



CENTRAL WOODLANDS 5/6

David Simpson, *Principal*

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Dear CW Families:

Every year we review the expectations for helping our students learn positive ways to interact with each other. Stand Up, Speak Out, Stand With has quickly become our anthem, and the school-wide effort is designed to build a culture of caring and kindness within our students and staff. We carry a growth mindset, and we want to see all of our students reach their fullest potential.

We support all kinds of growth in our students: academic, social, and emotional, and we know that mistakes are a natural part of growth. As mistakes and inappropriate behaviors do occur, we have challenged ourselves to come alongside our students and help them learn how to make better decisions. We see mistakes as learning opportunities for students to grow, and we want to partner with our students as they navigate all kinds of relationships.

We also recognize that as family of our students, you play an important role in shaping our culture of caring and kindness, and we welcome your feedback about how we support our students. Thank you for your support of our efforts to make our school a safe and positive place for everyone.

Enclosed you will find:

Definition Page: Definitions of the terminology used in the Stand Up, Speak Out, Stand With culture and Think Time.

Behavior Rubric: chart that delineates how we will support our students as a response to specific inappropriate behavior.

Think Time Form: Form that students fill out if the consequences of their behavior choice results in a lunch and/or recess in Think Time.

Stand Up Pledges: The pledges that our staff and students will make supporting our culture of caring and kindness.

Sincerely,

CW Staff



Definition of a Culture of Caring and Kindness:

At Central Woodlands, we have a vision of the safe and positive culture we expect from our students and staff. In this culture, we Stand Up, Speak Out, and Stand With. If a staff member or student sees behavior inconsistent with this culture, we want to Stand Up for each other and Speak Out against the mean behavior. In doing so, we Stand With each other and help everyone maintain a safe environment within the Central Woodlands community. We desire a community in which every member feels a place of belonging, and we recognize that staff, students, parents, and community all play an important role in the development of that culture. Staff and students take the Stand Up pledge as a commitment to building a positive school culture.

The Rubric (Behavior Chart):

This rubric has been devised to identify specific behaviors that will be responded to with staff support. Specific behaviors and support plans are stated so that staff, families, and students can expect a consistent response. Please note that in using this framework, there is also room for administrative decision-making based on the needs of the students and the nature of the specific behavior. Our overall goal is to provide a rubric that promotes a consistent response, but allow us the flexibility to use sound judgment and best practices in working with a diverse student population.

Another purpose of this rubric is to inform families and students of the discipline process ahead of time, so that the intervention/consequences is not a surprise. All students are introduced to this rubric and all staff are expected to follow this process as outlined. In using this framework, staff are better able to consistently intervene and all students, families and staff know what behaviors will not be tolerated at Central Woodlands.

Think Time:

Think Time is a reflective period that occurs in a designated room in D Hallway, and it is supervised by Central Woodlands staff members during lunch/recess periods.

In general, a family contact will be made about the Think Time. The student will bring home a completed form to be signed and returned to school.

Think Time Reflection Form:

One of the most important goals of the Think Time process is to help students consider their words and actions and deepen their thinking about appropriate behaviors. The use of the Think Time Reflection Form is to give students an opportunity to reflect on their behavior, receive family and staff support, and to be reminded to think upon and act appropriate ways of interacting with others. If your child completes one of these forms, the form should be returned the following day with a parent/guardian signature.

Behaviors	1st Time	2nd Time	3rd Time *
<u>LEVEL 1</u> Stares, mean or rude gestures, gossip, or disruptive classroom behavior	Reference definition Warning Teacher documentation	Reference definition Warning Teacher documentation	Reference definition Warning/Counselor referral Teacher documentation/family contact Student completes Think Time form for family signature
<u>LEVEL 2</u> <u>Teasing</u> Rumors, name calling, insulting comments, cyber bullying or other behavior that would hurt other's feelings or make them feel bad about themselves, etc. regardless of how it was intended	Reference definition Warning Teacher documentation	Reference definition Counselor referral Lunch in cafeteria Recess in Think Time Teacher doc/family contact	Reference definition Lunch & recess in Think Time Teacher documentation/family contact Principal notification
<u>LEVEL 3</u> <u>Physical Contact</u> Pushing, shoving, grabbing, tripping, etc. <u>Intimidation</u> Threats of emotional, cyber or physical aggression, planned exclusion, etc. <u>Personal Property</u> Disrespect of personal property	Reference definition Counselor referral Lunch & recess in Think Time Teacher doc/family contact	Reference definition 2 consecutive lunch/recess in Think Time Counselor referral Teacher doc/family contact	Reference definition Principal referral Teacher documentation/family contact
<u>LEVEL 4</u> <u>Physical Contact</u> Hitting/punching, kicking, fighting and similar behavior that risks injury to others, etc. <u>Intimidation</u> Stalking, severe threats of emotional, cyber or physical violence, harassment, repeated intimidation, etc. <u>Personal Property</u> Stealing or destruction of personal property	Reference definition PRINCIPAL REFERRAL Teacher documentation Family contact	Reference definition PRINCIPAL REFERRAL Teacher documentation Family contact	Reference definition PRINCIPAL REFERRAL Teacher documentation Family contact
<u>LEVEL 5</u> Vandalism, ethnic/sexual or cyber harassment, etc. Other behaviors that violate state statutes and/or district policy	Reference definition IMMEDIATE PRINCIPAL REFERRAL	Reference definition IMMEDIATE PRINCIPAL REFERRAL	Reference definition IMMEDIATE PRINCIPAL REFERRAL

*All 4th offenses result in a team meeting with appropriate staff members to develop a specific support plan for the student **Cyber Bullying that occurs during school time is defined as when one or more person intentionally harm, harass or intimidate another person by using technology.

THINK TIME



Name: _____ Date Given: _____

Grade: _____ Homeblock Teacher: _____

(Circle one) Mild: 1 2 3 Moderate: 1 2 3 More Severe: 1 2 3

Referring Staff: _____ Supervising staff: _____

What happened that made me need to attend Think Time? _____

What can I do to make the situation right? _____

How could my thinking have been different with this situation? _____

How did my actions affect others and myself? _____

Stepping Inside: What feelings was/is the other person feeling as a result of my words and/or actions?

STAND UP PLEDGE

For Students



Mean behavior is not okay at our school. This includes any mean look, gesture, word or action that hurts a person's body, feelings, friendships, reputation, or property, no matter how it was intended!

- I want my school to be a kind and caring place where everyone can feel safe and treat each other with respect.
- I have an important role in school safety. I will stand up, speak out and stand with my fellow classmates at all times.
- I will not tease, hurt or be mean to anyone. If I hear or see teasing or mean behavior, I will stand up and speak out by telling the person to stop: then, if necessary, I will tell an adult.
- I will remember that my words are powerful and I will use them to speak out to make others feel welcome, appreciated and respected.

Student Signature _____ Date _____

STAND UP PLEDGE

For Staff

Mean behavior is not okay at our school. This includes any mean look, gesture, word or action that hurts a person's body, feelings, friendships, reputation, or property, no matter how it was intended!

- I will support policies and programs that sustain a safe learning environment for our students.
- I will treat all students with respect and dignity.
- I will act as a positive role model for all students and other staff.
- I will actively participate in our schools STAND UP! program in order to assure the *safety and comfort of every student.*

Staff Signature _____

Date _____ Position _____

