

GARVEY SCHOOL DISTRICT

**DISCIPLINE
HANDBOOK FOR
PARENTS/GUARDIANS**

2012 - 2015

**GARVEY SCHOOL DISTRICT
LEARNING SUPPORT SERVICES
2730 North Del Mar Avenue
Rosemead, California 91770
(626) 307-3427**

GARVEY SCHOOL DISTRICT

DISCIPLINE HANDBOOK FOR PARENT/GUARDIANS

The Governing Board of the Garvey School District (GSD) believes that an important aspect of public education is to assist children in developing sound social judgment, decision-making skills, problem-solving skills, and self-discipline. Additionally, the Board believes that students and teachers are entitled to an environment that promotes maximum learning and teaching opportunities. In order to maintain a positive learning environment and to guide students in becoming responsible, self-disciplined individuals free to pursue academic studies, an appropriate amount of discipline and guidance are necessary. The development of self-discipline is best accomplished when children are given the opportunity for corrective experiences. Discipline or corrective actions, then, become positive learning experiences rather than arbitrary punishment.

Proactively addressing the area of discipline, the Garvey School District embraces the *7 Habits of Highly Effective People*. Developing leadership qualities early in students' lives will promote academic success in their future.

The Garvey School District Discipline Program is founded on three basic concepts:

1. **Respect** for self and others
2. **Responsibility** for one's own actions
3. **Reasonable consequences** for misbehavior

All societies have rules. School rules and regulations exist in order to provide a safe and secure environment which is conducive to learning. All students are expected to obey all classroom and school rules.

The goals of GSD Discipline Program are:

1. **To improve the learning environment** through recognition of good behavior and consistently applied consequences and corrective experiences for inappropriate behavior.
2. **To involve the parent/guardian in the discipline process** in a positive way by working together cooperatively to help children develop into responsible and capable adults.
3. **To promote a sense of self-discipline, self-reliance, and self-confidence** by integrating the *7Habits* into the daily interactions of the school community.

The *7 Habits of Highly Effective People* are practiced throughout Garvey School District. The chart below describes each of the *7 Habits* taught within our classrooms.

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

HABIT 1: BE PROACTIVE

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

HABIT 2: BEGIN WITH THE END IN MIND

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

HABIT 3: PUT FIRST THINGS FIRST

I spend my time on things that are most important. This means I say no to things that I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

HABIT 4: THINK WIN WIN

I balance courage for getting what I want with consideration for what others want. I make deposits in others Emotional Bank Accounts. When conflicts arise I look for third alternatives.

HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

HABIT 6: SYNERGIZE

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any of us alone. I am humble.

HABIT 7: SHARPEN THE SAW

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

PROACTIVE DISCIPLINE

Proactive discipline views misbehavior as a communication by the child, which tells us what the child needs to learn regarding responsibility and respect for self and others. The results of misbehavior serve as a guide for determining appropriate consequences, which will help the child learn to act responsibly. By focusing on the results of misbehavior, proactive discipline teaches positive behavior rather than using arbitrary punishment. However, the safety and welfare of others, as well as the maintenance of an orderly school environment are of utmost importance. Behaviors, which threaten the safety of others or are significantly disruptive to the orderly conduct of school, may result in disciplinary actions which are more protective of others' rights than corrective for the individual student.

A Proactive Discipline approach is characterized by the following:

1. Establishes goals; identifies acceptable, positive behavior.
2. Educates regarding expected behaviors.
3. Adults model expected behaviors (teach by example.)
4. Holds the child responsible for his/her behavior and for taking appropriate action to solve problems.
5. Provides appropriate corrective (learning) experiences as consequences for misbehavior.
6. Focuses on the results of misbehavior as a guide to providing consequences (corrective experiences).
7. Recognizes that children at different developmental stages require different levels of disciplinary actions.

Proactive Discipline compared to Punishment

DISCIPLINE

1. Based on providing consequences (corrective experience)
2. Leads child to self-discipline (proper behavior without guidance)
3. Teaches child to take initiative and responsibility
4. Teaches child to achieve for herself / himself
5. Leads to the development of pride,

PUNISHMENT

1. Based on inflicting physical and / or psychological pain (guilt, shame)
2. Leads to reliance on others to limit behaviors
3. Teaches child to rely on others' initiative and responsibility
4. Teaches child to "behave" in order to avoid pain

- | | | | |
|-----|--|-----|---|
| | self-confidence, self-worth and mastery | 5. | Leads to the development of guilt, shame and a sense of self as "bad", unworthy and incompetent |
| 6. | Leads to cooperative problem-solving | 6. | Leads to revenge, hostility and deviousness |
| 7. | Is directed towards learning and satisfying the needs of the child for a sense of competence | 7. | Is directed towards satisfying the needs of the adult (punisher) |
| 8. | Leads the child to learn new appropriate behaviors (self-correction) | 8. | Leads the child to inhibit behaviors and to rely on others for correction |
| 9. | Consequences (corrective actions) make sense and are related to the inappropriate behavior. | 9. | Consequences are arbitrary (not related to the inappropriate behavior) |
| 10. | Focuses on behavior and the results of inappropriate behavior | 10. | Focuses on the personality or character traits of the child |
| 11. | BEST TAUGHT BY EXAMPLE | 11. | BEST TAUGHT BY EXAMPLE |

RIGHTS AND RESPONSIBILITIES

Each **STUDENT** has a **RIGHT** to:

- be respected as an individual human being
- educational opportunities without discrimination
- a safe, secure learning environment free of disruption by others
- express her / his concerns in a responsible way and have them heard and respected
- receive fair and consistent treatment by school personnel

Each **STUDENT** has a **RESPONSIBILITY** to:

- respect the rights of others
- respect the authority of school personnel
- take appropriate actions to solve her / his own problems
- cooperate with school personnel in maintaining a safe and secure environment
- understand and abide by all classroom and school rules
- behave in ways which do not disrupt the learning environment
- make-up all assignments missed due to tardiness, absences, or disciplinary actions

Each **PARENT/GUARDIAN** has a **RIGHT** to:

- be respected as an individual human being
- be informed of disciplinary problems and actions
- due process for each child
- visit the school to observe the instructional program (with prior arrangement)
- conference with school personnel regarding their children with (prior arrangement)

Each **PARENT/GUARDIAN** has a **RESPONSIBILITY** to:

- understand and support local school behavior standards
- help the child understand, accept, and respect all school rules
- cooperate with school personnel in carrying out appropriate disciplinary actions
- ensure regular and prompt attendance and notify the school in the event of an absence or tardiness
- read all communications which come from the school and respond when requested
- send children to school neat, well-nourished, appropriately dressed and ready to learn
- supervise their children at home regarding homework and home-study assignments (make-up due to tardiness/absences; assignments missed due to disciplinary actions)

Each **SCHOOL EMPLOYEE** has a **RIGHT** to:

- be respected as an individual human being

- work in a safe and secure environment, free of disruption
- expect students to learn to the best of their ability
- expect students to abide by classroom and school rules
- expect parent/guardians to meet and discuss their child's behavior when necessary
- expect parent/guardians to work cooperatively towards improving their child's behavior

Each **SCHOOL EMPLOYEE** has a **RESPONSIBILITY** to:

- provide a safe, secure and positive learning environment
- review with students the district disciplinary policy and school rules and enforce the policy and rules
- communicate regularly with students, parent/guardians and other appropriate school personnel regarding students' needs and behavior problems
- work cooperatively with parent/guardians toward improving their child's behavior

Prevention

After School Enrichment Classes

After School Track Team

Ambassador's Program

Big Brother Big Sister

Classroom Behavior Contracts

Citation

Community Service/Campus Beautification

Conflict Resolution/Mediation

Counseling

- Asian Pacific Family Counseling
- Foothill Family Services
- MASTERY (Mentoring Advocacy Support to Enhance Resiliency and Youth)
- SAFE (Schools and Families Education)
- San Gabriel Valley Family Counseling
- SCALE (School/Community and Law Enforcement)
- VIDA (Vital Intervention Directional Alternatives)-[City of Industry]

Extra Curricular Clubs/Student Council

Family Movie Night

Lunch Speed Passes for Students of the Month

Mentoring

Referral to Principal

Restriction from School Activities

Saturday School

School Attendance Review Board (SARB)

Social Probation
Student Recognition Awards
 for Wearing Uniform
 for Perfect Attendance
 for Academic Improvement
 for Good Citizenship
 for Practicing the 7 Habits
Student Referral for Advisement
Student Study Team
Temporary Removal from Class (Advisement)

DEFINITION AND EXPLANATION OF REASONABLE CONSEQUENCES

The following categories may be used when disciplinary action is required:

ADVISEMENT:

To develop a plan for improved behavior

- Notice to parent/guardian
- Student conference, parent/guardian conference, referral for support services, adjustment transfer

RESTITUTION:

To make-up for time and/or assignments missed due to tardiness, absences or disciplinary action

- Recess restriction
- Detention
- Home-study assignments under parent/guardian supervision
- Saturday School

To repair or replace damaged, lost or stolen property

- Cleaning up debris left by students in the classroom, the cafeteria or on school grounds
- Cleaning up or paying for the cleaning up of vandalism or graffiti done by the student
- Reimburse the victim for costs incurred due to vandalism
- Reimburse the District for costs due to lost property

RESTRICTION:

To preserve the orderly conduct of school

- Time-out (temporary isolation from other students)
- Temporary loss of extra-curricular activities
- Detention
- Temporary removal from class
- Suspension by teacher
- Parent/guardian to Class
- Independent Study (with parent/guardian approval)
- Alternative Placement
- Pupil Transfer Request
- Saturday School
- Community Service

SUSPENSION (by Principal):

To protect the safety and welfare of others

To preserve the orderly conduct of school

- Suspension is the removal of a student from school for a period of five (5) consecutive days at a time or less. The parent/guardian will be notified by telephone or letter that the student is suspended and the circumstances of the suspension. An appointment will be made for a parent/guardian conference.

EXPULSION (by Board of Education):

To protect the safety and welfare of others

To preserve the orderly conduct of school

- Expulsion may only occur after a formal expulsion hearing by the Governing Board. In expulsion situations, parent/guardian will be notified regarding due process procedures.
- Notification to law enforcement

DUE PROCESS

Due process procedures are designed to ensure that corrective action is taken only after a thorough examination of the facts. The nature of the corrective action must be reasonably related to the nature and circumstances of the inappropriate behavior.

Students facing disciplinary action have a right to:

1. An oral or written notification of the charges
2. An explanation of the evidence
3. An opportunity to present his/her side of the story
4. Appeal decisions resulting in disciplinary action to the next higher authority.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period whether on or off the campus
4. During, or while going to or coming from, a school sponsored activity

PROHIBITED BEHAVIORS AND DISCIPLINARY ACTIONS

Many behavior problems are handled by the classroom teacher without referral to the principal. These pages indicate, in general, the types of disciplinary actions which may apply when a student is referred to the principal because of misbehavior. The list below of inappropriate behaviors is not all inclusive. The safety and welfare of others is of utmost importance. The Education Code and the District's Zero Tolerance Policy require that a mandatory recommendation for expulsion from the school district be made if a student commits any of the following acts:

Mandatory Recommendation for Expulsion

EC 48915(a) requires a recommendation for expulsion for the following act committed by your child unless expulsion is found to be inappropriate due to the circumstances:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion or sexual battery.
5. Assault or battery upon a school employee.

Quasi Mandatory Recommendation for Expulsion

EC 48915(c) requires mandatory suspension and a recommendation for expulsion for the following act committed by your child:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault
5. Possession of an explosive.

A decision to expel shall be based on the finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupils or others.

Disciplinary actions range from: **Minimum** - these will occur to **Maximum** - these may occur

<i>BEHAVIOR</i>	<i>RANGE</i>	<i>FIRST OCCURRENCE</i>	<i>REPEATED OCCURRENCE</i>
THREATENING, ATTEMPTING TO CAUSE OR CAUSING INJURY TO ANOTHER PERSON	Minimum	* Advisement	* Isolation * Restitution * Saturday School
	Maximum	* Suspension	* Referral to SARB * Expulsion * Law enforcement notification
CAUSING SERIOUS INJURY TO ANOTHER PERSON, EXCEPT IN SELF-DEFENSE	Minimum	* Suspension * Law enforcement notification	* Expulsion * Law enforcement notification
	Maximum	* Expulsion * Law enforcement notification	* Referral to SARB * Expulsion * Law enforcement notification
DANGEROUS OBJECTS Possessing, furnishing or selling any firearm, knife, laser pointer, explosive device, fireworks or other dangerous object which might be used to inflict injury to another person.	Minimum	* Advisement * Suspension	* Suspension * Expulsion
	Maximum	* Expulsion for not more than 1 year * Law enforcement notification	* Expulsion for not more than 1 year * Law enforcement notification
DRUGS, ALCOHOL, INTOXICANTS Possessing, under the influence or, furnishing, or selling these substances	Minimum	* Suspension	* Law enforcement notification * Suspension
	Maximum	* Expulsion * Law enforcement notification	* Expulsion * Law enforcement notification
ROBBERY Taking or attempting to take another's property	Minimum	* Suspension * Law enforcement notification	* Suspension * Law enforcement notification

	Maximum	* Expulsion	* Expulsion
EXTORTION Taking or attempting to take something of value from another person with a threat of harm	Minimum	* Suspension * Law enforcement notification	* Suspension * Law enforcement notification
	Maximum	* Expulsion	* Expulsion
DESTRUCTION OF PROPERTY, VANDALISM – See note Defacing, damaging or destroying private or school property	Minimum	* Advisement * Restitution	* Suspension * Restitution
	Maximum	* Suspension * Restitution * Law enforcement notification	* Expulsion * Restitution * Law enforcement notification

Note: The parent/guardian can be held financially responsible for damage caused by a minor. This liability shall not exceed \$10,000.00 per Education Code 48904(a). In addition, after affording the student her / his due process rights, the district can withhold grades, a diploma and transcripts until the pupil or the pupil's parent/guardian has paid for the damage.

<i>BEHAVIOR</i>	<i>RANGE</i>	<i>FIRST OCCURRENCE</i>	<i>REPEATED OCCURRENCE</i>
DEFYING THE AUTHORITY OF SCHOOL PERSONNEL Refusal to comply with reasonable requests by school personnel	Minimum	* Advisement	* Time out * Restitution * Saturday School
	Maximum	* Suspension	* Referral to SARB * Expulsion
TOBACCO Possession or use of tobacco	Minimum	* Advisement	* Suspension
	Maximum	* Suspension	* Expulsion
DISORDERLY CONDUCT, PROFANITY, OBSCENE BEHAVIOR Conduct which is disruptive to the orderly conduct of school	Minimum	* Advisement	* Time out * Saturday School * Positive Alternative Program * Parent/guardian to class * Community Service
	Maximum	* Suspension	* Expulsion
SEXUAL HARASSMENT Committing an act of sexual harassment that a reasonable person would believe may actually be acted upon	Minimum	* Advisement	* Suspension
	Maximum	* Suspension	* Transfer to a different school * Expulsion
THEFT / KNOWINGLY RECEIVING STOLEN PROPERTY	Minimum	* Advisement * Restitution	* Suspension * Law enforcement notification
	Maximum	* Suspension * Law enforcement notification	* Expulsion * Law enforcement notification
HARASSMENT, THREATS OR INTIMIDATION BULLYING That creates a hostile educational environment	Minimum	* Advisement	* Saturday School * Suspension
	Maximum	* Suspension	* Expulsion * Law enforcement notification
CRIME THAT WAS HATE MOTIVATED Committing a serious crime that is hate motivated	Minimum	* Advisement * Saturday School * Suspension	* Law enforcement notification * Suspension * Expulsion * Restitution
	Maximum	* Suspension * Expulsion	* Expulsion * Law enforcement notification

		* Law enforcement notification	
THREATENING, ATTEMPTING TO CAUSE OR CAUSING INJURY TO A SCHOOL EMPLOYEE	Minimum	* Suspension * Law enforcement notification	* Expulsion * Law enforcement notification * \$ 2000.00 fine
	Maximum	* Expulsion * Law enforcement notification	* Expulsion * Law enforcement notification * \$ 2000.00 fine * Imprisonment
TERRORIST THREATS Against school officials, school property or both	Minimum	* Suspension * Law enforcement notification	* Expulsion * Law enforcement notification
	Maximum	* Expulsion * Law enforcement notification	* Expulsion * Law enforcement notification

**GARVEY SCHOOL DISTRICT
2012-2015
PARENTS' DISCIPLINE HANDBOOK
ACKNOWLEDGEMENT OF RECEIPT AND REVIEW**

Dear Parent / Guardian:

The Garvey School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact your school administrator. She or he will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below, and return it to your student's school.

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgement by the parent or guardian that she or he has been informed of her or his rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student's Name: _____

Parent's/Guardian's Name: _____

Address: _____

City and Zip Code: _____

Home telephone number: (_____) _____

School child attends: _____ Grade: _____

Parent/Guardian signature: _____

Date: _____