

The W.C. Overfelt Safety and Behavior Handbook

for Students, Parents, and Staff



W.C. Overfelt High School
1835 Cunningham Avenue
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The mission of Overfelt High School is to graduate all students ready for success in college and career. To that end, we have created this handbook to clarify the school's procedures and policies for students, staff, and parents to help our students reach their goals.

The Safety & Behavior Handbook is created with the following beliefs:

- **All Overfelt students deserve the best educational environment and opportunities.**
- **All Overfelt students have the ability and desire to learn and grow.**
- **The Overfelt Community of students, staff, and parents are interconnected and must work together to create a positive learning environment.**
- **No decisions will be made without those affected being part of the decision-making process.**
- **There will be timely communication between Behavior Advisors and staff, parents, and students.**
- **To whom much is given, much is expected.**

We hope this handbook lays a clear foundation for the youth and adults of the Overfelt Community as we work together to build a positive, fulfilling future for all Overfelt graduates.

Go Royals!

Teacher Support of Student Behavior & Safety

The goal to keep all students safe and focused on their education is a priority for each staff member of Overfelt High School, and one of Overfelt's true strengths is our school-community focus on student safety and education. Listed below are some procedures used to maintain a safe and educational institution.

- All staff members are aware of fire escape routes, earthquake procedures, Code Blue "Lock-in-Place" procedures, and Run, Hide Defend procedures specific to each classroom. We have annual drills to prepare.
- Students outside of class have a signed agenda pass from the teacher confirming the teacher, time and destination.
- Each teacher has a clear, posted, and enforced cell phone policy in the classroom. If the teacher's policy requires them to take a cell phone from the student, the teacher must make certain they keep the student's property labeled and stored in a safe place.
- The purpose of our dress code is to maintain a safe, educational environment. If a student's clothing is a distraction to the classroom environment, please email or text a Behavior Advisor.
- Students, including TA's, are supervised by teachers at all times and are not allowed off campus during school hours.
- If a student is more than 30 minutes late to a class, teacher marks TDU and enters TDM in the comments field, indicating the student was tardy 30 minutes or more. If students are present for any portion of the class, they cannot be marked absent.
- For help with translation or scheduling parent meetings, teachers are encouraged to contact our parent liaison, Rick Ramirez, (408) 347-5926 (extension 75926)
- Each teacher is expected to allow students to make up work when student is in the Advisor's or Student Support office.
- Teachers have the option and are encouraged to give students partial credit for

reflections and work done with Behavior Advisors and Student Support Services personnel because this work also aims to improve the student's overall academic success. With student permission, advisors will send student work to student English teacher and a copy to any other teacher who requests it.

- In-House Suspension (IHS) is used occasionally when previous strategies have not shown results. In the event a student is assigned IHS, the student's teachers will be informed on a Monday by 3:00. TA's will pick up student work from each teacher during 2nd period that Tuesday. Student should submit IHS work to their teacher the next class meeting.
- Any day one of our Overfelt teachers is absent, the students' quality of education is affected. It is a best practice to always leaves clear lesson plans, all needed materials, seating charts, and additional procedures to maintain classroom safety and focus on education. If your absence is an emergency, it is a best practice to have an emergency lesson plan and seating chart available.

Parent Support of Student Behavior and Safety

At Overfelt High School, the effort to keep students safe and focused on their education is supported by parents as well as school staff. Listed below are ways parents can support the focus of safety and education at Overfelt High School.

- Our Spanish-speaking Parent Liaison, Rick Ramirez, is available to assist parents in any way, including but not limited to arranging and translating a parent teacher meeting. His phone number is (408) 347- 5926 and his email is ramirezri@esuhsd.org.
- Parents are welcomed and encouraged to attend a class or visit the campus at any time. Sign up with Rick Ramirez (see phone number above) or in the office to get a Visitor's Pass.
- Parents are encouraged to call (408) 347-5952 or bring/send a note to the office any time their son/daughter is sick or has an excused absence. In addition, parents are expected to take their child to START Saturday School to make up the absence. Consistent unexcused absences can result in mandatory attendance at a Truancy Board meeting by both the parent and student.
- If a student needs to leave the campus any time during the school day (sick or an appointment), the school will contact the parent/guardian on record before releasing the student.
- Parents are welcomed and expected to attend our two Back-to-School Nights to increase their connection with the school and to get to know the teachers and staff.
- Parents are welcomed and expected to sign up for School Loop to monitor their child's grades and to have each access to teacher contact through Loop Mail.
- Parents are asked to be aware of and support the school dress code. This dress code is simple and the items we enforce are done to maintain safety and a focus on education. In the event a student is out-of-compliance with dress code, parent will be contacted.

Student Behavior and Safety

Student educational success and a positive, fulfilling high school experience is our focus at Overfelt High School. Listed below are policies related to student behavior and success.

ATTENDANCE:

- Attendance in class is the first level of success. Our expectation is that students will be in class on time every day. If a student must be absent, student should bring a signed note to the office AND talk to the teacher or check School Loop to find out what assignments have been missed.
- We have a new attendance phone number: Parents can call either of these numbers and inform the school of any absence and excuse that absence: Carla Rodriguez: (408) 347-5953 or Carolina Garcia: (408) 347-5914. Consistent unexcused absences result in student and a parent attending Truancy meetings.
- If student is absent, attending START Saturday School is expected to clear the absence.

DRESS CODE POLICY:

1. Students are expected to dress in a neat and appropriate manner that does not disrupt the educational process.
 2. No spaghetti straps; all shirts must have "3 fingers" width.
 3. No sagging clothes (baggy pants); pants should be worn at the waist.
 4. No baseball caps; however Overfelt baseball caps can be worn at any time during the school-year.
 5. Beanies/headbands are allowed unless they are gang related, drug related or have sports team logos. No red or blue beanies. No bandanas. No red/blue canvas belts.
 6. Shorts, skirts, and dresses must be size appropriate (arm extended at side: short or skirt bottom reaches fingertips)
 7. No underclothing worn as outerwear; no see-through clothing
 8. No bare stomachs/abdomens.
- If student is out of compliance of dress code, student will go to office where parent will be called. Student will complete a [Dress Code Reflection](#) and upon parent's decision, student will be given/brought a change of clothing or sent home with classwork.

SPORTS and ACTIVITY ELIGIBILITY:

- Students must maintain a 2.0 GPA and no more than one F to participate in all athletics and other events like the Multi-Cultural Assembly.
- Students involved in consistent, documented bullying/fighting may be prohibited from attending dances or other student activities.
- If a student is found to be at a dance under the influence, the student may be prohibited from attending future dances.

ADDITIONAL SAFETY POLICIES:

- For safety and the prevention of accidents, the following items are not allowed to be used on campus between 8:00AM and 3:30 PM: skate boards, scooters, roller blades, bikes. Bikes should be locked up outside B-110 where the cameras can monitor bikes. Skateboards and other wheeled items must be carried. Failure to respect safety will result in the item being confiscated until a [Confiscated Item Reflection](#) is completed and a parent picks up the object. Repeated failure to respect safety will result in item being taken until the end of the semester.

CLARIFICATION of LEVELS OF OFFENSE:

- Minor Offenses (level 1):
Technology, Disruption, Minor possession, Under the Influence, Defiance/ Insubordination, which could be the failure to: listen to staff, accept “no” for an answer, ask permission, stay in designated areas, dispose of trash, respect personal space, wait your turn, work with others, mind your own business, properly use materials, use an appropriate tone of voice, etc.
- Moderate Offenses (level 2):
Threats towards staff, Fighting, Bullying, Harassment, Intimidation, Campus Disturbance, Theft
- Major Offenses (level 3):
Possession for Sales, Weapons Brandish/Use, Sexual assault

MINOR OFFENSE RESPONSE:

1. **First Minor Offense:**
 - a. [Reflection #1](#) or [Verbal Altercation Reflection](#)
 - b. Counsel and choose a corrective behavior strategy
 - c. [Referral to SSS](#) if appropriate
 - d. Teacher contact

(First offense for drug/alcohol possession or under the influence: parent contact, referral to SSS, complete drug awareness program and [Post-Reflection](#) upon completion of the program.)

2. Second Minor Offense:

- a. Parent contact
- b. [Reflection #2](#)
- c. Review Reflection #1 and Reflection #2 -- discuss why previous strategies didn't work; discuss what might help)
- d. Inform teacher of action - email/telephone/meeting -- get teacher input into behavior plan; optional invite teacher to meet with student and/or advisor
- e. Contact adult supports: Case Manager (special ed), More for 4 teacher, Academy leads, other adults who support the specific youth.
- f. Advisor refers student to Parent Coordinator, who contacts parents and goes over *Behavioral Intervention Plan* with parent
- g. [Referral to SSS](#) if appropriate
- h. Consider changing environment

3. Third Minor Offense:

- a. Parent contact
- b. [Reflection #3](#)
- c. Complete a [Student Behavior Plan](#) as part of reflection in cooperation with advisor
 - i. Include other observations, grades, referrals, attendance
 - ii. Advisor adds student to Remind app to keep closer contact
- d. [Referral to SSS](#)
- e. Involve the teacher
 - i. Teacher contact
 - ii. Meeting w/ teacher/student/advisor (optional)
- f. Consequence MENU of OPTIONS
 - Lunch detention
 - After school Detention
 - Community Service Option
 - Saturday School
 - Restorative Justice Circle (if applicable)

- g. Additional Options for Minor Offenses
 - i. In-House Suspension (IHS)
 - ii. Options provided by administration

MODERATE OFFENSE RESPONSE:

1. **First Moderate Offense:**
 - a. Follow protocol for First Minor Offense
 - b. Parent contact
 - c. Conflict Mediation with the other party
 - d. Inform teachers of both parties' status and intervention strategies
2. **Second Moderate Offense:**
 - a. Follow protocol for Second Minor Offense
 - b. Advisor adds student to Remind app for closer contact
 - c. Advisor refers student to Parent Coordinator, who contacts parents and goes over *Behavioral Intervention Plan* with parent
 - d. Restorative Justice Circle/other SSS support (groups, etc)
3. **Third Moderate Offense**
 - a. Administration decision

MAJOR OFFENSES RESPONSE -- FIGHTING:

1. **First Offense Fighting:**
 - a. parent contact
 - b. [Reflection #1](#) or [Verbal Altercation Reflection](#)
 - c. [Referral to SSS](#)
 - d. 1 day SUSPENSION?????
 - e. Restorative Justice Circle before returning to classes
 - f. Administration: option to give STISP or transfer to assure safety
2. **Second Offense Fighting:**
 - a. parent contact
 - b. [Reflection #2](#)
 - c. *Student Behavior Plan* with Anger Management or SSS component
 - d. Parent Coordinator contacts parents and goes over *Behavioral Intervention Plan* with parent
 - e. Restorative Justice Circle before returning to class (If student fought the same person both times, may/may not do an RJ Circle).
 - f. Strongly consider STISP or transfer

3. Third Offense Fighting:

- a. parent contact
- b. suspension and independent study
- c. transfer

MAJOR OFFENSES RESPONSE -- OTHER THAN FIGHTING

1. First Major Offense:

- a. Refer to district policy for specific offense

2. Second Major Offense:

- a. Refer to district policy

MENU of OPTIONS for CONSEQUENCES:

Data shows that a referral is a “marker of a risk to graduation.” Data also strongly shows that punishment does not change behavior. Given these facts, the Overfelt behavior team is moving away from those punishments that prove to have no impact on changing student behavior; instead we are working to find effective ways to help support students in thinking and reflecting about their actions and consequences in order to make responsible choices.

If reflections, parent contact, connecting the student to services does not change the behaviors, and student receives a 3rd referral, student will choose a consequence from the menu of options below:

- Lunch Detention
- After-school Detention
- Community Service Option
- Saturday School
- Restorative Justice Circle (if applicable)
- Joven Nobles Program (if applicable)
- Other Programs/Groups (drug/alcohol, domestic violence, etc)
(if applicable)

LUNCH DETENTION: According to the Overfelt response procedures, a student will meet with behavior advisor and can choose a 1-3 day lunch detention as a consequence when completing a [Detention Assignment Form](#) together. On their assigned day(s), student goes immediately to F3 at the start of lunch. Lunch will be brought to the detention room for all students. If the student completes a high quality writing reflection on the first day, they may be able to complete their detention in 1 day. With student’s permission, behavior advisor will send the writing to the student’s English teacher, who can give writing credit if they choose. If a student

is more than 5 minutes late, student is considered a no-show. Repeated no-shows will result in losing this option. Lunch detention is Tuesday-Thursday.

AFTER-SCHOOL DETENTION: According to the Overfelt response procedures, a student will meet with a behavior advisor and can choose a 3-day after-school detention as a consequence when completing the [Detention Assignment Form](#) together. A student can choose a “meet-with-teacher” option or the “City Year tutoring” option, where the student can complete the detention with the teacher who wrote the referral, case manager, or More for 4 teacher, etc. For these options, student will take the detention form to the adult they are working with. Adult will note the time in and keep the form. At the completion of the 30 minutes, teacher and student complete the form, including the time completed. Student returns for to behavior advisor before break the following day. For the advisor-supervised after school detention: on their assigned day(s), student goes immediately to F3 after school bell rings. If the student completes a high quality writing reflection on the first day, they may be able to complete their detention in 1 day. With student’s permission, behavior advisor will send the writing to the student’s English teacher, who can give writing credit if they choose. If more than 5 minutes late, student is considered a no-show. No-show to after- school detention will result in full-day Saturday School assignment. After-school detention is Tuesday-Thursday, 3:15-3:45 on regular days, 3:00-3:30 on block days.

COMMUNITY SERVICE OPTION: According to the Overfelt response procedures, a student could choose a community service option as a consequence. If they choose this, the student must make arrangements with behavior advisor and complete the [Community Service Contract](#). When students complete their 1 ½ hours, they return the form to their advisor to clear the consequence.

SATURDAY SCHOOL: For student behavior, Saturday School has 2 tiers:

→ **Tier 1: Academic START Saturday School:**

According to the Overfelt response procedures, a student will meet with a behavior advisor and can choose to attend START Saturday School as a consequence when completing the [Detention Assignment Form](#) together. In this case, the student would attend Saturday School with a teacher for a minimum of the morning session. The student must come to Saturday school on their assigned day. Student’s time begins when student signs in, and can leave when they complete 1 ½ hours.

Depending on the day and availability of outside resources, students at Saturday school may attend workshops and/or discussion groups, complete community service projects on the campus. As an alternative, a student could attend START Saturday School to improve grades if one of their teachers/tutors will be there to monitor the student.

→ **Tier 2: Behavior Saturday School**

Saturday School should help to connect students to the school and also help them explore some of the emotions that get them caught up in the situations that lead to referrals.

- a. Physical piece (WCO community improvements -- murals? Painting, cleaning, moving things); gardening -- custodians make a list of things they're too busy for
- b. BREAK w/ food
- c. TED talk or other video piece; Videos can focus on TED talks about anger, fear, addiction, race, current events, social justice issues, etc. Students write questions and comments to use in a discussion after watching video.
- d. Group discussion of video; students share their comments and questions from video.
- e. Writing topic using evidence from video and discussion (scaffolded for SpEd)
- f. Completed writing portion is exit ticket. Can leave when completed at an appropriate level. Writing piece shared with English teacher and More for 4 teacher, case mgr, academy lead, etc.)

RESTORATIVE JUSTICE CIRCLES: Restorative Justice Circles can be very effective in some instances to sort out conflicts between people. RJ Circle are never a punishment, but instead are intended to solve conflict through discussion, connection, and reflection. Teachers or students can request an RJ circle at any time. In some cases admin or behavior advisors may request an RJ Circle. After a physical fight on campus, all parties are required to participate in a RJ Circle after suspension and before returning to classes.

IN-HOUSE SUSPENSION: Students are given In-House Suspension (IHS) as a consequence to not attending Saturday School.

- IHS will be held on Tuesdays from when they are picked up in 3rd-4th period until school is out.
- Each Monday by lunch, Advisors will send emails to all teachers of students attending in-house.
- If a teacher requests that student be in class, student can attend class for that period. Must come back to IHS before the bell to end that class. Student will be back to In-House Detention before the passing period begins.]