

GALS SCHOOL-WIDE APPROACH TO DISCIPLINE



At GALS, we expect our students to embrace the GALS community. Each student must understand that being a successful member of a community involves following the rules and expectations that exist to keep all community members safe and healthy. Each student at GALS is expected to learn the rules and expectations, as well as the policies and procedures necessary for school life. Through the course of their learning at GALS, students will be able to articulate the rationale behind these policies. These rules and procedures must be observed while under school jurisdiction. School jurisdiction refers to all times when school is in session, including travel to and from the school and school-sponsored trips, as well as during school activities unless the student is under the direct supervision of their own parent/guardian. Below is an outline of how GALS will respond if a student chooses not to uphold our school expectations.

GALS BEHAVIOR LEVELS AND RESPONSES

GALS is committed to providing a safe, respectful learning environment. The list below provides the GALS community with a breakdown of where different behaviors fall in regard to their severity. More importantly, it indicates how GALS will respond to these behaviors. Level 1 behavior infractions are low level infractions that we address in the classroom. Each classroom teacher at GALS establishes norms and expectations for their classroom based on the GALS vision and our framework for how we approach discipline. Teachers have autonomy with how they address what we identify as Level 1 behaviors (examples listed below) within the classroom. If those Level 1 behaviors persist or escalate and a teacher has used the proactive tools for redirection, students will then be referred to the Head of School for further conversation and follow up. Level 2, 3, and 4 infractions may result in immediate removal from class and different consequences and interventions (more details below).

Level 1 Behavior (handled in the classroom) include, but are not limited to:

Classroom disruption (ie,yelling/calling out, throwing things, not staying in defined area, picking on, bothering, distracting others, etc...)

Minor defiance (e.g. refusing to complete assignment)

Verbal insults

Food policy infraction

Use of cell phones or other technology at inappropriate times

Sleeping in class

Scholastic dishonesty such as copying homework

Level 2 Behavior (immediate referral to the office)

Overt bullying –this can include bullying over social media (see GALS definition of bullying)

Profanity and vulgarity

Consensual, but inappropriate touching (e.g. kissing, touching private body parts)

Low-level theft (e.g. taking another person's pencil/pen, taking a person's book, etc...)

Repeated misuse of technology (e.g. having a cell phone ring in class or out in class)

Ditching class

Scholastic dishonesty such as cheating on a graded assignment

Major defiance

Refusal to give technology to an adult when it is used inappropriately

Any Level 1 behaviors that are habitual or escalated Examples (e.g. repeated classroom disruptions; repeated verbal insults, repeated cell usage, etc.)

Level 3 Behavior (immediate referral to the office)

Aggressive threats-this can include threats over social media

Aggressive harassment-this can include harassment over social media

Harassment based on race, ethnicity, gender identity, sexual orientation, or religion

Verbal insults or profanity directed toward staff or other students

Physical fighting

Gang clothing/ affiliation

Leaving class or the building without permission

Other school-based disruption that significantly disrupts the school environment

Level 2 behaviors that are habitual or escalated (e.g. repeatedly ditching class, repeatedly using profanity, etc...)

Level 4 Behavior (immediate referral to the office)

Assault

Vandalism/graffiti

High-level theft

Direct threatening of staff member or other student

Use and/or possession of illegal substances

Possession of and/or use of weapon

Arson

Gang recruiting

RESTORATIVE JUSTICE/CONSEQUENCES FOR LEVEL 1-4 BEHAVIORS

At GALS, we believe successful disciplinary practices, viewed as learning opportunities, have the following characteristics: 1) provide the opportunity for student reflection and participation in restorative justice to repair and preserve relationships, 2) are explicit, reasonable, and timely, 3) have logical, fair, consistent, and age-appropriate consequences, 4) respond to individual differences among students with insight and sensitivity, including measures aimed at prevention and intervention when necessary, 5) protect the right of students to their education, 6) include parent participation, when appropriate.

Level 1: Individual teachers will determine their classroom expectations and responses to Level 1 behaviors. Student behavior will be documented. Parent/Guardian may be contacted. Student(s) will engage in some reflective practice such as a one on one conference, a reflection form, or a behavior reflection form. Restorative intervention will take place with accountable consequences if necessary.

Level 2: Student behavior will be documented in Infinite Campus. Parent/Guardian may be contacted. Student(s) must engage in a reflective practice. Restorative intervention will take place with accountable consequences.

Level 3: Student behavior will be documented in Infinite Campus. Parent/Guardian will be contacted. Student(s) must engage in a reflective practice. Restorative action will be required. Accountable restorative consequences may include: 1-5 days of in-school suspension or out of school suspension, depending on the impact of the behavior on the overall GALS community. Student(s) may be placed on a behavior contract.

Level 4: Student behavior will be documented in Infinite Campus. Parent/Guardian will be contacted, as well as law enforcement. Restorative action will be required. Accountable restorative consequences may include: 2-5 days of out of school suspension. Student(s) will be placed on an escalated behavior plan/contract.

If the offense warrants a suspension, **the student cannot return to school without a parent/guardian re-entry meeting.** During the re-entry meeting, the student will be given a behavior contract that shall serve as a binding agreement between parents, students, and the school. If a student has accumulated 10 days of out of school suspension, GALS may request an expulsion hearing. The district will review the case to determine if the student may return to school or be expelled.

STUDENT DISCIPLINE PLAN/PROCEDURES

At GALS, we use restorative practices to build a culture of respect, understanding and empathy. Restorative practices are rolled out through the 3Rs- relate, repair, and reintegrate. The purpose of restorative practices is to build a sense of community and provide opportunities for reparation and reintegration. We believe it is important that our community work to repair the harm that is done so that we can continue to flourish and develop together. GALS' discipline interventions adhere to a restorative justice model, where students are expected to make appropriate amends for their behavior.

RESTORATIVE JUSTICE

Restorative justice is a philosophy based on a set of principles that guide the response to conflict and harm. The principles emphasize healing the wounds of victims, offenders, and communities. By "making things right," restorative justice practices seek to knit wholeness back into a community which has been torn; they seek to repair relationships so students can

focus on their schoolwork and reconnect as members of the learning community. Schools may involve a wide range of people in the restorative justice process, including the victims, school staff, bystanders, other students, families, and the greater school community.

Restorative justice emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also:

- Provides ways to effectively address behavior and other complex school issues
- Offers a supportive environment that can improve learning
- Improves safety by preventing future harm
- Offers alternatives to suspension and expulsion

Through the process of pre-conferencing with victims, offenders, families and staff, the GALS discipline team will determine whether an incident is appropriate for the restorative justice process. Upon completion of the process, participants will agree upon a resolution that will repair the harm, suits the victim's needs and accomplishes the results stated above.

In the case of a violation of a major school rule or repeated violation of other policies and procedures, certain actions will be necessary, including: a school-wide apology made at a community meeting, a written behavior contract, probation, or in extreme cases, in-house suspension, out-of-school suspension, and/or expulsion from school.

CONTRACT

As a part of Restorative Justice, a student may be asked to sign a document that details the expectations that must be met for the student to continue at GALS, following disciplinary action.

USE OF RESTRAINT

Persons employed by GALS LV may, within the scope of his/her employment, use reasonable physical restraint and/or time-out as a means to protect the student being restrained or others from a serious, probable, imminent threat of bodily harm. Restraint may be used only in cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances. An emergency is a serious, probable, imminent threat of bodily harm to self or others, or imminent threat of destruction of property of significant value. The purpose of using restraint shall be to prevent the continuation or renewal of the emergency. Restraint shall only be used for the period of time necessary to accomplish its purpose. Key staff at GALS who would be involved in these situations have been trained in proper physical restraint techniques.

STUDENT SEARCHES

GALS LV reserves the right to conduct searches of students and their property, including backpacks and journals. Searches will be conducted so as to respect the privacy and interests of the students to the fullest degree possible, but will balance such concerns with its

predominant interest in maintaining student safety and discipline. The parent(s) or guardian(s) of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a student refuse to cooperate with a search request, the school will confiscate the property in question. School property which are assigned to students for their use (e.g., desks), remain property of the Girls Athletic Leadership Schools. Such areas are subject to searches by school officials at any time. There will be two GALS staff members present at a search.

USE OF OUTSIDE AUTHORITIES

In the case of a severe behavioral infraction, emergency, or crisis situation, GALS retains the right to utilize outside authorities at its discretion. Such authorities include, but are not limited to, police officers, juvenile officers, fire department, and emergency medical teams. The school maintains the right to provide crisis intervention for students when, in our best professional judgment, it is deemed necessary. The school will make all reasonable efforts to communicate details about such interventions to parents ahead of time. However, extenuating circumstances may render this impossible in certain instances. Any time outside authorities are used, the student's parent or guardian will be contacted.

DISCIPLINE POLICIES

ANTI-BULLYING/CYBERBULLYING POLICY

Bullying is not tolerated in any form at any time at GALS LV. GALS defines bullying as when a student is the target of any behavior that is harmful or intended to be harmful, is repeated regularly or occurs over a period of time, and involves an imbalance of power such that the victim does not feel that they can stop the interaction. When bullying occurs using electronic communication, it is considered cyberbullying. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. Such negative behavior can take a variety of forms such as:

- Pervasive intimidation, teasing, coercion, humiliating or harming of another
- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person's property
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs
- Spreading rumors and gossiping about someone
- Leaving someone out on purpose or trying to get other students to exclude someone
- Using technology/electronic communication as a medium for bullying behavior

All **adults** at our school will do the following things to prevent bullying and help children feel safe:

- Assure that our community has a clear understanding of how we define bullying
- Closely supervise students in all areas of the school and recess areas

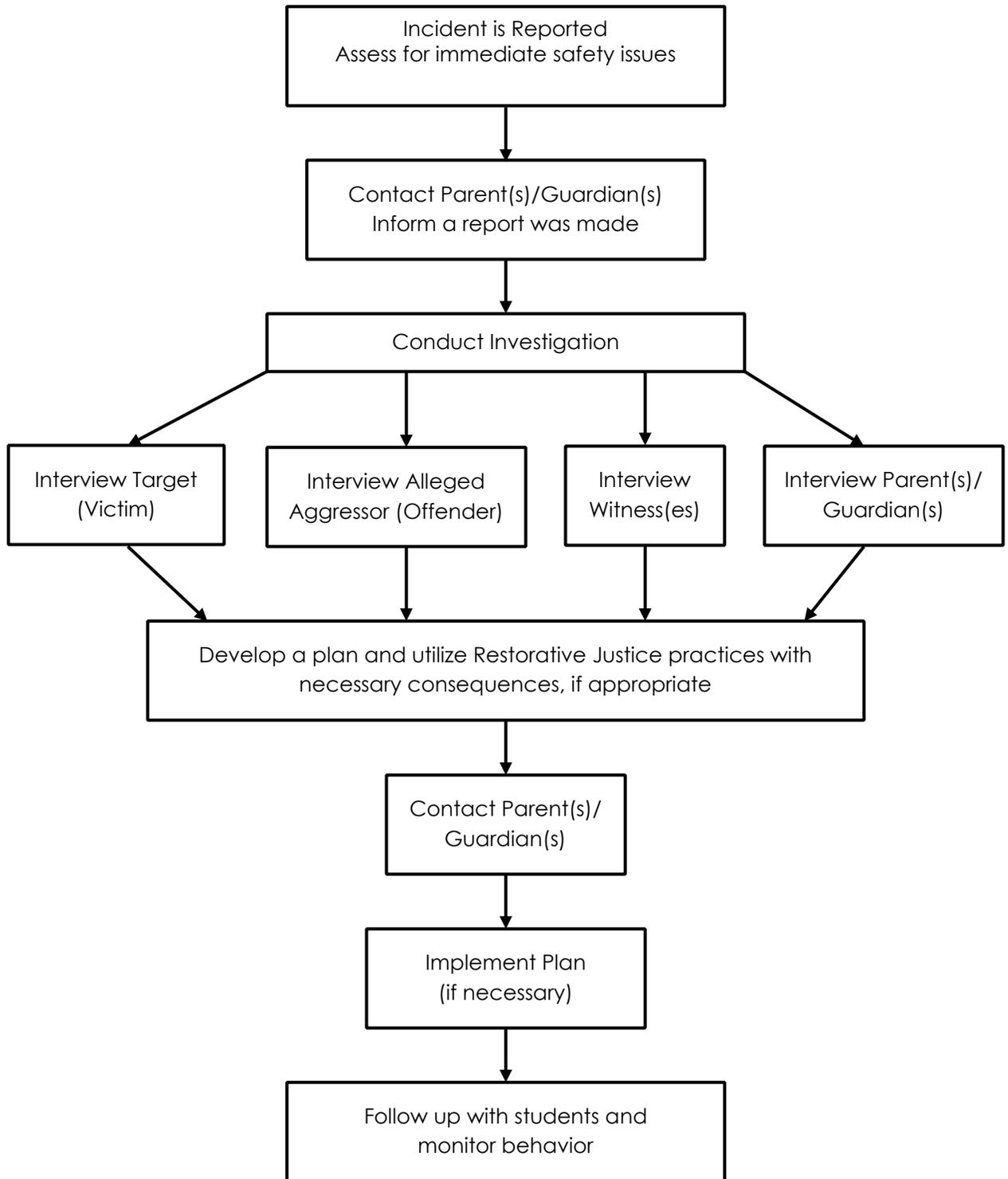
- Be alert to signs of bullying and stop it when it happens
- Teach and model appropriate behavior for all students at all times
- Respond quickly and sensitively to bullying reports
- Take families' concerns about bullying seriously
- Investigate all reported bullying incidents
- Assign consequences for bullying based on the school discipline code
- Assign immediate consequences for retaliation against students who report bullying

All **students** at our school will do the following things to prevent bullying:

- Model GALS' school-wide behavioral expectations on campus and in the community
- Refuse to bully others
- Refuse to let others be bullied – be an upstander and stick together
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in activities, especially those who are new or often left out
- Report bullying immediately to an adult

Repeated acts of bullying in any form will result in severe consequences.

BULLYING INVESTIGATIVE PROCESS



BYSTANDERS

Every GALS student is expected to act conscientiously and courageously in situations where they perceive the following:

- Another person is the subject or instigator of teasing, bullying, verbal abuse, harassment, physical abuse, unsportsmanlike conduct, lying, cheating, stealing, or vandalism
- Another student's behaviors are clearly disrespectful of another person or person's property

Courageous action in these situations often requires overcoming fear of doing the wrong thing or being ostracized by peers. Students are expected to report any witnessed infraction. Teachers will foster the students' understanding of these situations and of appropriate actions through our GALS Series courses, role-playing, and revisiting specific situations. If, however, the student bystander is deemed to be an enabler or encourager in such situations, the student will be subject to disciplinary action at a level less than or equal to the person(s) actively involved.

ALCOHOL, DRUGS, AND TOBACCO/MARIJUANA/VAPING PRODUCTS

GALS is a no-use campus and does not condone the use of any kind of substance by its students. Possession, distribution, or use of alcoholic beverages, illegal or controlled drugs of any kind (including tobacco, marijuana and vaping products) while under school jurisdiction is forbidden. There are no circumstances under which it is permissible to have alcoholic beverage containers or other drug paraphernalia on any part of our campus. Repeated suspicion of drug, alcohol or tobacco/marijuana/vaping product use may result in disciplinary consequences. The school reserves the right to conduct searches as needed and determined by the Head of School. All searches will be conducted with two employees as witnesses. The school also reserves the right to request a drug/alcohol screening when a student's behavior indicates an incident of substance abuse or a pattern of abuse.

Misuse of over-the-counter (OTC) medications (e.g. cold medication or pain relievers) is strictly forbidden. A student possessing any medication (prescription and/or OTC) without required approval is subject to dismissal. Possession and/or use of any other medicinal substances are also strictly forbidden. This includes, but is not limited to, herbal substitutes for prescription medication, herbal supplements of any kind, diet pills and diet aids, laxatives, energy drinks, caffeine pills, sleeping pills, or anything deemed inappropriate or dangerous.

Violations of the drug, alcohol and tobacco/marijuana/vaping products rules will require intervention by identified staff. They may also result in outside referrals or potential suspension or expulsion, depending upon the circumstances of the rule infraction. Misuse of prescription medications or providing alcohol, drugs, or tobacco/marijuana/vaping products to others may also have similar consequences.

STEALING/STOLEN PROPERTY

Unauthorized taking or use of personal or school property is prohibited. Acts of stealing include, but are not limited to, borrowing/taking items without the owner's permission, unauthorized use of another's property or money, claiming "found" items, and unsanctioned removal of books or other learning tools from academic areas. Theft can be grounds for suspension. Students should label their property to protect against loss and leave all valuables at home. GALS is not responsible for damage to and/or loss of student property. GALS reserves the right to conduct random searches at any time.

GANG-RELATED BEHAVIOR AND DRESS

This policy has been adopted pursuant to the requirements of state law, in recognition of the fact that gang activities at school impose a threat to the welfare and safety of students and others in the school community and cause substantial disruption to the educational process.

The term "gang" as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Gang activity in schools is often marked by the prominent display of certain colors or other indicia in student apparel, graffiti with distinctive symbols, and the use of signals and gestures known to denote gang membership. Students who adopt a dress style suggestive of such displays, even when unassociated with gang activity, may become targets of antisocial behavior.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

- Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings, on school grounds, at school sanctioned activities and events, or while being transported in school-approved vehicles.
- Gestures, signals, or graffiti which denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and while being transported in school-approved vehicles.
- Gang graffiti on school premises will be quietly removed, washed down, or painted over as soon as discovered and photographed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
- Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to the administrative team for disciplinary action.

- Disciplinary action for violation of these standards will include notification of the violation where applicable; the requirement that the apparel be changed before reentering class, and at the discretion of the administrative team, a parental conference. More severe disciplinary consequences, including suspension or recommendation for expulsion will result from repeated or serious violation.
- The GALS administration will establish open lines of communication with local law enforcement regarding this policy in order to further its purposes.

DISHONESTY AND DECEPTION

Misrepresentation of the truth, either through lying or lying by omission, or through acts of deception, is destructive of trust, can be dangerous to others, and is absolutely unacceptable, for it undermines the spirit of the community that we all must work to maintain.

SERIOUS LACK OF CONSIDERATION FOR PEOPLE AND PLACES OUTSIDE THE GALS COMMUNITY

Inappropriate behavior includes actions that are disrespectful, embarrassing or potentially damaging to GALS. All members of the GALS community are its representatives and should always act and dress in a manner that upholds the principles of the school when interacting with outside community members or in the outside community.

SEXUAL BEHAVIOR

Sexual activity of any kind, between anyone, is inappropriate and unacceptable on school grounds or during school activities. This is a community in which everyone should feel welcome in school spaces and should never be made to feel uncomfortable by another's inappropriate behavior.

DESTRUCTION OF SCHOOL PROPERTY

Students are expected to treat personal and school property with care. Anyone defacing or damaging property will face consequences and be held responsible for restitution and making amends, including reimbursing the school for the replacement costs of damaged items.