

# **DIXIE MAGNET ELEMENTARY SCHOOL BEHAVIOR MANAGEMENT AND SCHOOL SAFETY POLICY**

## **DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE**

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Dixie Magnet Elementary will follow the Fayette County Public Schools Code of Acceptable Behavior and Discipline.

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with a copy of the District Code of Conduct.
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal (or principal's designee) will follow the above steps for all students new to the school during the year.

## **SCHOOL SAFETY PLAN**

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Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Safety Plan is attached.

## **SCHOOL WIDE BEHAVIOR MANAGEMENT RULES**

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In addition to the District Code of Conduct and our School Safety Plan, we have adopted the following school wide rules:

1. DRULES
2. CHAMPS
3. SLANT

## **SCHOOLWIDE BEHAVIOR MANAGEMENT PLAN**

Dixie Magnet Elementary has a school wide behavior management plan with the following objectives:

1. To facilitate a positive, controlled, and predictable learning environment
2. To identify a common set of rules and reteaches
3. To increase consistent implementation of rewards and reteaches

There are three components of the behavior management system:

1. Rules
2. Positive interventions or rewards
3. Reteaches/Office Referrals

These components were selected by the committee following much discussion about student behavior, the school climate, and teacher expectations. The purpose in specifying these components is to:

- provide consistent management of students by the **teachers**;
- provide specific information regarding expected behavior to the **parents**; and
- improve social skills and increase appropriate behavior of the **students**.

No portion of the three component management system stands alone. They are interdependent. The success of the system depends entirely upon consistent implementation, which includes application of rules, reteaches and rewards by the teachers and parents. In order to maximize learning opportunities, create a positive school atmosphere, and teach appropriate school behavior, all components **must** be implemented.

## **CLASSROOM RULES**

The following rules are identified as appropriate for the classroom. They are few in number, generic, clearly defined, and positively stated. They are applicable to all school activities, levels, and special classes.

DRULES – This can be altered to fit the complex's needs. For example, F Complex calls this F-Rules with F representing **Fabulous** Dixie Students come prepared.

D: Dixie Students Come Prepared

R: Respect People and Property

U: Use an Appropriate Voice

L: Listen and Follow Directions

E: Exercise Self-control

S: Stay on Task

## **RETEACHES SHOULD TAKE PLACE FOR ALL “LEVEL 1” AND “LEVEL 2” BEHAVIORS.**

Each time a school rule is broken, the teacher/staff member will use the following steps to reteach the behavior:

- 1) Teach the behavior.
- 2) Model the behavior.
- 3) Practice the behavior.
- 4) Reinforce the behavior.
- 5) Reteach the behavior if the student does not display the correct behavior once it is retaught.

### **“LEVEL 2” OFFICE REFERRAL: (See Level 2 Behaviors.)**

Teachers will submit the appropriate written referral describing the incident to the office. **Most Level 2 behaviors will be handled by the classroom teacher.**

\*Multiple reteaches for the same Level 1 or 2 Behaviors – Must have documentation of reteaches.

\*Serious Rule Violation, including: verbal peer conflict, bullying, profanity, threats, etc.

**“LEVEL 3” OFFICE REFERRAL: (See Level 3 Behaviors.)**

Teachers will submit the appropriate written referral describing the incident to the office. **All Level 3 behaviors will be handled by the office.**

\* Inappropriate behavior that is considered dangerous to self or others will constitute an immediate office referral (e.g. physical fighting, throwing a power punch, throwing furniture, leaving school or classroom without permission).

\* Severe Rule Violation, including: bullying, stealing and vandalism.

**Level 1 Behaviors**

These misbehaviors can be adequately corrected by the observing staff member in the setting. A staff member observing a Level 1 infraction should not expect any other staff member to take additional action.

Respect People and Property

- hitting/touching hallway displays
- pouting
- lying
- tattling
- teasing
- cheating
- minor stealing
- minor pushing
- leaving trash on the floor
- dress code violations
- messy or unorganized work area
- sticking tongue out at peer
- writing on desk
- talking back to teacher/adult
- breaking pencils
- chewing on erasers

Use an Appropriate Voice Level

- talking out
- talking too loud
- not whispering

Listen and Follow Directions

- not following oral directions
- chewing gum
- no “bubble” in line
- no “dolphin tails” in line
- improper time-out
- not sitting in chair/on floor properly

### Exercise Self-Control

- talking out
- chair tipping
- playing in the bathroom
- running in hallway/cafeteria/complex
- “hanging out” in the hallway while on bathroom break
- touching others
- touching materials
- tapping pencils
- walking out of the line in the hallway
- fidgeting
- “moving around” incessantly
- getting out of your seat
- interrupting
- “horse play”
- not waiting your turn
- grabbing for supplies/materials
- slamming a door
- hoarding materials/supplies
- playing/sucking on clothing
- cutting in line
- not sharing
- doodling on papers
- sharpening pencils at inappropriate times
- passing notes
- staying in restroom too long
- wearing a hat in class
- slapping/slamming items across the table instead of handing them to the person
  
- arms in shirt/twisting clothing
- wearing hood in school
- playing with hair
- going to cubbies/closet at inappropriate times

### Stay on task

- playing with items on the table
- daydreaming
- not participating in group work
- leaving an area without permission

### Dixie Students Come Prepared

- sleeping in class
- not having pencil
- not having paper
- no homework
- not wearing tennis shoes on PE days
- not returning library books

### **Level 2 Behaviors – Level 2 Incident Report**

These behaviors do not require immediate administrative involvement, but do require documentation if the staff member wants/needs administrative input/clarification about the situation or believes the administration should be aware of the situation.

- Bullying
- Cheating
- Disruptive Behavior
- Harassment
- Falsifying Note
- Inappropriate Sexual Behavior
- Non-compliance
- Verbal Peer Conflict
- Physical Aggression
- Profanity or Vulgarity
- Stealing
- Threat/Intimidation
- Disrespect
- Violation of Technology Policy

### **Level 3 Behaviors – Level 3 Incident Report**

These behaviors require immediate administrative involvement.

- Bullying
- Bus Disturbances
- Dangerous Instrument
- Flagrant Disrespect of Staff
- Fight
- Inappropriate Sexual Behavior
- Damaging Property
- Stealing

### **SCHOOL SAFETY PLAN REVIEW**

Our School Safety Plan will be reviewed every odd numbered school year by the Climate, Equity, and Safety Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:

- An overview of the trends in the disciplinary referrals and consequences data.
  - A report of the status of each activity that should be started or completed.
  - Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.
4. The council will be responsible for approving and adopting any changes to the School Safety Plan.

## **RESPONSIBILITIES**

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### **Principals and assistant principals are responsible for:**

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise involving behavior and discipline of a student.

### **Teachers are responsible for:**

1. Establishing specific standards of conduct for their individual classrooms, including clearly defined consequences when those standards are not met.
2. Communicating those standards to parents and posting them where students can see them throughout the year.
3. Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
4. Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

### **Counselors are responsible for:**

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

### **Students are responsible for:**

1. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
2. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

### **Parents and Guardians are asked to:**

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

## **STUDENT BEHAVIOR**

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In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Dixie Magnet Elementary School the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

## **VIOLATIONS AND REPORTING**

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Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Dixie Magnet Elementary School who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

## **RETALIATION**

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Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

## **COMMUNICATION**

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By the end of the first week of school, the Fayette County Public Schools Code of Acceptable Behavior and Discipline will be posted at the school, referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code.

## **POLICY EVALUATION**

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We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

## **ATTACHMENTS**

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A. District Code of Conduct

Date Adopted: 1-17-13

Date Reviewed or Revised: 6-5-14

## **NOTES ON USING THIS POLICY**

**SCHOOL-WIDE DISCIPLINE RULES:** This section is optional. If you choose to include a section like this, the rules actually in place and unique to your school that are not covered in the District Code or your School Safety Plan should be listed.

**RESPONSIBILITIES:** These responsibilities should be revised to fit your school and the input you receive from your stakeholders.

**BULLYING:** The council needs to review the required district policies on bullying before writing their own policy. This sample policy must be adjusted to fit your particular school situation and level; for example, the staff assigned to various responsibilities and the timelines established may not fit your situation.

There should be no need to reference in this policy all the laws involved in these issues because that should be covered in the district Code of Conduct document. However, you will want to include a copy of the District Code as an appendix with your policy manual for easy reference.

Before implementing this policy, councils may want to review the two documents: Guidelines to Assist School Districts Implement HB 91 (KRS 158.156) from KDE and Model Policies Related to Issues Found in KRS 158.156 from KSBA. Both documents can be found on the KDE web site.