

Community Schools of Catawba County Kid Connection Behavior Framework

Introduction

For many children, they enter Kid Connection unaware as to what is expected of them both programmatically and behaviorally. All students need to have clear and consistent behavioral and academic expectations established, maintained, and understood for them to be held accountable.

In order for the rules to be effective, they must be consistent. Children need to be guided through the rules and expectations in a developmentally appropriate progression, considering student's individual, educational, and social needs. This behavioral framework is being provided as a foundation to help build consistent and progressive disciplinary practice throughout our Kid Connection.

General Behavior Guidelines

The goal of this framework is to help create a positive, caring atmosphere where all children and adults feel respected and a valued member of our Kid Connection community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. We not only need to educate our children, but we need to prepare them with listening and positive communication skills. It is imperative that we create an atmosphere where children feel positive about themselves and their accomplishments.

The following behavior guidelines have been written with the above goal as the focus.

Respect

Students and adults are expected to respect each other. Examples of respectful behavior include, but are not limited to the following:

- Listening to each other
- Talking politely and using appropriate language
- Using appropriate body language
- Using an appropriate tone and volume (Even when angry)
- Avoiding words that are hurtful to others
- Accepting individual differences (This includes cultural, learning, appearance, and other differences)
- Touching others' property only with permission
- Being mindful of other people's space
- Keeping confidential information private
- Treating Kid Connection property with care

Cooperation

Students and adults are encouraged to work cooperatively with one another and with peers. Examples of cooperation include, but are not limited to the following:

- Working together toward common goals and interest
- Working together to resolve differences
- Adults giving students direction in keeping with the Kid Connection philosophy and behavior guidelines
- Students following adult direction

Honesty

Students and adults are expected to conduct themselves with honesty. Examples of honesty include, but are not limited to the following:

- Doing one's own work
- Answering truthfully within a climate of safety (e.g., without fear of reprisal)
- Being respectful of other people's property (and only take property that belongs to them)

Safety

Students and adults have the right to be safe physically and emotionally. Students are expected to follow all safety rules for the Kid Connection and buses, and respect other people's right to be safe emotionally and physically. Examples of physical and emotional safety include, but are not limited to the following:

- Walking in the halls
- Walking when entering and exiting the building
- Playing on and around playground equipment appropriately
- Leaving weapons at home (**including toy weapons**)
- Following bus rules
- Avoiding fighting and play fighting
- Respecting other people's physical space
- Using appropriate tone and volume at all times (Even when angry)
- Talking politely and using appropriate language
- Using appropriate body language (Avoiding obscene gestures)
- Avoiding words that are hurtful to others
- Accepting individual differences (This includes cultural, learning ability, appearance, and other differences)
- Keeping confidential information private

Consideration for Consequences

- Fair
- Consistent
- Allows for individualization
- Developmentally appropriate
- Adheres to our Kid Connections philosophy
- Reflective of exemplary practice (e.g., **positive discipline**)
- Promotes partnerships/communication with families
- Promotes learning and personal responsibility (**Not “control and correct”**)
- Built-in evaluation for effectiveness

There is a three-step procedure Kid Connection staff can use when addressing the discipline of their students:

1. With a student’s first significantly inappropriate behavior, the Kid Connection staff will hold the student accountable for their choice and help them develop a plan to improve their behavior. An Incident Form will be completed by the Kid Connection staff for their record and a copy sent to the office. Parents should be contacted if deemed appropriate by the individual that completed the form.
2. With the student’s second significantly inappropriate behavior, the Kid Connection staff will follow the procedures outlined above, but will contact the student’s parents about the incident. This must be documented on the parent on the response portion of the Incident form, or through use of the parent Conference form.
3. With the student’s third significantly inappropriate behavior, the Kid Connection staff will follow the steps outlined above and discuss suspension with their administration. The staff is responsible for contacting the parent and documenting the conversation. Suspension will be initiated when appropriate in a progressive manner beginning with 1 day.

Lunchroom and Recess Guidelines:

Children’s experiences in the lunchroom and playground are integral parts of their Kid Connection day. The staff’s expectations on behavior should extend from those found in the General Behavioral Guidelines and the rules established in the Kid Connection. Staff members on duty need to use guidelines provided below and their own good judgment to help students develop responsible behavior in the cafeteria and on the playground.

Supervision:

Staff members supervising children on playground and/or cafeteria **need to be on time, visible, alert, and continually watching for potential safety issues**. If a student acts inappropriately, staff members on duty need to use their professional judgment when addressing a student.

Cafeteria Guidelines:

Students will:

- enter the cafeteria in an orderly manner
- need permission to leave their seats once they sit down to eat
- speak in a normal and respectable tone of voice
- use appropriate table manners and be courteous to others

Playground Guidelines

Students will:

- make their way to and from the playground in an orderly manner
- need permission to leave the playground
- dress appropriately for the weather

Hallway Guidelines

- We all need to move through the hallways quietly so others trying to work are not disturbed.
- We all need to be respectful of others wherever we are in the building

Kid Connection Progressive Discipline Framework

The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behaviors and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

Level I Discipline

Level I discipline is used for **minor acts of misconduct**, which interfere with Kid Connection procedures or program functions. Students may be disciplined by the professional staff member involved.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Loss of recess or other free choice time
2. Silent time
3. Kid Connection isolation (time for reflection on inappropriate behavior)
4. Student participation in conference with parent/guardian and staff
5. Participation in a Kid Connection service project which enables the student to be engaged in the desired character trait(s)
6. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)

Level II Discipline

Level II discipline offenses are **intermediate acts of misconduct** that require administrative intervention. These acts include, but are not limited to, **repeated acts** of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determine by administration, including, but not limited to the following:

1. Student participation in conference with parent/guardian, staff and/or administration
2. Restriction from programs and special assemblies
3. Kid Connection suspension
4. Participation in cleaning/repair of damage caused to the Kid Connection related environment
5. Financial restitution for repair or replacement of any damage caused to the Kid Connection related environment or materials.
6. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
7. Participation in a Kid Connection service project which enables the student to be engaged in the desired character trait(s)
8. Any other disciplinary technique that **positively** promotes the Kid Connection's goals and desired character trait(s)

Level III Discipline

Level III discipline offenses are **serious acts of misconduct** including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the Kid Connection environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of in-Kid Connection suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided.

Student guilty of a Level III offense may receive any discipline management technique appropriate for the situation as determine by the administration, including but not limited to the following:

1. Restriction from programs and special events
2. Full day Kid Connection suspension
3. Participation in the cleaning or repair of any damage caused to the Kid Connection-related environment
4. Financial restitution for the repair or replacement of any damage caused to the Kid Connection-related environment or materials.

5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related character trait(s)
6. Participation in a Kid Connection service project which enables the student to be engaged in the desired character trait(s)
7. Any disciplinary technique that positively promotes the student code of conduct, and desired character trait(s)

Level IV Discipline

Level IV discipline offenses represent the **most serious acts of misconduct**. These offenses **must be immediately reported to administration**. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. **Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from Kid Connection, pending disciplinary investigation of the allegations.** Student and parent/guardian participation in a conference with the Kid Connection administration, even if such a conference has previously occurred. Initiation of support services should be given if not already provided.

Students guilty of a Level IV offense **may receive any of the discipline management techniques appropriate for the situation as determined by the administration,** including but not limited to the following:

1. Restriction from programs and special assemblies
2. Suspension from Kid Connection; Number of days determined by administration with consideration of progressive discipline
3. Participation in the cleaning or repair of any damage caused to the Kid Connection-related environment
4. Financial restitution for the repair or replacement of any damage caused to the Kid Connection-related environment or materials.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related character trait(s)
6. Participation in a Kid Connection service project which enables the student to be engaged in the desired character trait(s)
7. Any disciplinary technique that positively promotes the student code of conduct, and desired character trait(s)

In compliance with the Division of Child Development and Early Education, no child will be disciplined using corporal punishment by Kid Connection staff or by parents at a Kid Connection program.