

Northridge
Academy
High School

**Discipline
Plan**

December, 2006

Table of Contents

Section I: Discipline Plan Overview	4
<i>Introduction</i>	4
<i>Standards for Ethical and Responsible Behavior Based on “Character Counts”®</i>	4
Section II: Roles & Responsibilities	6
<i>Student Responsibilities</i>	6
<i>Teacher Responsibilities</i>	6
<i>Administrative Responsibilities</i>	6
Section III: Attendance Policy	7
<i>Requirement to attend school</i>	7
<i>Definition of Truancy</i>	7
<i>School Interventions for Truants</i>	7
Section IV: Student Code of Conduct	8
<i>Northridge Academy High School Student Code of Conduct</i>	8
<i>Accessing the California State University, Northridge (CSUN) Campus</i>	8
<i>Cell Phones, Pagers and Electronic Signaling Devices</i>	8
<i>Additional Prohibited and/or Restricted Items</i>	8
<i>Profanity and Disrespectful Language and/or Behaviors</i>	9
<i>Zero Tolerance Policy and Violence-Free Campus</i>	9
Section V: Student Dress Code	10
Section VI: Interventions	11
<i>Level 1 Interventions</i>	11
<i>Level 2 Interventions</i>	12
<i>Level 3 Interventions</i>	12
<i>Level 4 Interventions</i>	12
Section VII: Referral Procedures	13
<i>Referral to Reflection Session</i>	13
<i>Referral to Academy Facilitator Related to Discipline Issues:</i>	13
<i>Referral to Administrator for Repeated Classroom Disruptions</i>	13
<i>Referral for Severe Classroom Disruption</i>	13
Section VIII: Interventions	14
<i>Being Prepared for Class with Books, Supplies, etc</i>	14
<i>Disrespectful Language and/or Behaviors; Profanity</i>	15
<i>Dress Code Violations</i>	16
<i>Plagiarism and Cheating</i>	17
<i>Tardies</i>	18

<i>Willful Defiance</i>	19
Section IX: Forms	20
<i>Standards for Student Behavior Agreement</i>	20
<i>Referral Form</i>	21
<i>NAHS Class Suspension Letter to Parent (2006-07)</i>	22
Section X: Appendices	23
<i>Appendix A:</i>	23
ESLRS	23
Learning Conversation Principles (LCP's)	24
<i>Appendix B:</i>	25
Habitual Truants and Non-School Consequences	25
<i>Appendix C:</i>	26
Activities that could result in school suspension, expulsion, and/or police involvement	26
<i>Appendix D:</i>	28
Best Practices and Suggested Strategies	28

Section I: Discipline Plan Overview

Introduction

Northridge Academy High School is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a quality education.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievement are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

NOTE: See Appendix A for Northridge Academy High School's *Expected School-Wide Learning Results (ESLR's)* and *Learning Conversation Principles (LCP's)*.

Standards for Ethical and Responsible Behavior Based on "Character Counts"®

As a school community, we are dedicated to the values of **fairness, caring, trustworthiness, responsibility, respect and citizenship** that contribute to a positive, diverse, safe and caring learning environment. We are committed to demonstrating leadership and courage in promoting ethical and responsible behavior and ensuring our core values are reflected in the ongoing development of our learning community.

A person who is **FAIR**

Does:

Seek to strike a balance between the needs of the individual and the needs of the community

Understand the difference between justice and vengeance

Treat others the way he/she would like to be treated

Exhibit impartial and even-handed treatment of others

Does not:

Engage in malicious criticism

Attempt to further one's own interests at the expense of others

Show favoritism

A person who is **CARING**

Does:

Treat all people with kindness

Possess an ability to empathize with others

Lend a helping hand to those in need

Seek to understand others

Does not:

Tease or taunt others

Seek to judge others

Seek to draw attention to another's shortcomings

A person who is **TRUSTWORTHY** in all academic endeavors and relationships

Does:

Seek to speak the truth, respectfully
Recognize that trust is an essential component of all relationships
Interact with others in a sincere and genuine manner
Acknowledge his/her own shortcomings

Does not:

Seek to steal from others or cheat
Plagiarize the work of others
Engage in secretive, fraudulent, or manipulative behavior

A person who is **RESPONSIBLE**

Does:

Acknowledge making a mistake
Answer for personal actions or failures to act
Report harmful, hateful or dangerous behavior to an adult

Does not:

Rationalize or make excuses for unacceptable behavior or evade the consequences of personal actions
Project blame onto others or onto external factors for his/her own personal actions or failures to act

A person who is **RESPECTFUL** of self and others

Does:

Appreciate diversity
Listen with an open mind to understand views and beliefs that differ from one's own
Support and contribute to a healthy and safe environment

Does not:

Participate in activities that have the potential to cause physical or emotional harm
Make derogatory statements about another's gender, sexual orientation, ethnicity, socio-economic class, religion, disability, intellect or appearance

A person who is a good **CITIZEN**

Does:

Demonstrate accountability for personal behavior
Take initiative to do the things that are expected of him or her
Follow through with commitments, and stand up for what is right, even when it's unpopular
Take appropriate risks
Seek advice when making difficult decisions

Does not:

Project blame on others, and/or exploit others
Ignore assumed duties or neglect obligations
Avoid challenges or uncomfortable situations, even when his/her failure to act could result in harm to another
Sacrifice aspirations when confronted by setbacks

Section II: Roles & Responsibilities

Student Responsibilities

1. Attend school regularly and punctually. Remain on school grounds during school hours.
2. Follow all school and classroom rules, and encourage others to do likewise.
3. Complete all class work and homework assignments in a timely manner, and maintain satisfactory marks.
4. Maintain a positive attitude toward teachers, administrators and other staff members as well as other students.
5. Comply with all reasonable requests from adult staff members.
6. Resolve conflicts or personal problems in a socially acceptable manner. Utilize the help of counselors, teachers and other school staff.
7. Bring necessary supplies and materials to classes daily, such as notebooks, paper, pencils, pens, assigned textbooks and physical education clothing.
8. Conduct oneself in a way that reflects positively on the school, home and family.

Teacher Responsibilities

1. Model expected behavior.
2. Establish clear rules and procedures and instruct students in how to follow them. Make clear to students the progressive steps which will be taken.
3. Enforce classroom rules promptly, consistently, and equitably from the very first day and throughout the school year. Consequences should be the same for all students in all periods.
4. Ensure all classroom rules and procedures do not conflict with established school and district rules and procedures.
5. Implement school interventions for students whose behavior detracts from a safe and positive learning environment.
6. Maintain a brisk instructional pace and make smooth transitions between activities.
7. Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
8. Create opportunities for students to experience success in their learning and social behavior.
9. Hold and communicate high behavioral expectations including respect for self and others.

Administrative Responsibilities

1. Allocate sufficient time at staff development / meetings to allow staff to develop a shared vision for discipline.
2. Monitor implementation of the discipline policy, and take immediate steps to remedy inconsistencies in implementation among staff.
3. Provide support/training for teachers who do not feel comfortable implementing vision and policies.
4. Identify and implement strategies to support the discipline plan centrally, including:
 - a. Assemblies, PA announcements, posters, and other media to promote student awareness of discipline policies.
 - b. Random checks during Nutrition or Lunch to identify students regarding ID and Dress Code. Pending availability of funds, additional check during Advisory, where students would be rewarded with raffle ticket for having ID, following policies.
5. Assist with supervision of reflection sessions during emergencies and periods of extremely high need.

Section III: Attendance Policy

Excellent attendance is a requirement for everyone at our school. Students are expected to be in class every day, on time, ready to work every period of the day. If a student is absent because of verified excused absence or school activities, s/he will be offered the opportunity to make up assignments within a reasonable period of time.

Students are required to present a valid written excuse, signed and dated by parent/guardian, prior to being readmitted following an absence. Advance written arrangements, confirmed by parent, or guardian, must be made for a student to leave the campus early during school hours.

Return from an absence without an appropriate written note from parent or guardian may cause the absence to be documented as a “Truancy”, subject to consequences under the Attendance Policy, based on school and district guidelines and California State Education Codes.

Requirement to attend school

California compulsory attendance law requires everyone between the ages of 6 and 18 years to attend school, except 16 and 17 year olds who have graduated from high school or passed the California High School Proficiency Examination (CHSPE) and obtained parental permission to leave school. [Education Codes 48900, 48400]

Definition of Truancy

Any student subject to compulsory full-time education, or to compulsory continuation education, who is absent from school without valid excuse three (3) full days in one school year or tardy for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district. (E.C. 48260(a))

The Attendance supervisors, peace officer, or other school officer shall arrest without warrant, during school hours, any child between 6 and 18 years of age found away from school and who has been reported by the teacher, superintendent of schools, or other persons connected with the school department or schools as truant from instruction. (E.C 48264)

School Interventions for Truants

Schools have the responsibility to work with the non-attending student and their families to resolve attendance problems. Interventions include: parent conferences, assigning a mentor, adjusting schedule, working with other community agencies, assigning school consequences such as: Saturday School, in-house suspension, community service, requesting parent to attend school with child, loss of work permit, loss of eligibility for co-and extra-curricular activities. Student may also be referred to an alternative program. [Education Codes 48369, 48264.5]

NOTE: See Appendix B for “Non-School Interventions for Truants”.

Section IV: Student Code of Conduct

Northridge Academy High School Student Code of Conduct

Use of common sense and good judgment is necessary for positive student conduct. Our belief is that everyone at our school has the right to a physically, emotionally and socially safe learning environment. As a member of our Northridge Academy High School community, students are expected to demonstrate - in attitude, words and actions - respect for others and respect for self. Students are also expected to take excellent care of our school building and grounds, as well as community and university facilities we are privileged to be able to access.

Accessing the California State University, Northridge (CSUN) Campus

Student access to the California State University, Northridge (CSUN) campus is only permitted with prior approval from our school administrators. Students may not trespass onto the university campus since doing so will affect our instructional access to CSUN's facilities.

Cell Phones, Pagers and Electronic Signaling Devices

Current LAUSD policy prohibits the use of cellular phones, pagers or electronic signaling devices by students on campus during normal school hours. Students are permitted to possess such devices and use them before and after school hours only. If the student brings any such device to school, it must be turned "OFF" upon entering our campus and stored in a locker, backpack, purse, pocket or other place where it is **not visible** and **not audible** during school hours.

Staff will inform students of this policy at the beginning of each school year and/or during the enrollment process. Initially, verbal warnings may be given if such devices are observed, or heard, during school hours. However, if the student ignores initial warnings, school staff may confiscate the device until redeemed by a parent or guardian. These devices will also be confiscated, immediately, and without warning, in the following types of situations: photographing, videotaping or otherwise recording individuals without their knowledge; device is visible and/or audible during testing; staff has reason to believe the use of the device interferes with the safety of an individual, or individuals. Refusal to give up the item to staff will be addressed as "willful defiance" with corresponding consequences. (See *LAUSD Parent/Student Handbook* for details.)

NOTE: MP3 players and similar devices that also contain a phone are considered phones and will be addressed as such.

Additional Prohibited and/or Restricted Items

- **Gum** - Our stakeholders have determined our school to be a "Gum-Free Zone", in order to maintain a clean campus. This means that gum is not allowed on our campus. Breath mints and strips are allowed as long as their use does not detract from the learning environment.

If a student is observed with gum, he or she will be asked to appropriately dispose of it, and a warning will be issued. If initial warnings are insufficient, and the student continues to chew/use/distribute gum, the staff member may determine this behavior to be a form of "willful defiance" and corresponding progressive levels of intervention will be applied.

- **Markers, White-Out, or Other Similar Items** – Students are not allowed to possess these items on our campus since their misuse creates a major clean-up problem. Such items when observed will be confiscated. If the student continues to bring such items on campus, progressive interventions for "willful defiance" will be applied.

- **CD Players, MP3's, IPOD's and Other Electronics** – Students currently may bring these items to school, although it is recommended they not be brought on campus since the school and district are not responsible for these items if damaged, lost, or stolen. Individual teachers may provide permission to use a specific electronic device for a specific class assignment. However, unless explicitly allowed by the teacher for educational purposes, these devices must be turned off and out of sight during class and all passing periods. Students must put these devices, along with all attachments - including earphones - inside their backpacks, purses, pockets, or lockers.

Any such items, if visible and/or audible inside our buildings, other than those allowed by the teacher inside a specific classroom, will be confiscated until redeemed by a parent or guardian. Refusal to give up such items when asked by a staff member will necessitate progressive interventions for “willful defiance”.

Profanity and Disrespectful Language and/or Behaviors

California State Education Code states that every teacher shall hold students in strict account for their conduct on the way to and from school (E.C. 44807) as well as on the school campus during normal school hours and school activities. Profane and vulgar language and behaviors, as well as other disrespectful or threatening language and/or actions toward peers and/or adults, is not allowed on our campus. Staff may initially give verbal warnings or reminders if inappropriate language is heard or disrespectful behaviors are observed. However, if the student continues with such language and/or behaviors, or if the severity is such that staff believes that a warning is not sufficient, progressive interventions will be implemented.

Zero Tolerance Policy and Violence-Free Campus

Our school, as part of the Los Angeles Unified School District, does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students and/or adults on campus, or at school-sponsored activities. School administrators will take IMMEDIATE action to prevent, discourage and eliminate the use or possession of these substances, in cooperation with LAUSD School Police and appropriate community agencies.

Our campus is also a Gun-Free Safe School, operating under the Federal Gun-Free Safe Schools Act and California law that prohibit the possession of firearms on school campuses. Any student found in possession of a firearm, knife, explosives, or other dangerous objects will be subject to arrest and recommended for expulsion immediately. “Possession” includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

We are committed to everyone’s safety and well-being, and every member of our Northridge Academy High School Learning Community, including students, their families, school staff and university/community partners, is responsible for actively ensuring that our campus is violence-free.

Section V: Student Dress Code

As a student at Northridge Academy High School (NAHS), students are preparing for current and future opportunities in higher education and various careers. Learning to “dress for success” is part of this school experience. Therefore, the student and his or her parent/guardian need to thoughtfully plan for appropriate school attire. All students are expected to use common sense and good judgment to support our learning environment and to take an active, positive role in preventing distractions to our instructional program.

This is not an issue of style. As a school community, our code is also concerned with safety and behavioral issues that arise when students come to school inappropriately dressed. When students wear clothing that is transparent, revealing, deliberately undersized, excessively baggy, or promotes negative and/or inappropriate beliefs and messages, everyone in our learning organization is affected.

Our dress code is in effect during ALL school functions, on or off campus.

Northridge Academy strictly adheres to the following guidelines:

Students should not wear to school:

- ⊗ Clothing which exposes undergarments or lack of undergarments
- ⊗ Clothing that reveals the chest, all or portions of the midriff, or back. This includes but is not limited to: lingerie, halter tops, tank tops or tops with spaghetti straps, bathing suit type tops, shirts that are too small, see-through, unbuttoned or low-cut.
- ⊗ A-shirts
- ⊗ Clothing with profanity, sexual overtones, suggestive or derogatory/inflammatory phrases, or references to alcohol, drugs, violence, illegal acts and/or smoking
- ⊗ Sleepwear: Includes, but not limited to, pajamas (tops and/or bottoms) and boxers.
- ⊗ Jewelry which may pose a safety hazard. This includes, but may not be limited to, chains, spikes, and extra-long belts that don't fit around the waist.
- ⊗ Roller skates, roller shoes, skateboards, or roller blade shoes
- ⊗ Gang-related clothing or items associated with any off-campus group or gang. This includes, but is not limited to:
 - White pressed T-shirts worn as outer clothing
 - Plaid or “Pendleton” type shirts buttoned to the neck
 - “Kings” or “Raiders”, or any other gang-associated team emblems
 - Red or blue shoe laces or other gang-associated "signal" attire
 - Belt buckles with initials
 - Handkerchiefs, bandanas, (“rags”), head-wraps of any type, other than religious head coverings. No hair nets, shower caps, combs, curlers or rollers
 - Cut-off pants with high socks, or pants with split seams, staples, tacks, or safety pins

In addition, students may not wear these additional items inside buildings:

- ⊗ Headwear, including hats and hoods, unless proper documentation of religious or medical reasons is provided by a parent/guardian.
- ⊗ Sunglasses

Section VI: Interventions

At Northridge Academy High School, we believe each member of our school community is responsible for maintaining an educational environment that promotes quality teaching and learning for all. Based on this belief, we have attempted to clearly define acceptable versus unacceptable student conduct, identify possible interventions to address unacceptable conduct, and ensure that interventions are applied fairly, promptly, and appropriately. Our “Student Code of Conduct” applies to all students who are on school property, in attendance at school or at any school-sponsored activity, whether on-campus or off-site, or whose conduct at any time or place directly impacts the operations and/or general welfare of our school community.

Prior to Formal Intervention: Although there are four formalized levels of disciplinary action in our school’s progressive discipline plan, staff should begin with informal classroom strategies and techniques that often will decrease the necessity to move on to formal interventions. These strategies can include, but are not limited to:

- Clearly defining expectations for the classroom, and explicitly educating students regarding work habits and related skills that will contribute to their success in school, work and post-secondary educational and career opportunities
- Employing techniques, such as proximity to student, visual and verbal cues that warn the student that s/he needs to change his/her behavior, etc.
- Giving discreet, yet clear, verbal warnings and reminders of expected behaviors
- Providing opportunities for students to “work-off” consequences for initial misbehaviors
- Utilizing other classroom management techniques, such as individual or group point systems, positive reinforcements, etc.

If informal strategies fail to modify the negative behavior, teachers will then begin with a Level 1 Intervention as outlined below, documenting the types of intervention used. This written documentation is necessary to progress to higher levels of interventions.

Although, as a rule, staff should begin with informal strategies and then, if necessary, progressively move through each level of formal intervention, there are certain behaviors and activities that pose such a level of disruption to learning, and/or danger to self and/or others that immediate action at higher levels of intervention is required by school and district guidelines. Examples include: violence or threat of violence, harassment/bullying, drug or alcohol use, weapons, etc. These and other examples are described in greater detail in the Appendices of this discipline plan.

Level 1 Interventions

- **Conference:** Meeting to discuss behavior. May be formal or informal. May be in person or via telephone or email. Includes any of the following: Teacher/Student, Teacher/Parent, Teacher/Parent/Student, Teacher/Advisor, Teacher/Teacher, Teacher/Academy Facilitator, Teacher/Student/Administrator, Teacher/Counselor, Teacher/Student/Counselor, Administrator/Parent/ Student, or any combination thereof.
- **In-Class Consequence:** Seat moved or other change in environment.
- **Parent/Teacher Contact:** Teacher sends email, leaves phone message, or sends note home.
- **Time-Out:** Temporary denial of student’s participation in classroom activities.
- **Contract with Student/Parent:** Statement is written, listing steps to be taken to improve behavior. The statement also describes the support to be provided by school staff and/or parent/guardian, as well as the date when results of the contract will be reviewed.
- **Student Journal:** Student writes about his/her behavior and identifies possible alternatives.

- **Student Retained during Nutrition/Lunch/After School (kept after class):** May not extend more than 10 minutes. (Student must have ample time to purchase and eat food during scheduled breaks.). Students should not be retained if this will prevent them from getting to their next class on time. Please note that holding students after school may negatively impact the students' parents and our school, and therefore, should only be done as a last resort. If possible, prior parent notification will alleviate parents' concerns.

Level 2 Interventions

- **Referral:** To Advisor, Academy Facilitator, Counselor, other staff or HEART mediation.
- **Reflection Session:** Retaining a student for disciplinary reasons after school hours in a scheduled Reflection Session. (24-hour written notice to parent required – see form).
- **Round-Table Conference:** Counselor, teacher, or Academy Facilitator will initiate and facilitate a meeting with parent(s), student and selected teachers to discuss student's academic, behavioral and/or social-emotional challenges and assist the student in planning a positive course of action with necessary supports.

Level 3 Interventions

- **Referral:** Student referred to Administrator, with appropriate documentation.
- **Class Suspension*:** Alternative to out-of-school suspension, at the discretion of the teacher. When a student is removed from the specific classroom in which the behavior occurred, the student is denied in-class instruction for that particular classroom period only. The student will keep up with class work and homework assignments while under the supervision of designated school personnel during the class suspension period. Written documentation is required, and an administrator must be notified of this action
- **Student Success Team (SST):** Meeting of school personnel with student and parent(s) to consider the academic and behavioral needs and challenges of the student and make formal recommendations, following District-provided SST procedures and documentation.

Level 4 Interventions

- **Suspension*:** 1-5 days out of school.
- **Removal*:** 6-10 days out of school with re-entry contract and parent conference with the Superintendent of Schools, if deemed necessary.
- **Opportunity Transfer*:** Transferred out of a school to another school, with re-entry contract and parent conference with the Superintendent of Schools, if deemed necessary.
- **Expulsion*:** Denial of a student's right to attend school and school-sponsored activities. Expulsion can only be ordered by a vote of the School Board, and re-entry is only through a vote of the School Board. District and state policies and procedures are followed.

** Administrative involvement is necessary for interventions that are starred. Also, note that situations involving students with Individualized Educational Plans (IEP's) must be addressed using specified District, State and Federal guidelines (see LAUSD Bulletins).*

Section VII: Referral Procedures

Referral to Reflection Session

Reflection Session is a Level 2 Intervention, utilized after two or more Level 1 Interventions have been employed. Reflection Sessions are available after school 3 times/week, as needed.

Procedure:

1. Student remains in class and is assigned a Reflection Session (via form).
2. Parent is notified in writing (via form): 24-hour notice to parent is required.
3. Student attends Reflection Session during which Reflection Session Leader counsels student and ensures student completes Reflection Assignment.
4. Teacher receives completed Reflection Assignment from the Reflection Session Leader.

Reflection Session Leader Responsibilities:

1. Supervise Reflection Sessions and maintain accurate documentation of student participation.
2. Counsel students and assist them in replacing negative behaviors with positive strategies.

Referral to Academy Facilitator Related to Discipline Issues:

The job of the Academy Facilitator is to oversee all aspects of their Academy, with a focus on promoting the academic and personal success of all students within their Academy. This includes developing relationships with Academy students and meeting informally with students as part of a progressive discipline plan to increase student success.

The Academy Facilitator is NOT responsible for the following:

- Handling formal referrals for classroom disruptions during the school day.
- Calling parents on behalf of the classroom teacher.
- Assigning punitive consequences.
- Tracking student referrals and communicating with parents of repeat offenders.

Referral to Administrator for Repeated Classroom Disruptions

Referral to an Administrator is a Level 3 Intervention. Thus, a referral to Administration assumes that two or more Level 1 Interventions plus one or more Level 2 Interventions have been employed.

Procedure:

1. Student is instructed by teacher to go to Main Office with a completed referral form that is followed by more detailed documentation of the Level 1 and Level 2 Interventions used.
2. Teacher indicates on form whether student has been given a one-day class suspension. If the student has been suspended from class, the teacher is required to contact the parent to request a conference. If possible, the student should bring class assignments to work on.
3. Administration counsels student and provides additional consequences as appropriate.

Referral for Severe Classroom Disruption

This process is used when behavior threatens the safety of the student, other students, or staff, i.e. physical fighting, physically and/or verbally threatening behavior, bullying. This is also the process utilized when the behavior violates the law, i.e. drug or alcohol abuse, weapons, etc.

Procedure:

1. Teacher should call down to Main Office to request immediate assistance. Student is escorted from class by an administrator, counselor, school safety officer.
2. Teacher follows up with a referral form documenting the event.
3. Administration counsels student and implements additional interventions as appropriate, following District guidelines. Parent is contacted by administrator.

Section VIII: Interventions

Being Prepared for Class with Books, Supplies, etc.: Interventions

Staff will educate students about the importance of being prepared and bringing all necessary materials to class. Students must bring books and necessary materials to class on a daily basis, as outlined in the class syllabus, including, but not limited to: agenda planners, *covered* textbooks, pencils, pens, paper, notebook, homework, P.E. clothes, etc.

Teachers will use consistency and respectful language when enforcing this policy. If the teacher observes a pattern of failing to bring books and supplies to class (that is not due to the student's financial difficulties), the following are recommended steps:

1st * Violation	<ul style="list-style-type: none">• Student/ Teacher Conference• Level 1 Intervention options, as appropriate, if the student/teacher conference does not suffice, or if the staff member determines that the severity of pattern of behavior requires direct Level 1 Intervention
2nd Violation	<ul style="list-style-type: none">• Student/Teacher Conference and joint problem-solving plan formulated and agreed upon
3rd Violation	<ul style="list-style-type: none">• Parent/Teacher/Student Conference highly recommended• Academy Facilitator notified and problem-solving plan revisited and revised
4th Violation	<p>In addition to above:</p> <ul style="list-style-type: none">• Combinations of Level 2 and 3 Interventions, including Round Table and Reflection Session*• If pattern of behavior becomes persistent, combinations of Level 3 and 4 Interventions may become necessary

Suggested Preventative Measures for Teachers:

- Utilize a class set of textbooks
- Have materials, such as pens, pencils and paper, available to all students who need them
- Have students donate materials during the semester, or at the end of the year, to support their class and/or the incoming class
- Be sure to address this issue privately with the individual student, using the LCP's

**Changing Assigned Reflection Date: It is the student's responsibility to speak with the discipline liaison prior to the day assigned in order to change assigned reflection day due to valid conflict (ex. medical appointment).*

Disrespectful Language and/or Behaviors; Profanity: Interventions

Staff will actively endeavor to promote a positive school culture that promotes respectful language and behaviors that support learning at optimal levels. Profane or vulgar language and behaviors and blatant and/or repeated acts of disrespect are not accepted in our learning community.

1st * Violation	<ul style="list-style-type: none">• At discretion of the teacher, a verbal warning may be issued for the 1st violation• Level 1 Intervention options, as appropriate, if the warning does not suffice, or if the staff member determines that the severity of the language or behavior requires direct Level 1 Intervention
2nd Violation	<ul style="list-style-type: none">• Combinations of Level 1 and Level 2 Intervention options• Recommended: Teacher call to inform parent of incident and consequences. Student warned that 5-week "Cooperation" grade will be negatively affected if improvement does not occur
3rd Violation	<ul style="list-style-type: none">• Combinations of Level 2 and Level 3 Intervention options, as appropriate• Parent/Teacher/Student Conference highly recommended• Student may earn a "U" in "Cooperation" for 5-week grading period
4th Violation	<p>In addition to above:</p> <ul style="list-style-type: none">• Combinations of Level 3 and Level 4 Intervention options, as appropriate

**Changing Assigned Reflection Date: It is the student's responsibility to speak with the discipline liaison prior to the day assigned in order to change assigned reflection day due to valid conflict (ex. medical appointment).*

Dress Code Violations: Interventions

NOTE: Headgear violations, which do not necessitate changing clothes, should be addressed within the class. Repeated violations are treated as “willful defiance”, and the progressive discipline steps as noted on Page 17 should be utilized.

1st Dress Code Violation

- Student warned and sent to the office to obtain a T-shirt to wear during school hours; parent contacted to bring change of clothing, if necessary

2nd - 3rd Dress Code Violation

- Student sent to office to obtain T-shirt or change of clothing
- Combinations of Level 1 and Level 2 Intervention options, as appropriate

4th Dress Code Violation

- In addition to above:
- Combinations of Level 2 and Level 3 Intervention options
 - Recommended: Administrator schedules Parent/Student/Staff conference

5th + Dress Code Violation

- In addition to above:
- Level 4 Intervention options, as appropriate
 - Parent/Student/Administrator conference required

**Changing Assigned Reflection Date: It is the student's responsibility to speak with the discipline liaison prior to the day assigned in order to change assigned reflection day due to valid conflict (e.g., medical appointment).*

Plagiarism and Cheating: Interventions

Definition: Any copying of another's work and claiming that work as your own; copying of another's work without providing credit to the author.

The teacher will assume and exhibit good will by explicitly teaching and clarifying what constitutes plagiarism and cheating. The following progression of interventions is intended for use regarding blatant acts of plagiarism and cheating. This progressive plan applies to all parties involved.

1st * Violation	<ul style="list-style-type: none">• Level 1 Intervention options<ul style="list-style-type: none">○ Recommended: Teacher call to inform parent of incident and consequences○ Student may receive a "U" in "Cooperation" for 5-week grading period.○ Impact on student's grade is up to the teacher's discretion○ Reflection session may be assigned, at teacher's discretion, to give student an opportunity to re-do the assignment (at teacher's discretion)
2nd Violation	<ul style="list-style-type: none">• Combinations of Level 1 and Level 2 Intervention options
3rd Violation	<ul style="list-style-type: none">• Combinations of Level 2 and Level 3 Intervention options• Parent/Teacher/Student Conference highly recommended
4th Violation	<ul style="list-style-type: none">• Level 4 Intervention options• Information given to administrator to annotate student's cumulative record

****Changing Assigned Reflection Date:*** It is the student's responsibility to speak with the discipline liaison prior to the day assigned in order to change assigned reflection day due to valid conflict (ex. medical appointment).

Tardies: Interventions

A student must be in his/her assigned seat when the bell rings. Otherwise, he/she will be marked tardy. An unexcused tardy is defined as arriving up to 30 minutes late to class without a valid written excuse from a parent/guardian or staff member. Three or more unexcused tardies of more than 30 minutes will be addressed as a “Truancy”.

NOTE: Consequences are assigned period by period; they are not cumulative throughout the school day. Every 5 weeks, students will earn a “U” in Work Habits for 3 or more tardies. Although numbers of tardies and absences are cumulative on progress reports and report cards, “Work Habits” marks will address each 5-week reporting period so students have the opportunity to begin each marking period with a “clean slate”. Tardies should not be used as the sole criteria for Work Habits marks. (See “Roll Book Marking Criteria” for details.)

1st – 2nd Unexcused Tardy	<ul style="list-style-type: none">• Teacher reminds student of Tardy Policy and expectations for school and classroom
3rd - 5th Unexcused Tardy	<ul style="list-style-type: none">• Level 1 Intervention options
6th - 8th Unexcused Tardy	<ul style="list-style-type: none">• Level 2 Intervention options
9th Unexcused Tardy	<ul style="list-style-type: none">• Level 3 Intervention options
10th + Unexcused Tardies	<ul style="list-style-type: none">• Level 4 Intervention options. Per District policy, any student deemed a habitual truant may be referred to a School Attendance Review Board (SARB), and the student and his or her parent/guardian will be required to meet with the Board.

Changing Assigned Reflection Date: It is the student’s responsibility to speak with his/her teacher prior to the date assigned in order to request for change of date due to a valid conflict (ex. medical appointment).

“Willful Defiance”: Interventions

As noted in earlier sections of this document, staff may often find that an initial warning and/or informal interventions, such as visual and/or verbal cues, along with re-emphasizing clear expectations for student conduct, will suffice. However, if a student continues to exhibit the particular behavior and/or refuses to comply with staff instructions after a warning is issued (i.e. refuses to give up cell phone when asked), the following formal interventions are implemented.

1st * Violation

- **At discretion of the teacher, a verbal warning may be issued for the 1st violation**
- **Level 1 Intervention options, as appropriate, if the warning does not suffice, or if staff determines that the severity of the behavior requires formal intervention**

2nd Violation

- **Combinations of Level 1 and Level 2 Intervention options**
- **Recommended: Teacher call to inform parent of incident and consequences. Student warned that 5-week “Cooperation” grade will be negatively affected if improvement does not occur.**

3rd Violation

- **Combinations of Level 2 and Level 3 Intervention options, as appropriate**
- **Parent/Teacher/Student Conference highly recommended**
- **Student may earn a “U” in “Cooperation” for 5-week grading period**

4th Violation

- In addition to above:**
- **Combinations of Level 3 and Level 4 Intervention options, as appropriate**

**Changing Assigned Reflection Date: It is the student’s responsibility to speak with the discipline liaison prior to the day assigned in order to change assigned reflection day due to valid conflict (ex. medical appointment).*



“STANDARDS for STUDENT BEHAVIOR” AGREEMENT

I, _____, have read and discussed the attached
(STUDENT'S NAME)

Standards for Student Behavior with my parent/guardian, and I understand my responsibilities as a Northridge Academy High School student. By enrolling in Northridge Academy High School and signing this agreement form, I am making the commitment to actively demonstrate in my attitude, words and actions, on a daily basis:

1. *Respect for myself*
2. *Respect for all others, both students and adults*
3. *Respect for our school building, campus and school property*
4. *Respect for our extended neighborhood, including community and university facilities, grounds and property*
5. *Respect for the learning process*

I also agree to immediately communicate any concerns or questions I have about any or all, of the above to my advisor, teacher, counselor or administrator, and/or I will talk to my parent/guardian who, in turn, will communicate with the appropriate staff member.

Student's name – Please print

Current Grade Level

Student Signature

Date

Parent/Guardian Signature

Parent/Guardian Signature

(NOTE: This contract is attached to the packet, “Northridge Academy High School’s Standards for Student Behavior”, provided in our enrollment packet. In order to enroll in our school, the student and parent/guardian are required to complete and return this contract during the registration process.).



REFERRAL Information

Student _____

Teacher _____ Period _____

PLEASE INDICATE THE PREVIOUS INTERVENTIONS YOU HAVE UTILIZED FOR THIS STUDENT'S BEHAVIOR PRIOR TO THIS REFERRAL SO ADMINISTRATION MAY TAKE PROPER NEXT STEPS.

Level 1 Interventions:

- Teacher conference w/ _____ (Date/s) _____
- In-Class Consequence (i.e. seat moved or other change in environment) (Date/s) _____
- Teacher/Parent contact (Date/s) _____
- Time-Out (Date/s) _____
- Contract with Student/Parent (Date/s) _____
- Student Journal (Date/s) _____
- Student Kept After Class (Date/s) _____
- Other Intervention (Date/s) _____

Level 2 Interventions:

- Referral to _____ (Date/s) _____
- Reflection Session (Date/s) _____
- Round-Table Conference (Date/s) _____
(Participants) _____

Student's previous behavior has been discussed with the parent? () YES () NO

Student is generally cooperative in class? () YES () NO

This is the () 1st () 2nd () 3rd time this student has been referred by me to the office.

Additional Information: _____

Referring Teacher's Signature _____ Date _____

-----OFFICE USE ONLY BELOW THIS LINE-----

Administrator Handling Referral _____ Date _____

Action Taken: _____



Date:

Dear Parent:

Attached is a notification that your child _____ was suspended from class today by the teacher. Please note that the teacher has scheduled an appointment, to confer with you about this matter. In addition, you are requested to attend your child’s class(es) for a portion of the school day. In order that you better understand this requirement and the legal basis for it, the intent and provisions of California State Education Code (E.C.) 48900.1 are summarized below:

1. The legislature declares that parents and guardians can and must play an active role in the behavior of students while in school.
2. Classroom discipline represents a significant problem in many schools today and detracts from the amount of time for actual teaching.
3. Teachers are authorized to provide the parent or guardian of a student who has been suspended (from class) for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or willfully defying authority attend a portion of the school day in the child’s classroom.
4. Employers are prohibited from taking action against parents who are absent from work to attend class pursuant to this law.
5. Parents or guardians who attend school pursuant to this law must meet with the school administrator or designee after completing the classroom visit and before leaving the school site.

In accordance with the provisions of E.C. 48900.1, you are requested to attend_____.

Date: _____

Room: _____

Time: _____

Teacher: _____

Please bring this letter to the Main Office after completing your visitation.

I look forward to meeting with you and trust our collective efforts will result in greater success in school for your child. If you have any questions regarding this matter, or would like more information, please contact me at (818) 700-2222.

Sincerely,

John Alexopoulos
Assistant Principal

APPENDIX A:

<p style="text-align: center;">NORTHRIDGE ACADEMY HIGH SCHOOL Expected School-wide Learning Results (ESLR's)</p>
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Graduates from Northridge Academy High School will be:

- **Powerful Thinkers who...**
 - Develop rich content knowledge.
 - Think creatively.
 - Search for understanding and ask good questions that lead to deeper meaning.
 - Engage in high-level reasoning, make decisions, and solve problems.
 - Read critically and comprehend a variety of texts from across the curriculum.
 - Select and apply appropriate technology to solve problems.

- **Successful Communicators who...**
 - Communicate effectively, insightfully and purposefully.
 - Read, analyze and evaluate messages from a variety of media.
 - Write effectively for a variety of reasons and audiences.
 - Recognize and respect different character types and communication styles.
 - Incorporate school-wide “Learning Conversation Principles” in all areas of their lives

- **Life-long Learners who...**
 - Create a post-secondary plan with a variety of options.
 - Assess their own - as well as their peers’ – strengths and weaknesses and build on them.
 - Motivate and support learning in themselves and others.
 - Take responsibility for their own educational growth.
 - Make connections among diverse ideas and sources of information.

- **Effective and Responsible Citizens who...**
 - Make a personal commitment to apply learned academic skills to develop their lives and the lives of others.
 - Use service learning experiences to develop and nurture compassion and understanding.
 - Exemplify all “Six Pillars of Character”: *Respect, Responsibility, Trustworthiness, Fairness, Caring, and Citizenship.*
 - Develop the leadership skills to make informed decisions, choose a course of action, complete it, and reflect on the results.

- **Culturally-Aware Individuals who...**
 - Embrace diversity in an increasingly complex world.
 - Uphold democratic values of: freedom of expression, openness, equality, tolerance, cooperation, and justice.
 - Demonstrate respect and compassion toward all individuals.

APPENDIX A:

NORTHRIDGE ACADEMY HIGH SCHOOL

***LEARNING CONVERSATION PRINCIPLES
(LCP's)***

Listen with the intent to understand, rather than to respond.

Open your mind to new learning and practice.

Invite differences. Move away from "either/or". Embrace "and".

Wonder in front of each other.

Assume and exhibit good will.

Adapted from Sue Miller Hearst by C. Barker-Reid and K. Matsui, 2002

APPENDIX B: Habitual Truants and Non-School Consequences

Human Services Sanction:

Parent of habitual truants receiving public assistance may have their welfare check reduced for each month their child continues to be truant. This is part of the State CalWORKS program. [Welfare & Institution Code 11253.5]

Drivers License Suspension:

Any minor under the age of 18 years who is an habitual truant within the meaning of E.C. 48262, or who adjudged by the juvenile court to be a ward of the court under subdivision (b) of Section 601 of the Welfare and Institutions Code, may have his or her driving privilege suspended for one year by the court. If the minor does not yet have the privilege to drive, the court may order the department to delay issuing the privilege to drive for one year subsequent to the time the person becomes legally eligible to drive. [Vehicle code 132202.7]

Truant Referral to Probation Department:

If a minor has four or more trancies within one school year and it is determined that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor's persistent or habitual refusal to obey the reasonable and proper orders or direction of school authorities, the minor is then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court. [Welfare & Institution code 601b]

Parent Referral to District Attorney:

Any parent, guardian, or other person having control or charge of any pupil who fails to comply with directives to send their child to school, unless excused or exempted there from, is guilty of an infraction and shall be punished as follows: 1) Upon a conviction, by a fine of not more than one hundred dollars (\$100), 2) upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250) and 3) upon a third or subsequent conviction, by a fine of not more than five hundred dollars (\$500). [Education Code 48293]

APPENDIX C:

Activities that could result in school suspension, expulsion, and/or police involvement (California State Education Code Section 48900):

1. Caused or attempted to cause damage to school property or private property.
2. Disrupted school activities or otherwise willfully defied the valid authority of administrators, supervisors, teachers, school officials, or other school personnel engaged in the performance of their duties.
3. Habitual profanity and/or obscene acts.
4. Forgery.
5. Caused or attempted to cause, or threatened physical injury to another person.
6. Unlawfully possessed, used, sold or otherwise furnished, or found under the influence of any controlled substance listed in Chapter 2, commencing with Section 11053 of Division 10 of the Health and Safety Code (alcoholic beverage, or intoxicant of any kind).
7. Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, any alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material in lieu (look-a-like) of the controlled substance, alcoholic beverage or intoxicant.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to: cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, and snuff, chew packets.
9. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.
10. Stole or attempted to steal school property or private property.
11. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object. (Includes tasers, stun guns, pepper spray, or mace.)
12. Possessed an imitation firearm (replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm).
13. Willfully used force or violence upon the person of another, except in self-defense.
14. Publication and/ or distribution of unauthorized materials.
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
16. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting the students, their class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Defined in Education Code 48900.4.)
17. Made terrorist threats against school officials or school property, or both. (Education Code 48900.7.)
18. Tackle football, except as participation on an authorized athletic team.
19. Climbing of gates or fences.
20. Knowingly possessing or receiving stolen property.
21. Any activity, which is a violation of law, such as setting off a fire alarm, fireworks, etc.
22. Throwing of any object at another student or adult, including water, etc.
23. Gambling.
24. Possession of permanent marking devices including spray cans, paint pens and markers.
25. Writing graffiti on any part of the campus; writing graffiti in notebooks during school hours.
26. Persistent use of degrading language or hazing.

APPENDIX C (continued):

Activities that could result in school suspension, expulsion, and/or police involvement (Education Code Section 48900):

27. Sexual harassment: any verbal, visual or physical harassment, which is severe enough to cause emotional distress, or to have a negative effect on a person's academic achievement, or to create an intimidating environment. (As defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code); committed a sexual battery as defined in Section 243.4 of the Penal Code. (Also defined in Section 48900.2 of the Education Code.)
28. Gang activity, including confrontational behavior using signs or gang names.

Students are subject to all school rules and regulations while on school grounds, at all school-sponsored events and during their travel to and from school.

NOTE: In addition to suspension by the school principal, a teacher may suspend any student from their class (class suspension), for any of the acts enumerated above for the day of the suspension and the day following. Teachers may request the student be permanently removed from his/her classes after repeated and unsuccessful attempts to modify disruptive and/or obnoxious behavior.

Violations leading to mandatory expulsion recommendation:

The Principal will carry out the Board of Education's intent and recommend expulsion for any of the following:

1. Students possessing, selling, or otherwise furnishing a firearm. A firearm shall mean any device, designed to be a weapon, from which is expelled a projectile by force of any explosion or other form of combustion (P.C 1200 [b]).
2. Brandishing a knife at another person.
3. Students found to have unlawfully possessed, used, sold or otherwise furnished any controlled substance.
4. Students committing or attempting to commit robbery or extortion.
5. Committing a sexual battery as defined in Subdivision (n), Section 48900.
6. Assault and battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

APPENDIX D:

Best Practices and Suggested Strategies

These are ideas brought up at Discipline Committee Meetings and/or Staff Survey:

- Music can help students concentrate. Consider playing soothing classical, oldies, or 80's type music softly, utilizing the technology in your classroom.
- Effective classroom discipline is rooted in effective instruction. Professional development for teachers to plan effective instruction can help reduce discipline issues. Professional development that helps teachers identify why class disruptions occur and how to implement effective classroom management strategies is also needed.
- A two-week warning at the start of the semester would allow administration to still do ID checks, issuing "Warning Citations" instead of Reflection Assignments.
- There should be a fashion show of what is acceptable / unacceptable attire. Life-sized posters that could be displayed near the entrance of the school would be effective.
- There should be a big container at the entrance of the school that says, "No gum allowed. Throw gum out here". To publicize, one parent has volunteered to initially stand there, and provide breath mints to any students who threw out their gum.
- Teachers must respect students and their desire to be on time by not holding them after class, or at the end of lunch, if it means they might be tardy to their next class. If a teacher holds a student, the teacher should give the student a "tardy excused" note.
- Dress code and ID should be dealt with school-wide. Individual teachers will only send referrals to the office for blatant dress code violations, or not having an ID when going on a trip (i.e. to CSUN).
- The consequences should be the same for all students. Students who have built a "positive" reputation with staff should not be exempted from consequences because of this reputation, as this signals unfairness and favoritism.
- There is a need to find more ways to support/reward students who are following school rules. Suggestions: teacher talent show, teacher/student basketball games, raffles, ice cream days. (Leadership class has begun to work on helping to do this.)