

Gaines Elementary Discipline Plan

What is the goal of Gaines Elementary School discipline policy?

It is the goal of Gaines Elementary School to provide our students with the means to become responsible, productive, and confident citizens. We want to foster a respect for authority and the established rules of our school, community, and society. Our policy is designed to create a caring community dedicated to the guidance and education of young students. The principles of respect and responsibility are foundational beliefs that should motivate all interactions within our school community. Our school behavior management system creates a welcoming climate that is physically and psychologically safe for all.

From the process comes a set of consistent rules and consequences that will be used throughout the building. The rules and consequences will be posted and enforced all over the building. All teachers and staff at the beginning and periodically throughout the year will:

- Teach the schedule and routine of the day
- Teach our expectations for each student's behavior at various locations in and around the school
 - o Classrooms
 - o Hallway
 - o Special Events
 - o Bathroom
 - o Playground
 - o Cafeteria
 - o Bus and Bus Zone
 - o Specials
- Introduce and teach students how to use and care for the materials of the classroom and the school
- Establish expectations of learning together throughout the school year
- Classroom brain breaks, team building and group activities should be carried out in the classroom to build students' social skills and stamina
- School social workers should be invited into the classroom to teach, discuss, simulate and role play the CREEK Expectations; especially at the younger grade levels

The principal will refresh all staff members on the school's discipline plan, notify them of any changes or updates, and emphasize the importance of maintaining consistent discipline in an effort to maintain positive schoolwide behavior at the beginning of every school year.

Another key component of Gaine's school-wide behavior management system is the teaching of social skills. The social skills that we believe students need in order to be successful academically and socially are:

C ommittment to Learning
R especting Others
E veryone is Responsible
E veryone is Safe
K indness Counts

It is our belief that by working together, we can create an even better learning environment for our students, parents and staff.

Why do we have rules?

Rules and their enforcement help provide a safe and orderly environment in which our students and staff can learn and work, and that values both personal safety and a respect for property. The staff and principal of Gaines Elementary School establish building rules.

School Rules

To accomplish our goal of creating a systematic school behavior management system that creates a welcoming climate that is physically and psychologically safe for all, the following school rules will be in effect:

RULES:

As a student at Gaines Elementary School,

1. I will take responsibility for myself and my actions.
2. I will behave in safe ways.
3. I will treat everyone and everything with kindness and respect.
4. I will make good choices to allow myself and others to learn.

What happens when a student violates a rule?

The Classroom Teacher - Each teacher develops his/her own classroom rules and is encouraged to develop the rules in collaboration with his/her students. Consequences of rule violations in the classroom are explained to students and parents at the beginning of each school year and reminded throughout. Classroom rules and consequences are reviewed by the principal periodically.

Referral of a student to the principal by the classroom teacher may be a consequence in any given classroom. Referrals should be used for documentation purposes along with issues that go beyond the control of basic classroom consequences. Good behavior is reinforced by the teacher.

The Principal - Students may be referred to the principal by a teacher or any staff member, including bus drivers. The principal believes that disciplinary action should be progressive and consistent. That is, the severity of punishment increases as the severity of infractions and the frequency of infractions increases. For example, a student who is

in violation of school rules for the fifth time is more likely to receive more severe punishment than a student who has violated a rule for the first time. However, some infractions require that more severe discipline be taken initially.

INTERVENTIONS

- Consequences are at the discretion of the classroom teacher and principal.

The principal will be notified and summoned immediately for:

1. Fighting
2. Inappropriate touching
3. Serious threats
4. Harassment: racial, sexual, etc.
5. Weapons
6. Vandalism
7. Stealing

Disciplinary action taken by the principal may include:

- Verbal reprimand: meeting with the student and issuing a verbal warning
- Written reprimand: meeting with the student and issuing a written reprimand which is forwarded to parents for their information and for their signature to confirm receipt.
- Loss of privileges: loss of recess privileges for a day or more; additional assignments or written work; supervised work to clean up an area (if related to the infraction); loss of field trip privileges; loss of the privilege to attend an assembly; or loss of similar privileges. Whenever possible, the disciplinary action will be directly related to the infraction (e.g. bad behavior in an assembly would result in the loss of assembly privileges).
- Detention: (1) the student loses his or her recess and the privilege of eating lunch with his or her peers in the cafeteria (the student is required to eat lunch and remain in the office during the lunch and recess break), or (2) the student is required to stay at school for an additional time before or after the regular school day.
- In-School Suspension: the student is removed from the student body and is restricted to the office for the entire school day. The student is required to work quietly and in an orderly fashion throughout the school day. This discipline depends largely on the cooperation of the student. If he or she will not comply with the ISS procedures, he or she will be suspended from school for an equal amount of time. Class work completed during ISS will be accepted for credit.

- Out-of-School Suspension: the student is not allowed to be on any Swartz Creek School property during the day of his or her suspension from school. Class work completed during OSS will be accepted for credit under most circumstances. As with the attendance policy, the student will have one day to make up work for every day he or she was suspended.
- Long-Term Suspension or Expulsion: these circumstances are outlined in the Student Handbook.
- All disciplinary action taken by the principal will result in parent communication where either the principal or the student will contact the family in regards to the infraction(s) and the student will know in advance of the next consequence if the infraction becomes repeated.

What types of behavior are violations of school rules?

(The following list is meant to be descriptive but cannot be considered to be all-inclusive.)

- Pushing, kicking, tripping, or rough play
- Unsafe behavior that endangers the student and/or others
- Fighting or other violent actions directed at others
- Improper use of school equipment
- Disobedience or defiance toward an adult
- Being uncooperative with an adult
- Cheating or lying
- Disrespectful behavior toward a student: putdowns, teasing, bullying, etc.
- Disrespectful behavior toward an adult: being argumentative or sassy.
- Running in the halls
- Disruptive behavior in classroom; interruption of the educational process
- Stealing
- Damaging school property
- Breaking cafeteria rules
- Breaking playground rules
- Inappropriate language
- Breaking bus rules
- Possessing, using, threatening to use, or transferring a weapon
- Possessing, using, or transferring tobacco products, drugs or alcohol

What about bus rules and violations of those rules?

Bus rules can be found in the online Student Handbook (or the booklet version if you have one). Bus drivers often remind students of the rules and will also be reminded by the principal at the beginning of each year. The underlying rule from which others are developed is: students on the bus must act in a manner that will allow for the safe and orderly operation of the school bus. The driver is responsible to operate the bus in a

safe manner that will protect the well-being of each rider. Actions by students that interfere with the safe operation of the bus will be addressed by the bus driver, transportation supervisor, and/or the building principal. Bus drivers will attempt to contact parents with regard to violations of safe bus-riding behavior. Principals will also be notified by the drivers if bus rules and procedures are violated at all times. The principal will handle these in a manner similar to those used in handling classroom or other school infractions. However, please be aware that a student who does not obey the bus rules may have his or her bus riding privileges suspended by the building principal or transportation supervisor. Parents and students, as is the case with other disciplinary actions, have the right of appeal. Please see the Handbook for more details.

Behavioral Incentives

Students at Gaines Elementary are continually recognized for making good choices. The following are the “official” ways we recognize their good behavior:

- Staff will provide verbal praise to children when they make good choices.
- We will recognize children who are demonstrating great character education values. Students will follow the classroom behavioral expectations. School-wide monthly rewards will be provided in the form of our Super Kid program in grades third through 5th, Fun Friday and similar incentives in grades kindergarten through 2nd and CREEK Cards are also given to students who demonstrate our CREEK values. These are used as additional incentives at the teacher’s discretion in each classroom.
- Children are given the opportunity to participate in special activities when they are making an extra effort to do well.

Students with Disabilities

If your child is having challenging and disruptive behavior problems at school that are part of their disability and it is interfering with their learning or with the learning of others, a behavior plan will be developed for students who are covered either by an IEP or by a 504 Plan. To protect those students from unfair consequences, there are safeguards to ensure that students are not unduly punished because of actions that are a result of their disability and are beyond their control. Below is the process in which our school follows to accommodate your child’s learning needs.

IEP Process

Step One: Referral - Someone, usually the child’s teacher or another school professional, suspects the child may have a learning disability or need extra services, such as speech pathology or occupational therapy. The child is then referred to the school district for an evaluation, and the parent will be asked to give parental consent. As a parent, if you suspect your child may need additional help, you have the right to request an evaluation at any time regardless of circumstances.

Step Two: Evaluation - The members of the evaluation team differ according to the child's special needs. The team leader is often a school psychologist or special education professional from the district, and the others may include but are not limited to a physical therapist, a vision specialist, a speech and language pathologist, or another specialist whose expertise is required in assessing the child.

Step Three: Eligibility - Once all of the evaluations have taken place, the team members write their reports and determine together whether the child qualifies for services. According to the Individuals with Disabilities Education Act (IDEA), in order to be eligible for special education or related services, the child must be determined a "child with a disability" — which can mean anything from an articulation issue to ADD to a hearing impairment and many others. If the child isn't found eligible for services and the parent disagrees, the parents can challenge the decision.

Step Four: The Meeting - The IEP meeting is scheduled by the school district, and it's the coordinator's job to contact the parent well in advance and attempt to accommodate their schedule. On the call, the coordinator is required to list the meeting's attendees and invite the parents to bring anyone they feel would be an advocate for their child, such as a teacher or therapist. At the meeting, the child's IEP will be written, including the specific services he'll receive, how many times per week and for how many minutes he'll get them, and whether they'll be one-on-one or with a group. If the parents disagree with the IEP, they have the right to request a due process hearing and mediation.

Step Five: Services, Progress Reports, and Review - Once the IEP is written, the child's school is responsible for making sure it's followed. Her teacher, service providers, and parents will all be given copies of the IEP. Often, everyone will meet together at the beginning of the academic year with the school's IEP coordinator to discuss how the program will be carried out. As often as the child's report cards are sent out, parents should receive official IEP progress reports, though usually parents will be given less formal updates on a more frequent basis. At least once a year, the IEP will be reviewed. At the meeting parents can request changes or make suggestions, and if they disagree with the results, they can ask for additional evaluations or a hearing and mediation.

Step Six: Reevaluation - According to the U.S. Department of Education, kids with IEPs have to be reevaluated every three years to determine whether they're still eligible for services. If parents or the child's teacher requests it, however, reevaluations can be done sooner or more often.