

2017/18 Discipline Plan

Philosophy of the Kealakehe High Discipline Plan

Education is our fundamental function and it's more than just the intellect that we seek to instruct. We are committed to ensuring that each student has the opportunity to grow academically, emotionally, socially and morally in order to become a productive citizen who is able to function successfully in society. All students and staff have a right to learn and work in a safe, secure environment. Students and staff members are jointly responsible for creating and maintaining a positive school atmosphere. To facilitate this, the Kealakehe High Discipline Plan provides direction and guidance to:

- Support the Vision of our school;
- Promote the Mission based on the Belief Statements of our school;
- Enable all stakeholders to practice and demonstrate the GLOs, the HA Mission, the Habits of Mind and the Core Abilities of:
 - Working productively
 - Learning effectively
 - Communicating clearly
 - Working cooperatively
 - Acting responsibly
 - Valuing self positively
 - Thinking critically
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- Restate expectations of all staff members outlined in documents at the opening of each school year.

Kealakehe School Wide Behavior Expectations

Effective discipline requires the mutual respect and involvement of the total school community. Students are entitled to fairness and due process. The Discipline Plan is designed to teach, counsel, penalize and redirect unacceptable conduct/behavior, hence supporting positive behavior. With this philosophy, the following roles have been outlined:

Parent/Guardians' Role

This Discipline Plan does not intend to take possession of the responsibilities of the parent/guardian, but rather to reinforce the family in its efforts to establish responsible behavior. Conversely, parent/guardians are expected to play an active role in supporting the school's effort to create and maintain a positive learning environment. Parent/guardians are responsible to:

- Be knowledgeable of the Discipline Plan, classroom management plans and other school rules;
- Support implementation of the Discipline Plan, classroom management plans and other school rules;
- Promote a trust relationship with the school community by positively and reasonably advocating for their child;
- Initiate discussions with school personnel that would provide information about special circumstances for their child (such as death of a loved one, change in living situations, etc.);

- Initiate positive discussions regarding areas of concern with the Discipline Plan, classroom management plans and other school rules. Discussions should be initiated with teachers, counselors, administrators or SCC parent representatives.

Students' Role

It is the responsibility of each student to learn and not to infringe on the rights of other students to learn or of teachers to teach. Students are responsible to:

- Model the behavior expectations of the Discipline Plan, classroom management plans and other Kealakehe High rules;
- Build positive relationships with students, staff members, administration and parent/guardians;
- Model the WaveRider 3 Rs;
- Know and comply with the Discipline Plan, all classroom management plans and all other school rules;
- Initiate positive discussions regarding areas of concern rather than blatantly disregarding/violating rules and guidelines of the Discipline Plan, classroom management plans and other school rules.

Teachers' Role

To support a safe and orderly classroom at Kealakehe High School, teachers shall:

- Build relations with students and their families
- Develop and implement an effective Classroom Management Plan that:
 - Sets clear expectations for classroom behavior by all members of the class;
 - Treats all students equitably with respect and dignity;
 - Establish rituals routines that all students able to understand and establishes a positive, safe learning environment;
 - Incorporates the 3 Tiered levels support for students;
 - Tier 1 – Classroom teacher efforts which include meetings with students and parents, including documenting of all efforts and communications in Infinite Campus;
 - Tier 2 – In addition to Tier 1 efforts, teachers shall work with counselors and if necessary, administrators to mediate the situations and/or administer appropriate disciplinary consequences; all efforts are to be documented in Infinite Campus;
 - Tier 3 - Follow the protocol and procedures to gather and document information required to qualify students for higher levels of service; i.e. 504, SPED, ELL, Counseling
- Keep open communication with students and their families
 - Document communication with students and families in Infinite Campus Contact Logs
- Comply and abide by state guidelines included in the Opening School Year Packet. See below:

Teachers are to be positive and proactive in their classroom actions and shall implement a classroom management plan which includes but is not limited to:

- Routinely model, teach, and acknowledge students for demonstrative school-wide behavioral expectations with compassion and aloha.

- Explain, discuss, and practice classroom behavioral expectations with students emphasizing the safety and well-being of all students.
- Exemplify and demonstrate responsible behavior.
- Recognize that students have citizenship rights as documented in Student Rights and Responsibilities and the DOE Code of Conduct.
- Be familiar and comply with the provision of:
 - a. HAR Title 8 Chapter 19: Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism,
 - b. BOE policies and DOE rules and regulations related to student behavior and teacher student responsibilities,
 - c. **Promptly report Class A and B offenses to an administrator,**
- Provide a seamless system of instructional supports within the multi-tiered interventions of a school for all students.
- Develop and implement a classroom management plan consistent with the Discipline Plan;
- Explain and discuss the Discipline Plan, classroom management plan and other school rules with students during the first two weeks of school and whenever necessary throughout the year.
- Build relations with the families of students and keep them informed of the student's progress.
- Document contacts with families and students in Contact Log.
- Intervene whenever a fight or any other type of disturbance threatens the well-being of a student, provided that such an act does not jeopardize the safety of the teacher.

Teachers shall comply with guidelines outlined in current educator evaluation tool: Educator Effectiveness System – Danielson Framework for Teaching

- Domain 2: Classroom Environment
 - 2b: Establishing a Culture for Learning
 - Importance of content
 - Expectations for learning and achievement
 - 2d: Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to misbehavior
- Domain 4: Professional Responsibilities
 - 4c: Communicating with Families
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
 - 4f: Showing Professionalism
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision making
 - Compliance with school and district regulations

A teacher shall refer students to Administration after exhausting the methods and procedures available:

- This includes building of strong relationships including but not limited to communication of classroom expectations to students, communication with families (documented in IC), and

implementing behavior interventions that are appropriate, respectful and fosters strong relationships.

- When writing a referral, the teacher is to include a complete account of the infraction and efforts to previously correct the behavior (counseling, classroom discipline, parental contacts, conferences).
- Re-admittance of student(s) to class procedure:
 - Before students are excluded from a class, the teacher is expected to exhaust all means and procedures to manage their students and create a safe, healthy and dynamic learning environment.
 - For **“C” and “D” class offenses**, teacher are to follow the procedures outlined below beginning with Tier I Interventions and progressively moving to Tier III Interventions.
 - Tier I – Classroom Interventions
 - Interacting and communicating with students and establish a strong relationship demonstrated by mutual respect;
 - Working with individuals and groups to assess the impact of the lessons on student misbehavior; differentiating as needed;
 - Conferencing with students about their behavior and mutually agreeing on a plan of action that is documented in IC;
 - Contacting parents/guardians and having phone conferences with them and NOT just leaving messages;
 - Tier II – School Level Interventions
 - Working with counselors and colleagues to meet with students to develop a behavior support plan of intervention(s) and expected behavior;
 - Having counselors assist teacher in communicating with parents and if necessary, scheduling conferences to discuss behavior and support plan;
 - Working with counselors and administrators to schedule SLIP (Student Learning Intervention Plan) conferences;
 - Working with administrators to administer consequences for continued Class C & D offenses of misbehaviors.
 - Tier III – Complex Level Interventions
 - Working with counselors, the SSC and administrators to convene a Student Focus Team meeting to begin assessing the need for additional services;
 - If justified, working as part of the team to assess students for additional services.
 - When student misbehavior is validated as rising to a level that compromises the health, Safety and security of the learning environment the student(s) is to be referred to an administrator.
 - For **“A” and “B” class offenses**, students are to be referred to an administrator; a security escort is to be requested;
 - Once the incident is addressed and consequences determined the administrator will assess the situation, implement one of the Tier Level Interventions and determine re-admittance to class with a plan of action to address future incidents by the individual student(s) including expectations of the student, the parents, the teacher, counselor and administrator.

Counselors' Role

Counselors will serve all students for the purpose of producing specific student outcomes (such as graduation). Other counselor duties are to:

- Model the behavior expectations of the Discipline Plan, classroom management plans and other school rules of Kealakehe High;
- Build positive relationships with students, staff members, administration and parent/guardians; Facilitate student development in the following areas:
 - Educational—plan/schedule classes emphasizing applications to the real world;
 - Social/emotional wellness—develop skills and abilities to get along with others and to resolve personal challenges;
 - Personal—explore interests, values, abilities, aptitudes and achievements;
 - Career—obtain a high school diploma, research and prepare for a job/career;
 - Individual and/or Group Special Circumstances Counseling—initiate counseling, develop action plans and follow through with referrals to outside agencies regarding teen problems such as substance abuse, suicide, low self-esteem, etc;
 - Communication—initiates schedule and facilitate conferences as appropriate.

In addition, counselors shall:

- Build relations with students and their families
- Keep open communication with students and their families
 - Document communication with students and families in Infinite Campus Contact Logs
- Comply and abide by state guidelines included in the Opening School Year Packet. See below:

Counselors are to be positive and proactive in their actions which includes but is not limited to:

- Routinely model, teach, and acknowledge students for demonstrative school-wide behavioral expectations with compassion and aloha.
- Exemplify and demonstrate responsible behavior.
- Recognize that students have citizenship rights as documented in Student Rights and Responsibilities and the DOE Code of Conduct.
- Be familiar and comply with the provision of:
 - a. HAR Title 8 Chapter 19: Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism,
 - b. BOE policies and DOE rules and regulations related to student behavior and teacher student responsibilities,
 - c. **Promptly report Class A and B offenses to an administrator,**
- Provide a seamless system of instructional supports within the multi-tiered interventions of a school for all students by working collaboratively with colleagues, teachers and administrators to effectively implement the Tiered Levels of Interventions supports;
- Build relations with the families of students and keep them informed of the student's progress.
- Document contacts with families and students in Contact Log.
- Intervene whenever a fight or any other type of disturbance threatens the well-being of a student, provided that such an act does not jeopardize the safety of the teacher.

Counselors shall comply with guidelines outlined in current educator evaluation tool: Educator Effectiveness System – Danielson Framework for Teaching

- Domain 4: Professional Responsibilities

- 4c: Communicating with Families
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4f: Showing Professionalism
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision making
 - Compliance with school and district regulations

Security Aides' Role

The primary role of security aides is to assure a safe and orderly campus. Security aides are responsible to:

- Model the behavior expectations of the Discipline Plan, classroom management plans and other school rules of Kealakehe High;
- Build positive relationships with students, staff members, administration, and parent/guardians;
- Maintain a visible profile on campus;
- Deter students from misconduct;
- Counsel and warn students against infractions and, when necessary, escort them to the office for disciplinary action;
- Provide appropriate assistance when necessary;
- Intervene in fights or other disturbances.

Administrators' Role

Administrators are charged with promoting and maintaining a safe and nurturing learning environment based on the standards established by the school community. As the discipline officers of the school, administrators are responsible to:

- Model the behavior expectations of the Discipline Plan, classroom management plans and other school rules of Kealakehe High;
- Build positive relationships with students, staff members, administration and parent/guardians;
- Maintain a visible profile on campus;
- Provide students with due process and timely, comprehensive investigations;
- Support the disciplinary process when receiving a referral by following the consequences for misbehavior established in the Discipline Plan;
- Consider the five factors as outlines in Chapter 19 when determining an appropriate consequence;
- When necessary, consult with the authors of referrals before administering discipline in those cases where the administrator deviates from the range of options in the Discipline Plan because of extenuating circumstances;
- Act upon disciplinary matters in a timely manner, both in the issuing of discipline and in rendering the disposition of the case to the author of the referral; Encourage and facilitate discussions about special circumstances regarding students (such as death of a loved one, change in living situation, etc.) and initiate a plan of action with the counseling staff;

- Encourage and facilitate positive discussions regarding areas of concern with the Discipline Plan, classroom management plans and other school rules.
- Document follow up actions to referrals in Infinite Campus Contact Logs along with written communication to the referring teacher.