

# Student Discipline Philosophy, Policy, & Support Plan

## PHILOSOPHY

The Benson Polytechnic High School is committed to assuring a school climate which is appropriate for learning and which assures the safety and welfare of students and personnel. Creating and maintaining a positive school and classroom climate contributes to positive student behavior. Benson's discipline philosophy consists of five basic components: high expectations for student behavior, clear and understandable rules, fair and equitable enforcement of these rules, reasonable consequences for infractions of rules, and consistent acknowledgment of positive behavior, effort, and improvement on the part of our students.

Since education is so vital in this society, every reasonable effort must be made to keep students productive in class and school. All members of the school, community, parents/guardians, staff, and students must be a part of this effort. A good partnership between home and school personal increases student participation and success.

When a student becomes a disciplinary concern through their behavioral actions, or lack of class participation, the student risks falling behind in his/her schoolwork. Persistent disciplinary problems and/or class absences decrease the amount of time a student can devote to academic achievement

In regards to student behavioral management, P.P.S. and Benson has adopted the philosophy of restorative justice practices. The fundamental premise of Restorative Practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them.

This hypothesis maintains that the punitive and authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as the restorative, participatory, engaging *with* mode (Wachtel, 2005). In education, the common principles behind "Restorative Justice" has been referred to as "positive discipline" (Nelsen, 1996) or "the responsive classroom" (Charney, 1992);

In support of this philosophy, teachers will facilitate ***class meetings*** in order to maximize a positive classroom climate and increase the sense of safety for students. Class meetings will last up to thirty minutes and will be scheduled into the quarterly lessons plans. Training in the facilitation of these meetings will be provided as needed. Class meetings will be included in each teacher's annual Classroom Management Plan and quarterly schedule.

*•All discipline procedures will adhere to guidelines identified in the HANDBOOK ON STUDENT RESPONSIBILITIES, RIGHTS AND DISCIPLINE published by Portland Public Schools. This document will be sent home during the first two weeks of school, after teachers have taught and reviewed Benson's Rules, Behavioral Expectations, and Student Compact. These rules and expectations will be retaught throughout the year (quarterly or more as needed).*

## DISCIPLINE PROCEDURES

•Teachers use the Benson Discipline Policy, Behavioral Rules Enforcement, Expectations, and Preventative and Corrective Actions to develop rules and expectations for their classroom. A copy must be turned in to the Vice Principal of Discipline every school year before the first day of class every school year.

•Teachers share their Classroom Management Plan with parents at our Back to School Night every September of each school year.

•Re-teaching of these rules and expectations will occur throughout the year, especially after students have been out of school for an extended time (winter and spring breaks). Consistent re-teaching will support students in their learning and understanding of these expectations.

•Behavioral interventions have been developed by the staff that are consistent, progressive and follow the guidelines established in the PPS Responsibilities, Rights and Discipline Handbook. Students who do not follow the rules will be dealt with in a fair and consistent manner. The focus of these interventions is to help the student learn safe, respectful and responsible behaviors. It is always desirable for a student to learn from their mistakes.

•If a student needs to be seen by an administrator, the referring staff member must complete a Referral Form and send it to the office in a timely manner no later than the end of the day of the incident. It is the teacher's responsibility to make sure all referrals remain confidential. An Administrator, or Counselor if the Principal is not available, will see the student as soon as possible. *If there is an emergency situation call 77777, the V.P. office 77104, 77126, 77105, or the main office 77102 or 77103 for assistance.*

•If the problem continues, a behavior contract including specific areas of concern, responsibilities of the student, parent, teacher, counselor, administrator and any others involved, may be cooperatively written and implemented with help from a Vice Principal. A parent conference would be scheduled to present the plan.

## **BEHAVIOR RULES ENFORCEMENT**

Staff should enforce student behavior rules which apply to students whenever they are:

- Present in any school or on property of the school district regardless of its location.
- Traveling to and from school

### Discipline Referral Expectations

Teachers are required to do the following when referring students:

1. Completely fill out a referral in Synergy. If you do not have the student in any of your classes a paper referral must be submitted to the V.P.'s office. Teachers must include specific objective detailed information regarding the referral infraction. Example of poorly written referral: Last week the student was constantly disrupting class; today he would not do any work. I have spoken with him many times about coming to class unprepared... Well written example: Student refused to stop arguing with a peer disrupting the class lesson. Refused to change seats following a couple teacher requests. Stated to teacher, "I don't have to listen to you."
2. Write only one student name on each referral. Example of poorly written referral: Mark, Susan, and Leroy were all talking loudly during teacher presentation... One referral will not suffice for three students being student referrals. Solution: Write one referral describing the same behaviors, make three copies, and then write in student names.

3. Post a Student Expectations/Discipline Intervention Plan (i.e., have a predictable response sequence; students know consistent expectations and consequences) in your classroom on the wall easily seen, teach it, refer to it, and review it with students at least quarterly.
4. Follow your Student Expectations/Discipline Intervention Plan, appropriate teacher interventions at the classroom level? Examples: redirection, private student conference, calling home to inform the parent of teachers concern regarding tardiness, truancy, minor but consistent disruptive behaviors, assigning 15-30 minute after-school classroom detentions, etc.). Do not send students down to the office without clear, explicit, warning
5. Always call the office indicating you are sending/sent a student to the office. Some student never report, and if a referral is not sent, the student is left unsupervised. Students must always be supervised.
6. Always tell a student where to go when you instruct a student to leave your class. Examples: "Go straight to the office"; "Go straight to the counseling office." Wait for me quietly in the classroom doorway. Never simply say, "Get Out!" or "leave now", etc.).
7. An office visit requires a student referral. Outside of emergency removals, or behaviors requiring immediate attention, students sent to the office typically require a referral. Remember, a student referral can be written without removing a student from your class.

## **PREVENTIVE AND CORRECTIVE ACTIONS**

### **A. Preventive Actions**

Early contact with parents by teachers shall be used as a strategy in improving student learning and in preventing or resolving student discipline and attendance problems. Teachers, counselors and administrators shall discuss with parents/guardians problems of academic progress and persistent problems of disruptive behavior and seek their help in working with the student to resolve academic, attendance, or behavioral issues. Teachers should utilize the following intervention strategies when/as appropriate: 1. student redirection(s); 2. assigned or special temporary seating; 3. isolation from group; 4. student conferences; 5. parent conferences; 6. student contracts (see V.P. for help/support whenever needed); 7. after school classroom detention(s) – Note: a student can be kept up to 30 minutes after school by a teacher; 8. removal from class/send to the V.P. office w/out referral; 9. removal from class/send to the V.P. office with referral. The VP's will determine student consequences whenever a teacher submits a discipline referral for student behavior(s).

### **B. Corrective Actions**

Because the behavioral problems of students vary in the degree of seriousness, the corrective action to be taken must be determined by the professional judgment of the administrator after giving due consideration to input from the teacher, counselor, parent and/or student. Students may be removed on a permanent basis from participation in class or school activities after due process and when appropriate in the judgment of the Vice Principal. However, in case of more serious or repeated misbehavior, suspension and/or expulsion measures may be utilized.

## **CODE OF CONDUCT**

Benson Polytechnic High School adheres to the philosophy that school should be a friendly, well-ordered place where the emphasis is on providing educational opportunities for youth. If this policy is to be effective, a satisfactory learning environment must be established and maintained. All staff is expected to utilize a Positive Behavior Support (PBS) philosophy, preventative and intervention methods with students when establishing expectations and enforcing discipline rules, policies, and protocol.

Students have the rights to free inquiry and expression, due process, equal educational opportunity, freedom from discrimination, and freedom from excessive or undeserved distraction from their main purpose-achieving a quality education. In exercising these rights, staff and students have the responsibility to respect the rights, privileges and welfare of others.

This discipline code is intended to support the philosophy of Benson Polytechnic High School.

### **Student Code of Conduct**

1. I am respectful of myself and others.
2. I treat personal and school property with respect.
3. I create and maintain a safe and positive environment.
4. I act responsibly and accept consequences for my actions.
5. I am prepared to learn.
6. I am taking responsibility for my learning.

## **DRESS AND GROOMING CODE**

Responsibility for dress and grooming of a student rests with the student and their parents or guardians. However, the School Board and district administration have set standards for dress, grooming, and appearance to assure that the student's attire does not create a health or safety issue for the student or others, and does not disrupt the educational process (School Board Policy 4.30.012-P). Students may be directed to change dress or grooming if:

- The clothing could substantially interfere with the school climate or disrupt the educational process.
- The clothing is sexually suggestive or overly revealing (examples include bare mid-riffs, short shorts or skirt, visible undergarments, and see-through materials).
- The clothing is alcohol, tobacco, or drug-related, including advocating the use of such products.
- The clothing, jewelry or accessories are vulgar, lewd, obscene, or offensive.
- The clothing is demeaning to a particular person or group.

- The clothing or accessories are indicative of gang or secret society affiliation.
- The clothing is unclean or threatens the health or safety of others.
- Hats are allowed to be worn in school as long as they do not violate the PPS or Benson dress and grooming policy and guidelines.
- The wearing of hoods and other head gear (ex. Doo-rags, bandanas, etc.) are not allowed on the Benson campus.

A coach or advisor may alter these standards to fit specific sports or activities with the approval of the principal or principal designee. Students whose appearance violates one of these standards will be asked to correct the situation by wearing a school t-shirt or returning home to change their clothes. The student may return to school as soon as they comply with the rules and have changed into appropriate attire.

## **EXPANDED ELECTRONIC DEVICE POLICY**

Students may not use electronic devices in the classroom without teacher consent for classroom assignment learning purposes. All electronic devices should be out of sight and turned off in the classroom. Classrooms include shops, computer labs, library and other instructional areas. Electronic devices include cell phones, headphones, ipods, CD players, hand held games, and any other electronic distractions that have no place in the classroom.

Students may use electronic devices outside of the classroom during breaks and lunchtime.

Teachers may confiscate any electronic device during their class period. Failure to turn over an electronic device when requested is insubordination and can result in detention or suspension. Teachers may turn electronic devices over to an administrator with a referral for further action. The administrator will:

- a. First time- assign the student three days detention;
- b. Second-third time- return the electronic device to the parent;
- c. More than three- student must turn in their phone daily to the V.P. office.

If parents need to reach students during the school day, inform them to call the main office at (503)916-5100.

### **In summary:**

Leave your cell phone or other electronic devices at home, turned off, and out of sight in your pocket, purse, or in your backpack during class time.

## **STUDENT BEHAVIOR COMPACT**

All staff are expected to enforce the following rules and expectations with all students

All school rules, expectations, and related consequences are based upon maintaining a safe and positive school environment. There are four basic categories our student expectations fall into:

1. Maintain a positive learning environment – avoid serious disruption of the educational process. (Chronic lateness, skipping, wandering halls, respectful behavior)
2. Students attend Benson for a legitimate educational purpose – you are here to learn. (Give your best effort, keep gadgets at home, attend class)
3. Benson is a safe and healthy place to learn – do not act in a way that becomes a threat to others health and safety. (No fighting, play fighting, drive safe, don't jaywalk)
4. Respect school property and the property and rights of others – (No theft, graffiti, or property damage)

### **Rules and Expectations**

- 1 Students who skip or who are frequently late to class are subject to after-school detentions, suspension, removal to an alternative education placement, or expulsion. STUDENTS ARE TO REMAIN IN CLASS UNTIL THE END OF CLASS OR RELEASED BY THE INSTRUCTOR.
2. STUDENTS MUST HAVE A HALL PASS WHEN IN THE HALLS DURING CLASS TIME. It is the student's responsibility to obtain a pass before leaving the room. Teachers will not issue a hall pass during the first or last ten minutes of the period.
3. STUDENTS NEED PARENT PERMISSION TO BE RELEASED DURING THE SCHOOL DAY. Students will check-out at the Attendance Office when leaving school early, and check-in upon late arrival or after returning from an early dismissal for a scheduled appointment.
4. DRUGS AND ALCOHOL ARE FORBIDDEN AT SCHOOL. Students are not to use, possess, sell or transfer alcohol or illegal drugs or look-a-like substances at school or at school activities. Violations lead to a hearing that may result in suspension from school and school activities or expulsion from school. THE USE OF TOBACCO PRODUCTS IS PROHIBITED IN SCHOOL DISTRICT BUILDINGS AND GROUNDS AT ALL TIMES.
5. THE PARENT/GUARDIAN MUST MAKE ARRANGEMENTS WITH THE NURSE FOR STUDENTS TO RECEIVE MEDICATION. Any medication must be in the original labeled container and brought to the school nurse, otherwise, those in possession are in violation of the PPS Drug policy.
6. STUDENTS ARE EXPECTED TO RESPECT THE RIGHTS AND PROPERTIES OF OTHERS. Students should not litter. Cars and bikes should be ridden with consideration for the property and safety of individuals and the neighborhood/community. Be respectful to others at all times.
7. IT IS A FELONY TO POSSESS A FIREARM OR OTHER WEAPON ON SCHOOL PROPERTY. All violations of state weapons laws will be reported to School Police. Any student who brings a weapon to school faces federally mandated expulsion for 1 calendar year. Students may not possess knives, razors, (including look-a-likes) or any

other instruments capable of inflicting injury to person/property. Mace or pepper sprays are also prohibited.

8. **FIGHTING, ASSAULT, AND PHYSICAL ALTERCATIONS WILL NOT BE TOLERATED.** Students involved in physical confrontations will be suspended. This includes students who claim to be “play fighting”.
9. **SEXUAL HARASSMENT OF AN INDIVIDUAL STUDENT OR A GROUP OF STUDENTS IS PROHIBITED.** Examples: letters, notes, phone calls, touching, leaning over, cornering, pinching, sexually suggestive looks/glances, pressure for sexual favors, pressure for dates, sexual teasing, jokes, remarks or questions. Harassment or discrimination against persons on the basis of age, color, creed, disability, race, religion, sex or sexual orientation is prohibited and is subject to school discipline. **HAZING/INITIATION IN ANY FORM ARE STRICTLY PROHIBITED AND WILL NOT BE TOLERATED.** Students should report incidents involving hazing or initiation to a staff member.
10. **ELECTRONIC DEVICES. CELL PHONES, PAGERS, TEXTS MESSAGING, RADIOS, TAPE/CD/MP3 PLAYERS, GAME CONSOLES/UNITS, ETC. ALL ELECTRONIC ITEMS MUST REMAIN “OFF” AND OUT OF SIGHT WHILE in classroom.** Students disrupting the classroom or school climate with electronic devices may have the item confiscated.
11. **DRESS CODE/CLOTHING:** The school district prohibits clothing and/or displays which are: sexually suggestive, drug, alcohol, or tobacco related, vulgar, insulting, depicts violence, demeaning to a particular person or group, or indicative of gang membership. No head gear (du-rags, hats, bandanas, etc.), sagging pants, exposed undergarments, halter tops, tube tops, exposed midriffs, sheer clothing, extremely low neck lines, spaghetti straps, or inappropriately placed holes and/or tears in clothing, spike jewelry, hanging belts and chains. Note: Dresses, skirts, and shorts should be no shorter than fingertips extended when arms are fully extended to the side, or at the discretion of an administrator (an inseam that is at least about four (4) inches). Leggings, tights, or shorts worn beneath the skirt or shorts must meet the same criteria. Students may be directed by an administrator to change dress or grooming or to go home if it interferes with the learning process or school climate (See also page 18).
12. **STUDENTS WILL REGISTER THEIR CARS WITH BENSON HIGH SCHOOL.** Students who violate parking regulations and/or driving safety are subject to parking fines, towing, or removal (possible exclusion) from the parking lot.
13. **LOCKERS AND OTHER PLACES WHERE STUDENTS STORE BELONGINGS ARE THE PROPERTY OF THE SCHOOL** and may be checked at any time (by the School Administration) for dangerous and prohibited items. Student vehicles are also subject to search for dangerous or prohibited items while on school property.
14. **ALL PERSONAL AND ATHLETIC EQUIPMENT MUST BE KEPT IN LOCKERS.** Basketballs, footballs, soccer balls, skateboards, etc. may be taken out of lockers only at lunch, before or after school. These items are to be left in lockers during the school day, and their use is prohibited on school grounds.