

North Wayne
Elementary School



Student Discipline

Handbook
2018 – 2019

FIRST DAYS

What you do on the first days of school will determine your success or failure for the rest of the school year. You will either win or lose your class on the first days of school.

- The first days of school can make or break you. Based on what a teacher does or does not do, a teacher will either have or not have an effective classroom for the rest of the year. What happens on the first days of school will be an accurate indicator of your success for the rest of the school year.
- The effective teacher establishes good control of the class in the very first week of school. Control does not involve threats or intimidation. Control means that you know (1) what you are doing, (2) your classroom procedures, and (3) your professional responsibilities. It is urgent also that your students know that you know what you are doing.
- You must have everything ready and under control when school begins. Your success during the school year will be determined by what you do on the first days of school.

Source: Wong, H, & Wong, R. *The First days of School: How to Be an Effective teacher.*

Note: *Classroom procedures and expectations must be established and practiced at the beginning of the year. Please take the time during the first few weeks of school to practice procedures. Set high expectations from day one of the school year! Lavish your students with praise for a job-well done as they learn and follow procedures!*

Routines/Procedures: Relates to how things are done in your classroom. “How do I (the student)” (a few examples are listed)-

- sit on the carpet
- enter the classroom

- turn my folder/homework in to the teacher
- line up
- get the teacher's attention
- ask to go to the restroom
- work with a partner or group
- get help if I have a problem at recess
- ask for help

****What additional procedures can you think of to teach during the first weeks of school?*

**July & August
Routines/Procedure Calendar of Events**

26 - Thursday	27 - Friday	30 - Monday	31-Tuesday	1 - Wednesday Review:
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Introduce: *Everyday school routines and procedures.	Review: *Class rules *Walking in hallways/travel position *Cafeteria expectations	Review: *Practice dismissal procedures *Classroom transitions: → Lining up → Entering class → Exiting class	Review: *Restroom procedures *Class rules	*Walking in hallways/travel position *Cafeteria expectations
2 Review: *Everyday school routines and procedures.	3 Review: *Practice dismissal procedures	6 Review: *Classroom transitions: → Lining up → Entering class → Exiting class	7 Review: *Restroom procedures *Cafeteria expectations	8 Review: *Everyday school routines and procedures.
9 Review: *Classroom transitions: → Lining up → Entering class → Exiting class	10 Review: *Restroom procedures *Cafeteria expectations	13 Review: *Class rules	14 Review: *Walking in hallways/travel position	15 Review: *Everyday school routines and procedures.

Note: *Please repeat calendar for first 9 weeks of the 2018-2019 school year.*

The most successful classes are those in which the teacher has a clear idea of what is expected from the students and the students have a clear idea of what the teacher expects from them.

-Harry & Rosemary Wong, *The first Days of School*

Guide to Implementing Panther Power Behavior Expectations

A responsible classroom is one in which a teacher exhibits an attitude of respect for students; has a positive influence in helping students develop good citizenship traits; plans a challenging curriculum to meet the needs of all students; and provides instruction using various methods, deliveries, and strategies.

The teacher is responsible for creating a positive classroom climate conducive to learning. This is done through the establishment of clear expectations and consistent classroom practices.

Strategies for creating a positive classroom include:

- Awareness of individual student needs (academic, physical, social and emotional)
- Clear and concise classroom rules
- Consistent reinforcement of rules
- Appropriate use of administrators and support staff
- Clear documentation of classroom concerns when referrals are made to administrators and support staff

The use of the School Wide Positive Behavior Plan procedure allows flexibility within and between the five formal levels. A key guideline in the application of this procedure is that the appropriate reaction to a disciplinary problem is the least extreme reaction that reasonably holds promise of resolving the problem. Please see staff handbook for additional information.

Student Behavior Referral Process:

LEVEL ONE:

At Level 1, student behavior will be addressed by the teacher in the classroom. The teacher is expected to contact parent(s) if Level 1 behaviors persist. Examples of Level 1 behaviors: (Talking out of turn, yelling out in class, not completing assignments, not following

directions, sleeping in class, classroom disruption, willful disobedience, talking, etc.).

LEVEL TWO:

At Level 2, student behavior will be addressed through the classroom behavior plan. Teachers are expected to contact parents if Level 2 behaviors persist. At level 2 the student may serve a 15-20 minute timeout in another teacher's classroom and a Level 2 form will be completed by the sending teacher and sent home. During timeout, the student should reflect upon what they did and what they could have done differently. The parent should be informed that any additional misbehavior will result in a referral to the school's administrator. The teacher may use, but not be limited to:

- Timeout
- Verbal reprimand in a respectful, dignified manner (in other words, not in front of others)
- Teacher-student conference(s)
- Phone call to parent/guardian
- Loss of recess
- Lunch Detention
- Home School Advisor-parent conference(s)
- Individualized program and schedule change(s)
- Teacher-parent conference

LEVEL THREE:

At a Level 3, student will be referred to talk to case manager about their behavior. Once the case manager has spoken with the student they will attempt to contact the student's parents via phone call or email. Repeated misbehavior by the student may result in administration, teacher, parent-student conference, or additional discipline action.

LEVEL FOUR:

Additional misbehavior by the student will result in an automatic referral to the school's administrator. *Examples of level four infractions: (major disrespect, threats, fist fighting, property damage, stealing, verbal aggression, and possession of weapons).*

Note: The teacher should not refer a student to a case worker or administrator before working through Levels 1 & 2; however, some offenses are extremely serious and must be addressed immediately (such as fighting, drug use or possession or possession of a weapon).

This step does not end until the administrator is satisfied that all efforts have been made to resolve the problem. The administrator may use, but not be limited to:

- Verbal reprimand (includes verbal contact with parent)
- Detention
- Assign work detail
- Assign in-school suspension
- Hold a staffing conference
- Hold a conference with the student and parent/guardian to review the situation
- Assign a behavior contract
- Have the parent shadow the student
- Suspend until a parent conference
- Suspend (1 to 5 days)

**It should be clearly understood that suspensions and expulsions are penalties of last resort, to be imposed only after other possible alternative forms of discipline have been used.

Please note the following:

When students are suspended from school they are expected to complete all assignments missed in accordance with district policy, administrative guidelines and/or school rules.

Students with Disabilities:

It is imperative that, in addition to district policies and rules on student discipline, the appropriate state and federal statutes and rules be followed when disciplining a student with a disability. If the student is a special education student, a case conference must be convened prior to any due process procedure.

STUDENT DISCIPLINE: Suggestions

1. BE FLEXIBLE IN TACTICS, NOT GOALS. If by what you are doing you do not achieve the student response that you desire—change! As the adult in the relationship you must exhibit the kind of behavior you want students to display—reasonable judgement, respect for the opinions of others, and a willingness to try another approach.

2. BE “COOL”. Don’t lose your poise under pressure. Listen—respond—listen again. If you have some doubt regarding the situation, set a time to meet again in the near future. Don’t place yourself in an indefensible position because of thoughtless or hasty statement or action.

3. BE REALISTIC IN YOUR EXPECTATIONS. Student hostility frequently develops when your expectations of student behavior and performance are too high or low. Youth culture is noisy. Your expression of annoyance at loud corridor conversation may stamp you as a crank but you must set, expect and maintain reasonable standards of civility. The key word is reasonable. This is one on which people can differ, but go back to suggestion number one. If you are not achieving your desired goal, look for a different approach.

4. LOOK FOR FACE-SAVING SOLUTIONS FOR STUDENTS. Try not to place students against the wall. Accept reasonable explanations. Work toward compromise and set up an agreement for the future.

Negotiation is one of this areas vital skills. Don't be so anxious to save your face that you lose another part of your anatomy. Remember you are supposed to be the adult.

5. HATE THE SIN AND NOT THE SINNER. When a student has failed to fulfill an agreement, has cut a class, has been truant from school, or has created a difficult situation for you, your negative response must be directed toward the action and not toward the student or his family. The student who absents himself from affect is not bad but the consequence of his continuing this action may be bad, and this is a result of the student's choice.

6. DO NOT EXPECT EX-OFFICIO RESPECT. Respect will be earned by professionals and it will bear interest by adherence to humane principles.

7. RESPECT STUDENT DIGNITY. It is never professional or appropriate to degrade students, afford students respect and courtesy. By modeling positive behavior, we are more likely to encourage positive behavior from the student.

Discipline Referral Process

Teachers must contact parent(s)/guardian(s) regarding all behavior incidents before sending student to administration.

Minor Infractions: (Disobeying classroom/school expectations)

Examples: Sleeping in class, class disruption, chewing gum, uncooperative behavior, willful disobedience, electronic devices, talking, out of seat, not doing work, food in class, etc.

Handled by: School personnel in charge of the setting in which the problem behavior occurs or case manager.

Procedure for Handling Minor Infractions:

1. Complete all four steps of the Classroom Behavior Tracking Form.
 - A. Step 1-Re-state/re-teach school expectation and provide warning.
 - B. Step 2-Parent/Guardian Contact
 - C. Step 3-Alternate Assignment/Alternative Location
 - D. Step 4-Office Referral (Level 3)

SUMMARY: (3) Strikes and you're out! The 4th Minor Infraction results in a Discipline Report to the administrators.

Major Infractions: (Automatic Discipline Report) - Level 4

Examples: Major disrespect, threats, fist fighting, property damage, stealing, drug possession, verbal/physical aggression, etc.

Handled By: Administration

Procedure:

1. Contact Office for Administrator . . . (If Needed)
2. Complete a Discipline Report

Characteristics of a Well-Managed Classroom

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.

4. The climate of the classroom is work-oriented, but relaxed and pleasant.

Characteristics	Effective Teacher	Ineffective Teacher
1. High level of student with work	Students are working.	Teacher is working.
2. Clear student expectations	Students know that assignments are based on objectives Students know that tests are based on objectives.	Teacher says, "Read Chapter 3 and know the material." "I'll give you a test covering everything in Chapter 3."
3. Relatively little wasted time, confusion, or disruption	Teacher has a discipline plan. Teacher starts class immediately. Teacher has assignment posted.	Teacher makes up rules and punishes according to his or her mood. Teacher takes roll and dallies. Students ask for assignment repeatedly.
4. Work-oriented but relaxed and pleasant climate	Teacher has invested time in practicing procedures until they become routines.	Teacher tells but does not rehearse procedures.

Source: Wong, H, & Wong, R. The First days of School: How to Be an Effective teacher.

Classroom Management

→ Classroom management consists of practices and procedures that a teacher uses to maintain an environment in which

instruction and learning can occur. For this to happen, the teacher must have a well-ordered environment.

*Well-Ordered Environment + Positive Academic Expectations =
Effective Classroom*

→ Discipline has very little to do with classroom management. You don't discipline a store; you manage it. The same is true of a classroom. The teacher must establish a productive and cooperative working environment. The effectiveness of such an environment is the result of how well a teacher manages a classroom.

Source: Wong, H, & Wong, R. The First days of School: How to Be an Effective teacher.

Terms to Know . . .

Battery

Battery is defined as the unlawful, intentional touching or application of force to the person of another, which is done in a rude, insolent, or angry manner. Battery could involve such acts as slapping, scratching, punching, kicking, shoving, biting, and hair pulling.

Bullying

Bullying includes, but not limited to verbal abuse, name calling or physical contact other than fighting. This may occur at school, school activities, or cyberbullying: using emails, texting, sexting, message boards, or social networking sites to harass.

Disruptive Behavior

Disruptive behavior is defined as behavior that affects the instructor's ability to teach, a student's ability to learn, and adversely affects the learning environment of the classroom or school. Teachers are encouraged to use parental contact as an initial intervention. Incidents accumulate in the same class.

Failure to Participate in Required Activities

Repetitive refusal to participate in required learning activities during class time is a violation. This includes bringing appropriate materials to class and sleeping.

Fighting

Fighting or use of physical force with anger will not be permitted at school, on school property, or at school sponsored activities. All identified combatants will receive consequences including those spectators who verbally instigate.

Flagrant Misbehavior

Flagrant misbehavior is defined as an unsafe act that jeopardizes the health, safety, or physical well-being of students and staff.

Flagrant Misbehavior Towards Staff

Flagrant misbehavior towards staff includes but is not limited to threats, obscenity, profanity, vandalism, and menacing or threatening gestures.

Horseplay

Horseplay is defined as physical actions that are disruptive to the learning environment plus could result in injury to participants and others even though there was not any intent to cause injury.

Leaving Classroom Without Permission

Students are not allowed to leave the classroom or lunchroom without supervisor permission. This includes being gone for unreasonable amounts of time.

Lunchroom Misbehavior

This is defined as any behavior that violates lunchroom procedures.

Open Defiance

Open defiance is the exhibition of rude, uncooperative, argumentative behavior that challenges the authority of an adult supervisor's reasonable request.

Sexual Harassment

Sexual harassment is defined as a practice that adversely affects others by creating a hostile, or threatening environment. This includes, but is not limited to words, gestures, physical contact, mooning, or unwanted disrobing of another student.

Theft

Theft of property or possession of stolen property is a clear violation of expected school behavior.

Threats/Verbal or Written Harassment

Verbal and written threats to intimidate other students creates a hostile learning environment. These threats often lead to physical violence.

Vandalism

Vandalism is the intentional destruction of property of others: school property, teacher property, and student property. School administration can determine if an incident was unintentional and assign detentions, depending on severity.

Weapons

Possession, use, or transfer of any weapon at school, on school property, or at school sponsored activities is expressly prohibited by Indiana state law. Weapons may include but are not limited to: knives, firearms, destructive devices, any object that can reasonably be considered a weapon, or any facsimile of a weapon.

MINOR OFFENSES:

The following offenses should be handled by the teachers themselves. In most cases retraining the students in procedures will be sufficient, though establishing and following through with classrooms consequences will help reinforce and minimize re-occurrences. A student should not be sent to the office for violating a single offense. These offenses are assumed to be of a minor nature. It is important to note that one of these minor issues can become major when it recurs on a regular basis. If this is the case and the teacher has exhausted an array classroom management and discipline techniques including contact of parents, they should go ahead and refer them to the office.

- Possession of gum, candy, toys, phone, etc.
- Passing notes.
- Failure to follow procedures.
- Cheating on daily assignments.
- Failure to bring appropriate materials to class.
- Petty conflicts among students.
- Disruptive behavior in the classroom, which is of a minor nature.
- Missing assigned teacher detention the first scheduled time.
- Not working in class after parent contact.
- Vandalism (minor)
- Verbal aggression (no physical contact)

MAJOR OFFENSES:

The following offenses should result in an automatic referral to the office for discipline.

- Blatant disrespect towards the teacher.
- Bullying another student - Child continues to bother someone, either verbally or physically, after repeated warnings, referrals and consequences at the classroom level, or is using sexual language/gestures

- Theft (major) – Taking other’s property valued at more than \$5.00.
- Obscene language, gesture, pictures or literature.
- Fighting
- Vandalism (major) – Destroying property requiring custodial or maintenance repairs.
- Possession of fireworks, matches, lighter, or another caustic device.
- Severe disrespect of authority.
- Open defiance/insubordination.
- Threats by word or deed.

Many students never have serious discipline problems. This list will serve as a guideline for teachers who do have policy violations by students in their classrooms. The teacher should use fair and appropriate judgment in the exercise of any discipline. The goal of any teacher's disciplinary actions should be to prevent the inappropriate behavior from occurring again. In all cases, the administrator will have the flexibility to respond differently to various situations. The frequency, intensity, and duration of the misconduct are factors that influence the possible consequences.