

West County Elementary Discipline Policy

One of the major aims of education is to prepare and equip students to live with others in order that they may be an asset to their school, community, and nation. To accomplish this, West County Elementary will endeavor to provide a school environment that gives each student opportunities to experience success, thus enhancing their sense of security, self-concept, and personal worth. Discipline is therefore, **character education** in that discipline uses standards and habits of conduct. Students grow in character as they become more aware of the consequence of their decisions. The administration of this school believes that Elementary School students are growing towards exhibiting themselves in accordance with accepted standards of behavior.

For the purpose of this document, discipline shall be defined as: The POSITIVE action taken by a supervising adult directed toward the correction of unacceptable actions/behaviors on the part of the student. It should be noted that actions directed toward preventative measures are far more effective as deterrents to behavior problems than reactive measures.

The fundamental objectives of any discipline administered at West County Elementary School are:

1. To create and preserve the conditions essential to the orderly progress of the school.
2. To prepare the student for effective participation in adult life.
3. To instill the fundamental lessons of self-control.

Therefore, students are expected, at all times, to keep in mind that their conduct should not interfere with that of others, but, that it should be a good example for them.

Professional judgment will be used by administrators to determine the processing of specific incidents. Most types of school discipline issues are listed in this document. However, it is impossible to list every problem which might interfere with the smooth operations of the school.

Administrators have the responsibility and authority to deal with all issues even though the specific problems might not be listed in the guide. Parents will usually receive written notice of the disciplinary actions. The district reserves the right to contact police and file a report whenever it is deemed appropriate. Note: All requirements and procedures will be followed for students who have Individual Educational Plans (IEP) under IDEA and 504.

The discipline policies apply at all times while students are on school premises, on school transportation, or at any activity under the supervision of the school, even though the activity may be at another location such as a school trip.

All school personnel have the responsibility to instruct, guide, and supervise students during school and school-sponsored activities with the objectives of promoting learning experiences and responding effectively to unacceptable student behavior.

LEVEL I:

These are inappropriate behaviors that disrupt the school environment or distract from the educational experience of others. These behaviors require intervention by school personnel to maintain a safe and orderly learning environment.

Misbehavior Examples:

1. Possession of cell phones, electronics, toys, gum, candy, etc.
2. Wearing of clothing that is disruptive or inappropriate (See Dress Code).
3. Failure to participate appropriately in class.
4. Scuffling, pushing, shoving, or jostling which could lead to a fight.
5. Classroom/lunch room disruptions.
6. Bus misconduct
7. Cheating, forgery, verbal misrepresentation, or copyright violations.
8. Disruptive conduct and speech: oral, written, or symbolic language and behavior that disrupts the classroom, school activities, or school environment.
9. Disrespectful conduct and speech: oral, written, or symbolic language and behavior directed at a staff member or other person present at school or at a school-related activity; including obscene or insulting remarks, gestures or written statements.
10. Technology misconduct: any use of computer/internet technology that is inappropriate or detrimental to the educational environment - obscenity, profanity, pornography, inappropriate websites and email, etc...

DISCIPLINARY RESPONSE PROCEDURES OF INAPPROPRIATE STUDENT BEHAVIOR:

1. There is immediate intervention on the part of a staff member who is supervising the student or who observes the behavior.
2. Repeated misbehavior requires a parent/teacher conference; conference with the counselor and/or administrator.
3. The student is referred to the administrator for appropriate disciplinary action.
4. An accurate record of the offense and disciplinary action is maintained by the staff member and or office.

RESPONSE OPTIONS: (Not necessarily in order of administration)

1. Verbal reprimand
2. Time out/Withdrawal of privileges
3. Restriction from school activities
4. Parent notification
5. Parent/Teacher/Student/Administrator conference
6. Counseling
7. Bus suspension
8. Behavioral contract
9. Academic Reassignment
10. Out of school suspensions
11. Referral to outside agency
12. Change in length of school day

LEVEL II

Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

The acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students. Consideration will be given to the seriousness of the inappropriate behavior, the intensity and duration of the inappropriate behavior, and the frequency of referrals for this or similar inappropriate behavior. The administrator may use any of the consequences in the appropriate order or combination taking into the consideration the child's age, grade, and other extenuating circumstances.

Misbehavior Examples:

1. Repeated violations of Level I inappropriate behaviors.
2. Bullying: unreasonable and/or inappropriate behavior which intimidates, offends, degrades, insults, or humiliates another person.
3. Cyber Bullying: sending or posting harmful, sexual or cruel text or images using the Internet or other digital communication devices. Cyber-threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm
4. Insubordination: Defiant behavior - Failure to carry out directions.
5. Fighting: combat in which both parties have contributed to the situation by verbal or physical actions.
6. Threats to others or self.
7. Sexual harassment: Unwelcome sexual behavior such as touching, sexual name calling, spreading sexual rumors, jokes, pictures, etc...
8. Vandalism: Destruction of school and/or personal property.

RESPONSE OPTIONS: (not necessarily in order of administration)

1. Parent/Teacher/Student/Administrator conference
2. Academic Reassignment
3. Social Probation/Counseling
4. Out of school suspension
5. Restriction from school activities
6. Restitution of damages
7. Referral to outside agency

LEVEL III

Acts which result in violence to another person or property, or which pose a direct threat to the safety of others in the school.

These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and action by the Board of Education.

Examples:

1. Unmodified Level II behavior
2. Bomb threats
3. Assault/Battery (punishable according to the MO Safe Schools Act of 1996).
4. Possession/use/transfer of dangerous weapons (punishable according to MO Safe Schools Act of 1996).
5. Arson
6. Possession / selling / furnishing of controlled, unauthorized substance: drugs, alcohol, etc...

DISCIPLINARY RESPONSE PROCEDURES:

1. The administrator verifies the offense, confers with the staff involved, and meets with the student.
2. The student is immediately removed from the school environment.
3. Parents are notified.
4. School officials contact law enforcement agency.
5. A complete and accurate report is submitted to the superintendent for board action.
6. The student is given a full due process hearing before the board.

RESPONSE OPTIONS:

1. Parent/Teacher/Student/Administrator conference
2. Academic Reassignment.
3. Out of school suspension.
4. Restitution of damages
5. Referral to outside agency.
6. Notification of authorities.
7. Recommendation for expulsion.

Please be aware that positive reward and reinforcement is given for GOOD Behavior. The staff at the Elementary school believe that is important to acknowledge positive behaviors; but we are realistic and know that misbehaviors will and do occur. Our handling of all behavior is consistent and objective. The action of the student is rewarded or punished, NOT the child.

Our overall goal is to promote **self-control**, **responsibility**, and **respect for others** and themselves.

WEST COUNTY ELEMENTARY
POSITIVE BEHAVIOR SUPPORT EXPECTATIONS

B.A.R.K. Motto: ***B**ulldogs **A**ct **R**esponsibly **R**espect Others and **K**eep Safe*

These expectations are designed to help create a climate of cooperation, academic excellence, respect and safety at West County Elementary. All Social Skills will be taught in the context of these expectations. The power of this process is the continuity of the expectations and the common language used by parents and staff. All students will hear the *same expectations* from all adults.

The West County Expectations and Social Skills are based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students. The guiding principles are:

- Clear **expectations** for student behavior.
- Clear and consistent strategies for **teaching** appropriate behavior.
- Clear and consistent strategies for **encouraging** appropriate behavior.
- Clear and consistent consequences that **discourage inappropriate behavior**.
- A **support** system and individual behavioral programs for students with unique or exceptional needs.
- Clearly designed methods for **evaluating** and **revising** the Expectations and Super skills.
- Clear plans and strategies for **communicating** the characteristics and philosophy of the behavior plan to students and parents.

I am ... A SAFE...RESPECTFUL...RESPONSIBLE...LEARNER

Helping our students become familiar with the four expectations of the building and the classroom is a part of the process of establishing climate and developing community and keeping our students safe.

Please cut and return to classroom teacher

I/We the parent(s) of _____ have read the student handbook and understand its contents. We have discussed the policies, procedures and expectations with our child and understand the importance of developing a respectful and responsible learner.

Signature

Teacher's Name

I, _____, a student at West County Elementary, have read and discussed the student handbook with my parents and teachers. I now understand its content and agree to follow the Expectations.