireworks, ammunition, bullets;
- harmful gases;
- poisons;
- alcohol, tobacco, including e-cigarettes or other nicotine delivery devices; vape pens or vaporizers, and other illegal drugs;
- anything used to transport, sell, or use illegal drugs including paraphernalia, matches, and lighters;
- stolen property;
- anything that is racially, religiously, or sexually offensive; anything else prohibited by school rules.

Prohibited items will be removed from the student's possession by the administrator or staff member.

**Purpose:** We want our students to be safe, healthy, prepared to contribute to a learning environment, and be a positive member of our school community. We also do not want our students participating in drug/alcohol related activities by being in possession of any prohibited items.

**Student Expectations - *What is expected from all WHS students?***

Students will...

- attend school with a clear mind, which means without imbibing drugs or alcohol
- attend school without being in possession of prohibited items
- confidentially report to an adult you trust at school if you are concerned about another student's safety and health/well-being due to drugs, alcohol, or prohibited items they may have.

**Student Supports - *What will teachers, partners and families do to help students be successful?***

Classroom teachers will...

- report to an administrator immediately if they believe a student is under the influence.
- report to an administrator if a student shared they are concerned about another student's safety due to drugs, alcohol, or a prohibited item. Teachers will use their professional judgement to determine if the report needs to occur immediately and no later than the end of the school day.

### **Bullying/Harassment**

**Policy:** Respect and empathy are essential for a positive and productive learning environment and WHS is committed to maintaining a learning environment that is free of harassment. We take this issue seriously and will not condone racial, ethnic, sexual or any other kind of harassment. Any student who is subject to, or knows of any harassment, should immediately notify a staff member, administrator, or campus monitor. All complaints will be promptly and thoroughly investigated. Appropriate disciplinary measures may be taken upon investigation.

### **Cyberbullying**

Cyberbullying is the willful and repeated harm inflicted through the use of computers, cell-phones and other electronic devices. Cyberbullying occurs when a student is threatened, harassed, humiliated, embarrassed or otherwise targeted by another student through the use of any electronic communication device. This includes any electronic communication that disrupts or prevents a safe and positive educational environment.

***Posting nude photos of a minor is a crime in Oregon. If it comes to the attention of WHS staff, the situation becomes a police matter.***

Other examples of cyberbullying may include, but are not limited to:



- Posting threatening or demeaning remarks about another student on social media sites such as Facebook, Instagram, Snapchat, or Twitter.
- Posting an image or video online of another person without that person's knowledge, permission or consent.
- Sending threatening or demeaning text messages.
- Creating a webpage with the intent to degrade another person or damage their reputation.
- Intentionally and cruelly excluding another person from an online group.
- Continued, unwelcomed contact with another student through text or email.
- Disclosing personal information about another person (i.e. home address, phone number, etc.) in an online forum without that person's knowledge, permission or consent.

### **Degrading and Threatening Remarks**

Any kind of remark or action that threatens, humiliates and/or degrades another person will be considered to be harassment. This includes in-person communication, printed flyers or communication through various forms of electronic media. Threatening or physically "bullying" another person is harassment. Examples include but are not limited to:

- Making inappropriate comments to or about someone.
- Baiting.
- Calling names or encouraging others to do so.
- Subjecting another person to offensive physical contact.
- Insulting another person by abusive words, actions or gestures.
- Threatening to inflict serious physical injury on another person or any member of that person's family.

### **Hazing and Menacing**

Hazing, menacing, intimidation or any act that injures, degrades or disgraces a student or staff member will not be tolerated. Hazing is the use of harassment, abuse or humiliation as a way of initiating a person into a group. Menacing is the use of words or actions that intentionally attempts to place a school employee or another student in fear of serious physical injury.

### **Racial/Ethnic Harassment**

Any communication or action that disparages a person's race, religion and/or ethnic origin will be considered harassment. Examples of this include, but are not limited to:

- Subjecting another person to offensive physical contact due to their race, religion and/or ethnic origin.
- Insulting another person by abusive words, actions or gestures that are specifically related to a person's race, religion and/or ethnic origin.
- Threatening to inflict serious physical injury on another person or any member of that person's family because of that person's race, religion and/or ethnic origin.

### **Sexual Harassment**

Sexual harassment and sexual violence where a student is the victim includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment. Administrative Directive Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention – Students 4.30.071-AD

environment, or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate consent. Such conduct includes but is not limited to sexual assault, sexual exploitation, sexual coercion, sexual abuse, and teen dating violence, and other sex-based harassment. [Reporting Sexual Violence or Discrimination](#)

**Student Expectations** - *What is expected from all WHS students?*

Students will...

- be kind.
- use respectful language.
- maintain a positive and supportive presence on social media.
- ask instead of demand.
- advocate for their needs respectfully (listen at least as much as they speak).
- disagree respectfully (no cursing, name calling, etc.).
- not use their words to bully, harass, disrespect, or intimidate others.

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers will...

- work to help students build meaningful relationships in the classroom.
- establish classroom norms that support the development of respectful interactions, including, but not limited to, social media
- teach and reteach *expectations of how students should speak to each other.*
- model respectful interactions for students.
- *reinforce good behavior by praising students for using respectful language.*
- speak up against every biased and/or hateful remark, every time.
- report incidents that they see and/or hear to an administrator, and
- follow the discipline guidelines if issues arise.

### Common Areas

**Policy:** All students are expected to be exemplary representatives of the Wilson community in the hallways and around the school campus before, during and after school.

**Purpose:** As representatives of the Wilson community both on and off campus, it is important to model appropriate behavior at all times.

#### **Student Expectations** - *What is expected from all WHS students?*

Students will...

- use volume, language and actions that are appropriate to the time and space and that display respect for others.
- move with purpose to get to class on time without “hanging out” in the hallways.
- move with purpose when using a hall pass during class time.
- have phones “off and away” during class time, including when they are out of class with a pass.
- acknowledge and greet others in the hallway.

#### **Student Supports** - *What will teacher, partners and families do to help students be successful?*

Classroom teachers will...

- clearly and consistently communicate expectations to students.
- model appropriate behaviors.
- be in the hallways during passing time, welcoming students to class.
- manage student use of the hall pass.
- follow discipline guidelines if issues arise.

### School Events

**Policy:** All students are expected to be exemplary representatives of the Wilson community during all special events including: assemblies, sporting events and field trips.

**Purpose:** As representatives of the Wilson community both on and off campus, it is important to model respectful and appropriate behavior at all times.

#### **Student Expectations** - *What is expected from all WHS students?*

Students will...

- be gracious hosts and visitors.
- help visitors navigate their way around WHS.
- demonstrate hospitality towards guests (including substitute teachers).
- be respectful of others’ spaces (including other schools, public areas, transit and places of business).
- clean up after themselves.
- use appropriate receptacles to dispose of trash and recycling.
- leave an area better than they found it.
- be respectful of those around them.
- use appropriate language.

- not cat call or yell derogatory terms/sayings.
- use good sportsmanship - both on the field and in the stands.

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers/coaches/chaperones will...

- clearly and consistently communicate expectations to students.
- model appropriate behaviors.
- sit with students during assemblies and special events.
- follow discipline guidelines if issues arise.

### **Dress / Clothing**

**Policy:** The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Attire depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

**Purpose:** In order to maintain a safe, respectful, and productive academic environment, all members of the Wilson Community need to model appropriate dress. As members of the WHS community, it is important that we are representing ourselves in a way that models respect for ourselves and others.

**Student Expectations** - *What is expected from all WHS students?*

- Clothing cannot have images of illegal substances or weapons. (This includes marijuana, alcohol, guns, knives, etc.)
- Clothing cannot promote the degradation of any particular group of people
- Clothing needs to properly cover undergarments
- Clothing cannot include offensive language
- Clothing cannot promote gang membership or activities
- Clothing should not cover face and ears
- Clothing must be suitable for all scheduled classroom activities

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Teachers will...

- Teach dress policy to all students
- Model respectful and appropriate dress to the students
- Follow the discipline guidelines if issues arise

### **Academic Honesty**

**Policy:** Student work (including assessments and tests) must be original, not copied from another student or outside source unless properly documented.

**Purpose:** To ensure accurate assessment of student learning and that credit is given where due, it is important to maintain high expectations around documentation of borrowed ideas, shared work, and academic integrity.

**Student Expectations** - *What is expected from all WHS students?*

Students will...

- submit original work only – they will not cheat.
- document sources used to complete work.
- report violations.

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers will...

- clearly and consistently communicate expectations to students.
- identify learning targets and goals for each assignment before assigning work.
- explicitly teach how to document sources.
- be present and aware during tests/quizzes/assessments.
- solicit student feedback to assess understanding.
- follow discipline guidelines for issues that may arise.