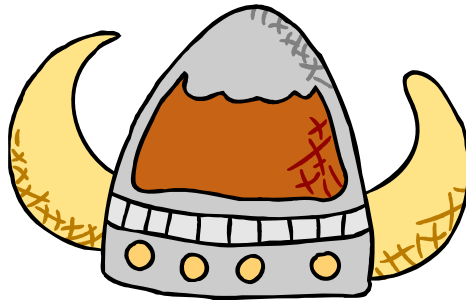


Monterey Vista Elementary School

Mr. Hing Chow, Principal

School-Wide Discipline Plan

2012-2013



Mission Statement

We, the students of Monterey Vista School will learn academic skills, moral and ethical values, and respect for diversity that will enable us to be lifelong learners and productive members of a global society.

1. Definition of School-Wide Expectations and Routines

Positive School-Wide Rules

Monterey Vista Behavioral Expectations

Be a STAR !

S – Success First

T – Treat everyone with respect

A – Always prepared and ready to learn

R – Responsibility and Responsibility

Routines and Rules

Classroom Expectations

Every teacher is expected to develop a set of classroom rules based on the STAR concepts.

Rules should be posted in a visible area of the classroom.

Dress For School Success

The dress code for students at Monterey Vista will comply with the following dress guidelines:

Shoes must be worn at all times. Sandals must have heel straps. Slippers or backless shoes or sandals are not acceptable.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See through or fish-net fabric, halter tops, off the shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Pants shall be appropriate size and not too baggy or excessively large.

Pants shall not be worn as cut offs or without hems.

Hair shall be clean and groomed.

Prohibited Clothing

Any clothing that allows excessive exposure including but not limited to:

Tank tops/shorts or other clothing that expose undergarments/anatomy upon movement

Pants with large holes exposing undergarments/anatomy

Clothing too tight, including bike shorts (unless under shirt/jumper)

Any clothing that emulates gang/tagger style attire including but not limited to:

Oversized clothing of any types: baggy pants or “sagging” (pants worn below the waist)

T-shirts (unless school or school club shirts) or other apparel with a message or logo associated with gang/tagger attire. No oversized sweatshirts, hanging below wrist or below mid thigh.

Defaced military or fatigue style clothing. Combat boots or footwear with steel tips.

Other Items that are not unsafe, or not appropriate for school or cause disruption:

Unnatural hair dye (green, purple and the like)

Slippers or backless shoes or sandals are not acceptable.

Make-up and long fingernails.

Unsafe jewelry (long/dangling earrings, pocket chains, heavy chains, leather ropes)

Gang symbols, signs or writing will not be tolerated on student or on books or paper.

Mandatory Standardized Dress

All Monterey Vista students will be expected to wear the standardized dress or exactly follow the established dress code. Each student will be expected to comply with our Mandatory Standardized Dress, unless school has on file a parents’ non-participation form. A conference with the school principal is necessary. Non-participant students must comply with our general dress code standards/prohibited clothing listed above.

Tops

Collared polo shirts in blue, white, light blue or dark navy blue

Collared shirts/blouses in white, light blue or dark blue

Turtle necks with no designs, same colors as above.

Spirit T-shirts (school logos, Camp, Track)

Bottoms

Pants (straight leg), walking shorts (Bermudas) and culottes in navy blue only. Khaki color pants and shorts are acceptable. In cold weather, navy blue sweat pants may be worn.

Belts

Optional if worn must be sized to fit with non-hanging ends. Initial/solid metal buckles are not acceptable.

Outerwear

Jackets, sweatshirts, and sweaters-use taste on style, size-none with inappropriate messages and logos. None with gang identified sports name.

Playground rules

Children are respectful and responsible to all staff members.

Students must eat snacks by the trash can on the playground.

Students must remain within their playground boundaries at all times, unless they have a note from a teacher permitting them to leave the area.

The hill is off-limits to all students.

Walk on the blacktop area. Running is allowed on the field only.

No playing in the restrooms or drinking fountain area.

Students are to notify the teacher/aide on duty if a ball goes over any fence. Students are not allowed to go and get the ball.

No “cutting” in line. Whoever “cuts in line” and whoever “gave the cuts” must go to the back of the line.

Stay on the playground during recess. Stay off the hillside and do not play on the hill.

Swings

Take turns on the swings and only swing one direction (no twirling and/or turning).

Each student is allowed 25 swings before giving up the swing to the next student.

Swing as high as the fence top.

No jumping off swings.

Jungle Gym

Students may climb up on inside or outside of bars.

They may climb over the top and down the other side.

No tag around or on jungle gym; no swinging.

No jumping off any part of the jungle gym.

Horizontal Cross Bars

Student may cross the bars in any manner, as long as they are using just their hands.

Students will line up at one end of the bars, one person on the ladder as they wait their turn.

One person crosses at a time in only one direction.

There is to be no sitting on top of or jumping off the top of bars.

There is to be no swinging by arms or push swinging by another.

Only footballs, soccer balls, and kick balls are to be kicked. Balls are kicked on the field only, not on the blacktop area. Students may not participate in any contact sport such as tackle football, wrestling, piggy-back ride, etc.

Play only games that are “safe” for both the players and those not playing.
Obey safety rules on the bars. Only one person at a time is allowed on the horizontal.
Do not climb on top of “jungle gym bars.”
Don’t stand on the bottom of the slide. Only one student at a time is allowed on the slide.
The school will provide all play equipment. Do not bring any from home.

Cafeteria Rules

Monterey Vista School is a closed campus. All students are expected to eat lunch in the cafeteria. No food is allowed on the playground. Parents are not allowed in the cafeteria except when paying for their children’s meals.
We want to maintain a good atmosphere for eating. Students must respect the rights of others at the table by using good manners. The following are cafeteria rules:

Walk directly and orderly to your assigned seat.
Eat as much of your food as possible. Remember to clean up your eating area on the table and floor before leaving.
Talk quietly.
Raise your hand if you need help.
Walk from your seat to the trashcans.
No food or drink is to be taken to the playground.
On a rainy day, leave the cafeteria when you have permission to go to the library.

Restrooms Rules

Refrain from loud talking or screaming in the restrooms. Leave the restroom promptly after using. It is not a play area or a gathering place.
Protect school property, such as towels, soap, plumbing, walls and floors from waste and destruction.
Used towels go inside the trashcan, not on the floor.
Flush the toilet and wash your hands before you leave the restroom.

Assembly Attendance Rules

Enter and exit quietly.
Stay in line while waiting to be seated,
Stay in your seats unless directed to move.
Keep hands, feet and objects to yourself.
Follow teacher directions.
Pay attention to speaker.

Line and Hallway Rules

Walk quietly at all times. No running allowed in the hallways.

Walk directly to destination.

Keep hands, feet and objects to yourself.

Do not stay in hallway during both morning and lunch recesses since you will be left unsupervised.

Field Trip Expectations

Be a positive ambassador for Monterey Vista School.

Respect others' personal space.

Stay with assigned group/partner.

Keep hands and objects inside bus and out of the aisles.

Stay in your seat at all times.

Listen to directions of adult and driver.

Arrival/Departure Time

Walk directly to school and from school. Do not arrive before appropriate time and leave when dismissed.

Respect the property of all neighbors whose homes you pass going to and from school.

Parents should plan their children's departure from home so that they do not arrive at school more than 15 minutes prior to starting time.

Start times are as follows:

Grades K-6 8:20 a.m.

Dismissal times are as follows:

Grades K-6 2:35 pm (Mondays through Fridays)

Grades K-6 1:35 pm (Every second Wednesday of the month)

Picking Up Your Child Early

If you need to take your child out before the end of the day, the following is the procedure to do so:

Go to the school office, not your child's classroom.

Sign the release form.

Your child will meet you in the office to be released.

This procedure is for the safety of your child. We will not release a student to anyone except the parent, legal guardian, or a person you have authorized in writing to pick up your child. Teachers cannot release the student to a parent directly from a classroom.

What to do when your child is absent

Call the school office on the morning of the first day at (626) 307-3300.

Be sure to let school office know if your child has contagious disease, such as mumps, measles or chicken pox.

Send a note when your child returns to school with the following information:

Child's name, grade and room number.

Date/s of absence

Signature of parent or legal guardian.

Verification for all absences is required for students.

2. Plan To Teach and Model Behavior and Routines Directly

Procedures for acquainting new students with discipline plan

The new student will be presented with a copy of the school discipline plan. He/She will be welcomed by the principal and classroom teacher. A student from the class will escort child to room.

Character Education/Implementation Schedule

Month	7 Habits	Citizenship Skills
September	#1 Be Proactive	Responsibility
October	#2 Begin With The End in Mind	Honesty
November	#3 Put First Things First	Perseverance
December	#4 Think Win Win	Generosity
January	#5 Seek First To Understand, Then To Be Understood	Self-Discipline
February	#6 Synergy	Respect
March	#7 Sharpen The Saw	Cooperation
April	#1 Be Proactive #2 Begin With The End In Mind	Acceptance
May	#3 Put First Things First #4 Think Win Win	Compassion
June	#5 Seek First To Understand, Then To Be Understood #6 Synergy #7 Sharpen The Saw	Friendship

Leaders Who Make a Difference (Citizenship Counts)

The Citizenship Counts Program has a theme each month of the school year. Students who exhibit those characteristics are recognized at the Awards Assembly with a certificate. In the classrooms, teachers explain to students the theme of the month and how does each character help to foster positive leadership skills

3. Actively Monitor Expected Behavior

Systemic Method for Monitoring Students

Teachers will make sure expectations are clearly presented to students as they start class. This will be reinforced as necessary daily. Teacher will also model and reinforce positive behavior by students.

Teacher Monitoring of students during transitions

Active monitoring of class – teacher will be ensuring all transitions are completed in a minimum amount of time to maximize class instruction.

Rules – class rules will be posted and teachers will teach students the expectations.

Commitment to Monitoring: Duty Schedule

Morning/Recess Duties: Teachers will roam around supervision area to ensure students are enforcing school rules on the playground and when lining up. Morning duties are from 8:00 to 8:15 am and Recess duties are from 10:00 to 10:15 (grades 1-3) and 10:20 to 10:35 (grades 4-6).

4. Acknowledging Appropriate Behavior

School wide Incentive Plan with Varying Incentives and Frequency

Informal acknowledgement of desired behavior

Teachers and staff may verbally praise students for exhibiting desired behavior. This occurs on the spot and so recognition and praise is immediate for students.

Specific verbal feedback

Teachers and staff will recognize student for specific behavior. This would include being responsible, taking initiatives, setting goals, and leadership skills.

Noon Duty Aide tickets (caught being good)

Students are recognized for following school rules and expectations in the cafeteria, standing in line, in the playground with play equipment (such as swings, slides) are giving positive notes. These will be placed in their classrooms' jar or box and as raffle tickets for prize drawing at the Awards Assembly.

Student of The Month

Teachers will select up to two students from their class for this recognition. The students are selected based on academics (how much effort and improvement demonstrated) and citizenship. Parents are contacted so they can attend the Award Assembly.

Character Counts

Students will be recognized with the Citizen of The Month Award at the School Awards Assembly.

Principal Visits to Classrooms

Principal will visit classrooms to present academic and citizenship awards to students.

Individual Classroom Awards

Classrooms may create their own acknowledgement systems to complement the school wide systems with approval from administration.

Plans for Positive Parent Contacts

Positive notes sent home

Phone call home

Any rewards should be simple/inexpensive/no cost

5. Addressing Student Behavior

Monterey Vista School will maintain a level of system for handling infractions of behavioral expectations. Outline below is the level of system, along with the steps for handling such behaviors:

Level 1 Behaviors

Disruption, defiance

Not prepared for class

Not completing homework/classwork

Tardy

Use of inappropriate language

Possession of electronic devices

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behavior should be noted and documented.

Step 2: If behavior persists, the classroom teacher should call the parents/guardian to advise them with written notice. Each parent/guardian contact should be documented with NCR copies and electronic documentation.

Step 3: If Level 1 behaviors have not improved after 2 incidences, the teacher will contact parent/guardian and arrange a meeting. The teacher may choose to include additional individuals in the conference (especially last year's or previous teachers if applicable).

Step 4: If all steps above fail, all level 1 offenses will be referred to the office and principal. A parent conference with the teacher, parent and principal will be set up.

Sequence of consequences for violation of level 1 offenses

Verbal warning

Written/verbal communication with parent established

Reflection Room (this would be in another teacher's room so students may have additional time to complete assigned tasks/assignments)

Conference with parent and student

Send student to office with referral and meeting with parent, teacher and principal

Saturday School

Suspension

Level 1 Offenses

Disruption/defiance – making distracting noises, getting up without permission, yelling, screaming, not following teacher's direction, taking back, refuse to follow reasonable requests, rudeness to a teacher/adult.

Not prepared for class – lacking the needed supplies or work to complete assignments. This would include not bringing in homework and having textbooks.

Not completing homework/classwork – student may not bring in any assignments/projects assigned by teacher.

Tardy – arriving to school or class late without permission or an appropriate reason. If tardies persists, the student can be referred to School Attendance Review Board.

Use of inappropriate language – student uses profanity that involve topics inappropriate to school. This would include language that is sexual, violent or drug/alcohol in nature.

Possession of electronic devices – any electronic device that is taken out during the school day that would cause a disruption in learning in and out of the classroom. This would include but not limited to cell phones, cameras, or games. The device will be confiscated and sent to the office. Parental contact will be required for students to reclaim the device.

Level 2 Offenses – Office Referral

Fighting – hitting or physical confrontation which both parties are active. This would include play fighting and rough housing that parties involved result in physical injuries.

Physical Assault – intentionally or recklessly causing physical injury or attempting to cause physical injury or creation of reasonable fear of physical injury.

Dangerous objects – this would include items from ordinary school items that would cause or inflict harm to others or damage of school property.

Sexual harassment – this would include topic or comments of a sexual nature, including taunting, teasing, and bullying either physically or verbally.

Theft – this include items taken from another student, teacher, or school without permission.

Truancy – being absent from class or school repeatedly. Four tardies of 30 minutes or longer will result in a truancy.

Vandalism – willfully destruction of school property, including but not limited to books, desks, chairs, and walls. This also would include acts of graffiti to school and personal properties.

Verbal assaults/abusive language – this would include threats of physical harm, offensive racial/sexual comments, slurs, curse words directed at a teacher or student.

Violation of district technology guidelines – inappropriate content in communications, attempts to or access of unauthorized sites.

Level 3 Offenses – Office Referral

Alcohol/Drugs – possession or use of any intoxicating element or medication.

Arson – damaging property by knowing of or attempting to cause a fire or explosion.

Firearms/Guns – any weapon to expel a projectile by explosion or simulated weapons.

Threat – stating an intended action, whether written, oral, electronic, or illustrated that could cause death or the detonation of a device, such as smoke or gas bombs.

Tobacco – use/possession of tobacco, includes dip, chew, snuff, twist, cigarettes, cigars, pipes,

Trespassing – on school property without permission or justification and/or refusal to leave when requested.

Weapon – any item posing a danger, includes dagger, knife, bar, chains, brass knuckles or martial arts weapons.

All level 2 and level 3 offenses are automatic referrals that must have an office referral form completed by the witnessing staff member.

Routines and Procedures for implementing progressive discipline plan

All classrooms will use the Progressive Discipline Plan. Teachers and students will review student behavioral expectations and consequences for positive and negative student behavior. Each classroom will post classroom expectation, model appropriate classroom behavior, maintain consistent behavioral expectations and continue to review expectations throughout the school year to maintain an orderly and productive classroom environment.

Step 1 – Verbal or Physical Warning

Teacher will provide student with a warning clearly indicating the appropriate behavior through redirecting behavior, limiting access to materials, isolating/changing student's seat, etc.

Step 2 – Conference with student

Teacher will conference with the student to discuss the situation and come to a resolution. It is important for the teacher to understand why the student is misbehaving.

Teacher and student can discuss the negative behavior(s) and redirect/clarify what the student is to be doing.

Teacher will provide student with positive alternative student action and restate further negative consequences if behaviors continues.

Step 3 – Send student to buddy classroom

At this step, the teacher has already provided a warning (verbal or physical) allowed time for the student to comply as well as modeled and discussed the classroom expectations with the student.

The teacher will direct the student to a buddy classroom providing a buddy form and work for the student to complete until the end of the current period. The buddy form will be kept by the teacher for documentation.

Step 4- Communication with student and parent

It is important that if the student is continuing to disruptive or defiant and does not comply to behavior interventions and modifications, that parents are notified to hold a conference to discuss the child's behavior.

During the conference, the teacher will provide documentation to the parents regarding the child's academic and behavior progress; interventions used to modify the student behavior. A behavior contract can be created at this time in which the parents, teacher, and student create a plan in order to modify the disruptive behavior and be successful in the classroom setting. The principal may be invited at the conference.

Step 5 – Classroom referral

If the student is continuing to disrupt the educational process, the teacher can submit a classroom referral to administration. Attach a copy of the student's anecdotal record and an academic progress report to the classroom referral form.

Administration will take appropriate actions to assist in modifying the behavior.

Step 6 – Student Study Team

Based on the intervention progress the team can refer the student to the Student Study Team for further review and interventions.

6. Documentation and Review Data

Procedures to Define/Record Incidents and Parent Contacts

Teachers will complete referral form when a student is sent to the office. On the same day, the teacher witnessing the incident should communicate the details to the parent(s)/guardians by phone and have a meeting with the parents if necessary.

For Level 3 behaviors, the consequences of the student will be determined by administrators and may include removal from the classroom for a period of time. An administrator will notify parent(s)/guardian(s).

Discipline/Referrals

All teachers should develop and post in their classrooms a list of class rules that would include student expectations. A referral to the office should be utilized only after the teacher has imposed his/her consequences for the student without success or the teacher has been unsuccessful at mediating a serious student conflict.

All student referrals to the office are recorded at the Student Management Solutions ARM system that is available to all teachers including principal. This is a school wide electronic web-based discipline documentation system. This system can create queries and help teachers to access student data during parent conferences and meetings with parents regarding any student discipline issue. ARM also provide real time bar graphs, charts and statistics. It also has email alert system that can notify principal and parents about any discipline infraction of a student.

Suspensions

The suspension of a student includes in-school suspensions or out-of school suspension. An in-school suspension is used in circumstances where a school rule/infraction has been broken or a student has not responded to a teacher's classroom management plan/class rules and expectations. This is also referred to as "reflection time" in an another instructional setting. An out-of school suspension is for students who have repeatedly violated a school rule or committed an offense that is severe which could include level 2 offenses. All suspensions are issued by the school administrator.

Planned Reviews of Behavior: Data of Incidents, Locations, Individuals, and Teachers

The administration and Leadership Team will disaggregate disciplinary data on a trimester bases. Data would include statistics from ARM documentation system, Saturday School data that would include infractions, type of consequences, grade levels, and effects on students receiving the referral. The results will help to develop and implement interventions and strategies.