



CHARTER SCHOOL

# MIDDLE SCHOOL (GRADES 5-8)

## DISCIPLINE POLICY

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## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### VISION

*TEP's Discipline Policy adheres to 3 guiding principles:*

- 1 - TEP aims to create a **positive** culture which emphasizes success and motivates students to succeed.
  
- 2 - Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at TEP should be **relational**; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with TEP's vision.
  
- 3 - TEP serves **all students**, no matter how challenging.

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

**LEVEL 1 INFRACTIONS**

LEVEL 1 INFRACTIONS	CONSEQUENCES/INTERVENTIONS
<ul style="list-style-type: none"> <li>➤ Student is out of uniform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respective SW/teacher reaches out to family to bring uniform, if able</li> <li>➤ Student is sent to grade level representative to change into spare uniform</li> <li>➤ Meeting with family and SW for recurring infractions</li> </ul>
<ul style="list-style-type: none"> <li>➤ Inappropriate behavior (e.g. talking) at assembly, hallway, or school-wide event <i>3+ times</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Student serves <b>1 session of Practice</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ Student practices appropriate replacement behavior</li> </ul>
<ul style="list-style-type: none"> <li>➤ Inability or refusal to follow class procedures, including:               <ul style="list-style-type: none"> <li>• Getting out of seat</li> <li>• Talking at inappropriate times</li> <li>• Calling out</li> <li>• Making noises</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 100px; margin-top: 10px;"> <p>On 3<sup>rd</sup> reminder or cue in a class period</p> </div>	<ul style="list-style-type: none"> <li>➤ Student serves <b>1-2 sessions of Practice</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ Optional “phone call” home (includes texting with family)</li> <li>➤ Student practices appropriate replacement behavior</li> <li>➤ Meeting with family for recurring infractions. Involve SW as needed</li> <li>➤ Consider processing within SEL, as applicable</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discriminatory language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student serves <b>1 session of Practice</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ 1:1 discussion for 1<sup>st</sup> time infraction</li> <li>➤ Required phone call home (student repeats language to parent/guardian)</li> <li>➤ Mediation and apology (within SEL, as applicable)</li> <li>➤ Meeting with family and SW after 2nd infraction</li> </ul>
<ul style="list-style-type: none"> <li>➤ Violating the food policy (e.g. gum-chewing, candy, seeds, any non-approved beverage, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1<sup>st</sup> time:</b> student is asked to put food away/dispose of it</li> <li>➤ Optional phone call home</li> <li>➤ <b>2<sup>nd</sup> time:</b> Lunch, P10, or After School Practice- must include contribution to the community’s cleanliness (i.e. sweep a classroom, support with snack ).</li> <li>➤ Mandatory phone call home and family can pick item up</li> <li>➤ <b>3+ violations:</b> will result in removal of food item and Lunch, P10, After School Practice or Zoom meeting with family and SW</li> </ul>
<ul style="list-style-type: none"> <li>➤ Theft or vandalism of community property (Pens/pencils, sports equipment, classroom materials intended for student use within the classroom, school lunch, books, clipboards)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Practice and restorative meeting with teacher</b></li> <li>➤ Reparations (apology, monetary, community service, etc.)</li> <li>➤ Optional counseling</li> <li>➤ Optional family meeting. Include SW as needed.</li> </ul>
<ul style="list-style-type: none"> <li>➤ First Infraction- Plagiarism (copying homework or in-class assignment)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Practice/meeting</b> with teacher to discuss ramifications of plagiarism</li> <li>➤ <b>Required phone call home</b></li> <li>➤ Re-do the assignment</li> </ul>
<ul style="list-style-type: none"> <li>➤ Inappropriate language, name-calling, or taunting; or participation in an inappropriate verbal altercation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student serves <b>1-3 sessions of Practice</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ <b>Required phone call home</b> (student repeats language to parent/guardian)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Roughhousing/ Inappropriate Touch</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student serves <b>1-3 sessions of Practice</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ <b>Required phone call home</b></li> <li>➤ Required psycho-education for inappropriate touch</li> <li>➤ Meeting with family and teacher for recurring infractions. Include SW as needed</li> </ul>

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<ul style="list-style-type: none"> <li>➤ Disrespect towards a teacher or supervising adult (rolling eyes, sucking teeth, attitude issues, acts of frustration)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Lunch, P10 or After School Practice 1-3 days</b> (can include a restorative Zoom meeting with teacher after dismissal)</li> <li>➤ <b>Required phone call home</b></li> <li>➤ Family Meeting if behavior doesn't improve</li> <li>➤ Meeting with family and teacher for recurring infractions. Include SW as needed</li> </ul>
<ul style="list-style-type: none"> <li>➤ Inappropriate use or ringing of cellphones/electronics (cellphones are permitted but they must be turned off and stored in lockers- no exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1<sup>st</sup> infraction:</b> Item is temporarily removed by teacher.</li> <li>➤ <b>Required call home.</b> Item returned at the end of day.</li> <li>➤ <b>2<sup>nd</sup> infraction:</b> Item will be temporarily removed from student's possession. Teacher calls parent. Meeting with family. Item is picked up from respective SW/main office by parent/guardian.</li> <li>➤ <b>For those who have committed repeated infractions,</b> a plan will be developed between faculty and family where student does not have access to the item during the school day as approved by Principal/Director/Assistant Dir. (e.g. phone is dropped off upon entry to building)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Wearing hats at any time</li> <li>➤ Wearing hoodies in the building (includes hoodies under uniform shirt)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is asked to remove hat or hoodie</li> <li>➤ Hat/hoodie is temporarily removed from student's possession by teacher if student refuses</li> <li>➤ Phone call home (includes texting with family)</li> <li>➤ <b>1<sup>st</sup> infraction</b> - returned at end of day</li> <li>➤ <b>2<sup>nd</sup> infraction</b> – picked up by parent/guardian</li> </ul>
<ul style="list-style-type: none"> <li>➤ Visiting locker during non-approved times</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1 session of Practice</b></li> <li>➤ Review locker visit expectations</li> <li>➤ Organize backpack if this is the reason for locker visit</li> <li>➤ Review Level 2 protocol for recurring violation of visiting locker</li> </ul>

### PROTOCOL FOR LEVEL 1 INFRACTIONS

1. Level 1 Consequences/Interventions can only be applied for Level 1 infractions as defined in the chart above.
2. The teacher will enter Level 1 infractions in the SIS discipline section.
3. Each day there will be practice as follows:
  - Each teacher is responsible for the student(s) they assigned practice to and will monitor the 'task' for that student.
  - For multi-day practices, student should have a task to complete for each day (reflection, mediation conversations, etc.)
  - Practice may be assigned in increments of time (5, 10, 15 minutes, etc.) and can occur before or after school, during lunch, Period 10, or virtually. For practices assigned before or after school, please ensure that family consent has been obtained and that the Operations and Leadership team are informed.
  - If 2 or more teachers assign practice to the same student on the same day, the student will serve their time at the discretion of the grade level.
  - Grade levels determine which teachers monitor students who are in practice for an out-of-class (e.g. hallway) offense.

**FOR CONSISTENT LEVEL 1 INFRACTIONS**—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the TEP community within a 2 week period (as documented in SIS).

- **PSS (Parent-Shadow Suspension):** The parent/guardian of the student will be contacted by the teacher or social worker and asked to supervise their student in the class where the offenses have taken place. The parent/guardian will also participate in a conference with the teacher, social worker, and Leadership Team when applicable.

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- **TSS (Teacher-Shadow Suspension):** A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may be served with an individual teacher, grade level team, or on another grade depending on the nature of the offenses.
- **Team Intervention:** The student and a parent/guardian will be asked to attend a meeting with all of the teachers and the social worker on that grade-level team. At this meeting, the team and the student's family will come together to design a specific intervention plan. They will also schedule a follow-up conference within 2 weeks of the initial meeting to track the student's progress.
- **After-School Intervention:** A grade-level team may design an after-school intervention program in specific situations with approval from the Head of School/Director/Assistant Director and parent/guardian. If approved, all logistics must be emailed to [admin@tepcharter.org](mailto:admin@tepcharter.org)
- **Student Exchange Program:** Teachers may only send a student out of the room for a Level 1 Offense as part of an approved *Student Exchange Program*. While not recommended, teachers may develop an agreement with another teacher who will accept students who are sent out of the room. All student exchange agreements must be e-mailed to the Head of School/Director/Assistant Director and grade level social worker prior to implementation. In certain circumstances, a Student Exchange Program can be approved after the initial exchange. Agreements should adhere to the following guidelines:
  - A student who is sent to another teacher's room must be sent with a pass and a responsible student escort and the specified amount of time of the removal (up to 15 minutes).
  - Any teacher who sends a student out of the room as part of the student exchange program must still assign that student the relevant Level 1 infraction, which must be entered in SIS.
  - Any teacher who sends a student out of the room as part of the Student Exchange Program must call the family following each use of the Student Exchange Program.
  - If a student has been sent out of the room 3 times from the same class, the teacher in collaboration with the family and grade level team need to develop an alternative intervention at a family meeting. The student exchange program is no longer an option for that student.

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**LEVEL 2 INFRACTIONS**

LEVEL 2 INFRACTIONS	CONSEQUENCES/INTERVENTIONS
<ul style="list-style-type: none"> <li>➤ Flagrant Plagiarism/Cheating (can include repeat infractions of copying)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2-3 sessions of Practice or 1 day of ISS</b></li> <li>➤ Counseling with Social worker</li> <li>➤ SW facilitates peer-to-peer mediation as needed</li> <li>➤ Meeting with parent(s), student(s), teacher and SW</li> <li>➤ <b>1<sup>st</sup> infraction-</b> opportunity to redo work</li> <li>➤ <b>2<sup>nd</sup> infraction-</b> 0 on assignment</li> </ul>
<ul style="list-style-type: none"> <li>➤ Leaving class without permission or failing to attend a class (e.g. “cutting”)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Call office/post 1 to inform that student has walked out of class</li> <li>➤ Student will make up double the amount of class time missed (to be served during lunch practice, another period, before breakfast beginning at 7am, or after-school at the grade team’s discretion).</li> </ul>
<ul style="list-style-type: none"> <li>➤ Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Director/Asst. Dir.)                             <ul style="list-style-type: none"> <li>○ Cursing at a teacher</li> <li>○ Refusal to accept consequence</li> <li>○ Malicious act of defiance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Optional removal from class to office</b></li> <li>➤ 1-5 days combination of Practice sessions, Teacher Shadow Suspension (TSS) or In School Suspension (ISS)</li> <li>➤ Meeting with parent(s), student(s), teacher and SW</li> <li>➤ Counseling with Social Worker (minimum 3 sessions)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Extreme bullying (physical, verbal or cyber)                             <ul style="list-style-type: none"> <li>○ Persistent bullying OR</li> <li>○ A serious act of bullying</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ 1-5 days combination of Practice sessions or In-School Suspension (ISS)</li> <li>➤ Counseling with Social Worker (minimum of 3 sessions)</li> <li>➤ Parent meetings for student who caused harm and individual who experienced bullying (either together or separately)</li> <li>➤ Public acknowledgement of infraction (i.e. post an apology on social media site where offense took place, apology in front of class, etc.)</li> <li>➤ SW facilitated peer-to-peer mediation</li> </ul>
<ul style="list-style-type: none"> <li>➤ Theft/vandalism of the property of a teacher, student, or school (personal property or high-value item which is property of the school) or theft of community property (i.e. local bodega)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ 1-5 days of In-School Suspension (ISS)</li> <li>➤ 3-7 hours of community service</li> <li>➤ Counseling with Social Worker</li> <li>➤ Meeting with families, student(s), teacher and SW</li> <li>➤ GLT explores opportunities for community service or reparation</li> </ul>
<ul style="list-style-type: none"> <li>➤ Physical altercation</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ 1-5 days of In-School Suspension (ISS)</li> <li>➤ Counseling with Social Worker (minimum of 3 sessions)</li> <li>➤ Meeting with parent(s), student(s) and SW</li> <li>➤ SW facilitates peer-to-peer mediation</li> </ul>
<ul style="list-style-type: none"> <li>➤ Sexual Harassment (includes sexting)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ Parent meetings for student who caused harm and student who has experienced sexual harassment (either together or separately)</li> <li>➤ 1-5 days of In-School Suspension (ISS)</li> <li>➤ Research based assignment on sexual harassment</li> <li>➤ Counseling with Social Worker (minimum of 3 sessions)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Possession of a weapon or an illicit substance (drugs or alcohol)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ Notification of local law enforcement</li> <li>➤ 3-5 days of In-School Suspension (ISS)</li> <li>➤ Counseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency</li> <li>➤ Meeting with family, student(s), teacher(s) and SW</li> </ul>
<ul style="list-style-type: none"> <li>➤ Assault/physical aggression towards a staff member (Assault is defined as intentionally attempting to cause or causing physical harm to</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Immediate removal from class to office</b></li> <li>➤ Notification of local law enforcement (as necessary)</li> <li>➤ 3-5 days of ISS or TSS</li> </ul>

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*updated v08-13-2022*

<p>another individual – hitting, pushing, punching, kicking, throwing objects).</p>	<ul style="list-style-type: none"> <li>➤ 1-2 days of Alternate Schedule- (see proceeding menu for consistent infractions)</li> <li>➤ Counseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency</li> <li>➤ Meeting with family, student(s), teacher(s) and SW</li> <li>➤ SW supports facilitation of restorative meeting with teacher</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recurring violation of visiting locker during non-approved times (as noted on SIS)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2<sup>nd</sup> infraction:</b> Teacher escort to locker during P1 for 3 days</li> <li>➤ <b>3<sup>rd</sup> infraction:</b> Lost locker privileges for 1 week                             <ul style="list-style-type: none"> <li>○ Must include plan for phone drop-off and pick-up</li> </ul> </li> </ul>

**For all Level 2 infractions parents/families will be notified by Social Worker and follow up meetings will be scheduled.**

### PROTOCOL FOR LEVEL 2 INFRACTIONS

1. For a level 2 infraction, the teacher calls the office or Post 1 to request removal of a student from class. Head of School/Director/Assistant Director/Safety Officer/SW will come to escort the student. If the student leaves the classroom without permission, the teacher will immediately call the office or Post 1 and give the name and location of the student who walked out. NO student should be escorted to the office by another student.
2. If the student has committed a Level 2 infraction, Grade Level Social Worker will call the student’s parent/guardian to give a brief report of the incident. The student will then be escorted to the reflection space where they will be supported by the Student and Family Intervention Specialist. If the Level 2 infraction requires notification of the local law enforcement agency (e.g. possession of a weapon or an illicit substance, assault, etc.), the Grade Level Social Worker will notify the local law enforcement agency and the parent/guardian will be asked to come pick their child up from school for the remainder of the day.
3. As soon as possible (but no later than 5:30 p.m. on the day of the incident), the supervising teacher must submit the Level 2 incident in SIS.
4. Head of School/Director/Assistant Director will review all Level 2 offenses to determine and approve consequences, which will be communicated to the grade level team.
5. The Grade Level Social Worker coordinates a meeting with the parent/guardian, the supervising teacher, and (if needed) the Head of School/Director/Assistant Director. If the Level 2 infraction is Blatant/Extreme disrespect of a teacher, then that teacher (not the social worker) is responsible for calling home and organizing the parent meeting.

**FOR CONSISTENT LEVEL 2 INFRACTIONS:** For consistent Level 2 infractions (defined as three Level 2/ISS incidents within a trimester) the Grade Level Teams must come together to discuss the individual student’s case, conduct a family meeting, and develop alternatives to ISS for future incidents. The Student & Family Intervention Specialist (SFIS) will notify the appropriate grade-level team and the Head of School/Director/Assistant Director after the 3rd Level 2 offense.

- **TSS (Teacher-Shadow Suspension):** A teacher may request TSS with a student as outlined in Level 2 Protocols. TSS may be served with an individual teacher, grade level team, or on another grade depending on the nature of the infraction. Teacher will monitor the student’s work production and behavior on an ISS point sheet.
- **Alternate Schedule:** The respective grade level team may make a recommendation for an alternate schedule to the Head of School/Director/Assistant Director. Upon approval, the team will create a substitute program for the identified student; an intervention which will be reassessed every week. This schedule will allow the young person to work with all grade level teachers on a daily basis, and access all content material and homework. The student will not participate in their regular class schedule, but instead be supervised by teachers on grade level. Student’s progress will be tracked through an ISS point sheet.
- **AGSS (Alternate Grade Shadow Suspension):** A student will transition into another grade for a day. This intervention will first be explored by respective Grade Level Leads and approved by the Head of School/Director/Assistant Director. Once approved,

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teachers will provide work to the Grade Level Lead by 8am on the morning of the intervention. Social Worker will support and facilitate the student's transition into the other grade. Teachers will monitor student's work production and behavior on the ISS point sheet and provide appropriate points after each period. If student is unable to meet the designated points by the end of the day, they may need to complete another day of AGSS or a day in ISS.

### **WHAT IS EVERY GRADE LEVEL TEACHER'S ROLE WHEN A STUDENT IS ASSIGNED TO ISS OR TSS?**

- All teachers should provide work or exams that the student should complete while in ISS or TSS. This work must be submitted to the Student & Family Intervention Specialist (for ISS) or the Supervising TSS Teacher by 8:00 a.m.
- All teachers on the grade level must check-in with the student at least once during the day of ISS to discuss and monitor student progress. These check-ins should last at least 5-10 minutes.

### **WHAT IS THE GRADE LEVEL SOCIAL WORKER'S ROLE WHEN A STUDENT IS ASSIGNED TO ISS?**

- Social workers will contact parents as soon as possible after the Level 2 incident occurs. They will arrange for parent pick-up as necessary and escort the student to the reflection space.
- Social workers will coordinate a family meeting which will involve the student(s), teacher(s), Head of School/Director/Assistant Director as necessary.
- Social workers will counsel any student assigned to ISS for a minimum of one session. In this session, social workers will help the students to process the incident that occurred and provide mediation between multiple students or between student and teacher, as necessary.

### **WHAT IS THE ROLE OF THE STUDENT AND FAMILY INTERVENTION SPECIALIST (SFIS) WHEN A STUDENT IS ASSIGNED TO ISS?**

- Manage students assigned to the reflection space or other designated area.
- Request and collect student work from teachers as necessary.
- Monitor student performance throughout the day with the ISS Student Progress Report.
- Total the student's daily ISS points and enter in SIS (along whether the student completed the day successfully)
- Keep record/folder of: (1) ISS Progress Report (2) ISS Student Reflection, and (3) Completed Work.

### **WHAT IS THE SUPERVISING TEACHER'S ROLE WHEN A STUDENT IS ASSIGNED TO TSS?**

- Upon receiving approval, the teacher should email a request to the grade-level team for work the offending student can do while serving TSS. Student will begin TSS by first convening with their social worker and reviewing the expectations for the day.
- Grade level teams who request TSS with multiple teachers or on another grade should create a schedule for the student and provide work in a timely fashion.
- Monitor student performance throughout the day using the ISS Progress Report. This practice communicates to the student in a quantifiable way how their behavior and work production are meeting expectations. If the student does not earn the necessary points, they may be required to complete another day (or necessary periods) of TSS or a day in ISS to fulfill their points.
- Email Social Worker to request a time that day to meet with the student for counseling. In the event that TSS is served with multiple teachers, or on another grade, the Social Worker will take lead in coordinating one counseling session during the day.
- If a student is not cooperating in TSS, the supervising teacher will: communicate with the Head of School, Director, or Assistant Director to have the student removed from TSS. Head of School, Director or Assistant Director must approve for the student to be transitioned to ISS from TSS.
- By 5:00 p.m. daily, provide the completed point sheet to TEP's SFIS to input final score into SIS.



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### **SPECIAL DISCIPLINARY SAFEGUARDS FOR STUDENTS WITH DISABILITIES**

1. Students with disabilities who incur a consequence such as ISS, Independent Study (or any other consequence that involves removal from class) will receive the same alternative education (i.e. work provided by teachers, teacher meetings with student to review material, etc.) provided to all other students who are similarly removed.
2. In cases where a student with a disability incurs a suspension that lasts more than 10 consecutive school days:
  - The parent/guardian of the student will be sent a procedural safeguards notice that delineates the student's and family's rights.
  - The school will notify the NYC Department of Education of the suspension immediately.
  - School staff with knowledge of the incident and the student's prior behavior will participate in the Manifest Determination Review (MDR) meeting scheduled by the DOE. The purpose of this meeting is to determine if the conduct that led to the removal was a manifestation of the child's disability.
  - The school will ensure that school staff will provide information to and participate in an IEP meeting to determinate alternative education and services for the student.
  - The school will ensure that the alternative education and special education services determined by the IEP team are actually implemented during the suspension.
3. In cases where a student with a disability incurs suspensions that last fewer than 10 consecutive school days but that add up to a total of more than 10 school days during the school year, the school will determine this to be a pattern that constitutes a disciplinary 'change of placement' if at least one of the following criteria has been met:
  - The student's behavior that led to the suspensions is substantially similar across incidents
  - The suspensions occur within a condensed timeframe (i.e. the suspensions are close in time to one another)

In cases where the school has determined that the suspensions DO constitute a pattern and that a disciplinary change of placement HAS occurred, the school will follow the same procedures documented in #2 above.

In cases where the school has determined that the suspensions do NOT constitute a pattern, the school will still hold a meeting with relevant school staff members (such as grade level teachers, the special education teacher, the special education coordinator, etc.) to determine and provide alternative education and special education services to ensure progress towards IEP goals and participation in the general education curriculum.

4. TEP may remove a student with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student
  - Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
  - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
  - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

In cases where the school has removed a student with a disability to an interim alternative educational setting for not more than 45 school days, the school will follow the same procedures documented in #2 above.



CHARTER SCHOOL

## DISCIPLINE POLICY

# Elementary Campus (Grades 2-4)

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*updated v08-13-2022*

### VISION

*TEP's Discipline Policy adheres to 3 guiding principles:*

- 1 - TEP aims to create a **positive** culture which emphasizes success and motivates students to succeed.
- 2 - Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at TEP should be **relational**; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with TEP's vision.
- 3 - TEP serves **all students**, no matter how challenging.

## TEP CHARTER SCHOOL DISCIPLINE POLICY

updated v08-13-2022

### LEVEL 1 INFRACTIONS & CONSEQUENCES

LEVEL 1 OFFENSES	CONSEQUENCES
<ul style="list-style-type: none"> <li>Refusal to follow class procedures, which may include classroom rules about talking out of turn intentionally, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Timed Practice (using timer) during next Brain Break.</li> <li>➤ After 3<sup>rd</sup> infraction in 1 day, Lunch Reflection: 10- 20 minutes.</li> <li>➤ Call to parent by supervising adult.</li> </ul>
<ul style="list-style-type: none"> <li>Tantrums--defined as outburst (disruptive to the whole class) lasting for 2 minutes or longer (after 2 weeks of school).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tantrum is timed by supervising adult</li> <li>➤ Lunch Reflection: 10- 20 minutes.</li> <li>➤ Call to parent by supervising adult.</li> </ul>
<ul style="list-style-type: none"> <li>Inappropriate or discriminatory language (indirect, not towards another person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lunch Reflection: 10- 20 minutes</li> <li>➤ Call to parent by supervising adult; the student must tell the family member the word they said.</li> <li>➤ After second infraction; family is invited to meet with social worker to discuss the words used, discusses learned language, and strategies to prevent re-occurrence</li> </ul>
<ul style="list-style-type: none"> <li>Name-calling, or taunting; or participation in an inappropriate verbal altercation (direct, aimed at another person)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Removal from the situation for 5 to 10 minutes (timed). Student stays in classroom.</li> <li>➤ Lunch Reflection: 10- 20 minutes.</li> <li>➤ Parent phone call (all parties involved) by supervising adult; student repeats name-calling language to parent/guardian</li> <li>➤ Apology, moderated by teacher, during lunchtime. Social worker may support process.</li> </ul>
<ul style="list-style-type: none"> <li>Level 1 Physical Contact: Includes play-fighting/roughhousing, unintentional harm, minor contact [*See 'Level 2 Physical Contact' for difference between two levels.]</li> </ul>	<ul style="list-style-type: none"> <li>➤ Removal from the situation for 5 to 10 minutes (timed). Student stays in classroom.</li> <li>➤ Lunch Reflection: 10- 20 minutes.</li> <li>➤ <b>After 3<sup>rd</sup> infraction in 1 week; Social Worker initiates CSM process.</b> Goal chart and isolated seating may be proposed as an intervention with clear timeframes for re-integrated seating.</li> </ul>
<ul style="list-style-type: none"> <li>Disrespect directed towards a teacher or supervising adult that is not physical in nature (rolling eyes, sucking teeth, attitude issues, acts of frustration: stomping, throwing, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lunch Reflection: 10- 20 minutes.</li> <li>➤ Apology (with support from Social Worker if needed) during lunch.</li> <li>➤ After 3<sup>rd</sup> infraction in 1 week, becomes a Level 2 (see Extreme Disrespect).</li> <li>➤ <b>After 3<sup>rd</sup> infraction in 1 week; Social Worker initiates CSM process.</b></li> </ul>
<ul style="list-style-type: none"> <li>Inappropriate behavior in the hallway/outdoor transition areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ On 3<sup>rd</sup> reminder in 1 day, student completes hallway practice during lunch reflection (10-20 minutes).</li> <li>➤ If behavior occurs when student is not with whole class (e.g. throwing out food), then student's hallway privilege is removed for 5 school days.</li> <li>➤ Parent phone call (supervising adult should make the call)</li> </ul>
<ul style="list-style-type: none"> <li>Inappropriate bathroom behavior</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lunch Reflection: 10- 20 minutes.</li> <li>➤ Supervising adult will check the trailer bathroom before and after student use to ensure appropriate bathroom behavior is being followed.</li> <li>➤ Parent phone call (supervising adult should make the call).</li> </ul>

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

<ul style="list-style-type: none"> <li>Minor theft or minor vandalism, of school property (pens/pencils, toys, classroom materials intended for student use, sports equipment, school lunch, books, clipboards)</li> </ul>	<ul style="list-style-type: none"> <li>Lunch Reflection: 10-20 minutes.</li> <li>For stolen items: replacing stolen items (e.g. pencils)</li> <li>For vandalism: cleaning / helping to repair the vandalized area.</li> <li>Parent phone call (supervising adult should make the call)</li> <li>After 2<sup>nd</sup> infraction becomes a level 2-Mandatory family meeting scheduled by social worker.</li> </ul>
<ul style="list-style-type: none"> <li>Bringing unauthorized personal toys to school</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> offense: Student puts toy away in backpack; teacher calls parent/guardian to ensure toy is not brought back to school</li> <li>2<sup>nd</sup> offense: Removal of item. Item is kept locked away in teachers cabinet.</li> <li>Parent phone call (supervising adult should make the call).</li> </ul>
<ul style="list-style-type: none"> <li>Violating the food policy (e.g. gum-chewing, candy, shelled seeds, any non-water beverage, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> offense: Food item is removed by teacher; teacher calls parent/guardian to ensure food item is not brought again. Food is returned to the student at the end of the day.</li> <li>Repeated offenses (2 or more within 1 month period): Teacher informs Social Worker, social worker schedules an in-person family meeting to discuss food policy</li> </ul>
<ul style="list-style-type: none"> <li>Academic dishonesty / Cheating</li> </ul>	<ul style="list-style-type: none"> <li>Lunch Reflection: Discussion regarding cheating &amp; drawn or written reflection (10-20 minutes in length).</li> <li>Student re-does assignment during lunch practice.</li> <li>Parent phone call (supervising adult should make the call).</li> <li>After 2<sup>nd</sup> offense become a level 2 infraction, with a mandatory family meeting facilitated by grade level social worker.</li> </ul>
<ul style="list-style-type: none"> <li><i>Out of uniform*</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Supervising teacher should escort student to the main office where s/he will be given a substitute uniform. At the end of the day (during pack-up time), the student should be escorted back to the main office to change back into his/her clothes and to return the borrowed uniform items.</i></li> <li><i>Social Worker call to parent/guardian to brainstorm solutions and prevent re-occurrence.</i></li> </ul>
<ul style="list-style-type: none"> <li><i>Lateness*</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Upon 3<sup>rd</sup> lateness in a trimester, Social Worker will call family to brainstorm solutions and prevent re-occurrence.</i></li> <li><i>Upon 6<sup>th</sup> lateness in a trimester, Social Worker schedules in person family meeting to create concrete plan to prevent re-occurrence.</i></li> </ul>

*\*The above infractions are meant to be input in SIS for tracking purposes only. We recognize that being out of uniform and late to school is largely not a reflection of student choices.*

**FOR CONSISTENT LEVEL 1 OFFENSES ESCALATED TO LEVEL 2**—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the TEP community within a 2 week period (as documented in SIS).

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

**LEVEL 2 INFRACTIONS & CONSEQUENCES**

LEVEL 2 OFFENSES	CONSEQUENCES
<ul style="list-style-type: none"> <li>Leaving classroom or location without permission and with deliberate intent to flee or cause significant harm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher immediately radios a Level 3.</li> <li>➤ Lunch Reflection: 30 minutes.</li> <li>➤ Mandatory family meeting scheduled by the social worker within 24 hours of incident.</li> </ul>
<ul style="list-style-type: none"> <li>Extreme persistent bullying (physical or verbal)</li> <li>Extreme discriminatory language (consistent or 1-off)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Immediate removal from class to Social Worker space for a minimum of 30 minutes; discussion regarding bullying &amp; drawn or written reflection.</li> <li>➤ Participate in a learning exercise to broaden perspectives around the impact of bullying and discrimination.</li> <li>➤ Lunch Reflection: 30 minutes.</li> <li>➤ All families involved are notified immediately by Social Worker</li> <li>➤ Required family meeting (for family of offender) with Social Worker</li> <li>➤ Apology, moderated by Social Worker, during Recess or Flex Time.</li> <li>➤ Minimum of 1 counseling session with social worker.</li> </ul>
<ul style="list-style-type: none"> <li>Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Principal or Asst. Principal): cursing at a teacher, refusal to accept consequence, malicious act of defiance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Optional: Immediate removal from class to Social Worker space for a minimum of 30 minutes; discussion regarding extreme disrespect &amp; drawn or written reflection</li> <li>➤ Lunch Reflection: 30 minutes.</li> <li>➤ Required family meeting with teacher and Social Worker within 24 hours of incident.</li> <li>➤ Mandatory mediation between student and teacher led by social worker prior to re-integration. During mediation alternative strategy to express frustration are discussed.</li> </ul>
<ul style="list-style-type: none"> <li>Major theft or major vandalism of the property of a teacher, a student, the school, or the larger community (personal property or any high-value item)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lunch Reflection: 30 minutes.</li> <li>➤ For stolen items: replacing stolen items.</li> <li>➤ For vandalism: cleaning / helping to repair the vandalized area.</li> <li>➤ Required family meeting with Social Worker.</li> <li>➤ Minimum 1 follow-up counseling sessions with Social Worker</li> </ul>
<ul style="list-style-type: none"> <li>Physical altercation (i.e. fight)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Immediate removal from situation to Social Worker space for a minimum of 30 minutes; if multiple students are involved, students 'cool down' occurs in separate space.</li> <li>➤ Social Worker notifies all families involved immediately.</li> <li>➤ Lunch Reflection: 30 minutes.</li> <li>➤ ALL available teachers meet with students to discuss how infraction affects community.</li> <li>➤ Peer mediation, led by Social Worker during Recess or Flex Time. Students may NOT participate in subsequent recess or flex time until mediation has been completed.</li> <li>➤ Required family meeting with Social Worker for all offending students within 24 hours.</li> </ul>

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

<ul style="list-style-type: none"> <li>• Level 2 Physical Contact: includes intentionally hitting, punching, etc.</li>   <li>Does <i>not</i> include a physical altercation (fight), which is a different Level 2 offense</li> <li>Does not include Level 1 physical contact</li> </ul>	<ul style="list-style-type: none"> <li>➤ Upon offense , student is removed from class to Social Worker space for a minimum of 30 minutes, discussion regarding inappropriate touching &amp; drawn or written reflection</li> <li>➤ Required family meeting with Social Worker</li> <li>➤ Lunch Reflection: 30 minutes</li> <li>➤ Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency</li> </ul>
<ul style="list-style-type: none"> <li>• Possession of a weapon or an illicit substance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Immediate removal of weapon or substance from student</li> <li>➤ Family is called for immediate in-person meeting with Social Worker &amp; Director or Assistant Directors.</li> <li>➤ Notification of local law enforcement as needed.</li> <li>➤ 1-5 Days combination Lunch Reflection or In School Suspension (ISS)</li> <li>➤ Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency.</li> </ul>
<ul style="list-style-type: none"> <li>• Assault/physical aggression towards a staff member (Assault is defined as intentionally causing physical harm to another individual-hitting, pushing, punching, kicking, throwing objects).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Immediate removal from situation to Social Worker space. The amount of time student is removed is decided in conference with Principal and/or Assistant Directors.</li> <li>➤ Family is called for immediate in-person meeting with Social Worker &amp; Principal or Assistant Directors.</li> <li>➤ Notification of local law enforcement as needed.</li> <li>➤ Assistant Directors work with staff member who was assaulted as well as Grade Team to determine a re-integration timetable and plan for the student prior to re-integration</li> <li>➤ 1-5 Days combination Lunch Reflection or In School Suspension (ISS)</li> <li>➤ Social worker leads mediation between staff member and student before student is re-integrated into class/bus.</li> </ul>

**FOR CONSISTENT LEVEL 2 OFFENSES:** For consistent Level 2 offenders (defined as three Level 2 within a trimester) the Grade Level Teams must come together to discuss the individual student’s case, conduct a family meeting, and develop alternatives to consequences listed in the discipline protocol for future incidents. The Grade Level Social worker will notify the appropriate grade-level team and the Principal/Director/Assistant Director after the 3rd Level 2 offense.

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### KEY PROTOCOLS FOR LEVEL 1S AND 2S

#### 1. Lunch Reflection:

- Lunch Reflection will take place in T12 or the child’s classroom (homeroom, music, or P.E.).
- Lunch Reflection should be chosen as the proposed intervention when completing a level 1 or 2 report.
- The teacher/staff member who observed the infraction should supervise Lunch Reflection for the student.
- For level 1 offenses, the length of lunch practice should be 10-20 minutes. For all level 2 offenses, the minimum Lunch Reflection is 30 minutes long.
- During Lunch Reflection, the supervising teacher/staff member should engage in a meaningful discussion with the student.
- During Lunch Reflection, the student should complete a written or drawn reflection.
- For specialists or solo teachers, if Lunch Reflection is needed, another grade level teacher will provide lunch coverage so the teacher can facilitate lunch practice.
- The grade level social worker should be present to observe and support, as needed (when a counseling session is not scheduled).
- The supervising teacher should connect with the grade level social worker when the lunch practice is complete.

#### 2. Student Elopement Protocol

The table below outlines the plan of support when a student runs out of the classroom or away from an adult. Individual roles and responsibilities are outlined below, and it is the expectation of all individuals to internalize these expectations.

<b>When a student runs out of the classroom or away from an adult...</b>	
<b>TEACHER</b>	<ul style="list-style-type: none"> <li>• Teacher radios “Level 3 _ Student name _ location on campus”</li> <li>• <i>If teacher is solo, teacher remains with the full class of students and moves to the threshold, if possible, to keep eyes on departing student while radioing.</i></li> <li>• By EOD the day of said Level 3, homeroom teacher must enter as a Level 2 into SIS and include all relevant details and trigggers.</li> <li>• If multiple Level 3s occur, the teacher must enter each isolated level as an individual entry, unless already agreed upon between teacher and campus leaders.</li> </ul>
<b>SECURITY</b>	<ul style="list-style-type: none"> <li>• Upon hearing the Level 3 radio call, Post 1 immediately closes the Main Gate.</li> <li>• Post 1 confirms that the Main Gate is closed over the radio (e.g. “Main Gate secured.”)</li> <li>• Post 1 remains stationed at Main Gate and ensures that the child does not exit the campus.</li> <li>• Post 2, if on campus, first closes the gates to the field/bleachers (1 at T30 and another next to T15). Then, Post 2 reports to the elopement location that the teacher shared over the radio. The field/bleachers gate should only be closed if the student is NOT on the field.</li> <li>• Security should maintain eyes on the student, but should not physically intervene or restrain the student unless the student is in significant danger (i.e. attempting to scale the perimeter fence).</li> <li>• If Post 1 or Post 2 locates the student, immediately radio, “Student Name_secured_location on campus.”</li> </ul>
<b>FACILITIES</b>	<ul style="list-style-type: none"> <li>• If Post 2 is not on campus (i.e. before 10AM), a member of the Facilities Team will immediately close the gates to the field/bleachers (1 gate at T30 and another next to T15). The field/bleachers gate should only be closed if the student is NOT on the field.</li> <li>• If Facilities locates the student, immediately radio, “Student Name_secured_location on campus.”</li> </ul>



## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

<b>OPERATIONS</b>	<ul style="list-style-type: none"> <li>• Available operations team members (DOO, OS, FOA) will immediately respond to Level 3 radio call and ensure the child is located.</li> <li>• Operations members should not physically intervene or restrain the student unless the student is in significant danger (i.e. attempting to scale the perimeter fence).</li> <li>• In the event that Post 2 and Facilities are unavailable, the remaining Ops/main office staff in T30 will assist in closing the gates to the field outside of this location.</li> <li>• If an Operations member locates the student, immediately radio, "Student Name_secured_location on campus."</li> </ul>
<b>SOCIAL WORK</b>	<ul style="list-style-type: none"> <li>• Social Work will immediately respond to Level 3 radio call and ensure the child is located.</li> <li>• If Social Work locates the student, immediately radio, "Student Name_secured_location on campus."</li> <li>• Once the child is located, Social Work will escort the student to the Social Work space. Social Worker should use the most independent manner to get the student inside; however, if the student presents as a harm to themselves or others (e.g. crawling under a trailer), Social Worker should implement the approved hold procedures to secure the child. At least one other adult should be present for this hold.</li> <li>• The cohort Social Worker will conduct an immediate student debrief and family meeting.</li> <li>• Student should stay with Social Work for at least 30 minutes to ensure emotional regulation before rejoining the class.</li> </ul>
<b>ALL OTHER STAFF</b>	<ul style="list-style-type: none"> <li>• If a staff member is free (prep, no students present, etc.), upon receipt of Level 3 radio call, said person should immediately respond to the call and join the team to ensure the child is located.</li> </ul>

### ***After Student Is Located:***

- Student is transitioned into a quiet space to debrief and de-escalate.
- Transitions resume for all classes; admin informs all teachers.
- Admin investigates/Interviews supervising adults to understand incident; incident is documented
- Student's family is contacted by Social Worker and an in-person family meeting is scheduled.

### 3. Requesting a Case Study Meeting

A Case Study Meeting can be proposed at any time by the Grade level Social Worker. However, a CSM must be implemented in the case of consistent level 1 or 2 offenses (as defined above) by the Grade Level Social Worker during a GLM meeting.

#### **Procedures for Requesting a CSM:**

1. **Social worker is responsible** for Informing AD via email that a CSM will be requested on behalf of a student and "why".
2. **Social worker is responsible for** emailing GLL requesting 25 min at the following GLM to present an individual case.
3. **Social worker is responsible for** sharing appropriate template (see discipline folder-P:\Early Childhood\Discipline\Protocol Case Study Meeting) 24 hours in advance of GLM.
4. **GLT is responsible** for reviewing information, and coming prepared to GLM with possible action items.
5. **GLT is responsible** for reconvening within a week to check in on action items.
6. **GLL is responsible** for sharing update with AD via appropriate template.
7. **GLT is responsible** for reconvening within **a three week period for a complete update on CSM.**

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### 4. Success Chart Intervention (SCI)

1. The homeroom teachers(s) will create a draft success chart and share with Social Work and Campus Leaders for review, refinement, and approval.
2. The homeroom teacher(s) present the success chart to the student and family to ensure alignment. Following the meeting with the student and family, the teachers will begin utilizing the success chart intervention consistently and with fidelity.
3. The homeroom teachers(s) present the success chart at the next Grade Level Meeting or Child Study Meeting to ensure alignment between all parties.
4. The homeroom teacher(s) should reevaluate the success of the intervention every six week, sharing updates with Campus Leaders, Social Workers, and Grade Level Teams.

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### **IN-SCHOOL SUSPENSION STRUCTURE & RESPONSIBILITIES**

#### **WHAT IS EVERY GRADE LEVEL TEACHER'S ROLE WHEN A STUDENT IS ASSIGNED TO ISS?**

- Homeroom teacher should provide work or exams that the student should complete while in ISS. This work must be placed in the Lunch Reflection Room by the start of ISS.
- All homeroom teachers and specials teachers on the grade level must check-in with the student at least once during the day of ISS to discuss and monitor student progress. Administration may check-in with the student.
- These check-ins should last at least 30 minutes. At the end of the session, supervising teacher should note whether or not the student stayed on task for the duration of the 30-minutes by marking a positive markaton or a negative markaton on tracking sheet. Student will be able to return to class when he/she serves 4 periods and earns 15 points (1/2 day ISS) or serves 8 periods and earns 32 points (1 day ISS).

#### **WHAT IS THE GRADE LEVEL SOCIAL WORKER'S ROLE WHEN A STUDENT IS ASSIGNED TO ISS?**

- Social workers will contact parents as soon as possible after the Level 2 incident occurs and the ISS consequence is agreed upon. They will arrange for parent pick-up as necessary and escort the student to the ISS room.
- Social workers will coordinate parent meeting which will involve the student, teacher(s), Principal/Director/Assistant Director as necessary.
- Social workers will counsel any student sent to ISS for a minimum of one session. In this session, social workers will help the students to process the incident that occurred and provide mediation between multiple students or between student and teacher, as necessary.

#### **WHAT IS THE SUPERVISING TEACHER'S ROLE WHEN A STUDENT IS ASSIGNED TO ISS?**

- Upon receiving approval, the homeroom teachers should create a schedule of work for the supervising adults.
- Homeroom teacher should create a schedule for the student session and ensure sign-ups from team members. Homeroom teachers should email schedule by the beginning of ISS to supervising adults and Directors.
- When student first arrives to school, he/she will check in with the breakfast teacher for attendance purposes. The student should then be escorted to ISS room by the first supervising teacher, where an initial conversation will take place around the expectations for the day.
- Monitor student performance throughout the day using the ISS Progress Report to give students a score for each period to monitor the student's behavior and communicate to the student in a quantifiable way how their behavior measures up. If the student does not earn the necessary points, they may be subject to another day of ISS.
- During ISS, the supervising teacher should not engage with the student through discussion, work assistance, etc. The supervising adult should allow the student to complete his/her work independently without inferring.
- Escort student to homeroom to receive lunch; transition student to ISS Room to eat lunch.
- Homeroom teacher will email Social Worker, copying Ads, to request a time that day to meet with the student for counseling.
- If a student is not cooperating in ISS, the supervising teacher will follow the Discipline Policy around reaching out for support.

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

- By 5:00 p.m. daily, SW enter the student's total points for the day in SIS (along with whether the student completed the day successfully or not).

### **SPECIAL DISCIPLINARY SAFEGUARDS FOR STUDENTS WITH DISABILITIES**

1. Students with disabilities who incur a consequence such as ISS, Independent Study (or any other consequence that involves removal from class) will receive the same alternative education (i.e. work provided by teachers, teacher meetings with student to review material, etc.) provided to all other students who are similarly removed.
2. In cases where a student with a disability incurs a suspension that lasts more than 10 consecutive school days:
  - The parent/guardian of the student will be sent a procedural safeguards notice that delineates the student's and family's rights.
  - The school will notify the NYC Department of Education of the suspension immediately.
  - School staff with knowledge of the incident and the student's prior behavior will participate in the Manifest Determination Review (MDR) meeting scheduled by the DOE. The purpose of this meeting is to determine if the conduct that led to the removal was a manifestation of the child's disability.
  - The school will ensure that school staff will provide information to and participate in an IEP meeting to determinate alternative education and services for the student.
  - The school will ensure that the alternative education and special education services determined by the IEP team are actually implemented during the suspension.
3. In cases where a student with a disability incurs suspensions that last fewer than 10 consecutive school days but that add up to a total of more than 10 school days during the school year, the school will determine this to be a pattern that constitutes a disciplinary 'change of placement' if at least one of the following criteria has been met:
  - The student's behavior that led to the suspensions is substantially similar across incidents
  - The suspensions occur within a condensed timeframe (i.e. the suspensions are close in time to one another)

In cases where the school has determined that the suspensions DO constitute a pattern and that a disciplinary change of placement HAS occurred, the school will follow the same procedures documented in #2 above.

In cases where the school has determined that the suspensions do NOT constitute a pattern, the school will still hold a meeting with relevant school staff members (such as grade level teachers, the special education teacher, the special education coordinator, etc.) to determine and provide alternative education and special education services to ensure progress towards IEP goals and participation in the general education curriculum.

4. TEP may remove a student with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student
  - Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
  - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
  - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

In cases where the school has removed a student with a disability to an interim alternative educational setting for not more than 45 school days, the school will follow the same procedures documented in #2 above.



## DISCIPLINE POLICY

# Early Childhood Campus (Grades K-1)

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## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### Vision

*TEP's Discipline Policy adheres to 3 guiding principles:*

1. TEP aims to create a **positive** culture which emphasizes success and motivates students to succeed.
2. Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at TEP should be **relational**; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with TEP's vision.
3. TEP serves **all students**, no matter how challenging.

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

**Please Note:**

- Teachers should exercise their “teacher tool belt” and leverage expertise in behavior management as a first line of action step.
- The purpose of levels is not to be punitive; it is an opportunity to track and observe behaviors. Said tracking allows for teachers, social workers and leaders to understand triggers, behaviors, and means to intentionally support the student by developing skills through interventions.

<b>TEP EARLY CHILDHOOD DISCIPLINE POLICY (K-1)</b>	
<b>LEVEL 1 OFFENSES</b>	<b>CONSEQUENCES</b>
Refusal to follow class procedures, which may include classroom rules about talking out of turn, etc.	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes after 3rd infraction in 1 day. Student practice to follow.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ If this is a continuous concern, supervising adult sets up a formal meeting with family.</li> </ul>
Tantrums (defined as outburst lasting for 2 minutes or longer)	<ul style="list-style-type: none"> <li>➤ Tantrum is timed by supervising adult.</li> <li>➤ Teacher(s) seek to understand root of the student tantrum.</li> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ If this is a continuous concern, supervising adult sets up a formal meeting with family.</li> </ul>
Inappropriate or discriminatory language (indirect, not towards another person)	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Student apologizes to class or student.</li> <li>➤ After second infraction; family is invited to meet with social worker to discuss the words used, discuss learned language, and strategies to prevent re-occurrence.</li> </ul>
Name-calling, or taunting; or participation in an inappropriate verbal altercation (direct, aimed at another person)	<ul style="list-style-type: none"> <li>➤ Students are removed from the immediate interaction (5-10 minutes timed break). Student who is receiving the verbal attack stays in the classroom.</li> <li>➤ Student will meet with grade level social worker and supervising teacher that observed the action to discuss the language used and its impact on the student and/or community.</li> <li>➤ Supervising adult contacts all families; student repeats name-calling language to parent/guardian.</li> <li>➤ Student apologizes to class or student. Social Worker may support process.</li> <li>➤ As needed, teacher(s) will have conversation with the class regarding the inappropriate verbal altercation to restore the classroom community.</li> <li>➤ Teacher will have conversation with the class regarding the inappropriate verbal altercation to restore the classroom community.</li> </ul>

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

<b>TEP EARLY CHILDHOOD DISCIPLINE POLICY (K-1)</b>	
<b>LEVEL 1 OFFENSES</b>	<b>CONSEQUENCES</b>
<p>Level 1 Physical Contact: Includes unsafe behavior such as play-fighting, roughhousing, throwing, and other minor contact *See 'Level 2 Physical Contact' for difference between two levels.]</p>	<ul style="list-style-type: none"> <li>➤ Student is removed from the situation for a 5-10 minute timed break at the calm-down corner to deescalate the student. If the calm-down corner is not effective, student can be supported outside the classroom</li> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ After 2nd infraction in 1 week; a mandatory family meeting will be held amongst grade level social worker and teacher(s).</li> <li>➤ Social Worker initiates CSM<sup>i</sup> process.</li> </ul>
<p>Disrespect directed towards a teacher or supervising adult that is not physical in nature (rolling eyes, sucking teeth, attitude issues, acts of frustration, stomping, etc.)</p>	<ul style="list-style-type: none"> <li>➤ Teacher will speak with student in-the-moment to address the disrespectful student words or action.</li> <li>➤ Student will make an apology (with Social Work support if needed) at a later time.</li> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Teacher calls the family if the behavior persists after the conversation.</li> <li>➤ After 3rd infraction in 1 week, the infraction becomes a Level 2 (see Extreme Disrespect).</li> <li>➤ After 3rd infraction in 1 week; Social Worker initiates CSM<sup>i</sup> process.</li> </ul>
<p>Inappropriate behavior in the hallway</p>	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes after 2nd infraction.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Supervising teacher will practice with student how to walk in the hallways.</li> </ul>
<p>Inappropriate behavior in the bus</p>	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes after 2nd infraction.</li> <li>➤ Student completes reflection sheet with supervising staff member for the family to sign.</li> <li>➤ Bus monitor will practice bus expectations with student.</li> </ul>
<p>Inappropriate bathroom behavior</p>	<ul style="list-style-type: none"> <li>➤ If behavior occurs with the whole class or during independent bathroom trips, the supervising teacher will speak with the student and have the student practice the desired behavior.</li> <li>➤ If misaligned behaviors persist, then the student's independent bathroom privilege is removed for 5 school days. Student must be escorted to bathroom by co-teacher or SW/admin. Supervising teacher should inform the family.</li> </ul>



**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

TEP EARLY CHILDHOOD DISCIPLINE POLICY (K-1)	
LEVEL 1 OFFENSES	CONSEQUENCES
Minor theft or minor vandalism, of school property (pens/pencils, toys, classroom materials intended for student use, sports equipment, school lunch, books, clipboards)	<ul style="list-style-type: none"> <li>➤ For stolen items: family replaces stolen items (e.g. pencils)</li> <li>➤ For vandalism: student helps with cleaning and/or repairing the vandalized area.</li> <li>➤ Lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Supervising teachers contacts family.</li> <li>➤ After 2nd infraction, the infraction becomes a Level 2 with a mandatory family meeting held with the grade-level Social Worker.</li> </ul>
Violating the food policy (e.g. gum-chewing, candy, shelled seeds, any non-water beverage, etc.)	<ul style="list-style-type: none"> <li>➤ 1st offense: Food item is removed by teacher; teacher communicates with family to ensure food item is not brought again. Food is returned to the student at the end of the day.</li> <li>➤ Repeated offenses (2 or more within 1 month period): Teacher informs Social Worker, Social Worker schedules a family meeting to discuss food policy. If this occurs after the Social Worker meeting, the family will meet with leadership.</li> </ul>
Academic dishonesty / Cheating	<ul style="list-style-type: none"> <li>➤ Student re-does assignment during non-academic time.</li> <li>➤ After the 2nd offense, lunch/choice time/recess reflection: 5-10 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ After the 3rd offense, supervising teacher schedules a family meeting.</li> </ul>

**FOR CONSISTENT LEVEL 1 OFFENSES**—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the TEP community within a 2-week period (as documented in SIS). The grade level team must come together to discuss the individual student’s case, conduct a family meeting, and develop alternatives to consequences listed in the discipline protocol for future incidents. The Grade Level Social worker will notify the appropriate grade-level team and campus leaders for consistent level 1 offenses.

LEVEL 2 OFFENSES	CONSEQUENCES
Leaving classroom or location without permission (with deliberate intent)	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: First infraction is 10-15 minutes based on alignment between social worker and teacher.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Social worker and teachers schedule and attend the mandatory family meeting within 24 hours of incident.</li> </ul>

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

<p>Extreme bullying (physical or verbal, persistent bullying, or a serious act of bullying)</p>	<ul style="list-style-type: none"> <li>➤ Student is immediately removed from class to Social Worker space for a minimum of 10-15 minutes.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ All families involved are notified immediately by Social Worker.</li> <li>➤ Required family meeting (for family of offender) with Social Worker and teacher.</li> <li>➤ Student apology, moderated by Social Worker, during a non-academic block.</li> <li>➤ Minimum of 1 counseling session with social worker.</li> </ul>
<p>Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Principal or Asst. Principal): cursing at a teacher, refusal to accept consequence, malicious act of defiance</p>	<ul style="list-style-type: none"> <li>➤ Optional: Immediate removal from class to Social Worker space for a minimum of 10-15 minutes.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ Student reflection: 10-15 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Required family meeting with teacher and Social Worker within 24 hours of incident.</li> <li>➤ Mandatory mediation between student and teacher led by Social Worker prior to re-integration. During mediation, alternative strategies to express frustration are discussed.</li> </ul>
<p>Major theft or major vandalism of the property of a teacher, a student, the school, or the larger community (personal property or any high-value item)</p>	<ul style="list-style-type: none"> <li>➤ Lunch/choice time/recess reflection: 10-15 minutes.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ For stolen items: student replaces stolen item(s).</li> <li>➤ For vandalism: student supports with cleaning / repairing the vandalized area.</li> <li>➤ Required family meeting with Social Worker and teacher.</li> <li>➤ Minimum 1 follow-up counseling session with Social Worker.</li> </ul>
<p>Physical altercation</p>	<ul style="list-style-type: none"> <li>➤ Immediate removal from situation to Social Worker space for a minimum of 30 minutes; if multiple students are involved, students 'cool down' occurs in separate space.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ Lunch/choice time/recess reflection: 30 minutes.</li> <li>➤ Social Worker notifies all families involved immediately.</li> <li>➤ Peer mediation, led by Social Worker during non-academic block. Students may NOT participate in subsequent recess or choice time until mediation has been completed.</li> </ul>

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

	<ul style="list-style-type: none"> <li>➤ Required family meeting with Social Worker and teacher for all offending students within 24 hours.</li> <li>➤ Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency.</li> </ul>
Level 2 Physical Contact: includes hitting, punching, deliberate intent to cause harm	<ul style="list-style-type: none"> <li>➤ Upon offense, student is removed from class to Social Worker space for a minimum of 30 minutes.</li> <li>➤ Student reflection: 30 minutes.</li> <li>➤ Student completes reflection sheet for the family to sign.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ Required family meeting with Social Worker and teacher.</li> <li>➤ Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency.</li> <li>➤ Mandatory mediation between student and individual led by social worker prior to re-integration.</li> </ul>
Possession of a weapon or an illicit substance	<ul style="list-style-type: none"> <li>➤ Immediate removal of weapon or substance from student.</li> <li>➤ Principal and campus leaders are immediately informed.</li> <li>➤ Lunch /choice time/recess time reflection: 15-20 minutes</li> <li>➤ Family is called for immediate in-person meeting with Social Worker, principal, and/or campus leaders.</li> <li>➤ Notification of local law enforcement as needed.</li> </ul>
Consistent or extreme misaligned behaviors on bus (e.g. refusal to follow directions, physical contact).	<ul style="list-style-type: none"> <li>➤ Second infraction: Bus monitor, with Social Worker support, will contact family.</li> <li>➤ Third infraction: Student will be suspended from the bus.</li> <li>➤ Fourth infraction: Student will be suspended from the bus for a week.</li> </ul>

**FOR CONSISTENT LEVEL 2 OFFENSES:** For consistent Level 2 offenders (defined as three Level 2 within a trimester) the grade level team must come together to discuss the individual student’s case, conduct a family meeting, and develop alternatives to consequences listed in the discipline protocol for future incidents. The Grade Level Social worker will notify the appropriate grade-level team and campus leaders for consistent level 1 offenses.

LEVEL 3 OFFENSES	CONSEQUENCES
Elopement out of the classroom (unsupervised)	<ul style="list-style-type: none"> <li>➤ Teacher will radio a Level 3.</li> <li>➤ Principal and campus leaders will be immediately informed.</li> <li>➤ SW will call the family to schedule a meeting with family, teacher, principal/campus leaders.</li> </ul>

**TEP CHARTER SCHOOL DISCIPLINE POLICY**

*updated v08-13-2022*

<b>LEVEL 3 OFFENSES</b>	<b>CONSEQUENCES</b>
Danger to self or others	<ul style="list-style-type: none"><li>➤ Teacher will radio a Level 3.</li><li>➤ Principal and campus leaders will be immediately informed.</li><li>➤ Social Worker will call the family to schedule a meeting with family, teacher, principal/campus leaders.</li></ul>

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

### **SPECIAL DISCIPLINARY SAFEGUARDS FOR STUDENTS WITH DISABILITIES**

5. Students with disabilities who incur a consequence such as ISS, Independent Study (or any other consequence that involves removal from class) will receive the same alternative education (i.e. work provided by teachers, teacher meetings with student to review material, etc.) provided to all other students who are similarly removed.
6. In cases where a student with a disability incurs a suspension that lasts more than 10 consecutive school days:
  - The parent/guardian of the student will be sent a procedural safeguards notice that delineates the student's and family's rights.
  - The school will notify the NYC Department of Education of the suspension immediately.
  - School staff with knowledge of the incident and the student's prior behavior will participate in the Manifest Determination Review (MDR) meeting scheduled by the DOE. The purpose of this meeting is to determine if the conduct that led to the removal was a manifestation of the child's disability.
  - The school will ensure that school staff will provide information to and participate in an IEP meeting to determinate alternative education and services for the student.
  - The school will ensure that the alternative education and special education services determined by the IEP team are actually implemented during the suspension.
7. In cases where a student with a disability incurs suspensions that last fewer than 10 consecutive school days but that add up to a total of more than 10 school days during the school year, the school will determine this to be a pattern that constitutes a disciplinary 'change of placement' if at least one of the following criteria has been met:
  - The student's behavior that led to the suspensions is substantially similar across incidents
  - The suspensions occur within a condensed timeframe (i.e. the suspensions are close in time to one another)

In cases where the school has determined that the suspensions DO constitute a pattern and that a disciplinary change of placement HAS occurred, the school will follow the same procedures documented in #2 above.

In cases where the school has determined that the suspensions do NOT constitute a pattern, the school will still hold a meeting with relevant school staff members (such as grade level teachers, the special education teacher, the special education coordinator, etc.) to determine and provide alternative education and special education services to ensure progress towards IEP goals and participation in the general education curriculum.

8. TEP may remove a student with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student
  - Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
  - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
  - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

In cases where the school has removed a student with a disability to an interim alternative educational setting for not more than 45 school days, the school will follow the same procedures documented in #2 above.

## TEP CHARTER SCHOOL DISCIPLINE POLICY

*updated v08-13-2022*

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<sup>i</sup> Child Study Meetings (CSMs) are forums for grade teams to collectively discuss student strengths, learning characteristics, behavioral trends, strategies, and potential interventions.