

KIPP: King Collegiate Introduction to Discipline System

August 9, 2010

The mission of KIPP King Collegiate is to prepare students to live inspired and ethical lives by developing within them extraordinary academic skills, a life-long passion for learning, and the resolve to change their own lives and the world around them through acts of excellence, justice, humanity, and courage.

Session AIMS:

Staff WABAT describe and utilize the conduct card process.

Staff WABAT model guided reflection.

Agenda:

- Warm Up: Disciplining Ourselves (7 min)
- History and Vision (10)
- The Nuts and Bolts of Process and Policy (30)
- Break (5 min)
- The Art of Guided Reflection and Practice (30)

“I will discipline myself so that I know one else has to.”

~from the KIPP:King Commitment to Excellence (adapted from Pat Summitt and Jeffrey Duncan Andrade’s “Definite Dozen”)

What teacher/staff actions lead and encourage students to “discipline themselves”?

- *Consistency*
- *Clear Consequences*
- *Build Relationships*
- *Avoiding Power Struggle*
- *Rigorous, challenging, relevant, engaging instruction*
- *Respect for the Dignity of Everyone in the room*

“Intelligence plus character---that is the goal of a true education.”

~MLK

Vision: Through our discipline program, King staff will support the development of character strengths and virtue in our students through modeling and reinforcing virtue and inspiring our students to discipline themselves so that no one else has to.

All King Staff will:

- 1) Maintain the highest expectations for all students and themselves by consistently modeling and reinforcing virtue and upholding a professional learning environment.
- 2) Understand discipline as “teachable moments” for all students.
- 3) Guide students to understand personal choice and responsibility in moments of success and failure.
- 4) Address all students with respect.

Component	Purpose and Definition	Skills students will acquire as a result:
Conduct Cards and Consequences	System for consistently addressing choices student make that disrupt our professional learning environment.	SWABAT hold one another accountable for maintaining high standards of behavior and creating a professional learning environment.
Reflective Conversations	Conversations with staff members who are disciplining, pride leaders and administrative staff about choices, consequences, and alternatives.	SWABAT think meta-cognitively about the choices they are making in order to become better decision-makers and lead other students to do the same.
Virtue Cards	Handed out to students (by staff or students) to recognize moments of exemplary character strength in interactions with peers and staff.	SWABAT recognize and foster intentional acts of virtue in themselves and others.
Pride	Provide a teacher-led, student-centered “family” of support within our larger community to help students effectively navigate school work and other teen issues.	SWABAT effectively organize and manage school work, solve problems, and support themselves and their pride members. SWABAT advocate for themselves and others and reflect on choices they make.
Team and Family Meetings	Grade level or combined regular meetings to celebrate student virtue and academic success through shout-outs and presentations, or address whole group needs/issues.	SWABAT celebrate strengths and collaboratively problem-solve and communicate around group needs and areas of growth.

Process: If a student makes a choice to disrupt the professional learning environment by violating a school rule....

- 1) Guide student in reflection (more to come on that later)
- 2) Complete the conduct card with the student’s full name, your name, date, pride leader (if you know it) and circle the choice the student made.
- 3) Tear off the back copy and give to student; clearly explain consequence.
- 4) Put the top two copies in Belden’s box as soon as possible (end of day at latest)
 - Belden records warnings or assigns consequences (if necessary)
 - Students’ parents are called if choice results in detention
 - Students reflect in detention , reflect with Belden
 - Pride leader receives other copy, has follow-up conversation with student

Description of Choices that Disrupt Professional Learning Environment and Resulting Consequences

Tier 1 Choices	Consequence: Students will receive a reminder for violation. The reminder is recorded in the office, and students will receive a detention if they should repeat the violation a second time.
Dress code (immediately correctable)	clothing half on/half off, shirt not visible, sagging pants, hat in building.
Loitering	Not walking with purpose to class, bathroom, etc (in a manner that results in lost learning time). Refusing to exit the building at the end of day.
Littering	Leaving or throwing personal trash in any public space (cafeteria, courtyard, hallways, classroom, field, front/back of school area).
Skipping Lunch Duty	Not completing assigned lunch duty clean up tasks on assigned weeks.
Unprepared/Not Returning School Documents	Organization is a component of academic success at KIPP King. Students are held accountable for preparation each day. Unprepared means not having a pen/pencil, paper, notebook, not returning school forms on time (report cards, progress reports, etc).
Rowdy/Disruptive Behavior in Hallways or Public Spaces	Because of our schedule, some students may be in transition while others are learning. Horse-play, loud voices in the hallway or outside classrooms, or playing sports too close to buildings (so as to disrupt learning) warrant a reminder so that all students can learn.
Public Displays of Affection (PDA)	Students may hold hands or hug (but not linger while hugging) other students (of the same or opposite gender). Students are not permitted to kiss (at all) or grope one another ever.
Tardy to Class (1-3 minutes)	Mark the student tardy in your Powerschool with a T, and assign the student a reminder card.
Tier Two Violations	Description: Students will receive a detention and Parent Phone Call
Choices that Earn 30 minutes Detention	
Cell phone/electronics visible at unsanctioned time	Cell phones are not to be used at any time during the school day and are to be out of sight. If the phone is visible in class (but not in use and not disrupting learning), assign this consequence and confiscate the phone or device (bring to Belden by end of day). Ipods/musical devices (not phones) are permissible during lunch and study labs (if the teacher permits it) as long as volume can not be heard by others and students are productively working on schoolwork. Students should not be sharing earbuds during study labs.
Foul Language	Using inappropriate language anywhere at anytime is not permitted.
Eating in the hallway	Students are never permitted to eat in the carpeted hallway of the main building. (Carpet Cleaning is very expensive!)
Choices that Earn 1 hour Detention	
Behaviors that Disrupt Learning	Calling out, poor posture, side conversations or off-topic talking, wasting time, inattentiveness.
Uniform-Not Immediately Correctable	Not wearing a KIPP shirt or pants, clothing too tight/short, incorrect footwear (essentially something that can't be fixed on the spot).
Choices that Earn 2 Hours of Detention	
Out of Bounds	Students should not be in the hallway without a pass, hanging out between cars in the parking lot or behind buildings (during lunch), in a classroom where they were not assigned to be, or at KSA during the school day.
Choices that Earn 3 Hours	

Detention	
Cell Phone/Electronics Use	If a cell phone rings, vibrates, is being actively used OR if a student is using another electronic device at an unsanctioned time, assign this consequence and confiscate the device (bring to Belden by end of day).
Insubordination/Refusal to Follow Directions/Extreme Disrespect	Behavior that includes failure to do what is asked by a staff member, walking away from a staff member, not reporting to the office or detention. (Please send these students straight to Belden's office).
Cheating (quizzes, tests) or Copying Homework	Students should receive a 0 on the assignment and make it up in addition to the 3 hour detention.
Tardy to Class 3-5 minutes	Please mark these students as a T in Powerschool and assign the consequence.
Lying	Deliberately not telling the truth to a staff member.
Taking/Abusing/Destroying other's property	Vandalism of school or other's property, taking things from staff member, classroom, or another student without permission (includes but is not limited to jewelry, school materials, personal items/technology, books, backpacks).
Verbal Fighting/Play-fighting	Arguing, threatening to fight, pretending to fight, wrestling.
Disciplinary Removal from Class	If a teacher has to stop teaching and send a student to the office for disruptive or disrespectful behavior (call Belden/office and send).
Tier 3 Violations: Serious Consequences and Restorative Justice	Immediate Referral-Send student directly to Belden's office and call office (510 317 2330) or Belden (510 529 9373) to notify they are being sent.
Plagiarism or Cheating on Major Exams	All work must be of students' own thought and effort. <ul style="list-style-type: none"> • A student's work is expected to be the complete truth; therefore, lying and forgery are violations of the honor code. • A student's work is expected to be his/her own, unless properly credited; therefore, plagiarism and cheating are violations of the honor code. • The property of others is to be respected; therefore, stealing – no matter how minor – is a violation of the honor code.
Tardy to Class (more than 5 minutes)	The King campus is relatively small. Anyone who is more than 5 minutes tardy to class should be sent directly the office.
Truancy	
Hazing/Harrassment/Bullying	Threatening another student or staff member, bullying (cyber or otherwise), sexual harassment, any demeaning initiation ceremonies by one group over another as a condition for being part of the group.
Extreme or repeated disrespect	Showing extreme and disruptive verbal disrespect toward staff member or peers, swearing at staff members or peers, yelling or arguing, repeatedly talking back, etc.
Physical Fighting	If it happens anywhere on campus.
Drug/alcohol use, possession, offers to sell, sale, distribution.	
Weapon possession	Blades, guns, or anything that is suspected to be possibly used as a weapon.

Changes for 2010-2011

Gum-chewing and eating in the classroom will not automatically earn consequences (teacher's discretion) unless this becomes problematic school-wide. Students are still not permitted to eat in the carpeted hallways.

Senior dress code will be decided in upcoming days. More info will follow.

The Art of Guided Reflection

When there is disconnect between what how a child interprets an event and your desired interpretation for him of the event, we can remedy that disconnect through guided reflection.

Actions that Open Reflection	Actions that Close Reflection
<p>Initial Question: What's going on here? What's up? How's it going?</p> <p>Closed Questions: Did you know that (action) would (effect)? Can you see how (person) might (feeling/thought)?</p> <p>Open Questions: Why did you feel the need to...? How might (person) see the situation differently?</p> <p>Private Address: Choose a private, comfortable location.</p> <p>OUTCOME: Kids feel heard, valued, and understood.</p>	<p>Attack: You are acting like a jerk.</p> <p>Lecture: Blah, blah, blah... we expect more from you... blah, blah, blah.</p> <p>Sarcasm: Oh now I see how you could think it was a good idea to throw your textbook across the room.</p> <p>Public Address: You talk to the student in a public space or before a group of peers, heightening the student's self-consciousness.</p> <p>OUTCOME: Kids feel ignored, devalued, and misunderstood.</p>

Each time a student makes a choice that negatively affects the learning environment we are presented with a teachable moment. If we are teaching students to discipline themselves, **we** must **lead** them to meta-cognitively reflect on their choices. We should always take these opportunities.

Guiding Students to Reflect

Inquire: What's going on here?

Empathize: I understand....

Challenge: Reinforce the classroom/school expectation and assign consequence.

Help: What other solutions or actions might you take next time?

Reinforce: Positively recognize when the student changes the behavior or does the right thing.

What do you say and do?

Please take a moment to read through the scenarios below then jot down some notes on what you would say to the student or group of students.

1. A student constantly plays with things in her desk and makes noises that disrupt students around her. Today in class, you nonverbally reminded her to stop disrupting. In the middle of your lesson, you see her lean toward the student next to her once again. What do you say and do?

2. Marco and Lisbeth have recently started dating. You see them walking to class holding hands and they politely greet you. However, as you turn to walk into your classroom, you see them kiss. What do you say and do?

3. You saw Ronny walk into school with his pants sagging again today and gave him a reminder card. It seems like every day you are reminding him to pull them up to his waist. At lunch, you notice that the waist of his pants is nearly at his kneecaps. You gesture for him to come talk to you and he rolls his eyes and walks away from you. What do you say and do?

4. You are so excited about Elizabeth! She was struggling both academically and behaviorally for the first few months of school but has recently started to turn things around. She can have a pretty quick temper, but lately it feels like you two have really started to understand one another. One day in class, her cell phone starts to ring while you are teaching. You look over at her and she says "I am so sorry, it was just my alarm---it will never happen again! Please don't get me in trouble, I have been doing so well!" What do you say and do?

Follow-Up

Following up with a kid (or staff and parent for that matter) that you've recently addressed is the key to changing that person's perception. It's the THING that builds relationships and community.

Discussion Questions:

- Why don't teachers follow-up with kids? What's the impact of this on the broader culture?

- What does follow-up look like?

