

# **GWA Discipline Procedures**

Updated June 30, 2021

## **GOAL:**

The goal of GWA is to promote a wholesome school environment where each child will develop self-discipline. To attain self-discipline, we believe children must understand the importance of choices and the results of those choices. Children who chose to demonstrate acceptable behaviors will be rewarded. Children who choose inappropriate behaviors will be choosing negative consequences.

## **CLASSROOM:**

1. A classroom discipline plan with classroom rules is developed and posted in the classroom by the teacher and/or grade level where students change classes.
2. The Classroom Discipline Plan includes focus on the following student behaviors:
  - Respecting adults/authority.
  - Respecting the rights of others.
  - Respecting your own property and the property of others.
  - Keeping yourself and others safe.
3. All students will conduct themselves properly by following four basic School Rules (from Social & Personal Responsibility Rubric)
  - Follow All Classroom, Playground, and School Rules (Adherence to GWA Rules -1st category of GWA SPR Rubric)
  - Be Well Prepared. (2nd Category of SPR Rubric) “Be Proactive”
  - Take Personal Responsibility (Participation - 3rd Category of SPR Rubric) “Put First Things First”
  - Respect for Self, Others, and School (Behavior - 4th category of SPR Rubric) “Think Win-Win”

## **OUTSIDE OF CLASSROOM:**

When students are not under the direct supervision of their classroom teachers and are in the cafeteria or on the playground, those who do not follow school rules will be redirected by the adult staff or supervisors. The first warning will serve as a reminder to redirect the student to make better choices.

1. Identify the behavior and rule broken.
2. Identify why the behavior generated a problem by his/her actions.
3. Communicate to the child the expectations and restate what rules they need to follow.

## **TEACHERS/STAFF:**

1. Follow classroom discipline plans.
2. Counsel students as necessary.
  - a. Identify the behavior and rule broken.
  - b. Identify why the behavior generated a problem by his/her actions.
  - c. Communicate to the child the expectations and restate what rules they need to follow.
3. Contact parents as needed.
4. Keep log/notes of warnings, communication with parents.

## **Levels:**

Discipline Procedures (Levels): Below are the discipline tiers under which we will operate. Most problems will be handled in the following manner:

# Level 1

**These behaviors are managed by the teacher/staff.**

## **Level 1 Acts of Misconduct MAY include such behavior as the following listed below:**

- Disruption (low intensity, e.g. noise making, off-task, calling out)
- Defiance/Noncompliance (low intensity, e.g. being off task, out of seat, not following directions, classroom avoidance)
- Disrespect (low intensity, e.g. back talk)
- Sleeping in class/ Refusal to work
- Inappropriate language (low intensity, e.g. name calling, general profanity)
- Throwing things
- Physical Contact (non-serious, accidental)
- Aggression (non-serious, rough housing)
- Property/ Technology Misuse
- Cheating, plagiarism, or copying the work of other students
- Inappropriate display of affection
- Uniform Violations
- Cell phone use (put away in backpack)

## **Teacher Interventions**

1. Counsel students as necessary.
  - a. Identify the behavior and rule broken.
  - b. Identify why the behavior generated a problem by his/her actions.
  - c. Communicate to the child the expectations and restate what rules they need to follow.
  - d. Implement consequences as needed.
2. Contact parents as needed.
3. Keep log/notes of warnings, communication with parents.
  - a. It is recommended that you document any communication with parents as well as some of the interventions strategies you have used. This can be done in the Educators Handbook in the Minor Incidents tab.

## **Consequence Strategies**

- Student Conference
- Reflection Think Sheet
- Seat Change
- Time out
- Time out/ another classroom
- Loss of privilege or reward
- Make up work during recess or break
- Call/note to parent
- Counselor Referral
- Parent Conference

## Level 2

**These behaviors are managed by the teacher/staff.**

<b>Level 2 Acts of Misconduct MAY include such behavior as the following listed below:</b>
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| <ul style="list-style-type: none"><li>● Any repeated Level 1 acts after at least 3 reminders.</li><li>● Use of electronic devices during school hours (In addition to disciplinary action, the devices will result in confiscation and the parents notified that they can pick it up in the office.</li><li>● Cafeteria disturbance</li><li>● Failure to abide by rules and regulations at extracurricular activities such as field trips</li></ul> |
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### Teacher Interventions

1. Counsel students as necessary.
  - a. Identify the behavior and rule broken.
  - b. Identify why the behavior generated a problem by his/her actions.
  - c. Communicate to the child the expectations and restate what rules they need to follow.
  - d. Implement consequences as needed.
2. Required contact with parents.
3. Required documentation of incidents, interventions, warnings, and communication with parents.
  - a. This can be done in the Educators Handbook in the Minor Incidents tab.
4. Optional referral to SST if behavior does not improve. This will allow someone to come observe the behavior.

## Level 3

**These behaviors are managed by the office/administration.**

Some infractions will result in a referral to an administrator. The disciplinary response depends on the offense, previous actions, and the seriousness of the misbehavior.

<b>Level 3 Acts of Misconduct Include such behavior as:</b>
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| <ul style="list-style-type: none"><li>● Extreme or Repeated violation of Level 1 acts or Level 2 without improvement.</li><li>● Any Safe School Violation such as<ul style="list-style-type: none"><li>○ Fighting (intentional)</li><li>○ Physical Aggression (high intensity)</li><li>○ Abusive Language</li><li>○ Threats (serious)</li><li>○ Harassment (bullying/sexual)</li><li>○ Weapons (look alike)</li><li>○ Technology Violation (major)</li><li>○ Gang related activity</li><li>○ Drugs/Alcohol</li><li>○ Leaving the classroom or school grounds without the permission of school personnel</li></ul></li></ul> |
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A teacher/staff who observes a student engaged in Level 3 behavior will fill out an office referral in Educators Handbook. The administration will document the behavior in PowerSchool and will forward an oral or written report to the parents.

### **Level 3 (Office Referral) Teacher Procedures:**

- Call front office (501, 502, 503)
- They will ask you if it is a discipline issue (need administration help) or a behavior issue (need a counselor help).
- Office referral needs to be filled out in the Educators Handbook (Office Referral tab) as complete as possible with all individuals involved. The teacher may be asked questions if not enough information is given.
- Administration or Counselor will come to your room. If possible, they will talk with the student and try to get them back on track as soon as possible. They may come in and sit with the student until this happens.
- If behavior is serious, the student will be accompanied out of the class and taken to another area to work out the issue.
- When a student returns to class, collect the Action Plan form and complete the teacher area and return to Administration at your convenience.
- After the Administration has sent an email to parent and teacher, reply all (at your convenience) with a more detailed description of the behavior/issue.

### **Administrator Procedures:**

- The Administrator will come to the classroom or area the student/s is located. The administrator will try to get the student/s to work out the issue or may sit in the classroom until the behavior improves.
- If behavior is serious or has not improved, the administrator will ask the student/s to come to the office.
- Administrator confers with student/s and/or teacher to establish appropriate action.
- Parent contacted by email or phone call of the incident (teacher included in the email)
- Behavior and Discipline Action is documented in PowerSchool
- The student/s will fill out an Action Plan and return it to the teacher upon returning to the classroom.

### **Disciplinary Options/Responses**

**There are two categories for disciplinary action.**

- **Category I: Alternative to suspension**
  - Student conference
  - Reflection Sheet/Action Plan
  - Loss of privilege or reward such as recess or eating in the cafeteria
  - Call home or parent conference
  - Behavior plan
- **Category II: Suspension or Expulsion**
  - In-school Suspension
    - 1st offense: 30 minute suspension
    - 2nd offense: 30 minute suspension and loss of unstructured time
    - 3rd offense: remainder of the school day
    - 4th: remainder of the school day plus the next full day with a parent conference.
  - Out of school suspension
    - Parent meeting to make a plan