

GARVEY SCHOOL DISTRICT

Hillcrest Elementary School

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School-wide Discipline Plan

2012 – 2013



A Guide for Teaching School-wide Behavioral Expectations

A School-wide Positive Behavior Plan is a set of strategies and systems to create a positive school climate and educate all students through the following:

1: Rules and Routines

For Classrooms, Arrival, Dismissal, Lines, Hallways, Restroom, Drinking Fountains, Cafeteria, Playground, Assemblies, Bus, and Field Trips

General Format for Teaching

Hillcrest School H.U.S.K.Y. Behavioral Expectations

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge for H.U.S.K.Y. for specific settings.

Step 2: Identify H.U.S.K.Y. behaviors for specific settings.

Step 3: Model H.U.S.K.Y. behaviors for specific settings.

- **H**ave Respect
- **U**se Organizational Skills
- **S**afety First
- **K**eeP Learning
- **Y**ou Can Do It!

Step 4: Review expectations of H.U.S.K.Y. for specific settings

Classroom Expectations

- Every teacher is expected to develop a set of classroom rules based on the 5 H.U.S.K.Y. criteria.
- Teachers may more fully define and individualize the H.U.S.K.Y. rules in their respective classrooms.
 - Example: Have Respect
 - ◇ Be kind to everyone
 - ◇ Raise you hand before you talk
- Classroom rules using the H.U.S.K.Y. criteria must be posted in a visible area of the classroom.

Arrival and Dismissal Expectations

Have respect at arrival:

- Keep hands, feet, and objects to yourself
- Respect others' personal space
- Use valet line

Use organizational skills at arrival:

- Come to school prepared to learn
- Follow Uniform Policy
- Arrive at school on time
- Arrivals after 8:20 am must report to office for tardy pass
- When dismissed, walk to the appropriate gate and wait for your parent/ride quietly

Safety first at arrival:

- Report to cafeteria or go directly to the playground
- Use sidewalks, not the grass
- Stay on playground until dismissal
- Walk bikes while on campus and lock on bike rack
- No skateboards allowed on campus

Keep learning at arrival:

- Respond appropriately to adult directions
- Use a soft voice
- All students are accountable to the school for their behavior from home to school

You Can Do It!

Line and Walkway Expectations

Have respect in lines and walkways:

- Keep hands, feet, and objects to yourself
- Walk quietly at all times

Use organizational skills in lines and walkways:

- Stay in order
- Keep appropriate spacing
- Stay with your class
- Only students with Hillcrest Hall Pass may remain in the hallways

Safety first in lines and walkways:

- Watch where you are going
- Be aware and stay clear of doors
- Do not run on the walkway

Keep learning in lines and walkways:

- Follow teacher directions
- Walk directly to destination

You Can Do It!

Restroom Expectations

Have respect in the restroom:

- Respect others privacy
- Keep restrooms clean
- Return to class promptly when finished

Use organizational skills in the restroom:

- Wait for your turn
- Follow hand washing procedures below

Safety first in the restroom:

- Use restroom correctly
- Walk in restroom
- Tell an adult if restroom needs attention on supplies

Keep learning in the restroom:

- Use appropriate language
- Use a soft voices
- Flush toilet after use

You Can Do It!

1-2-3 Hand Washing Procedures

- 1) Turn on water
- 2) Squirt of soap
- 3) Use paper towel to dry hands
- 4) Throw paper towel away in trash can

Drinking Fountain Expectations

Have respect at the drinking fountain:

- Keep your body and water to yourself
- Keep safe distance in line while waiting

Use organizational skills at the drinking fountain:

- Wait for your turn
- One person at a time
- Do not throw any trash in or around the fountain

Safety first at the drinking fountain:

- Use fountain properly
- Swallow your water

Keep learning at the drinking fountain:

- Keep hands and mouth off spout
- Refrain from climbing on the fountain

You Can Do It!

Playground Expectations

Have respect on the playground:

- Wait your turn
- Use appropriate language
- Use good sportsmanship

Use organizational skills on the playground:

- Play in assigned areas
- Be responsible for equipment and personal belongings
- Snack is only allow on the playground
- Throw all trash away in the trash can only
- Only healthy snacks are allowed

Safety first on the playground:

- Use equipment appropriately
- Follow game rules
- Keep safe distance from fences
- Inform an adult of unsafe behavior or incidents

Keep learning on the playground:

- Listen to adults' rules/instructions
- Freeze when bell rings
- Get off all swings or apparatus
- Walk to designated area when whistle is blown and stand quietly in line

You Can Do It!

Cafeteria Expectations

Have respect in the cafeteria:

- Respect others' personal space
- Hands, feet, and objects to yourself
- Clean up after yourself and others

Use organizational skills in the cafeteria:

- Focus on eating first
- Follow cafeteria procedures *

Safety first in the cafeteria:

- Stay in your seat
- Walk at all time
- Raise your hand for permission to leave your seat

Keep learning in the cafeteria:

- Give attention to cafeteria personnel
- Use a soft voice

You Can Do It!

Cafeteria Procedures *

1. Enter the cafeteria quietly
2. Students who bring lunch should walk to their table
3. Student who buy lunch should stand in line quietly by class, keeping hand and feet to self
4. Be respectful in the serving zone
5. Give your attention to the cafeteria personnel
6. Walk to your assigned table
7. Remain seated facing forward
8. Use a soft voice
9. Talk only to those across and next to you
10. For noon duty aide's assistance, raise your hand and wait
11. Use good table manners
12. When finished, pick up all trash, raise hand, wait for noon duty aide's permission to throw trash away and stack up lunch tray
13. Put all uneaten food in trash can carefully
14. Pick up any food or trash you drop on the floor around the trash can
15. Walk single file out of the cafeteria
16. Use the appropriate path to walk up the playground

Assembly Expectations

Have respect in assemblies:

- Enter and exit quietly
- Take off all hats/hoods when entering cafeteria
- Pay attention to speaker
- Show appropriate appreciation

Use organizational skills in assemblies:

- Stay in line when entering the assembly area
- Stay in your seat unless directed to move
- Leave all personal properties in class

Safety first in assemblies:

- Keep hands and feet to yourself
- Walk at all times

Keep learning in assemblies:

- Follow teacher directions
- Listen quietly

You Can Do It!

Bus/Field Trip Expectations

Have respect on bus/field trip:

- Respect others' personal space
- Be a positive ambassador of Hillcrest School
- Clean up after yourself and others

Use organizational skills in assemblies:

- Stay with assigned group or partner
- Follow rules
- Only bring teacher approved and requested items, labeled with child's name

Safety first in assemblies:

- Keep hands and objects inside bus and out of the aisles
- Stay in your seat at all times
- No eating or drinking on the bus

Keep learning in assemblies:

- Listen to directions of adults and driver
- Use a soft voice

You Can Do It!

2: Procedures for Acquainting New Students with Discipline Plan

Procedures for new students arriving at Hillcrest School:

- a) Upon enrolling, students will be welcomed by front office staff and/or an administrator.
- b) Students will receive school handbook that includes discipline procedures, routines and expectations. Office staff reviews key notes regarding dress code, tardiness, daily procedures, etc.
- c) The student is then escorted to class by a classmate that will be a “buddy” to the student that day.
- d) If in the enrollment process there is an indication of prior discipline issues, the student and parent will have a pre-placement conference to welcome the student. During this meeting, the administrator will explicitly review school discipline rules and expectations for the student and parent.

Hillcrest Spirit

“There is a strong relationship between classroom discipline and building-wide discipline... Marzono (2003) states that building-wide discipline is as important to classroom management and may even contribute more to the climate of the school. The strategies that are needed to establish and maintain an orderly and structured building-wide environment are the same strategies use within the classroom. And the expectations for student behavior throughout the school should be consistent with classroom expectations.” (Boynton & Boynton, 2005, pp.45-46).

3A: Systematic Method for Monitoring Students

When we teach the students what is expected from them, they have to be monitored consistently and often. This may be done in the following manner:

Interact, Heads-Up (scan the students or area), **Move** (in the classroom, everywhere on campus, when you are on duty.)

Be present and visible during transition time and state expectations. Greet the students as they enter the classroom and be sure your expectations are known to them as they wait for class to start. Have your class work ready and teach the students to get started immediately when they enter the room and during attendance.

Make sure you know your duty schedule and plan to be on time. The schedules depend on your punctuality. Plan for absences ahead of time and keep your expectations and duty schedule available for substitutes.

3B: Teacher Monitoring During Transitions

Between Transitions

Be in hallways – Watch your students as they move from class to class.

Teacher proximity – A teacher needs to be monitoring students at all times.

Respectful of schedule – Teachers need to be on time when reporting for yard duty.

Within Class

Active monitoring of class – Be at the center of the action at all times.

Rules – Post expectations up in classrooms. Model expectations for your students, and review often throughout the year.

3C: Commitment to Monitoring: Duty Schedule

General Rules: The staff member on duty should:

- a) Be visible at all times
- b) Always be on time
- c) Move, move, move to where the kids are
- d) Give their full attention to the safety of the students

PLAYGROUND RULES

For Grade K-6

- No sitting on top of the monkey bars
- No chicken fights on the monkey bars
- No monkey bar races
- One student on the slide at a time
- Go down the slide on your bottom only
- No throwing toys up or down the slide
- No jumping off the play equipment
- No throwing sand
- One student on a swing at a time
- No play fighting
- No tackle sports
- No playing on the muddy field after rain
- No playing around the sand box when it is filled with water



4A: School-wide Incentive Plan with Varying Incentives and Frequency

4B: Informal Acknowledgement of Desired Behavior

Specific verbal feedback

When teachers observe students being safe, organized, accountable, and/or respectful, they will acknowledge the students by giving specific positive verbal feedback such as:

“That was so helpful the way you held the door open for your classmates.”

“Thank you for walking with your hands and feet to yourself.”

Caught being Good Raffle

Students doing something good, they are given a Caught Being Good Raffle Ticket. All tickets go into a drawing each Friday. An assembly will be held and 3 tickets for primary and 3 tickets for upper grade will be chosen. The winners may choose a prize.

Student of the Month

Each teacher will choose one student to be Student of the Month based on a positive achievement or attribute. This child will be honored during a school assembly, and will be given a blue ribbon and certificate. Parents are also invited to this assembly to recognize the achievement of their child.

Upper Grade Trimester Achievement Awards

Each trimester, classroom teachers will recognize students for their excellent academic achievement or improvement in the classroom and throughout the campus. Certificates will be awarded during the Trimester Award Assemblies.

Individual Classroom Awards

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

4C: Plans for Positive parent Contacts

Teachers are encouraged to contact parents once a month with a positive comment about their child. This helps create a non-threatening, supportive rapport with parents with helps to alleviate parents becoming defensive when an issue arises. This also promotes positive discipline by the student.

Suggestions for Positive Parent Contacts

Use Global Connect to communicate with English and non-English speaking parents

- Utilize the district translation service for positive written communication to parents
- Direct communication with parents on campus
- Positive parent phone calls

It is important that children clearly understand what the expectations are for each chart they use. Avoid generalities such as “Be good”, “Behave”, “Be nice”, and “Do my work” as these are too broad to be effective. The more specific you can be, the more effective the reinforcement will be for all involved.

Make expectations low enough in the beginning that children can be successful. Then slowly raise the expectations. If the standards are too high, children will get frustrated and the effort will fail.

Rewards: Rewards should be simple, inexpensive, and frequent. Examples are stickers, snacks, free time, verbal praise, a positive note home from the teacher, a special trip with a parent. Be creative and make sure that it is something that the students enjoy.

5: Defined Levels of Behavior

Hillcrest Elementary will maintain a system for handling infractions of behavioral expectations.

Mild infraction behaviors include the following:

- Inappropriate language
- Horseplay
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Disruption, excessive talking
- Tardiness
- Calling out
- Put-downs
- Throwing rocks
- Possession of electronic devices/toys
- Gum chewing
- Unauthorized eating or drinking
- Not participating
- Non completing class/home work

Step 1: Mild infractions are to be handled by the classroom teacher or staff member witnessing such behaviors.

Step 2: if behaviors persist, the classroom teacher should call the parent/guardian to advise them that the teacher will meet with the student for the purpose of discussing the infraction behavior and desired target behavior. If need be, one of the following staff members may be a resource for the goal-setting process: grade-level colleagues, school psychologists, or members of the administrative team.

Step 3: If behaviors have not improved after teacher/parent intervention, the teacher will refer the student will refer the student to the principal.