

# School-wide Discipline Plan Parent/Student Handbook

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**Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!**

*This handbook provides information about the policies and procedures of our School--wide Discipline Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Discipline plays a huge role in a child's education. It is a life--long skill children will rely on as they become active members of their community. Our students deserve the most positive learning environment to achieve academic success. Therefore, this school--wide discipline plan will be in effect at all times.*

## Roan Creek Elementary School School--wide Discipline Plan

Defining Discipline:

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and discipline in the classroom. This plan includes positive rewards. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

If your child's teacher contacts you about a discipline concern for your child, please be supportive and responsive to work with us, so that your child's behavior has a positive outcome.

Beliefs Related to Discipline at Roan Creek Elementary School:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every discipline is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught and modeled throughout the school year.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

# Securing Teacher/Staff Agreement and Active Support

## The Classroom Teacher's Commitment

### *Teachers will:*

- Enforce the School--wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

## Staff Member's Commitment

### *Staff members will:*

- Enforce the School--wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

## Administrator's Commitment

### *Administrators will:*

- Support the teachers in this new system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

## Roan Creek Elementary School Community's Commitment

- ***Be specific:*** tell the student exactly what they did
- ***Be timely:*** don't wait to praise or correct
- ***Be sincere:*** insincere praise is usually worse than none at all
- ***Be consistent:*** with everything, everywhere
- ***Communicate:*** keep open lines of communication open between home and school

# Securing Parent and Student Agreement and Active Support

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through school-wide newsletters, classroom teacher's updates, the school

website, parent meetings and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

*On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.*

Roan Creek Elementary School's school-wide plan will be successful because it is based on a commitment to each child's success, to easy-to-follow school rules and consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and discipline without compromising school-wide policies, expectations and consistency.

## Parent's Commitment

*Parents will:*

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

## Student's Commitment

*Students will:*

- Follow the School-wide Discipline Plan
- Maintain high behavioral expectations
- Accept responsibility for their behavior
- Set personal goals and work hard to achieve them

## Behavioral Expectations

The following chart explains Pioneer's Behavioral Expectations. During the first six weeks of school, students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

	Arrival/Dismissal
Stop and listen attentively	<ul style="list-style-type: none"> <li>· Stop, listen and follow directions when an adult speaks to you</li> <li>· Quiet hallways</li> <li>· Walk quietly to your destination</li> <li>· Walk on the right side of the hall unless told otherwise</li> <li>· Be aware of your surroundings</li> </ul>

Open the door to making good choices	<ul style="list-style-type: none"> <li>· Enter and exit quietly</li> <li>· Walk when you enter and exit the building</li> <li>· Pay attention and remain quiet during dismissal</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>· Be on time- Bell rings at 8am</li> <li>· Be prepared/know how you are getting home</li> <li>· Listen and follow the directions of the safety patrol leaders</li> </ul>
Respect self and others	<ul style="list-style-type: none"> <li>· Keep hands and feet to yourself at all times</li> <li>· Use indoor voices</li> <li>· Walk appropriately to and from cars/buses</li> </ul>

	<h2>Classroom</h2>
Stop and listen attentively	<ul style="list-style-type: none"> <li>· Stop, listen and follow directions when an adult speaks to you</li> <li>· Respond immediately to class signals</li> </ul>
Open the door to making good choices	<ul style="list-style-type: none"> <li>· Do your best</li> <li>· Treat others the way you want to be treated</li> <li>· Participate in class</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>· Be on time</li> <li>· Be prepared</li> <li>· Complete assignments in school and at home</li> <li>· Remain on task in the classroom</li> </ul>

Respect self and others	<ul style="list-style-type: none"> <li>· Respond kindly and appropriately with peers</li> <li>· Follow school and classroom procedures</li> <li>· Keep hands and feet to self</li> <li>· Be patient and wait your turn</li> <li>· Clean up after yourself</li> </ul>
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	<h2>Bathroom</h2>
Stop and listen attentively	<ul style="list-style-type: none"> <li>· Stop, listen and follow directions when an adult speaks to you</li> </ul> <p>Respond immediately to school/teacher signals</p>
Open the door to making good choices	<p>Report any inappropriate behavior</p> <ul style="list-style-type: none"> <li>Use inside voices</li> <li>Use restroom time wisely</li> <li>Enter restroom quietly</li> <li>Exit restroom quietly</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Flush toilet</li> <li>Wash your hands with soap and water</li> <li>Place paper in trash</li> </ul>
Respect self and others	<ul style="list-style-type: none"> <li>· Give others privacy</li> <li>· Wait patiently for your turn</li> <li>· Keep your hands and feet to yourself at all times</li> </ul> <p>Be considerate of others in the restroom</p>

	Playground
Stop and listen attentively	<ul style="list-style-type: none"> <li>Stop, listen and follow directions when an adult speaks to you</li> <li>Be aware of your surroundings</li> <li>Respond immediately to teacher signals</li> <li>STOP and walk to line up when given the signal</li> </ul>
Open the door to making good choices	<ul style="list-style-type: none"> <li>Play only in designated areas (where your teacher can see at all times)</li> <li>Be polite at all times</li> <li>Be honest</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Report any problems or inappropriate behavior to an adult</li> </ul>
Respect self and others	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself at all times</li> <li>Play kindly and appropriately with others</li> <li>Include all students and avoid behavior that could be viewed as inappropriate or rude</li> </ul>

	Lunchroom
Stop and listen attentively	<ul style="list-style-type: none"> <li>Enter lunchroom quietly</li> <li>Stop, listen and follow directions when an adult speaks to you</li> <li>Take your assigned seat and remain in the seat until called</li> <li>Select your food and progress through the line calmly</li> </ul>
Open the door to making good choices	<ul style="list-style-type: none"> <li>Get all utensils and condiments</li> <li>Remain at assigned table</li> <li>Refrain from playing with food and other items</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>Stay in single file when walking in the lunchroom</li> <li>Clean around your sitting area and on the floor</li> </ul>
Respect self and others	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself at all times</li> <li>Use good manners while eating</li> <li>Eat only your food; do not share your food</li> <li>Respect others and their space at the table</li> </ul>

<b>Assemblies/Field Trips</b>	
Stop and listen attentively	<ul style="list-style-type: none"> <li>- Stop, listen and follow directions when an adult speaks to you</li> <li>· Respond immediately to school/teacher signals</li> </ul>
Open the door to making good choices	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Remain with your teacher/class</li> <li>Do your best no matter what</li> </ul>
Act responsibly	<ul style="list-style-type: none"> <li>Follow school and classroom procedures</li> <li>Obey staff members on bus and at destination</li> <li>Represent your school in a positive manner</li> <li>Ask appropriate questions</li> </ul>
Respect self and others	<ul style="list-style-type: none"> <li>Respect all adults</li> <li>Be patient and wait your turn</li> <li>Respect materials and property</li> </ul>

### Defining Unacceptable Behaviors

There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the counselor or principal.

The following table defines minor and major behavior concerns.

<b>Behavior</b>	<b>Minor</b>	<b>Major</b>
Deface-destruction of property	Something that can be removed, cleaned, or fixed.	Inability to clean or fix.
Disrespect toward a peer	Mildly rude interactions with a peer or peers that may cause a slight upset.	Rude and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers.
Disrespect toward a staff member/adult.	Mildly rude interactions with a staff member/adult that may cause a slight upset.	Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult.
Endanger-physical altercation	Minor injury to others. Disregard the safety of others.	Major injury-- a physical mark, causing someone pain.
Inappropriate Behavior such as: cheating, stealing, body exposure, excessive talking	Slight disruption that hinders the learning of others.	Continued or physical disruption that hinders the learning of others.

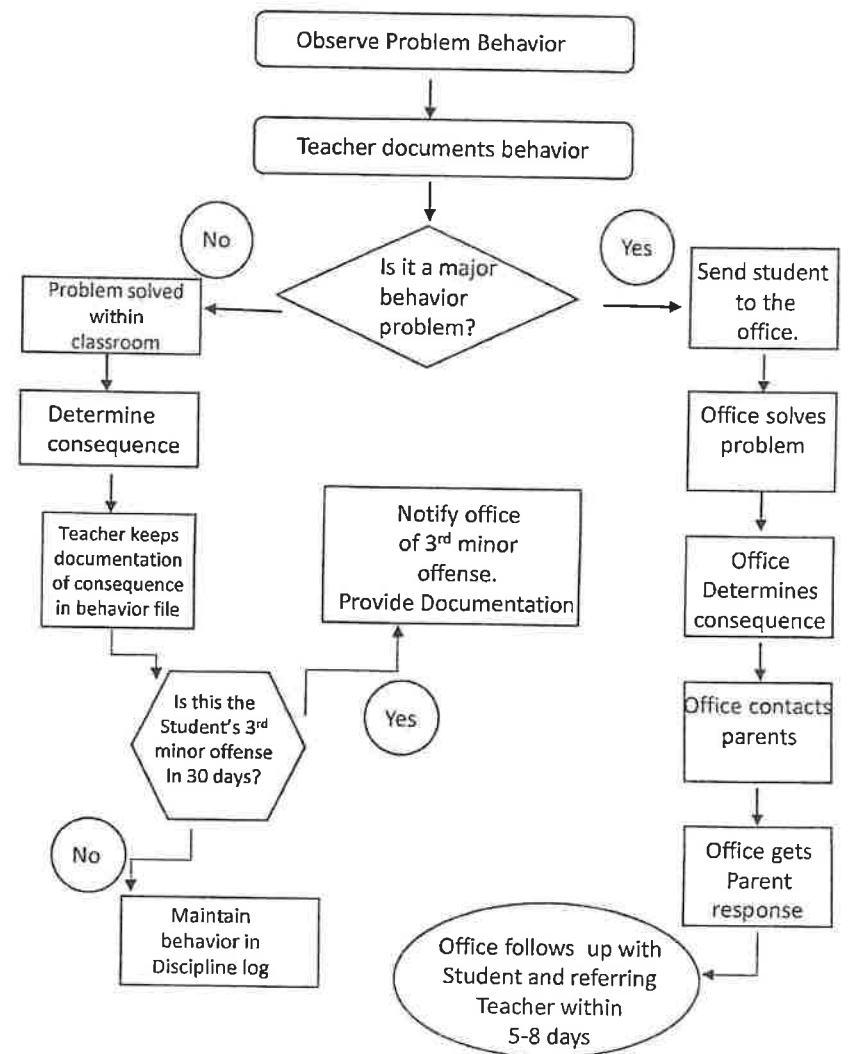
Inappropriate Language	Profanity exclaimed, not intended at an individual.	Continuous swearing, offensive gestures or comments directed at an individual
Insubordination-such as refusal to work	Failure to follow directions in a reasonable amount of time.	Continued refusal to follow direction or arguing with an adult.
Wandering	Wandering the classroom.	Leaving an area without permission.

### Pink Slip Referrals

Teachers will issue a pink slip behavior referral to the office when a student has displayed 3 minor infractions in the classroom within 30 days. Once a pink slip is written, the Office administration will determine the consequence for that student and parents will be contacted. If a student is sent to the office for a major infraction, the office will issue a pink slip immediately and parents will be contacted.

## Behavior Flowchart

This flowchart outlines how staff will handle reported behavior concerns.



## Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Minor behavioral issues will be handled by the teacher (classroom, art, music or PE). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

- Redirection
- Removal to a "time out" area within the classroom
- Written referral at 3<sup>rd</sup> documented offense
- Conference with student
- Documented communication with parent
- Detention (ASD)
- Removal to another setting (no longer than 30 minutes)

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Logical consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call or conference
- Referral to Discipline Team (implement a behavior plan)
- Alternative recess (only used when issue takes place during recess)
- Detention (ASD)

## Positive Behavior Support System

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Four incentive programs will be in place to acknowledge students who meet our expectations. The incentive programs are:

### Students of the Week:

Students of the week are chosen by a classroom teacher in each homeroom every week. The students' names will be displayed on a special bulletin board.

### Students of the Month:

Students of the month are chosen at random from the list of students who were chosen for Student of the Week. These students will be given a certificate by the assistant principal. Student pictures will be taken and submitted to the local newspaper.

### Class of the Month:

Class of the week will be chosen by the 3 specialty teachers (P.E., Library, Music/Art/Technology) every month. The name of the homeroom class will be displayed on a bulletin board in the cafeteria. The Classes of the Month will receive a special treat at the end of the 9 weeks.

### Student Achievement Celebration:

At the end of each 9 weeks, we will celebrate student accomplishments. Teachers will choose students in which to highlight for behavior, academic achievement, academic improvements, or meeting personal goals.