



# ANAHUACALMECAC

## INTERNATIONAL UNIVERSITY PREPARATORY

*An International Baccalaureate World School*



4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 •  
Email: [info@dignidad.org](mailto:info@dignidad.org) • [www.AIUPWorldSchool.org](http://www.AIUPWorldSchool.org)  
Semillas Community Schools

"Somos Semillas, Somos Tenaces.  
We are seeds. We are Relentless."

## DISCIPLINE POLICY

### Definition of Discipline:

1. Training, especially training of the mind or character. Children who are disciplined are willing to work hard enough to achieve excellence. 2. A trained condition of order and obedience. Learning a language imposes a discipline on the mind. 3. Order kept among school pupils, soldiers, or members of any group. When the fire broke out, the students showed good discipline. v. 1. To train; bring to a condition of order. I must discipline myself to exercise 25 minutes a day.

Based on these definitions, it is clear that discipline is a good thing! We all want to be disciplined in character and mind. Discipline helps us produce consistent, positive results.

### GOALS

A main goal of Semillas Community Schools is to facilitate the development of disciplined individuals and communities of learners. To assist in this, School staff implements incentive programs to recognize and reward students that demonstrate good discipline and citizenship. Additionally, it is constantly stressed that the most important reward for these students is the creation of a productive school environment and the student's own self-improvement.

### STUDENT DISCIPLINE REVIEW COMMITTEE

A SDRC committee meeting will be scheduled when there are serious, ongoing discipline issues, or a suspension/expulsion decision pending.

### SDRC Committee is composed of:

- An Administrator (or designee)
- A Teacher
- A counselor (when deemed necessary by the school)
- A Board Member (when deemed necessary by the school)
- Trained School Personnel
- Parents/Guardians

**The Parent will be provided at least 12 hours notice for the arrangement of a SDRC.**

### The SDRC considers the following:

1. Student Behavior
2. Existence of a Student Contract
3. Alternatives to suspension
4. Consideration of escalation of disciplinary consequences
5. Parent roles and responsibilities
6. Recommendations to the classroom teacher or referral to an SST (Student Success Team) process
7. Possible family intervention or support
8. Suspension
9. Expulsion
10. Counseling (school based or agency referral) (community service)



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## CODE OF CONDUCT

Students at Semillas Community Schools are considered MOMACHTIN (One who enables himself constantly to learn and perfect himself). With this ancestral teaching in mind, high cultural expectations of student discipline are required at all times. Students are expected to hold firmly to the three fundamental principles (which? respect, work, never give up? These should be written. of our school making them XINAXTIN (Chosen seeds for the future).

Students are expected to be safe, orderly, and respectful of the rights of others at all times. All students at Semillas Community Schools:

1. Will be courteous and respectful to each other and to all staff members.
2. Will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.
3. Will follow directions the first time given by any staff member.
4. Will wear clothing that meets the uniform policy and school expectations.
5. Will keep school buildings and grounds, furniture, instructional materials and all equipment in good condition.
6. Will obey all rules, regulations, ordinances and laws, whether at school or out of school. Will accept responsibility for their actions and inactions.
7. Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol or any other controlled substance or paraphernalia.

Not following the Code of Conduct may require the School to administer appropriate consequences to help maintain a safe environment and to effectively discipline students, including expulsion and/or not being readmitted the following semester or academic year.

**To create a productive and safe learning environment** for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with learning. Examples of inappropriate behavior include:

- o Not following directions
- o Pushing
- o Rude talk
- o Tripping
- o Running in class and hallways
- o Hitting
- o Eating in class (Only with teacher permission in case of emergency)
- o Disobedience
- o Inappropriate touching
- o Littering
- o Teasing
- o Spitting
- o Chewing gum
- o Play fighting



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- o Speaking out of turn
- o Play wrestling
- o Lying
- o Misusing equipment
- o Gossiping



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Each teacher will discuss the above behaviors together and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

### OFFICE REFERRALS

It is at the discretion of the Teachers to refer a student to the office for administrative intervention. If this happens, the student will be sent to the office with a referral. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short "time out" period, or may need to stay longer. On the day a student receives a referral, he/she may not be permitted to play at recess time.

Upon each referral, the student's parent or guardian will be called and informed of the policy violation(s). A parent meeting will be held if necessary.

### SUSPENSION

The following behaviors may result in immediate suspension:

- o Causing, attempting to cause, or threatening to cause physical harm to another person
- o Fighting
- o Biting
- o Forgery
- o Lying
- o Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, or other school officials.
- o Causing or attempting to cause damage to school property or private property.
- o Stealing or attempting to steal school property or private property.
- o Possessing or using tobacco, alcohol or controlled substances
- o Committing an obscene act or engaging in habitual profanity or vulgarity
- o Sexual advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- o Causing or attempting to cause harm to individuals through the use of hate language.
- o The fourth office referral a student receives.

All suspensions will be done at home, unless otherwise noted on the suspension letter. A student who commits one of the above violations will be sent home for the remainder of that school day and for the next consecutive school day. After a student's second suspension in one (1) school year, the student may not be able to participate in some school activities. After a student's third suspension in one (1) school year, it is up to the discretion of the parent or staff to schedule a meeting with the Intervention Committee (if there is an intervention committee). If such a meeting is called, the Discipline & Intervention Committee will be responsible for designing an appropriate intervention plan. If the



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student or the parents fail to comply with the recommendations made by the Discipline & Intervention Committee, the student may become eligible for expulsion.

All disciplinary interventions enacted by the Charter School will be done in accordance with the provisions set forth in the School's approved charter documents. A student's fourth suspension can result in a suspension of up to three days. After all suspensions, the parent and student must meet with the teacher and/or school administrator before the student is allowed to return to class (Is a meeting help with held w/ parent/student/). School administration has the discretion to suspend a student for up to three days depending on the severity and the frequency of the student's inappropriate behavior.

### EXPULSION

The following behaviors may result in an immediate expulsion:

- Causing serious injury to another person
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or selling any drug paraphernalia
- Criminal behavior and/or other persistent, severe policy infractions
- Suspension for more than ten (10) days in any one school year
- Non-adherence to the School's Absence/Tardy Policy
- Terrorist threats, hate violence, hate crimes, sexual assault, or battery

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Semillas. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall establish procedures for student suspension and expulsion and it may be amended from time to time. Semillas staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Semillas will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. The rights of students shall be maintained during expulsion hearings including the right to counsel, the right to present evidence, and the right to confront and cross-examine adverse witnesses. A student may be suspended or expelled for any of the acts enumerated in this section, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity.

### **CLASSROOM FORMAL OBSERVATION TIME**

After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If, for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home and may then be considered for expulsion.

### **PARENT SUPPORT**

Parents and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the school to improve behavior, both at home and school. Some tips that might be helpful include:



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<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



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<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## MODELING AND TEACHING GOOD MANNERS AT HOME.

Examples include:

Using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom).

Talking to your child/children about behavior reports and providing an incentive for their success. (A hug, or special time together for example.)

Seriously addressing problem behaviors that are reported by the school. Consider removing telephone, video game, television and other privileges from children after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring.

Take time to discuss the importance of discipline with your child/children regularly. Become more disciplined in a challenge area for yourself, (i.e. dieting, exercising, speaking a second language) and talk about your progress/challenges with your child/children.

Support the school's policy in discussions with your child. If you are frustrated and demonstrate disrespect for the school's policies, it is likely that your child/children will too.

Take time to talk with children regularly. A child who can effectively communicate his/her needs and issues is less likely to try to communicate through physical force.

Consider the possible impact of television and movies that you and your children watch; consider alternative activities like playing cards, reading, or working together on a puzzle.

Adhering to the school's uniform policy