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A Schoolwide Discipline Plan for Gildo Rey Elementary School

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A SCHOOLWIDE DISCIPLINE PLAN

FOR GILDO REY ELEMENTARY SCHOOL

A Project Report

Presented to

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In Partial Fulfillment

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Master of Education

School Administration

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by

Adam William Couch

July 2003

ABSTRACT

A SCHOOLWIDE DISCIPLINE PLAN

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This project examined current related literature as well as discipline plans from

six other elementary schools. Some basic tenants of quality discipline plans for

elementary schools were found to be true for most situations. The plan should be clear,

have full staff buy-in, and stress prevention. Written for current and future staff members

of Gildo Rey Elementary School in Auburn, Washington, the project outlines, defines,

and provides appropriate tools for all elements of the plan. The plan was broken down

into four main sections. The first section clearly explains universal rules and

expectations of Gildo Rey students. Next, in a section titled "Preventative Discipline,"

the discipline plan outlines many of the programs and procedures that will be in place to

both help prevent student misbehavior as well as encourage students to maintain positive

behavior. One important piece of this section is the aspect of teaching students exactly

what the expected behaviors are and providing time for them to practice them. Inevitably

students will misbehave, and so the third section details the interventions that Gildo Rey

Elementary has available to use. Finally, in the fourth section, staff members are

provided with appropriate lesson plans to assist them with some of the preventative

pieces that were previously outlined. Training and time will be allowed to train staff in

the utilization of the document.

ACKNOWLEDGEMENTS

I would like first to give all of the glory and praise to my savior, Jesus Christ. It was by his grace and the gifts given to me, that I was able to complete this project. He has given me a great passion for education and placed the vision for this project in my heart.

To my wife, Joy, your patience and eternal support has have encouraged me to do my best. Your love makes me want to be a better educator and a better person.

I would like also to acknowledge my fourth grade team members Lisa Horn and Diana Severson. Their support was shown in many ways throughout this process. In addition my principal and friend, Robin Logan, whose mentorship and encouragement have pushed me and challenged me the healthiest of ways for the last three years.

Finally, I could not have completed this process without the knowledge, patience, and flexibility of a true educator, Dr. Shelly. Your counsel and wisdom has moved me to new places personally and professionally this last year.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

"How can you develop and implement a school-wide discipline program that empowers teachers and turns administrators back into instructional leaders; develop a faculty advisory that assists the principal in leading the school instead of hounding the principal; and develop leadership in teachers and students to improve the climate for teaching and learning in your school?" (Borelli, 1997, p. 68)

Borelli (1997) suggested that in order for education to progress and fulfill its purpose, then a school-wide discipline plan that included teachers and climate improvement was a must. Linda Watson Moore (1998) stated that dealing with student violence is not a desirable piece of education, but it is one that cannot be overlooked.

As reported by Hartzell and Petrie (1992) that discipline continued to be a focal point of educators because it effected the success of teachers, public image, and the stress level of educators. Hartzell and Petrie (1992) also recognized that the concerns of students and parents ranged from lost opportunities to learn, to the question of physical safety. Adding to that, Borelli (1997) mentioned that when a few people in the school were responsible for creating and maintaining a safe and positive school climate, it would not succeed. He pointed out that it must be a collaborative effort by everyone in the school. Everyone in the school having an empowered role in the discipline plan was said to be crucial by Borelli (1997).

Dennis (1988) indicated that the weight of academic success rested heavily on the discipline plan of a school. A study by DiPrete (1981) showed that academic success and behavior were closely related. DiPrete (1981) additionally reported that students

who were low academic achievers were more likely to misbehave. It was further concluded that likewise, students that misbehaved were more likely to perform poorly academically (Clover, Gough, Johnson, & Cartwright, 2000).

In a study by Sourander, Helstela, Helenius, and Piha (2000), positive school climate was said to be accomplished through a discipline plan that was school wide. According to Moore (1998) there was an increase of students attacked by students of more than 300,000. Any interventions added at any point "in a long causal chain" could help to prevent and reduce the results of those events (Moore, 1998, p. 53). This ascent toward positive school climate was also commented on by Moore (1998) when she wrote that principals who "reward academic success, respect students, require good attendance, and enforce appropriate student behavior," can add to any existing discipline plan (Moore, 1998, p. 53). Sourander, Helstela, Helenius, and Piha (2000) concurred with Moore when they wrote that attention must be given to bullying when trying to create a positive school climate.

Almost ninety per cent of children in the Midwestern United States reported being bullied according to a report by Hoover, Oliver, and Hazler (1992). Correspondingly Sourander, Helstela, Helenius, and Piha (2000) noted that half of the students in their study that had bullied at age 8 were still bullying at age 16. Furthermore, 27 out of 30 of the students who had been bullied at age 8 were said to have gotten bullied at age 16 according Sourander, Helstela, Helenius, and Piha (2000). Interestingly enough, it was recorded in the same article that, "parental education level, socioeconomic status, family composition, nor change in family composition" were not significantly associated with bullying outcomes (Sourander, Helstela, Helenius, and Piha, 2000, p. 876).

Hazler, Miller, Carney, and Green (2001) suggested that school staffs should be educated on the definition of bullying as well as given skills to deal with it. Borg (1999) said that the majority of bullying occurrences took place on the playground and in the classroom. While so many have reported on the prevalence of bullying in school, Hazler, Miller, Carney, and Green (2001) voiced that there was also a problem with adults understanding and being able to identify bullying.

Hazler, Miller, Carney, and Green (2001) noted the need for a strong prevention piece in a discipline plan. It was further mentioned by Hazler, Miller, Carney, and Green (2001) that people were less likely to intervene and/or do anything in situations that appeared to be verbal or involved social/emotional factors. However, people were more likely to step in on situations that showed physical (Borelli, 1997). Hazler, Miller, Carney, and Green (2001) showed that those students (students that exhibited extreme violence) had experienced verbal and social/emotional abuse. The most prevalent forms of bullying, as presented by Herbert (1997), were verbal and social/emotional forms of bullying.

Preventative disciple plans assist in the building of schoolwide discipline, as explained by Horner, Sugai, and Horner (2000). In order to accomplish Herbert (1997) said that a culture of competence must first be created, and in order to do that they stressed the teaching, defining, and supporting those behaviors that were desired as part of the process. "It is naive to assume students will arrive at school with necessary social skills" (Horner, Sugai, and Horner, p. 20, 2000). Unlike traditional systems that wait for students to fail, then adults respond to that failure, Borelli (1997) suggested that schools should take preventative measures to ensure a more permanent and longer lasting student

success. The research reported by Horner, Sugai, and Horner (2000) showed that there could be up to a 50 per cent reduction in discipline referrals to the office. In addition, these methods showed notable improvement in faculty and student moral according to Bowers, Woods, Carlyon, & Friman, 2000).

In agreement with the previous authors, Hartzell and Petrie (1992) advised the same. Hartzell and Petrie (1992) explained that preventative discipline plans are more successful in behavior modification, as well as overall social and academic climate than the systems that focus on reacting to incidents as they occur.

Statement of the Problem

Can a schoolwide approach to discipline that includes building wide consistency, preventative discipline, and student lessons on bullying improve school climate? Will a plan like this empower teachers, provide more time for the principal to focus on instructional leadership, and have longer lasting effects on student behavior than traditional systems?

Purpose of the Project

The purpose of this project was to create and implement a schoolwide discipline plan in the Auburn School District, Auburn Washington, at Gildo Rey Elementary. The plan was designed to include some preventative discipline pieces, of which specific curriculum and instruction on bullying was included, and a schoolwide policy. The policy aspect of the project was produced with teachers and students in mind.

Limitations of the Project

This project was designed to help create a positive school climate for elementary schools. Specifically it was created for Gildo Rey Elementary in Auburn Washington. This school is kindergarten through fifth grade. This plan may not be appropriate for middle school, junior high schools, or high school settings. In addition this may not be an appropriate plan for elementary schools that are open concept schools.

Research

The Review of literature was limited primarily to research conducted and articles written in the last ten years. Additional information was obtained from six public elementary schools.

Definition of Terms

For the purpose of this project the following terms were defined.

Bullying: The repeated (not just once) harming of another through words or physical attacks on the school grounds or on the way to or from school. The act of bullying is unfair, because the bully is either physically stronger or more verbally or socially skilled than the person that is being bullied. In addition, an individual or a group may carry out these actions (Hazler, Miller, Carney, & Green, 2001).

Preventative Discipline: Those activities that are incorporated into the school as a whole as well as each individual classroom that teach, and then reward students for desired behaviors. This can be as simple as the quality of lessons that teachers use. It can also be curriculum and programs that are designed to educate students ahead of time about desired behaviors. Another example of preventative discipline is instruction of social skills that will better equip students with the abilities to interact in sociably

acceptable manners, thus diminishing the number of opportunities for behavior problems to occur (Hartzell & Petrie, 1992).

Schoolwide Discipline Policy: The written form of expectations and consequences that are available to staff members. The policy can be in student friendly format as well as a style that is suitable for professional educators (Borelli, 1997).

CHAPTER TWO

A REVIEW OF RELATED LITERATURE

AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

According to Walther-Thomas (1999), a schoolwide discipline plan was imperative to the social and academic success of a school building. Williams (1998) stressed that because of the increase in student disruption, a schoolwide discipline plan must be in place. Elementary schools that have developed and implemented a schoolwide discipline plan found that learning increased and the environment as a whole became a positive place in which students wanted to learn and staff wanted to teach (Mayer, 1999).

The Need for a Schoolwide Discipline Plan

Borg (1999) explained the need for a schoolwide discipline plan in a study stating that the majority of bullying and other undesirable behaviors were most frequently exhibited on the playground and in the classroom. While at school, nearly one in every five students were bullied, and one in four did the bullying (Clover, Gough, Johnson, & Cartwright, 2000). Duncan (1999) found that twenty-five percent of the children in his study said they had been victims to bullying, and twenty-eight percent reported being the bully. Borg's (1999) study conveyed the highest percentage of students for both categories; he found sixty percent were victims and forty-eight percent were bullies. Of the students studied by Glover, Gough, Johnson, and Cartwright (2000), twenty-four to twenty-eight percent of the subjects reported being teased or name-called to the point of

distress. Results from Borg (1999) also showed that over thirty-five percent of the students in his study were at one time both bullies and victims.

Three main forms of bullying were found by Borg (1999) when he reported that forty-nine percent of self-declared victims said that others spread lies about them, name-calling affected over forty-seven percent, and thirty-five percent of the sample had been physically bullied. Moore (1998) stressed the need for schools to pay close attention to student violence (including bullying) because it was not just a school issue but a societal dilemma. As this issue was further studied, Boulton (1999) found that bullying and discipline could be addressed through preventative measures by taking a look at gender implications. The factor of alone time (time a student spends by his/herself) showed that for girls it was fairly predictive of increased bullying, while for boys it usually meant a higher probability of victimization. A study by Sourander, Helstela, Helenius, and Piha (2000) revealed the overarching concern for schools was that school violence and bullying was an issue for all students. Sourander et. al. (2000) found gender, being bullied at young ages, parental education level, socioeconomic status, family composition, and change in family composition showed no significant associations with victimization, thus a program that teaches students to identify and deal with such behavior is necessary.

Many authors (Williams, Varner, Glover et. al., Pastor, Marshall, & Walther-Thomas) revealed negative academic impacts of an environment filled with bullying, harassment, and violence was another reason for a schoolwide discipline plan. Glover, Gough, Johnson, and Cartwright (2000) maintained that when antisocial behavior occurred, it was a violation of one's right to learn and the teachers' responsibility to teach.

When students misbehaved, Hartzell and Petrie (1992) stated that instruction and learning were interrupted, therefore the aim of school was thwarted. Incidents had to be investigated, which in turn interfered with the professional purpose of teachers according to Glover, Gough, Johnson, and Cartwright (2000). In fact, Varner (1999) directly related discipline problems to instructional problems. This then became a downward spiral as poor instruction produced poor behavior which in the end produced poor performance (Williams, 1998).

Hazler, Miller, Carney, and Green (2001) mentioned additional needs for educators to take a systematic approach to school discipline by illustrating the lasting effects of such negative behavior. Besides the physical and academic impacts of negative school environments, there was much to be said about the emotional well being of students (Pastor, 2002). Over thirty percent of the students studied did not feel safe at school, and/or wanted to change schools (Glover, Gough, Johnson, and Cartwright, 2000). Duncan (1999) maintained the worst and most lasting effects were the victims experienced high levels of psychological difficulty. Hazler, Miller, Carney, and Green (2001) also found that even low levels of harm that were delivered over an extended period of time resulted in a sense of there being no hope in people. The authors Hazler, Miller, Carney, and Green (2001) supported this when they said such abuse was a contributing factor to truancy, dropping out of school, revenge fantasies, and in many cases bullying others.

Fifty-two percent of students claimed to have witnessed acts of violence, harassment, and bullying, and so Glover, Gough, Johnson, and Cartwright (2000) alleged that preventative measures in character and bullying education had a positive impact. By

teaching students desired behaviors, etiquette, manners, alternative ways of dealing with conflict, and by building trust, the climate of schools improved (Glover et. al., 2000). In the past, classroom management typically tried to reduce the instances in which students behaved inappropriately by applying a consequence in response to the student's negative behavior (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002). While previous systems that were punitive in nature did have some effects on preventing undesired behaviors, the systems did not work for all students, nor were the effects lasting (Skinner et. al., 2002). Teaching students to build and maintain positive relationships between peers and adults were a major aspect of successful preventative programs (Pastor, 2002). In a report by Thorson (1996), many students were cited saying their involvement in the schoolwide discipline plan attributed to its success because it turned problems into opportunities to be successful.

<u>Components of a Quality School Discipline Program</u>

Many authors (Borelli, 1997, Osher, 1996, Hazler, Miller, Carney, Green, 2001, & Williams, 1998) have conveyed the importance for any schoolwide discipline to include all stakeholders within the processes and the system itself. A report by Borelli (1997) discussed the extreme importance for any discipline plan to include any and all persons that were a part of the community. Osher (1996) also pointed out that successful schoolwide approaches included collaboration with family, community, and service providers. Having parents, staff, and students involved in developing the building discipline plan was essential according to Tankersley (1996). Schools in which the rules were clear, fair, and enforced by all teachers and administrators were found to have the lowest frequencies of student misbehavior (Hartzell and Petrie, 1992). Borelli (1997)

reported that plans which were teacher-developed and principal led, regardless of what the plans were, had the most success because of teacher buy-in. Williams (1998) wrote that providing quality and relevant in-service training was a key component in any plan. Alderman (2000) further justified the buy-in and commitment of everyone. Hazler, Miller, Carney, and Green (2001) observed teachers were successful at responding to and helping students in the area of discipline when they were properly trained to recognize and deal with misbehavior. As a part of educating teaching staffs, Hazler, Miller, Carney, and Green (2001) claimed that even more important than training teachers to identify bully and victim characteristics was their ability to recognize problem situations. Another factor in successful discipline plans suggested by Borelli (1997) was the willingness to involve the parents of students as much as possible in the creation of a positive learning environment.

While there was an emphasis on staff training, Tankersley (1996) stated that rather than teachers, students are the primary agents through which change occurred. Olser (2000) surveyed students and found that students had a good handle on how to improve school discipline. A good discipline plan has components in place to allow for that type of information to be collected from students (Williams, 1998). Olser (2000) went on to support the importance of student feedback, which was accomplished schoolwide through a student council and at the classroom level through class meetings. Thorson (1996) also indicated that students were intrinsically motivated to behave better when they had a voice within the system, therefore supporting the presence of student feedback in a building plan.

Several authors (Walther-Thomas, 1999, Marshall, 1998, & Pastor, 2002) asserted another component for developing a successful schoolwide discipline plan was to create a culture that demonstrated a sense of family, community, and consensus. While bullying and aggression have been found to be increasing, Herbert (1997) states that only schools that had a community approach to anti-bullying turned the tides. Hartzell and Petrie (1992) examined the view that the culture of a school was heavily dependent upon the structure in which it existed. It was the structure that communicated the culture according to Hartzell and Petrie (1992), and along with that informed people as to what behaviors were acceptable and which values were cherished in people. Unfortunately, in many schools, as Glover, Gough, Johnson, and Cartwright (2000) stated, the playground and transition times within the school day yielded negative feelings from students about school climate due to the amount of bullying during those times. Boulton (1999) expressed that special attention should be focused in the direction of the playground. Enforcing that, Borg (1999) proclaimed that the playground was the scene for the majority of bullying and violent situations. Many things contributed both negatively and positively to school climate, but as Horner, Sugai, and Horner (2000) suggested, schools should focus on that which they can control. Horner et. al. (2000) reflected on their findings that students do not show up to school already knowing or having the expected behaviors, therefore, educators should define and teach them. Research by Hartzell and Petrie (1992) revealed that out of over a thousand schools studied, most of the successful ones in terms of school discipline focused on the overall culture and climate of the school rather than on specific consequences to discipline.

Putting the emphasis at the classroom level, Kohn (1993) noted that educators needed to hand more responsibility over to the students when it came to the development and monitoring of behavior. Sorsdahl and Sanche (1985) showed a significantly greater improvement in the behavior of students that participated in class meetings (where expectations were discussed) than those students in the control group. Another study on class meetings by Broder (2000) showed a remarkable difference between the control groups and the classes that had class meetings. Border (2000) found that class meetings helped develop social and emotional competency, had a positive effect on class climate, and showed a significant difference in the behavior of individual students. However, the emphasis had to be placed on each classroom teacher to identify, clearly describe, discuss examples of, and provide opportunities for practice of desired behaviors according to Tankersley (1995). Hartzell and Petrie (1992) agreed with Tankersley (1995) in her charge to classroom teachers as major players in the building of a discipline plan, but they added the charge to the principal to lead the staff in making a connection between quality instruction and decreased misbehavior.

Strategies

Bear (1998) showed the need for a building to have systems in place that taught, reinforced, and celebrated positive discipline, while at the same time provided a means through which to deal with negative behavior. Effective discipline plans incorporated the celebration of students for their positive contributions (Williams, 1998). Borelli (1997) added that all students and staff deserved an environment that was encouraging to be in and was conducive to learning.

Complementing the positive side of discipline, Borelli (1997) explained that productive schools also supported teachers' abilities to discipline students by providing a range of progressive disciplinary actions. One of the biggest supports for the need of this component was Bear's (1997) research that showed that proactive classroom management systems greatly reduce disruptive behavior, and in turn increase student learning. Support was also added by Bowers, Woods, Carlyon, and Friman (2000) to teach students how to identify and report the positive behaviors of their peers. Horner, Sugai, and Horner (2000) mentioned that simply teaching the desired behaviors was not enough, but that even with a minimal amount of monitoring for identified behaviors, an improvement in climate was seen. Clarity and consistency in the plan was justified as being crucial to the success for any school discipline plan (Williams, 1998). Bear (1997) expounded upon the development of a discipline plan when he showed a major importance on making behavior intrinsic and not motivated solely on extrinsic conditions.

Prevention of Misbehavior

"The time is right for building pro-active schoolwide disciplinary systems that emphasize prevention by establishing competent learning and teaching cultures," (Horner, Sugai, and Horner, p. 23, 2000). The need for prevention as an integral piece in a building discipline plan was reiterated by Sourander, Helstela, Helenius, and Piha (2000) when they recommended that preventative efforts up front yielded many benefits in the long run. Walker, Horner, Sugai, Bullis, Srague, Bricker, and Kaufman (1996) showed that another advantage to preventive efforts was a financial one. An investment of ten to fifteen dollars per student annually resulted in a reduction in the cost of school failure (Walker et. al., 1996).

Tankersley (1995) began the discussion of successful preventative discipline systems when she stressed the importance of providing clear targets for all stakeholders. Without this first step, it would be difficult to do what Hazler, Miller, Carney, and Green (2001) said to be so crucial, which was teachers and students being able to identify bullying and other misbehavior for the purpose of reporting and reacting appropriately. Osher's (1996) report also included clear and positive behavioral expectations in its list of components for successful discipline plans.

In order for a staff to be able to get the necessary skills needed to identify, prevent, and deal with misbehavior, Conroy, Clark, Gable, and Fox (1999) pointed out that school personnel must get adequate training and support. Hazler, Miller, Carney, and Green (2001) found that an enormous number of professionals were making mistakes in analyzing behavior and in turn, were overreacting. In the report by Conroy et. al. (1999), the authors showed the positive effects on negative behaviors when positive behavior intervention was installed into a system. According to the study by Glover, Gough, Johnson, and Cartwright (2000), some of the training that staff should receive was to simply provide staff with skills to successfully communicate to students that they cared. In-service efforts toward developing educators to make better decisions when reacting to conflict (with students) were highly recommended by Hazler, Miller, Carney, and Green (2001). Fink and Besnick (2001) explained that again, meaningful professional development had to be initiated by the principal as he/she was seen to be the starter in any school climate change and maintenance.

Glover, Gough, Johnson, and Cartwright (2000) stated another step in the prevention piece of a discipline plan is having deep and meaningful relationships between

staff and students. Olser (2000) explained one way of doing that was through the concept

of class meetings. This opportunity for students and teachers to share, discuss and work

out problems, and encourage one another showed a remarkable improvement in school

climate according to Olsen (2000). Again, Glover, Gough, Johnson, and Cartwright

(2000) described such opportunities for students and staff to communicate with each

other in this manner proved to uplift the student attitudes toward school. The lasting

effects of positive student to student and student to teacher relationships was listed by

Cirillo-Teverbaugh and Colwell (2000) as being: self-esteem increased, attitude toward

group work improved, personal development improved, loneliness decreased, and mother

and/or father to student communication increased.

Sourander, Helstela, Helenius, and Piha (2000) provided a strong reason for

prevention through cognitive pro-social instruction when their study showed that most of

the bullies and victims of bullying at age sixteen had demonstrated severe social

incompetence and problems with externalizing behaviors. Boulton (1999) agreed that by

teaching students how to interact with each other in appropriate and meaningful ways,

students were able to increase peer acceptance, therefore decreasing victimization.

Ultimately, the implementation of a preventative curriculum into an elementary school

was shown by Grossman, Neckerman, Koepsell, and Liu (1997) to improve interpersonal

problem-solving skills among students. Rosenberg, McKeon, and Dinero (1999) asserted

that programs through which social-cognitive skills and behavior expectations were

taught, and also provided opportunities for students to practice and discuss such

information, produced results such as student maturity and improved oral

communication. One way these types of situations were created was to have class

meetings which showed an improved sense of ownership in the school and an increased

sense of responsibility to classmates (Murphy, 1988).

Olsen (2000) suggested that in allowing students to have a part in the

development of any system in which they were members, they showed a stronger sense

of responsibility, a more active role in school, and more of a willingness to contribute to

the academic and social well-being of the school. Finally, Moore (1998) found that

successful schools which had leaders and staff that promoted academic success and

rewarded positive behaviors, in turn had created positive school climates yielding fewer

emotional, physical, and academic misbehaviors.

<div align="center">Summary</div>

The basic need for a comprehensive school discipline plan could be pointed back

to the simple statistic that unless schools offer multiple strategies, programs, and training

for their staff, preventing student failure was not successful (Rosenberg, McKeon, and

Dinero, 1999). The timeliness of having a successful preventive program in place was

illustrated by Walker, Horner, Sugai, Bullis, Sprague, Bricker, and Kaufman (1996) when

they alleged that antisocial behavior in the elementary years of students was the most

accurate predictor of delinquency later on in life. The findings of Walker et. al. (1996)

also explained that if antisocial behaviors were not corrected by the end of third grade,

the behaviors most often became chronic, but through prevention in the early years, there

was great success in diverting children from such behaviors. While planning a program

is one thing, Osher (1996) pointed out that another key element to providing optimal

success for any program was visionary leadership coupled with meaningful staff training.

CHAPTER THREE

PROCEDURES

The purpose of this project was to develop a building discipline plan for Gildo

Rey Elementary. To accomplish this task, a review of recent related literature and

research was accomplished. Supplementary information from selected elementary

schools was also obtained and analyzed.

Need for the Project

"We can't have peaceful schools with "piecemeal" discipline. Stated differently,

teachers can't have the kind of discipline they want in their classrooms if the halls

of the school are out of control. Good discipline in a school is reciprocal:

Classroom control makes schoolwide discipline more effective, and sound

schoolwide practices make classroom discipline more effective...The answer is

not staffing, special programs, technology, or leadership. The answer is unit,

unity of purpose, planning, and people. In other words, the answer is total school

discipline. It takes an entire school, with everyone working together, to teach a

child and to develop positive climate and discipline. Total school discipline

doesn't happen by chance or luck. It is planned and acquired." (Alderman, 2000,

p. 21).

Gildo Rey Elementary School is in the Auburn School District located in Auburn

Washington. A survey given by the discipline committee at Gildo Rey Elementary at the

end of the 2001-2002 school year revealed the need and desire by the staff to create a

formal discipline plan that was schoolwide. Additionally, the survey showed some

weaknesses in areas that a lot of research mentioned as crucial in the success of an

elementary school. It was found that Gildo Rey lacked consistency and cohesiveness.

Also, because of House Bill 1444, which was the legislation mandating all schools to

have anti-bullying policies, Gildo Rey staff wanted to include their bullying policies and

prevention programs in their discipline plan. Finally, because Gildo Rey Elementary was already incorporating many aspects of a quality schoolwide discipline plan, the staff determined a formal document should be created. This document should outline, provide resources, describe, and detail the plan.

<div align="center">Procedures of the Project</div>

The writer undertook the following procedures to develop a schoolwide discipline plan for Gildo Rey Elementary School.

- An extensive review of recent related literature was completed.
- The discipline plans of the following schools were reviewed and analyzed.
  - Hunt Elementary School, Puyallup
  - Sherwood Elementary School, Federal Way School District
  - East Hill Elementary School, Kent School District
  - Southwood Elementary School, Enumclaw School District
  - Victor Falls Elementary School, Sumner School District (in Bonney Lake)
  - Columbia Elementary School, Wenatchee School District
- The training, review, and adoption of two programs (Capturing Kids' Hearts and Steps to Respect) were incorporated into the preventative section of the discipline plan.
- A survey was developed to ascertain the perceived needs of the staff in way of discipline.
- The survey results were tallied, analyzed, and totaled.

Planned Implementation of the Project

The schoolwide discipline plan for Gildo Rey Elementary will be implemented at

the beginning of the 2003-2004 school year. Staff training will be designated to

familiarizing the staff with the contents of the document, training them on how to use

plan and the tools it contains, and a full training for the two preventative discipline

adoptions will begin. In addition the discipline plan will be copied and bound for all staff

members. Finally all new staff will be give a formal opportunity to be introduced to the

plan and the programs and tools it contains.

CHAPTER FOUR

THE PROJECT

The purpose of this project was to develop a schoolwide discipline plan for Gildo Rey Elementary School. The following plan was developed to assist current, future, and substitute teachers in effective discipline. This plan has a descriptions, lessons, and teaching tools for all of the programs and procedures that occur to establish a safe and positive school environment. Teachers will be able to use this plan as a guide to provide consistency across all grade levels. In addition, this plan will be used in the training of future staff. Operating as a resource for the administration and staff, the *"School Wide Discipline Plan for Gildo Rey Elementary,"* will become the avenue through which a positive school climate can be built and maintained.

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SECTION 1

An Introduction to the Discipline Plan

The Development Process

The writer of this plan began this project after some of the conclusions found in the 2001-2002 Gildo Rey Discipline Survey (see end of section). It was decided that Gildo Rey Elementary needed a complete schoolwide discipline plan that added to many of the programs already informally in existence. Next an extensive review of current related literature was conducted. In addition, the discipline plans of six elementary schools were obtained and reviewed. Finally, the training, review, and adoption of two programs (Capturing Kids' Hearts and Steps to Respect) were incorporated into the preventative section of the discipline plan.

The Discipline Committee

The discipline committee was comprised of several Gildo Rey staff members representing all grade levels. The following were their names and positions:

First Grade: Heather Hartley	Second Grade: Barbara Hadley
Third Grade: Susan Hovde	Fourth Grade: Adam Couch
Fifth Grade: Rebecca Oxford	Literary Specialist: Karen Thorne
TOSA: Julie Barber	Office Manager/Patrol: Patty Ney
Principal: Robin Logan	

The Delivery Model

The Schoolwide Discipline Plan for Gildo Rey Elementary was implemented before the start of the 2003-2004 school year in a staff training. It was presented by the writer to the staff of Gildo Rey in accordance with Auburn School District #408's requirements for school discipline. There was a combination of shared research, multimedia presentation, and a formal review of the discipline plan.

Building Discipline Survey
Gildo Rey Elementary

Circle a number for each item listed below and please add any comments that will assist in further improving our discipline policies:

1) Our staff is committed to recognizing student achievement.　　1 2 3 4 5 6
    Comments:

2) Our school has developed a strong sense of school pride.　　1 2 3 4 5 6
    Comments:

3) Our staff has access to quick and meaningful consequences.　　1 2 3 4 5 6
    Comments:

4) Our principal does not hesitate to contact parents when　　1 2 3 4 5 6
concerns develop.
    Comments:

5) Our principal gives teachers timely feedback after a student is　　1 2 3 4 5 6
referred to the office.
    Comments:

6) Our principal gives students quick and meaningful　　1 2 3 4 5 6
 consequences after referrals.
    Comments:

7) Our staff is visible and seen by the students throughout the　　1 2 3 4 5 6
entire day.
    Comments:

8) Our principal is visible and accessible to staff and students.   1 2 3 4 5 6
    Comments:

9) Our staff has formal and regular opportunities to **evaluate** the   1 2 3 4 5 6
effectiveness of the building's discipline plan.
    Comments:

10) Our staff takes an "it takes a village" approach when **any**   1 2 3 4 5 6
student is observed disobeying rules.
    Comments:

11) Our staff takes an "it takes a village" approach when **any**   1 2 3 4 5 6
student is observed following rules.
    Comments:

12) When our staff has a discipline concern, we know the   1 2 3 4 5 6
principal will back us.
    Comments:

13) Our staff consistently communicates respect, care, and an "I   1 2 3 4 5 6
like you" approach to students in the common areas.
    Comments:

SECTION 2

Rules and Expectations

- Code of Conduct

- Schoolwide Rules

- Recess Behavior

- Dress Code

- Assemblies

Gildo Rey Code of Conduct

The Gildo Rey Code of Conduct was created to reframe the school wide rules into a more positive statement. This is read over the intercom during the morning announcements on the first school day of each month and the first school day back from Winter Break, Mid-Winter Break, and Spring Break. The students repeat each line after it is said over the intercom.

Each classroom teacher should lead the class in a discussion that will help to clarify the meaning and purpose of the Code of Conduct. Finally, each room will post the Gildo Rey Code of Conduct Poster in an easily visible spot on a wall for reference.

I treat others with respect.
- **I call others by their names.**
- **I obey the no touch rule.**
- **I help others feel safe and comfortable in school.**

School is my job.
- **I am a responsible learner.**
- **I choose to learn.**
- **I allow the teacher to teach.**
- **I do my personal best.**

School Wide Rules

School wide rules are rules that have been established to be reinforced with all students, kindergarten through fifth grade. These universal rules are to provide safety and respect for all citizens within our learning community. (See the Interventions and section).

1. Show respect by using polite behavior and language;
   a. Call others only by their name.
   b. Keep hands and feet to yourself.
2. Always walk on the blacktop.
3. Leave toys (including trading cards) at home.
4. Follow the school wide attention signal, "May I have your attention please?"
   a. Eyes forward
   b. Mouths closed
   c. Feet still
   d. Ears Listening
   e. Hands Still

Recess Behavior

All teachers teach these expectations at the beginning of the school year and review them after Winter Break, Mid-Winter Break, and Spring Break. Remind the students that the purpose of these expectations is to provide safety for them and others.

1. Walk on the blacktop, including in the covered play areas.
2. Sit when going down the slides.
3. Hockey boxes are for Box-Hockey only.
4. The bars are for crossing only. No flips or hanging from feet.
5. Go in one direction only on the monkey bars, rings, and parallel bars.
6. Play in front of the brick walls so that classes are not disrupted.
7. Stay away from the bushes, trees, and fences. Play out and away from them.
8. Respect the "NO TOUCH RULE."
9. Respect the adult(s) in charge.
10. Come back to class on time.

Gildo Rey Dress Code

Following are the dress code guidelines for students. While some of these guidelines may seem unnecessary for younger students, for the sake of consistency, they apply to all.

- Spandex clothing is not permitted at school.
- Bare midriff clothing is not permitted.
- Tank tops and tube tops are not permitted unless a shirt, blouse, or vest is worn over them.
- T-shirts, hats, badges, or other items of apparel which, by printed word, symbol, or display, promote alcohol, drugs, tobacco, sex, nudity, violence, gang behavior, or that disrupt the educational climate are prohibited.
- Hats are not to be worn in the building and must be removed before entering the building.
- Pants, shirts, or blouses must be free from holes and must not be cut as to be revealing.
- Dress and/or appearance which constitute a clear and present danger to the student's health and/or safety or which causes interference with work or creates a classroom or school disruption will not be permitted.
- The hem of all shorts, skirts and dresses must fall below the fingertips when the arms are down along the sides of the body.
- No hats, bandanas, scarves, etc. for both genders.

Assemblies

The Gildo Rey Staff has set the expectations that the students will be polite, quiet, and courteous at all assemblies. To reach these expectations, each teacher should set and teach appropriate line procedures. A "practice" assembly will be held within the first two weeks of each school year to practice and enhance assembly behavior.

Fifth grade only will bring chairs to sit on. Fifth grade students are to hold the chairs facing forward, with the back of the chairs toward the students, and holding the seat with a hand on each side.

Appropriate voice level for saying the flag salute and singing school song will be practiced and modeled in the classroom and at the "practice" assembly.

The following procedures and student behaviors have been established to ensure that assemblies are a positive experience for all who attend:

Assembly Expectations

1. Students should enter the gym SILENTLY in a single straight line.
2. Students are to sit on the gym floor, with legs crossed (unless inappropriate), and facing forward.
3. Classrooms will leave their rooms to come to the assembly so they arrive on time. For an all school assembly, grades K through 2 will leave their rooms 10 minutes before the start of the assembly. Grades 3 & 4 will leave their rooms 6 minutes before the start of the assembly, and grade 5 will leave 3 minutes before the start of the assembly. Classes must be on time.
4. Students are to keep hands and feet to themselves (a reminder).
5. Students are to go to the assembly with empty hands and pockets.
6. An adult walking to the center front of the gym will signal the start of the assembly.
7. Clapping is the only acceptable form of showing pleasure or appreciation.
8. Restroom and drinks should be taken care of before the assembly.
9. Teachers should not hesitate to sit among their students if they are being disruptive (when available, there will be an adult to supervise the library or other designated room for students that cannot handle themselves).
10. Classes will sit in their assigned areas and use assigned doors to enter and exit (see seating chart on next page).
11. Students will remain seated until dismissed by the person in charge. Students will look to their teachers for the signal to stand.

ASSEMBLY SEATING ARRANGEMENT BY GRADES

STAGE

Preschool (PL)	K (PL)
K (MD)	1st (PL)
1st (MD)	1st (PL)
2nd (MD)	1st (PL)
2nd (MD)	2nd (PL)
3rd (MD)	3rd (PL or K)
3rd (MD)	4th (PL or K)
4th (MD)	4th (K)
5th (MD)	5th (K)
5th (K) >>>>>>>>>>>>>>>>>>>>>>>>>>	

For each assembly, teacher chairs will be set up with name of the teacher taped to it to designate exact location of placement.

Each class will enter and exit the gym through the following doors as coded above: **Main Doors (MD)   Parking Lot (PL)   Kitchen (K)**

SECTION 2

Preventative Discipline

- Positive Notes

- Positive Phone Calls

- Positive Verbal Reinforcement

- Classroom Reward Systems

- Way to Walk Trophy

- Weekly Hawk Buck Recognition

- Very Important Bear Recognition

- Lunch with the Principal

- Words of the Month

- Recognition Assemblies

- In-Class Prevention

    o Social contract

    o Meet and greet

    o Class meetings

Preventative Disciple

        Following are some narrative descriptions of the many programs, activities, and procedures that help promote the desired behaviors of Gildo Rey Elementary School citizens.

Positive Notes

        Gildo Rey Elementary is committed to positive communication between teacher and student as well as between teacher and parents. One tool available to the staff is the colored postcards available in the office. This provides an easy way to quickly write to the parent or student regarding something positive that has taken place at school. The post cards already have Gildo Rey's logo and return address. (See end of section).

Positive Phone Calls

        Locator cards for each student are provided to each teacher and are also available in the office. These provide home addresses and phone numbers for both home and work. This is another tool that staff can use to contact families to both reinforce some of the positive behaviors the students have been showing as well as for other concerns. (See end of this section for a phone log for documentation).

Positive Verbal Reinforcements

        The Gildo Rey staff is committed to recognizing and acknowledging students for positive behavior. Each classroom teacher may do this in different ways.

Classroom Reward Systems

        Many teachers choose to have a reward system that is unique to their classroom. The goal of these systems is to recognize students for positive behavior and provide small amounts of extrinsic reward for that. This is not a requirement of staff members but it is optional. It is good to remember the research that supports the value and effectiveness of intrinsic motivation opposed to extrinsic. Getting students to the point where they are performing and/or behaving in a positive manner in the absence of rewards should be a social goal for all educators.

Way to Walk Trophy

The "Way to Walk" trophy is primarily awarded in the spring, as students start getting relaxed in their adherence to the rule of walking on the blacktop. This trophy is awarded to the class that is observed on the blacktop the best. Throughout the next week, the class that was awarded the trophy watches and observes other classes on the blacktop. That class then decides a new winner of the award at the end of the week. There is one trophy for the primary grades and one for the intermediate grades.

Weekly Hawk Buck Recognition

Hawk Bucks are slips of paper that can be given to any student by any staff member for exhibiting any of the positive behaviors that are expected of students. The student puts his/her name on the Hawk Buck, and then turns it into his/her teacher. Each Monday, every teacher draws one Hawk Buck and turns the Hawk Buck into the office (before 8:25). During Monday morning announcements, the principal calls out all of the names that were turned in. The students may then go to the office to receive an award. Teachers may choose to discard any Hawk Bucks that were not drawn each week, or may incorporate them into his/her classroom reward system. (See end of section).

Very Important Bear Recognition

The kindergarten "Very Important Bear" (a child selected by the kindergarten teacher to be a helper and so forth throughout the week) will come to the office on Monday (with their friend). He/she will sign the "Very Important Bear Book" and select a prize.

Lunch with the Principal

Teachers will select one student a month to have lunch with the principal. This student should be an example of the word of the month. Students should be recognized and told why the teacher has chosen them. The Office Assistant will e-mail teachers, requesting the students' names that will be recognized.

Words of the Month

The Gildo Rey staff is dedicated to teaching the students the character traits that our "Words of the Month" stand for. Students here at Gildo Rey are held accountable for such character traits as well. Instruction and guidance for students can be found in a combination of the "Keystone

Curriculum," books and videos selected by the librarian, ASB (or other leadership group) activities, and/or any miscellaneous lessons taught by teachers. Each week during Monday announcements, 1-2 students are selected from a (different) class to come to the office and tell what he/she thinks the word means. (See end of section for a list of the words and their months)

Recognition Assemblies

A recognition assembly takes place approximately every six weeks throughout the school year. There is one for grades 1-3, and one for grades 4 & 5. The teacher will include a brief paragraph that specifies the reason for the award and personalizes the award for the student. The purpose of these assemblies is to recognize students in some very specific areas; the areas are described below:

1. **Effort-** This award is for students going above and beyond what is often expected. It may also be for the student that may not be getting all high marks, but consistently works his/her hardest.
2. **Academics-** This award is to recognize a student that is achieving above standard in many areas, and/or who is setting a great example in class for the quality of work that is expected.
3. **Citizenship-** The "Citizenship" award is given to the student that has exemplified the "word of the month" (see above narrative) for the last 4-6 weeks.
4. **Safety Patrol-** This award is given by the director of "Safety Patrol" to a patrol member that has proven to be reliable, responsible, and safety conscious.
5. **Sportsmanship-** Awarded by the Physical Education (P.E.) teacher, this award is given to a student that the P.E. teacher has recognized as participating, working hard, and being a good example of sportsmanship.

A checklist has been provided at the end of this section to assist teachers in record keeping. This may help not to duplicate awards for some students and aid in the attempt to find an award for every student.

***(Format and presentation for the assembly varies with the grade level, and all parents of students being recognized will be notified prior to the assembly by the office).

In-Class Prevention

Social Contract

The "Social Contract" is a way to allow student buy in as they develop, discuss, and eventually agree upon how they will treat the staff member and each other. "Social Contracts" are signed by all class members and posted in the classroom to be referenced. (See Lesson Plans section for a sample lesson on how to create your own social contract).

Meet and Greet

Meeting and Greeting is a technique that the Gildo Rey staff has chosen to focus on as a way to build and establish positive relationships with students. It is a great start for a student's day to shake the hand of his/her teacher as he/she enters the classroom each day. Staff members take time to teach appropriate handshaking to the students. (See Lesson Plans section for a sample lesson).

Class Meetings

Class meetings is a strategy that can be used in the classroom to help build a sense of community, share problems that have been resolved without adult intervention, solve unresolved problems, and provide put-ups for everyone. (See Lesson Plans section for a sample lesson).

Positive Notes

Example:

Hawk Bucks

Example:

SCHOOL-FAMILY TELEPHONE RECORD

Class _____

Educator _____

Student's Name: _____

Parent's Name(s): _____

Phone # called: _____

_____

	Date	Time	Response	Comments
1.				
2.				
3.				
4.				
5.				
6.				

*RESPONSE KEY:
- A. Spoke with parent
- B. Busy signal
- C. No answer
- D. Left recorded message
- E. Disconnected phone
- F. No Adult Home
- G. Disconnected phone
- H. Declined to speak
- I. Family initiated call

WORDS OF THE MONTH

September: Kindness

October: Courage

November: Self-Control

December: Forgiveness

January: Respect

February: Diligence

March: Loyalty

April: Honesty

May: Confidence

Awards Checklist

Student Names	Academics	Effort	Citizenship	Sportsmanship	Student of The Month	Class Award	Safety Award

(Hint: you may want to mark the dates, the awards were given)

SECTION 3

Privileges and Responsibilities

- Attendance

- End of the Day Announcements

- Patrol

- Lunch Help

- Preschool Helpers

- Kindergarten Helpers

- Volleyball, Basketball, and other clubs

Privileges and Responsibilities

As a way to recognize and reward students for positive behavior, Gildo Rey has incorporated its students into many roles that are considered to be a privilege to serve in. We believe that these roles are to be filled by our model students. These positions are highly coveted and inspire students to maintain positive behavior. The staff at Gildo Rey believes that such roles and responsibilities help in developing essential character traits such as the ones we highlight in our "Words of the Month." Below are brief descriptions of the "Privileges and Responsibilities" here at Gildo Rey.

Attendance

Two 5th grade students are selected and trained at the beginning of the year to collect the attendance and lunch count for the school. It is their responsibility to get appropriate sheets to the office and kitchen by 9:30.

End of the Day Announcements

1-2 students are selected by the office manager to come to the office at the end of the day. He/she collects all messages that need to be delivered to staff and students by the end of school and distribute the notes to the intended recipient.

Patrol

Our safety patrol (cross-walk guards) must submit an application, get permission from teacher and parent, and undergo training. These students are responsible for arriving at school one half hour to 15 minutes prior to school, and remain one half hour after school. It is the responsibility of these students to ensure the safety of the remaining student body as they cross the road on 37th St. S.E. and "M" St. S.E..

Lunch Help

This crew is usually comprised of 5th grade students that help to serve the lunch as well as collect the trays after students are done eating.

Preschool Helpers

Our APEC teacher selects students each year to be "buddies" with his/her preschool students. Once a week the 4th or 5th grade "buddies" go to the gym to assist, model, and help their preschool partners as they do physical activities that are often challenging.

Kindergarten Helpers

5th grade students are selected to get assigned 2-3 kindergarten "buddies" for whom they are responsible for at the end of day. These helpers make sure that his/her kindergarten "buddy" gets on the bus, is picked up by a relative, or gets in the correct car.

Volleyball, Basketball, and other clubs

Gildo Rey offers co-ed volleyball to 5th grade students in the fall. They go to practice after school for 3-4 weeks, and then play in a jamboree at the end of the season against other elementary schools. From January to March, 5th grade girls ands 5th grade boys basketball teams practice after school and have 1-2 games a week. In the spring, there are a variety of different clubs offered depending on the talents and interests of the Gildo Rey Staff. Example clubs have been cross-country running club, basketball club, art club, piñata club, care club, rocket club, and many more. All of these are activities that are offered to students that exhibit and maintain positive behavior during school.

SECTION 4

Interventions

- Processing

- Processing Forms

- Study Room/Recess Detention

- Discipline Consequences Chart

- Discipline Options

Interventions

Despite the many strategies that professional teachers and staff bring to the job, and all of the programs and preventions that are described in the previous section, sometimes students still misbehave. When this happens a variety of interventions and options need to be in place. In this section are descriptions, examples, directions, and charts to assist the teacher in knowing when and how to deal with a student.

The Gildo Rey staff has determined that processing and the consequences described on the "Poor Choice" chart will be consistent forms of intervention throughout the building. All other forms of interventions are optional.

Processing

Processing is an action assigned to a student that made a poor choice. The procedures for this activity are set up differently at each grade level (consult veteran staff most appropriate to your assignment). In its simplest form, processing allows the child to take a break from the environment in which he/she made the poor choice. He/she then is given a tool which helps him/her to think through what poor choice was made, and what he/she could have done differently. The following examples have been developed to be age appropriate and to allow for some teacher choice. (Continue to next page)

Processing (Think Time) Procedures

1) When a student is not following the classroom/schoolwide rules and/or policies, they are asked to go to another classroom to "Process" or for "Think Time."

2) The student stands inside the door of the classroom he/she was sent to until that teacher invites them in to process. (He/she is not to interrupt the class or the teacher).

3) The student sits at the assigned "Processing" or "Think Time" desk and completes a paper/form.

4) When the paper is completed, the student raises his/her hand. When the teacher is available to meet with the student he/she walks over and has a brief consultation with the child. They are then sent back to their classroom.

5) When they arrive back in their classroom, they are to wait in the doorway until invited in. Then give the completed form to his/her teacher.

1st Grade Processing Forms

The first grade staff has developed a form that is appropriate for that age of students. Below is a key for the pictures that are taught to the students

What I did wrong.

talking

running

no touch rule

breaking the Social
Contract

not being kind

What I will do next time.

listen to the teacher

walk

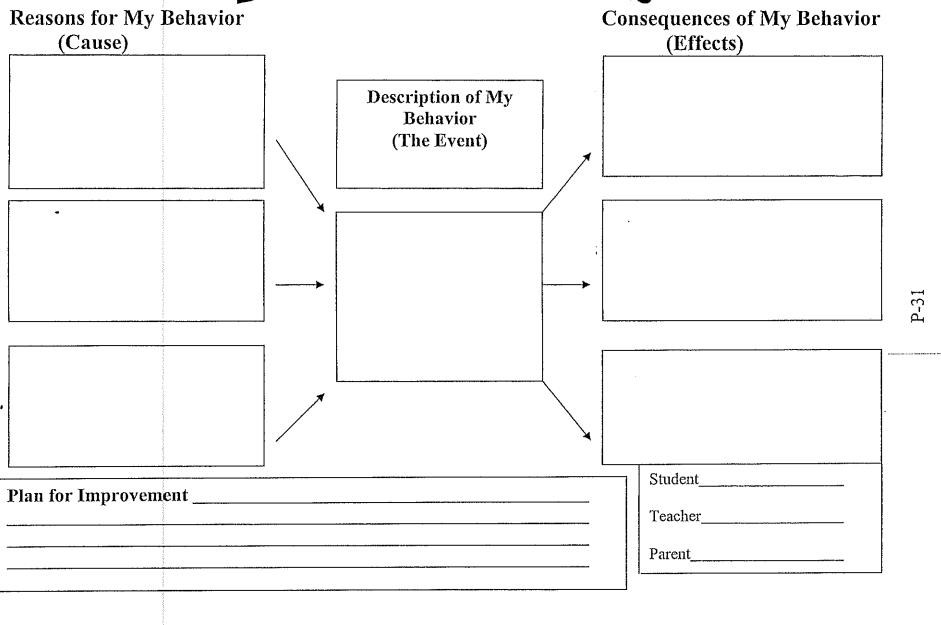read or work quietly

be kind

raise my hand

attention

Name _____

Think Time

What I did wrong.

What I will do next time.

_____
. . . .
_____
_____
. . . .
_____

Please note: Images on this page were redacted due to copyright concerns.

Name: _____   **Date:** _____

Time to Process

What happened?

Why did it happen?

Why should you not do it?

Name three things you could do instead next time.

Consequence this time: _____

Parent Initials: _____

Behavior Reflections

Reasons for My Behavior
(Cause)

Consequences of My Behavior
(Effects)

**Description of My Behavior
(The Event)**

Plan for Improvement _____
_____
_____
_____

Student_____

Teacher_____

Parent_____

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4^{th/5th} Grade Processing

Processing Sheet

(Please answer the following questions with complete sentences and be as specific as possible)

Name:_____ Date:_____

Briefly explain what happened (use the back if necessary):_____

_____

_____

What school/playground or classroom rule did you break?_____

_____

List four other things you could have done.

1. _____

2. _____

3. _____

4. _____

What will you choose to do next time? _____

_____

Study Room/Recess Detention

Study room, which is also called recess detention depending on the reason for being sent there, occurs during the lunch recess of each grade level. A designated room is set aside. A staff supervisor collects "Study Room/Recess Detention Forms" and initials each one. This provides tracking, documentation, and continued communication between teacher, student, and parents. The forms have a carbon copy to allow for parents and teachers to keep a record of the incident. Students can be assigned a "Study Room," or a "Recess Detention" for a variety of reasons ranging from homework that has not been turned in to discipline problems. The following are guidelines for "Study Room/Recess Detention." (See end of section for a copy of the Gildo Rey Elementary Study Room/Recess Detention Forms).

STUDY ROOM/RECESS DETENTION GUIDELINES

1. Each grade level may send a maximum of 20 students.

2. Students must come with something to do and/or a book to read. Students cannot have their head down for more than five minutes by law.

3. A note must accompany each child that tells the reason for the study room and the time of dismissal.

4. Students will be assigned either a partial (15 minutes) study room or the whole 25 minutes.

5. All students will get to go outside for the last 5 minutes of recess unless they had misbehavior in study room.

6. Students may **not** talk, sign, or communicate with other students in any way during study room.

7. Students must raise their hands and wait for a response from the study room teacher if they have a question or need.

8. There will be no study room on rainy day recess to increase supervision for classes staying inside (unless otherwise worked out).

Discipline/Consequence Chart

A chart was developed by the discipline committee to assist teachers with choosing appropriate consequences for misbehavior. Here at Gildo Rey we strongly believe that there are three major considerations for dealing with all discipline issues. The first is that **appropriate behavior has been taught.** The second is teachers should **assign consequences based on severity and frequency.** This means that the severity of the misbehavior and how often this particular child has exhibited the behavior are considerations when determining an appropriate consequence. Lastly, thought should be give to the idea that **consequences are most meaningful when they are a natural outcome of the behavior.**

Appropriate Office Referrals

• Aggressive/Dangerous Behavior
• Profanity
• Theft
• Bullying: it has to be one-sided, ongoing, and documented
• Sexual Harassment
• Any form of 'weapon'
• Any indication of abuse
• Any statement referring to suicide – refer to principal & counselor immediately
• Any statement threatening the life of another student or an adult

(Principal will provide teacher with e-mail documentation of response to discipline referral).

GILDO REY ELEMENTARY
STUDY ROOM/RECESS DETENTION FORM

Student's Name: _____

Reason For Detention:

    ( ) Discipline   ( ) Homework Incomplete   ( ) Classwork Incomplete   ( ) Other

    Comments: _____

Requested Intervention:

    ( ) Head Down   ( ) Study/Do Assignment   ( ) May Go Out When Work Completed   ( ) Other

Comments: _____

Dates of Detention   _____ _____ _____ _____ _____
Room #   _____ _____ _____ _____ _____
Study Room Teacher _____ _____ _____ _____ _____
    (Each day detention is completed, the receiving teacher should initial this form and return it to the sending teacher.)

Date: _____ Referring Teacher: _____
Date: _____ Parent Signature: _____

          copies: Parent (white)   Teacher (yellow)

GILDO REY ELEMENTARY
STUDY ROOM/RECESS DETENTION FORM

Student's Name: _____

Reason For Detention:

    ( ) Discipline   ( ) Homework Incomplete   ( ) Classwork Incomplete   ( ) Other

    Comments: _____

Requested Intervention:

    ( ) Head Down   ( ) Study/Do Assignment   ( ) May Go Out When Work Completed   ( ) Other

Comments: _____

Dates of Detention   _____ _____ _____ _____ _____
Room #   _____ _____ _____ _____ _____
Study Room Teacher _____ _____ _____ _____ _____
    (Each day detention is completed, the receiving teacher should initial this form and return it to the sending teacher.)

Date: _____ Referring Teacher: _____
Date: _____ Parent Signature: _____

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          copies: Teacher (yellow)

Options when a child understands the school wide/classroom expectations and makes a poor choice:

[ ]   Appropriate behavior has been taught ?

[ ]   Assign consequences based on <u>severity</u> and <u>frequency</u>.

[ ]   Consequences are most meaningful when they are a natural outcome of the behavior.

Menu of Classroom Consequences That may be incorporated into Classroom Plan	Appropriate Office Referrals	Building Wide Consequences
• Reminder: verbal or signal	• Aggressive/Dangerous Behavior	• Processing
• Redirect or Verbal reprimand	• Profanity	• Lunch detention
• Appropriate behavior retaught	• Theft	• Parent Conference
• Proximity	• Bullying: documented /Ongoing	
• Record Misbehavior i.e. Flip card	• Sexual Harassment	Work With Principal
• Process	• Any form of 'weapon'	• After school
• Withdraw privileges	• Any suspension of abuse	• Friday school: Gildo Rey

• Lunch detention
• Parent note or call home
• Assign after school
  o Call parent
  o Notify office
• Behavior Plan
• Parent Conference
• Office Referral
• Case study referral
• Consult with psychologist, counselor, BD teacher, resource room teacher
	• Any statement referring to suicide – refer to principal & counselor immediately.	• Friday school: Mt. Baker
		• Suspension
		• Police intervention
		• Parent/Principal Discipline Hearing
		• With district officer

SECTION 5

Lesson Plans

- The Social Contract

- Meet and Greet

- Class Meeting

The Social Contract;
How to Build One with Your Class

Materials Needed:
- White board or Large piece of butcher paper
- (eventually this will be posted, whether done on a computer or paper)

Time:

Depending on the age of students, this lesson can take one to two 45 minute lessons.

Objectives:

Students will be able to agree upon a way of treating the teacher and each other.

Assessment:

Ongoing: as the teacher, you will be constantly observing students to see who is or is not following the "Social Contract." Just point back to it.

Lesson:
1) On your white board or butcher paper, write the following four questions while leaving plenty of room under or after each one to write students' responses:
    a. *How do you want me to treat you?*
    b. *How do you want to treat each other?*
    c. *How do you think I want to be treated?*
    d. *How should we treat each other when there's a conflict?*
2) Start by asking the first question to the class. As students raise their hands and share their answers, record them on the board. If a child mentions something that is similar to a previously recorded response, ask that child if he/she means the one that is already on the board.
3) Continue the same procedure with the next three questions?
4) Ask, **"Would anyone like to add something to one of these questions?"**
5) Next you and your class need to get an operational definition for each word. This means that you need to have a discussion with your class about what is meant by each word so that everyone has a shared meaning for that word. This will help to prevent misunderstanding later on.

Social Contract Continued...

6) As you discuss each of the words, ask, **"Does anyone have a problem (or object) with this word?"** It is important that everyone agrees with each word.
7) As you move through the lists, you can try to condense it by combining two words that mean the same.
8) When you have finished it, decide on a way to display it, write it up, and have everyone sign it.

Variations:
- Put hand prints, finger prints, or pictures on it.
- Have each student put a copy in their binder or on their desk
- It is recommended that a copy go home to the parents.

Adapted from: Capturing Kids' Hearts; Participant manual. (2001).

Meet and Greet

Materials Needed:
    None

Time:
    The first 5 minutes of every class.

Objectives:
    Students will begin to build a trusting relationship with their teacher and hopefully it will extend to meeting and greeting each other.

Assessment:
    Ongoing through observation and practice.

Warning:
    The shaking of hands and eye contact are sometimes not a positive thing for some cultures, be aware.

Part 1; Doing it yourself

Meeting and greeting your students is simply shaking the hands of each student as they enter your class room each day and saying "Good morning," or, "How are you today?" This physical contact and demonstration of interest will help establish a positive and trusting relationship between you and your students. In addition, this activity can often give you a quick sense of how the day is going for each student up until that point.

An extension to this, is that as students come in and are engaged in their entry task, you can go around and make some more connections about what is going on in the lives of your students.

Meet and Greet Continued...

Part 2; Teaching the students to do this

Meeting and greeting people is and incredibly important skill in our world. It is important to teach students how to do this and expect them to use it whenever there is either an adult guest or new student to the room.

(You may want to get two student demonstrators to model the individual skills)

1) **Posture:** when you shake a person's hand, your shoulders should lean slightly into that person. Discuss what messages that will send. It is also helpful to use non examples.

2) **Eyes:** it is important to make eye contact with the person you are shaking hands with.

3) **Handshake:** it should be firm. You can demonstrate a limp one.

Meet and Greet Continued...

4) **Voice:** when greeting a friend or someone they know, simple greetings are just fine. For example, "Good morning, How are you, etc." When it is someone new, approach, *introduce yourself* first, *ask for their name*, then say, *"welcome to our class (or welcome to Gildo Rey),"*

5) Last have the students practice by going around and greeting 5 people they don't know very well.

Class Meeting

Materials: **Time:**
   None   About 30 Minutes

Objectives:
Students will be able to share problems that they have resolved on their own (meaning without adult assistance), work out problems that have not yet been resolved, and give "Put-ups" to each other.

Assessment:
The real assessment is to measure whether or not there are more "Resolved Problems" and less "Unresolved Problems" as the year progresses. Additionally the put-ups should become more meaningful and less superficial as the year progresses.

Terms:
Put-ups: these are positive comments that the students share with the class for another individual or group of individuals in the class.

Resolved Problems: these are problems that come up in the day and/or week that the students work out completely on their own.

(This procedure must be taught)
1) The entire class sits in a circle (usually on the floor).
2) You begin by asking the question, "Does anyone have any **problems resolved**?" Allow the students to raise their hands and share problems that they have resolved on their own.
3) Celebrate those with some form of group positive affirmation (i.e. clapping, a fire-cracker, etc).
4) Next ask the question, "Does anyone have any **unresolved problems**?" As the students share what the problem is/was and with whom they had the problem, it is expected that the offender says, "I'm sorry, will you please forgive me?" The offended should then forgive the person and the problem is resolved.
5) If the problem is not resolved, as a class, brainstorm ways that this problem could be resolved and help the people involved to choose an appropriate solution.
6) Finally you wrap up the class meeting by going around the circle and each student is to give a positive affirmation to someone else in the class. (Allow English Language Learners to give them in their native language if they wish, and as the year goes on, teach them about more meaningful comments).

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<u>manual.</u>

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a schoolwide discipline plan for Gildo Rey Elementary. This project was completed to be used as a resource and training tool for current and future staff members.

Through an extensive review of related literature and other pertinent documents, a schoolwide discipline plan was created. The plan aligned with the mission of Gildo Rey Elementary and incorporated many programs already in place. In the future, this plan will be used to describe, teach, and facilitate the training of new staff. The two curriculum adoptions of "Capturing Kids' Hearts," and "Steps to Respect" were essential pieces to the plan. Gildo Rey's Schoolwide Discipline Plan makes a philosophical emphasis on "preventative" discipline. Many programs and procedures were put into place as a way of getting our students actively involved in making Gildo Rey their home. This project was initiated with the intent to improve school climate, and with the implementation of this plan improvement will begin.

Conclusions

As a result of this study, the following conclusions have been made:

1. Students need to be taught the specific positive behaviors that are expected of them. Unless students know exactly how they are to behave, it is unfair for educators to expect them to demonstrate such skills.

2. Students need to be given ample opportunity to practice positive behaviors (through drill, role-play, or other). Without opportunities to practice new skills, students will not find meaning in what they are learning. Giving students multiple opportunities to practice such skills in different situations is a powerful way for students to make new such behaviors habit.

3. Programs need to be in place that helps build intrinsic motivation, sense of self-worth, responsibility, and trust. These three aims will assist in improving school climate on the whole. Class meetings, awards assemblies, and providing opportunities such as "kindergarten helper" can improve students' understanding of responsibility.

4. Programs need to be in place to celebrate the voluntary acts of desired behavior. Awards assemblies, class meetings, and casual but personal remarks from teachers can go a long ways in developing our students as positive citizens as well as prevent misbehaviors.

5. Bullying is not only and increasing social problem, but now a legal responsibility for schools to address. Because of House Bill 1444, schools are required to be able to identify and remedy bullying within the schoolhouse.

6. Misbehavior interferes with teaching, and while good teaching decreases the misbehavior of students, poor teaching (i.e. boring lessons) increases student misbehavior. This is one of the most important points that educators need to know. Until teachers are

congnitively improving their lessons to interest our students, class

room discipline will continue to be a problem no matter what the

system is.

7. The staff needs to have equal access to training and tools that will help

achieve consistency.

8. Without a plan in place, violence, bullying, and harassment will

increase in the school-house.

9. Faculty must have a say in any discipline plan for the purpose of buy-

in. Bringing staff on board completely best occurs when they help to

create.

Recommendations

The following are recommendations based on the results of this project:

1. Each current staff member should have a copy of the Gildo Rey

Schoolwide Discipline Plan as well as a formal introduction to it. The

discipline committee should be in charge of distribution and training of

this plan for all staff members. It would be the responsibility of the

Principal to designate time for this to occur on an annual basis.

2. Each future staff member should be given time for training involving

the schoolwide discipline plan. As new staff members arrive, I would

recommend that an in-building mentor be assigned to the new staff

member. As part of the mentor's duties, it should be documented and

recorded that he/she reviewed the schoolwide discipline plan with the

new hire and gave some training in its use.

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3. An abbreviated version should be created for substitute teachers. A small handbook should be provided for substitute teachers to use. In this handbook, the basics aspects of the discipline plan that are important for day to day operation should be outlined. In addition, numbers for the principal, counselor, nurse, and secretary should be accessible in this handbook.

4. A summarized version of the project should be created for parental use.

5. The annual "Staff Discipline Survey" results should be analyzed for areas in need of improvement and/or change.

6. The Gildo Rey Schoolwide Discipline Plan should be reviewed annually by staff. This is an important piece in continuing to obtain buy in and consistency through out the school. This also allows opportunities for the plan to be changed and or altered as needed. A schoolwide discipline plan should be a living and working document that is constantly reviewed and improved upon.

7. As teachers create and/or find appropriate lessons related to discipline, they should be shared and added to that section of the project for the benefit of all.

8. Additional research should be accomplished on internal versus external student motivation. I think that educators would greatly benefit from understanding the differences in motivations and how each works.

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