

SCHOOL-WIDE DISCIPLINE PLAN

The purpose of our School-wide Discipline Plan is to directly teach children the expectations we have for them in terms of their behavior. We know that children can only learn at their highest levels in an environment that is safe and supportive. Our mission is to assure that all students reach proficiency. Since students do not necessarily come to school with an innate understanding of behavioral expectations, it is our responsibility to teach those expectations. Our expectations will be described by our guidelines for success.

Guidelines for Success

Always try

*Be **responsible***

***Cooperate** with others*

*Do your **best***

Treat *Everyone* with **respect**, including yourself

These guidelines for success will be directly taught and modeled by teachers on an on-going basis. Guest speakers will be asked to address at least one of the guidelines, in addition to whatever else they present. The guidelines will be used for encouragement, corrective feedback and recognition.

Classroom Management Plan

Each teacher will develop a Classroom Management Plan describing behavioral expectations and consequences for the students. The management plan will be sent home to parents and one copy will be on file in the school office.

Student Recognition Program

The School Climate Committee, with the assistance of the PTA, will develop a regularly scheduled recognition program for students who meet our guidelines for success. Recognitions and incentives will be used to encourage every child to successfully learn our expectations and improve their own behavior. The School Climate Committee will review the recognition program on an annual basis and suggest improvements when necessary. The School Climate may recommend changes to the awards program as needed. Recognition Assemblies will be held every six-weeks.

Cassidy Colts Award – Given quarterly to all students who have met all criteria over the semester:

- The teacher explains and monitors their classroom management plan and recognizes good citizenship by allowing students to score points. Each student's earned points are charted in the classroom.
- Students earning a set number of points earn the Cassidy Colt Certificate; then Cassidy Colt Red Ribbon; then Cassidy Colt Blue Ribbon; and finally the Cassidy Colt Medallion.
- Students earning awards are recognized during quarterly Spirit Assemblies.
- Students will be disqualified from receiving awards for a given quarter, if during the quarter, the student had 2 or more SAFE referrals(not related to bus write ups), or 1 or more suspensions. Such students may continue to earn points, but must wait until the next quarter to be recognized. Points do not carry over from one year to the next.

School Rules

- Follow all staff directions
- Keep hands, feet, and other objects to yourself
- Work during all work times
- Be prepared for class with your supplies

Students who violate school rules will receive consequences according to the classroom management plan. Students will be referred to the principal's office for:

- cases involving acts which endanger self or others
- acts that are illegal (including anything involving dangerous instruments, weapons or drugs)
- gross insubordination (direct defiance after appropriate intervention by the teacher)

Parents will receive a note home on all office referrals. A child's first office visit will typically entail a conference with the principal/and possibly a consequence. A second office visit will typically entail a conference with the principal plus SAFE /and possibly other consequences.

Student Assistance Team SAT

Students with persistent or flagrant behavioral or academic difficulties will be referred to the SAT Team. Identified students will have their cases reviewed by the team and the student's behavior will be charted for a period of time to be determined by the SAT Team. SAT Team will meet with each child's regular classroom teacher as necessary and will review the progress on targeted students on a weekly basis. The SAT Team will design proactive interventions that will address the function of the child's behavior and or academic progress.

To refer a child get a form from the SAT mailbox located in the office, return it to the counselor.

These interventions may include:

- Altering student's schedules
- Tailoring consequences within the FCPS Code of Conduct
- Ask for District resource help
- Refer the student for counseling
- Initiate referral to Special Education if appropriate
- Request a mentor or other assistance for the child
- Other

The SAT Team will meet after school on a regular basis and may call in appropriate staff including homeroom teacher, team teachers, special ed teacher, auxiliary teacher (particularly if some concerns exist in a special area) administration, counselor, or other staff.

Voice levels

Students will be taught vocal expectations for various situations using the following scale:

Voice Level 0 = Silent, no talking or whispering

Voice Level 1 = Whisper at a level to be heard by one person

Voice Level 2 = Quiet conversation that can be heard by someone on either side of the speaker

Voice Level 3 = Presentation Voice, can be heard by an entire class

Voice Level 4 = Outside voice, can be heard across the street

Hallway and Common Areas

Cafeteria = Voice Level 2

Restroom = Voice Level 1

Recess = Voice Level 4

Assembly = Voice Level 2 until program is called to attention, then Voice Level 0

Hallway

Line in Motion = Voice Level 0
Single file on the right side of the hallway
Hands, feet and objects to self
Follow all staff directions

Teacher at front, middle and back of line.

Line Waiting = Voice Level 1
Single file on the right side of the hallway
Hands, feet and objects to self
Follow all staff directions

Teacher at front, middle and back of line.

Due Process

Students referred to the office will have an opportunity to discuss/explain “their side of the story” before the imposition of any consequences. Consequences for an office referral may include:

- Suspension
- In-School Suspension
- Referral to the SAT Team
- Any other response consistent with the Fayette Co. Bd. Of Education Student Code of Conduct and Federal and State law.

(By action of the Fayette Co Bd of Education, June 24, 2002, school Council policy may not compel the principal to adopt a “no tolerance” policy.) The principal will review disciplinary data for the school on a monthly basis and will make necessary adjustments to the plan as the data indicates.

Students who have been in SAFE more than five times in the school year may be assigned to this alternative discipline plan by the principal or by the BIT team.

General BIT Plan for students with excessive SAFE referrals.

- The teacher gives a correction (put up a strike, mark your chart, pull ticket...)
- If the student fails to comply or disrupts class, Teacher responds: “This is a warning. Please put up your strike. (...mark chart or stop whatever the disruptive behavior is).
- If the student fails to comply: Teacher responds, “This is your second warning. If I have to speak to you again you will have an in-school suspension.”
- Teacher instructs student he has three minutes to arrive in the SAFE room
- Teacher calls office to alert SAFE aide. Student proceeds to the SAFE room. (unless in the teacher’s judgment the student is volatile enough that other children may be at risk - in which case teacher monitors the student’s progress to the SAFE room)
- If student arrives on time and in good order - In school suspension period begins
- If student is late arriving or arrives in a disruptive fashion the assignment is changed to an additional ½ hour In School suspension. (If disruptive student can settle down and begin their work after a brief cool down, then the In School suspension time will remain at thirty minutes.)
- If student has not arrived in SAFE on time, teacher goes to the student and informs him that his In School suspension time has increased by ½ hour and reminds the student he has three minutes to make it to the SAFE room in good order. This process is repeated as necessary with ½ hour increments being added to the student’s assignment in SAFE as necessitated by the student’s behavior.
- Once an In School suspension time is given all other privileges are suspended until the student successfully completes the required time in SAFE.
- If a child becomes disruptive during this process necessitating a suspension from school, when the child returns to school the In School suspension time must be successfully completed before the child will be permitted to return to their regular program.
- If a student is non-compliant in SAFE (but not disruptive to the point of being suspended) after three warnings, two minutes apart, the student may be assigned to additional In School suspension.
- Students in In School suspension will have work provided for them by the regular classroom teacher. This work will be completed in addition to the typical SAFE assignment.

SAFE

When a student does not respond to the behavioral plan in an acceptable fashion the principal may assign a student to the SAFE room. The SAFE program will give the student an opportunity to think through the mistake they have made, make appropriate apologies, plan for improved behavior in the future and return to class in a relatively short period of time. The process will be as follows:

- The student will be required to sign the SAFE Rules Form indicating that they know what is expected of them in SAFE
- SAFE does not begin until the child is in control of themselves and following all staff directions.
- A student who is assigned to SAFE must complete a response form which requires the student to acknowledge what they have done wrong and how they might avoid that problem in the future.
- When appropriate, a note of apology will be written.
- Other consequences as may be determined by the principal
- Students assigned to SAFE lose all other privileges including lunch in the cafeteria (a sack lunch will be brought to students in SAFE) and attendance at any special performances that may occur at that time.
- Unsuccessful completion of SAFE due to gross insubordination may be cause for suspension.

In-School Suspension

In School Suspension (ISS) will be used in cases of significant student misbehavior. ISS will be conducted in much the same way as SAFE, but for specified periods of time, i.e., half-day or full-day increments. Non-compliance on the part of the student can lead to an extension of that time or other consequences.

Disciplinary Reports Received from Bus Drivers

Handling disciplinary problems on the school bus is sometimes difficult. Due to the paramount duty to safely operate the bus, drivers find it difficult to monitor every behavior that occurs. This is particularly true for buses that have no monitor. For this reason, misbehaviors that are reported to the principal tend to be for students whose behavior is either flagrant or persistent. Students reported for misbehavior will receive due process before the imposition of any consequence. Consequences for a pattern of misbehavior on the bus will escalate from *warnings* to *bus suspensions* of increasing duration according to the following scale:

1st Bus Report = Warning and a note mailed home detailing this procedure

2nd Bus Report = Loss of privilege and a note mailed home detailing this procedure

3rd Bus Report = 1 day suspension of bus privileges

Procedure 3.4.2 (not adopted as policy)
Adapted July 2006

4th Bus Report = 1 day suspension of bus privileges
5th Bus Report = 2 day suspension of bus privileges
6th Bus Report = 2 day suspension of bus privileges
7th Bus Report = 3 day suspension of bus privileges
8th Bus Report = 3 day suspension of bus privileges
9th bus Report = Principal will recommend removal of bus privileges for the remained of the school year.

Note: In all cases the principal may use discretion in the assignment of consequences on a case-by-case basis.

Students who are physically aggressive on the school bus will not receive any warnings before the imposition of suspensions.

1st offense = 1 day suspension of bus privileges
2nd offense = 2 day suspension of bus privileges
3rd offense – 3 day suspension of bus privileges

SAFE RESPONSE FORM

Name: _____

Date: _____

Homeroom Teacher: _____

1. What did you do to get into SAFE today?

2. What can you do so this problem will not happen again?

3. Would you like to speak to Ms. Fehr sometime about any of the following:

- School problems
- Home problems
- Another serious problem (please describe)

No, I do not need to see Ms. Fehr at this time.

4. How do you usually feel about school?

This must be completed to get out of SAFE. Special needs or very young students may have help with the completion of this form. Aide may scribe or young students may be permitted to draw pictures as a response.

SAFE RULES

While you are assigned to SAFE all other privileges are suspended. You may not participate in field trips, activities, assemblies or other class/schools events during that time. Students assigned to SAFE will eat lunch last, and in the SAFE room. **Responsible students who cooperate with the SAFE teacher and try to do their best will spend less time in SAFE than other students.**

Students who misbehave in SAFE may be suspended from school. If you are suspended from school, you will have to complete SAFE properly when you return - before you will be allowed to go back to class.

1. Complete and sign SAFE Rules form.
2. Complete the SAFE Response Form
3. Write an apology, if appropriate

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4. Other assignments as approved by the principal

I have read the rules for SAFE and understand what is expected of me.

Signed

Date