



**Valentine Elementary School
Discipline Plan**

We Believe!

Together, we will promote academically, physically, socially, and emotionally safe environment in which every individual accepts personal responsibility for making a positive contribution to the harmony and welfare of the school as a whole.

We strive to have excellent character and good citizenship!

Integrity

Make a choice to be your best; be honest, be loyal, honor your commitments; and keep your word.

Respect

Make a choice to treat others with courtesy and respect.

Kindness and Compassion

Make a choice to be thoughtful of others, always striving to be kind and considerate.

Responsibility

Make a choice to think before you act; consider consequences; and be accountable.

Citizenship

Make a choice to play by the rules; do your share; and be charitable.

We play by the rules!

- Be in class, on time and ready to learn
- Treat others as you wish to be treated
- Be courteous, kind and positive.
- Be trustworthy.
- Keep your hands, feet and unkind words to yourself.
- Follow directions
- Take responsibility for your actions.
- Take the initiative to solve problems positively.
- Show pride and loyalty for yourself and your surroundings.

We accept responsibility

As students, we will...

- Show courtesy, trust, caring, respect and fairness.
- Abide by the guiding principles.
- Uphold the school standards.
- Accept responsibility for decisions and actions.
- Abide by the policies and laws of the Board of Trustees and the State of California.

As parents, we will...

- Model courtesy, trust, caring, respect, and fairness for their child.
- Support our student(s) in being in school, ready to learn.
- Participate actively as members of the school community.
- Be informed about school policies and events.
- Work as partners with the staff in the problem solving processes.
- Hold high expectations for our children's productive, responsible behavior.

As teachers, we will...

- Maintain professionalism as we model courtesy, trust, caring, respect and fairness for our students.
- Provide well-organized instructional period and sufficient, interesting work to facilitate good study habits and independence.
- Properly supervise students at all times.
- Be primarily responsible for managing discipline in our classrooms.
- Maintain high expectations for productive, responsible behavior.
- Set responsible limits, make fair judgments, and follow through with appropriate procedures for rewards and/or consequences for behavior.
- Set reasonable limits, make fair judgments, and follow through with appropriate procedures for rewards and/or consequences for behavior.
- Cooperate with students, parents, and administration in a positive problem solving process.
- Facilitate home-school communication and parent participation in problem solving.
- Refer students to the appropriate support staff after all measures to manage disruptive behavior have been unsuccessful.

As support staff, we will...

- Maintain professionalism as we model courtesy, trust, caring, respect and fairness for students.
- Support students in making positive choices to maintain standards for academic excellence.
- Be a positive role model.
- Ensure a safe campus environment.
- Supervise the students on and off school grounds.
- Support the certificated staff in conflict situations.
- Participate in gathering information and problem solving.

As the principal, I will...

- ❑ Facilitate collaborative development of school-wide programs that promote a safe, respectful learning environment, for example *Steps to Respect* and/or *Character Counts*. Lead in launching these programs.
- ❑ Maintain professionalism as I model courtesy, caring, respect, and fairness for students.
- ❑ Provide support for the staff in the implementation of the discipline plan.
- ❑ Provide strong, positive leadership in the development, implementation and evaluation of the Valentine Code of Conduct.
- ❑ Uphold all Board of Education Policies and laws of the State of California.
- ❑ Provide leadership in maintaining a healthy, safe, productive and content environment.
- ❑ Accept ultimate responsibility for resolution of conflicts at the school site-level.
- ❑ Research and mobilize school-community resources to develop activities that encourage students to feel good about themselves and their school.
- ❑ Be an effective school-community liaison.

Valentine children are productive students!

Occasionally, a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem solving skills in lessons that are a foundation for lifelong productive behavior.

In the classroom, consequences for unproductive behavior begin with a warning, teacher-student conference, and a teacher-parent-student problem solving phone call or conference, and/or other classroom-interventions that are the natural consequence for the specific behavior. For example, if an assignment is not completed, the child may be asked to finish the work during playtime; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible.

If the problem continues, the teacher may hold a conference with the parent, the child and the principal to construct a contract that outlines the behavior to be improved and rewards and consequences for changing or continuing.

Children with special needs

Administrators, general education teachers and specialized academic instruction services providers are familiar with each child's *Individual Education Plan*. They collaborate and act with leadership of the case carrier to effectively address behavior issues arising in students with disabilities as appropriate.

The staff uses "teachable moments" of discipline situations to support changes in behavior and to build problem-solving skills.

The following problem solving skills are appropriate focus to address these "teachable moments" when misbehavior occurs.

- ❑ To truthfully describe the problem in a clear and concise way
- ❑ To be able to view the problem from a personal and broader perspective
- ❑ To have empathy and compassion when appropriate
- ❑ Respect the personal space of others.
- ❑ To access and use strategies for problem resolution
- ❑ To access and use strategies to calm down prior to responding
- ❑ To make a decision to seek adult assistance when appropriate
- ❑ To be responsible and accountable for one's role in the problem
- ❑ To cease future behavior that caused or exacerbated the problem.
- ❑ Accept consequences as appropriate.

B. Strategies to address unsafe or disrespectful behavior

In or out of the classroom *unsafe* or *disrespectful* behavior must be immediately addressed. It is in the best interest of the child that clear communication and collaboration include the principal, teachers, parents and student. To ensure a team approach, the adult who becomes aware of the behavior should immediately inform/collaborate with the principal to determine an appropriate course of action. The goal is to use the problem as an opportunity for the misbehaving child to effect positive change at this teachable moment.

Every incident is unique, wrought with skewed reports from each child's perspective based on a personal interest. Thus, investigation is an important part of discovering the lessons that must be learned by each child involved.

Unsafe or disrespectful behavior must be taken seriously. It is important to remember that there is no one right way to address this type of behavior in that the circumstances, frequency, complexity, and special needs are all considerations when determining appropriate consequences. At the same time the following guide provides a starting point for determining a suitable strategy to extinguish unwanted behavior and encourage appropriate social conduct.

C. The big idea: The consequence is related, respectful, reasonable, and gets the child's attention?

School is a significant place children learn the social skills they will need to be successful in life. Misbehavior is an opportunity to teach the child kindness, self-discipline, trustworthiness and respect. To make a difference in helping the child to develop a conscience to guide them in future life, the consequence is most effectively related to the misbehavior.

Flexibility and effective action are the keys. First and foremost, the consequence must be related to the misbehavior, taking into account any special needs the child may have. For example, if work is not finished due to fooling around, completing the task at recess may be appropriate for most children, but disastrous, even escalate the problem for a child with ADHD.

The adult's frame of mind and ability to follow are also factors in setting consequences. A calm matter of fact approach fosters good results. The adult should ask, "Is the consequence respectful and reasonable?" "Does it teach what you want the child to learn?"

Predefined consequences may be efficient, but are only effective in some situations. They are easy because the children know what to expect. At the same time, every situation is different and thus, there is no one right consequence. Many times, there are extenuating circumstances. The children then perceive the adults as unfair, taking away the focus on the purpose of the consequence.

Any serious act of disrespect, physical aggression, bullying, hate, alcohol/drugs, vandalism or stealing must be referred immediately to the principal. These are some of the behaviors described in Education Code 48900 that command serious consequences that may include suspension or expulsion.