

## LEARNER BEHAVIOR





### STUDY HALLS

Learners are expected to be in their assigned study hall when they are assigned to a study hall. Learners may be assigned a study hall for many reasons including: being incomplete, failing, having low grades, having already failed a class (includes grades from the spring semester for the following school year), or being assigned a MTSS study hall. When leaving a study hall, learners must sign out. If learners are going to the library, they must sign in when they arrive and leave the library. **Learners who are on an Individualized Education Plan (IEP) must attend their general education study hall unless their case manager and parent/guardian say otherwise. Learners registered for intervention room study hall must attend.**

Open campus is a privilege for learners not in a scheduled study hall. Learners with open campus are restricted to the commons and the library during their open hour. The administration reserves the right to reassign all learners to an appropriate study hall. Learners on an Individualized Education Plan (IEP) or in the MTSS Pathway must attend study hall.

### POSITIVE BEHAVIOR EXPECTATIONS

West Fargo Public Schools practices Positive Behavior Support by teaching and reinforcing learners for displaying the school-wide expectations. This increases the probability that most learners will act according to the expectations. This also acts as a proactive intervention for learners with a history of problem behavior. The following ideas will guide behavior at our high schools.

 <b>WEST FARGO PUBLIC SCHOOLS</b>	 <b>COMPASSION</b> <i>Learners demonstrate their understanding of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.</i>	 <b>COLLABORATION</b> <i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>	 <b>RESPONSIBILITY</b> <i>Learners are actively engaged in their learning and demonstrate responsibility, organization, and perseverance.</i>
<b>ARRIVAL &amp; DISMISSAL</b>	I hold the door for others. I allow others to exit before I enter. I have a positive attitude. I am patient with others.	I ask or tell school staff when I need assistance.	I am on time. I enter and exit the school in a timely manner.
<b>RESTROOM &amp; LOCKER ROOM</b>	I keep the space clean. I respect others' space, privacy, and property.	I return to class quickly. I report issues to school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I maintain good personal hygiene.
<b>CLASSROOM</b>	I follow the rules and procedures. I make a positive impact on my school. I show kindness to others.	I am respectful with my words and actions. I accept and provide feedback. I know when it is appropriate to listen and to speak. I can ask relevant questions.	I am organized and complete my work on time. I am engaged in my learning. I clean up after myself. I am ready to learn and work. I keep trying, even when it is hard.
<b>HALLWAY &amp; LOCKER</b>	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions. I use appropriate volume and language when speaking.	I walk on the correct side. I keep my personal items secure and convenient. I respect others' personal space.
<b>OFFICE</b>	I am honest and polite. I respect others' privacy. I report bullying, harassment, and substance abuse.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
<b>THEATRE &amp; GYMNASIUM</b>	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I listen to directions.	I stay seated and with my assigned group. I keep my hands, feet, and objects to myself.
<b>COMMONS</b>	I welcome anyone who sits near me. I meet new people. I talk kindly to others. I stand up for those in need.	I use appropriate volume and language when speaking. I ask or tell school staff when I need assistance.	I use my time wisely. I use the space for learning and working. I take care of my trash and recyclables. I make appropriate choices, even if others are not.



Additional information can be found on each school's website, under Families > Student Management.

### **SCHOOL CONDUCT POLICY**

West Fargo, Sheyenne, Fargo North, Fargo South, Fargo Davies, and Moorhead High Schools recognize that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. As a result, any dress, hand signs, or gestures identifying gang membership/affiliation are prohibited.

Every learner who gives evidence of a sincere desire to remain in school and makes a good effort to profit from the educational experiences will be given every opportunity and assistance possible to achieve success to the limit of his or her individual ability.

General behavior requirements for learners:

- Respect constituted authority and conform to school rules and regulations and those provisions of law which apply to juveniles and minors.
- Respect rights and property of others.
- Maintain acceptable standards of courtesy, decency, morality, clean language, honesty, and wholesome relationships with others.

### **CORRECTIVE MEASURES**

We recognize that each learner is an individual and that correction of misconduct should be handled on an individual basis. Circumstances will usually dictate what measures will be taken in the order listed. This may vary depending on the type of misconduct.

#### 1. Conferences

- A. Educator-Learner (minor misconduct)
- B. Counselor-Learner (educator may also be involved)
- C. Principal or Assistant Principal-Learner (act is serious or repetitive)
- D. Principal-Assistant Principal-Counselor-Educator (total review of case)

#### 2. Probation

- A. Warning of imminent suspension may be administered for any serious act of misconduct. Parents/guardians will be notified.

#### 3. Suspension

- A. The authority to initially determine whether the learner shall be suspended rests with the principal or other administrative personnel and can be exercised after the learner is given:
  1. Oral and/or written notice of charges
  2. An explanation of the evidence
  3. An opportunity to present the learner's side of the story. There need be no delay between the time notice is given and the carrying out of the above procedures. The parent or guardian shall be notified regarding the suspension. In those cases



where a learner's presence poses a continuing danger to persons or property or any ongoing threat of disrupting the educational process, the learner may be immediately removed without prior parent notification. Before reinstatement of the learner, the events leading to the suspension will be discussed with the parent or guardian by telephone or conference at the administrator's discretion. Communication between administrator and counselor is an important part of a suspension procedure. Therefore, when a suspension of a learner occurs, the administrator and counselor should consult with one another. The counselor also needs to be in contact with the learner. Any further action will be determined by the reason for the suspension and/or the needs of the learner.

\* **Learners receive credit for work done during suspension.**

### **REFERRAL PROCEDURE**

Recommendations for referral will be made by the counselor. Referral resources available may include the Southeast Human Service Center, Share House, and an outreach worker. The school will provide an appropriate educational program in cooperation with the treatment facility.

### **DETENTION**

From time to time, it is necessary for administrators to assign detention to learners. Learners who are assigned detention will have one day to arrange their work schedule with their employer to be in detention. Learners will have the option of regular, service learning (in building), or community service (out of building) detention. A learner who skips detention will receive additional time determined by how long they were to attend (example--1/2 hour goes to an hour).

### **INTERVENTION ROOM**

In many situations, a learner's behavior does not warrant detention. However, that behavior does disrupt the learning environment. To deal with these situations, the intervention room will be utilized.

Learners who are sent to the intervention room must make progress to leave the room and return to the regular classroom. They may complete schoolwork or debrief with the supervisor about their behavior.

### **SUSPENDED LEARNERS**

A learner who chooses to engage in behavior that results in an in-school suspension will be responsible for completing all their work on that set day. If the learner completes all their work, they will return to their classes as normal on the next school day. If they do not complete the work, they will return to the room until all work is finished.

Learners who complete all required work in a successful manner during their suspension may not have the day count towards their attendance under certain circumstances.