

Guadalupe Charter School Discipline Procedure

GOAL

The Guadalupe Charter School staff recognizes we are responsible for creating a school environment that provides ALL students with the behavioral and academic skills necessary to reach their fullest potential and become responsible life-long learners. Guadalupe School believes that all students should be provided with equitable opportunities to learn and flourish by strengthening their social and emotional health. This will be achieved by creating a culture that embodies the following behavior (hereafter, referred to as the 5’C of Behavior):

- Commitment to Excellence
- College and/or Career Readiness
- Connected to our Community
- Concern for others
- Character Development

Rights and Responsibilities

All students and staff have a right to learn and teach in a safe, intentionally inviting, caring, and respectful environment in order to achieve their maximum potential academically, socially, emotionally, and ethically. Any behavior that is demeaning, lessens self-respect or esteem, or limits the student’s ability to learn or the teacher’s ability to teach is a violation of personal rights. It is inappropriate to improperly touch, pinch, write offensive messages to or about, make obscene gestures, or bring inappropriate print/pictures to school. Personal responsibility and respect for self and others is central to good citizenship.

1. You have the right to personal respect and safe environment in this school and on its grounds.
2. You have the right to be protected from offensive and demeaning comments or behavior.
3. You have the right to report any type of harassment or bullying immediately to school authorities.
4. You have the right to learn in a quiet, cooperative place where you can work and think
5. You have the responsibility to treat others in a kind, understanding, and caring way
6. You have the responsibility to conduct yourself in a way that will enable others to learn.

OBJECTIVES

Academic goals:

- Increase Reading, Language Arts, Math, and Science success rates to demonstrate more than a year’s growth.

Behavior goals:

- Increase positive student behavioral choices
- Limit office referrals for disruptive inappropriate behavior
- Reduce the number of major offenses to less than 3 per month defined as follows:
 - Physical aggression

- Bullying (See – Bullying, Cyber-Bullying, Hazing, and Retaliation Policy)
 - Violence – deliberately destroying property, vandalism, any violent act with intent
 - Sexual harassment
 - Burglary, theft, or stealing
 - Using or threatening to use serious force toward any individual
 - Repeated minor offenses defined as more than 8 per a rolling 30-day period
 - Reduce the number of minor offenses in school to less than ten incidents per month, defined as following:
 - Not following directions given by a teacher, paraprofessional, tutor, and administrative staff.
 - Create environment which supports appropriate behavior defined as following:
 - Respecting personal and private property
 - Respecting others through appropriate language and behavior
 - Adherence to all school-wide rules
-

GUADALUPE CHARTER DISCIPLINE PLAN

Purpose

The intent of this discipline plan is to create and improve the overall environment and safety of the school for all who are a part of the organization. All behavior issues will be met with the school's positive restorative practice and respect in order to build strong relationships; however, when inappropriate behavior occurs the following plan is in place to manage and correct behavior.

EXPECTATIONS OF ALL STAFF

In order to reach the goals and objectives of the school-wide plan the staff is expected to:

- Recognize that all students are capable of behaving appropriately and accept the responsibility to take all steps to insure they learn to do so.
- Establish an effective classroom management plan that includes rules/agreements, disciplinary consequences, positive incentives/rewards and have this visible to all in the classroom.
- Teach students appropriate behaviors and procedures in both the classroom and common areas during the first two weeks and as needed throughout the school year (i.e. after long breaks).
- Clearly communicate to students how they are expected to behave in order to be successful at school.
- Monitor student behavior and provide consistent positive feedback (4:1 ratio positive to negative)
- Monitor student behavior and quickly provide clear direction, narration and corrective action when needed in accordance with the school policy in a calm, positive, respectful manner when the students choose to misbehave.
- Take steps necessary to build trusting relationships with and among all students, including having restorative conversation with students, after students return from office referrals or resume conversation with staff.
- Take steps necessary to build trusting relationships with the students' parents and families.
- Establish high academic expectations for EVERY student.
- All staff is expected to support each other by helping us all "sweat the small stuff"

EXPECTATIONS OF ALL STUDENTS

General

- Follow directions of all staff - first time given
- Be safe, respectful and responsible
- Keep hands, feet, and objects to themselves
- Come prepared for the school day by being on time and in proper dress code
- Use appropriate language at all times

Classroom

- Follow all teacher directions
- Bring all necessary materials and homework

Common Areas

Stairs

- Single file
- Use each stair with quiet feet
- One stair at a time
- Stay to the right

Gymnasium

- Follow directions of all staff
- Use equipment properly
- Play in the assigned areas only
- Follow the rules of the game – play safely
- Come prepared to participate the entire class time

Cafeteria

- Follow directions of all staff
- Leave seat only when given permission
- Eat first, talk second
- Clean up your area
- Put trash in the garbage
- No food or drink leaves the cafeteria
- Assigned Tables
- Teachers are timely in following meal schedules

Hallway

- Follow directions of all staff
- Hands and Feet to self
- Walk on the right side of the hallway
- Silent (use inside voice when necessary)
- Keep the hallway clean

Bathroom

- Follow directions of all staff
- Keep bathroom clean—water in sink and flush toilet
- Respect privacy, persons, and property
- Wash hands

Playground

- Line up when called
- Play safely
- Include other
- Take turns
- Follow directions the first time
- Put equipment away

Assembly

- Follow directions
- Talk only when called upon
- Sit quickly and quietly

Computer Room

- No food or drink
- Sign on only with your student name and information to assigned computer
- Stay on webpages assigned
- Take care of equipment (headset, mouse, keyboard, computer)

On the Bus

- Walk quickly and quietly to the seat
- Maintain safety by keeping body parts to self (hands, arms, feet, and mouth,)
- Stay seated until the bus comes to a complete stop
- Silence during railroad crossing

ALL STUDENTS WILL REGULARLY RECEIVE POSITIVE FEEDBACK

Verbal recognition of appropriate behavior – *Positive Narration* – all teachers at Guadalupe will consistently use positive narration for behaviors, not praise/judgment (good/bad).

School Wide Recognition Plan

Student of the Month

By the 25th of every month, every teacher and paraprofessional will submit a name from their students for student of the month.

- Criteria
 - Students that continually exhibit the 5 C's in the classroom and continually work towards their academic potential or behavioral goals.

Team Awards

- To be decided by each teaching team
- Students will compete for best overall attendance, grades & conduct

Shout-outs

- Over the intercom on Fridays by a group of students (limit of 5)

Positive Communication

- Phone calls/notes to family members
- 5 positive phone calls a week

Additional ways to reward success

- Dress -Down Days – Can be used to reward students reaching personal or academic goals (as determined by the teacher team with administration approval)
- Field Trips

Teacher of the Month

One teacher will be selected each month by their peers to be the teacher of the month for Guadalupe Charter School.

- Criteria:
 - Teachers that go above and beyond in assisting their peers
 - Teachers that go above and beyond provide learning experiences for their students
 - Teachers that go beyond to create a positive school-wide culture.

GUADALUPE CHARTER CLASSROOM DISCIPLINE PLAN

All teams are required to implement a classroom discipline plan, which will be displayed in the classroom for easy reference. This incentive system will be useful in establishing a positive classroom culture, which will seamlessly coordinate with the school wide approach. When classroom rules are not adhered to, the teacher will:

- ✓ 1st infraction: Verbal warning, documented by teacher
- ✓ 2nd infraction: Think Time - move student to another classroom. Both teacher and student complete an incident report (using Educator Handbook). The student also completes a Behavioral Reflection. The teacher will keep the reflection and both incident reports together.
- ✓ 3rd infraction: Lunch detention at silent table or afterschool detention (when possible) (limit interaction with peers) and a phone call home by teacher (during non-instructional times)
- ✓ 4th infraction: Office referral, including previous documentation regarding behavior

Severe Behavior Clause

In case of a severe offense, immediate referral to office is required.

Severe offenses are considered the following:

- Severe physical aggression that causes the need for medical attention
- Weapons in the school by a student (real, lookalike or pretend)
- Sexual harassment
- Using or threatening to use serious force toward any individual

The Principal will make the necessary calls to police and medical emergency dispatch and take over the situation from there. An incident report is required from the adults of students involved.

GUIDELINES FOR ADMINISTRATOR IN REGARD TO REFERRAL TO OFFICE FOR DISRUPTIVE BEHAVIOR

1st Time = administrator - student conference OR family conference AND follow -up relationship building intervention with student by teacher and administrator (restorative conversation)

2nd Time = family conference AND follow up relationship building intervention with student by teacher, administrator, and school counselor. Initiate a referral to the Student Services Committee (SSC) for a Behavior Intervention Plan AND consider In-School Suspension for a day (ISS).

When students are referred to the SSC, an Individualized Behavior Plan (IBP) using the Behavior Intervention Plan Model (BIP) will be discussed and as appropriate, a plan will be written, if necessary. The school counselor will contact parent to arrange a meeting to discuss goals and implementation of the IBP (include teacher and student) when established. This team (school counselor, parent, and teacher) will arrange a date for the follow-up meeting, which will occur in three to four weeks. At that time, the BIP will be reviewed to determine effectiveness. If plan is working, no need for additional action. If plan is NOT working, team will revise. School personnel responsible to establish BIP are the SSC members, teacher, school counselor, and vice principal

3rd Time (in a rolling thirty-day period) = Family conference with teacher, administrator, and school counselor to consider the need for ISS for more than a day or Out of School Suspension and what will constitute expulsion, as a last resort.

Interventions - Severe Behavior Problems

Students who engage in severe behavior problems and/or do not respond to interventions for chronic behavior problems will work with the same steps as listed above and the possibility of a referral for Special Education review, counselor, outside agency for Mental Health, Law Enforcement etc...

Reasons for In-School Suspension:

- Severe Defiance
- Fighting / Physical Aggression
- Destroying property
- Bullying
- Chronic violation of classroom or school rules

Reasons for Out of School Suspension:

- Fighting
- Weapons
- Chronic behaviors
- Sexual Harassment

Note: At Guadalupe Charter School, Out of School Suspension will be used only as a last resort.

COMMUNICATION PLAN

A Parent Communication (Wolf Howl) will go out twice per month reminding family of take home folders, school agendas, library books due, and any other general items in order to keep parents and families informed.

Classroom Communication to Parents

- (1) Take home folders should include such items as:
 - Homework, class notes
 - Newsletters
 - Progress reports
- (2) Faculty are required to return emails or phone calls to families and administration within 24-48 hours
- (3) Parent Involvement Committee meetings (PIC) are held monthly and are open to all Guadalupe student parents and families. These meetings are held on the 2nd Tuesday of each month during school, beginning September of each school year, with the last meeting the 2nd Tuesday of May. All information will be posted on the school's website – www.guadschool.org

Communications to Staff

- Weekly bulletin will be sent via email to all staff members on Friday afternoons.
- All staff are expected to review, comment or ask questions by Monday morning
- Bulletin will include all pertinent information for staff for the upcoming week and will include a calendar of upcoming important events that teachers should be preparing for as well as, such as the agenda for Wednesday's Professional Development.
- Updates will be emailed as needed. All are expected to check their email and mailboxes daily.
- The intercom will be used daily for a very limited amount of time in order to provide the most learning time possible.
- Daily announcements will happen on specified schedule – 8:15 AM and 2:40 PM, when necessary.
- Staff and students should expect that the intercom will not be used during the school day unless there is a school emergency.
- All other communication will be made by phone.

Staff meetings will occur as needed, the 1st Wednesday of each month. During these meetings, the following will be discussed:

- ✓ Business needs
- ✓ Professional development sessions
- ✓ Open discussion to needs of faculty
- ✓ Character building monthly focus
- ✓ Issues needed or identified

Acknowledgement Page

I _____ acknowledge the School-Wide Behavior Plan with an agreement that I will follow the behavior plan as it is written. If I find concerns to the implementation of these procedures, I will bring them to the Principal, Vice Principal or Executive Director’s attention. Follow up to my concerns will be reviewed and concerns address within five business days. I further understand this acknowledgement will be maintained in my personnel file.

Educator Signature

Date

Student Services Team

Appendix: A

GUADALUPE CHARTER TEAM

Katina Santamaria	Principal
Leilani Clark	Assistant Principal
Pedro Arciga	Attendance Coordinator
Priscila Furnelatto	ELL Instructor
Megan Daybell	School Counselor
Zack Ocampo	Special Education Director
Mits Bryant	Classroom Teacher
	Teacher

SCHOOL OFFICE REFERRAL DATA

Appendix: B

Goal: Reduce disciplinary office referrals to no more than 2 per month.

Disciplinary Infractions referred to Assistant principal's office

YTD review compared to last school year's data

Office Referrals	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
GOAL	15 or less	15 or less	8 or less	8 or less	4 or less	4 or less	4 or less
School Year 2021-22							
Goal Met							
School Year 2020-21	1	0	1	0	0	0	0
Goal Met	YES	YES	YES	YES	Yes	YES	YES

Goal: Reduce disciplinary office referrals to no more than one Major Offenses by school year 2022

Major Offenses	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
GOAL	0	0	0	0	0	0	0
School Year 2021-22							
Goal Met							
School Year 2020-21	0	0	1	0	0	0	0
Goal Met	YES	YES	YES	YES	YES	YES	YES

Appendix: C

Use Educator Handbook for filing of incident

INCIDENT REPORT

Student's Name: _____ Adult Reporting: _____ Date of incident: _____

Students involved: _____

What happened?

Consequence:

Referred to Office: () Yes () No

Received Referral: _____

Appendix: D

Administration/Peer Observation: requested by classroom teacher for additional assistance. Complete worksheet in 5-10 minutes

TEACHER: _____

OBSERVER: _____

DATE: _____

START TIME: _____ END TIME: _____

CLASSROOM CONTEXT: _____

1. CLASSWIDE DISRUPTION TALLY

Tally each time a student does each of the following:

Inappropriate Talking	Inappropriate Movement (out of seat, touching others, etc.)	Non-compliance/defiance
-----------------------	---	-------------------------

Notes:

Alternative: Use a seating chart tool for 5-minutes to gather more data that are specific on individual students. (Suggested codes: T= talking; M=movement; N=non-compliance/defiance)

2. TIME ON TASK TALLY

Every minute, scan the room. Note students who do not appear to be on task. Scan the room a second time, if the student still appears to be off task, tally them as being off task

Not engaged and/or off-task	Total Number of students in class: _____
Minute 1:	Minute 6:
Minute 2:	Minute 7:
Minute 3:	Minute 8:
Minute 4:	Minute 9:
Minute 5:	Minute 10:

Alternative: Use a seating chart tool (indicators: + for on-task, engaged; - for off-task/not engaged)

SUMMARY OF TIME ON TASK

Total number of students off task over 5 minutes / (total number of students in class × 5) =

_____ % of time student off task