

Lucy Elementary Discipline Plan

Lucy Elementary embraces the philosophy of respect for self; respect for others; respect for property, and respect for education. Our approach to discipline includes beliefs, expectations, intrinsic satisfaction, as well as positive rewards and negative consequences. Based on our beliefs, each class will establish, post, and reinforce expected behaviors, which enhance the learning process. Every student will comply with these expectations and rules. Where compliance does not occur, a progressive discipline approach is used for bus and school conduct. Maintaining an effective learning environment requires the commitment of the entire school community. Parent/Teacher communication is at the heart of our discipline plan as with all elements of our school. Your cooperation is essential; therefore, a copy of this discipline plan is provided for your information and input.

Beliefs:

1. We believe that education is important and that all children can learn.
2. We believe that we should respect ourselves.
3. We believe that we should respect others and their property.
4. We believe that we should respect our school.

Expectations:

1. Follow directions the first time they are given.
2. Respect the rights of others and their property by keeping hands, feet, and objects to yourself.
3. Refrain from teasing, name-calling, and use of offensive or obscene language or gestures.
4. Keep personal and school property safe.
5. Respect the quiet, purposeful learning environment of the classroom and school.

Rewards:

1. Verbal praise
2. Students can earn points for following rules, which can be used to earn special privileges.
3. Positive praise calls home or letter from teacher/administration
4. Special lunch with school personnel
5. Class may earn a reward

Restitution is a way of making amends so that the injured party and the one who made the mistake can feel good about each other. It is voluntary and involves a person taking ownership for the mistake and responsibility for making things right. This goes beyond saying "I'm sorry," adding, "It will not happen again: and also adding, "What can I do to make it right between us?" Restitution is a step in building character. This restitution must be voluntary, and can be as simple as writing a note, making a picture, doing a favor or giving up a turn (at bat, on the computer, in line, etc.) to the person who has been hurt. For serious property or personal damage parents will be involved. As a part of the school-wide student discipline plan, opportunities for restitution will be offered and encouraged. Ineffective application or refusal of restitution efforts will result in further consequences.

Intervention/Referrals

1. Guidance counselor
2. Peer mediation
3. S-Team
4. Student Assistance Program
5. Behavior Consultant
6. Administration

Consequences

1. Conduct grade lowered
2. Time-out
3. Immediate parent notification
4. Administrator conference
5. Discipline form
6. In-school isolation
7. Parent Conference
8. After/Before School Detention
9. Out of school suspension

Severe Clause-- Deliberate injury to another student; direct threat of fierce violence; openly/relentlessly defying an adult; deliberate destruction of school property; causing instruction to come to a complete halt; or direct violation of a Shelby County conduct policy will result in immediate referral to the administrator and parent notification.

Each class has established a classroom behavior plan which is consistent with and supports this school-wide discipline plan. These behavior plans are generally based on assertive discipline principles. **Appropriate behavioral responses are taught, modeled, and practiced.** Teachers will consider the use of restitution or a behavior contract to allow a student to earn back conduct grade points, which have been lost. Consequences of severe behavior or repeated misbehavior will be determined jointly by the administrator and the teacher after consultation with the parent. Student behavior resulting in administrative action will adversely affect a student's conduct grade. This may or may not include a student/ administrator consultation.

Voice Levels are used to maintain an orderly and purposeful environment

Level 0 silence (hallways, cafeteria line-up, restrooms)

Level 1 quiet whisper (classroom)

Level 2 regular conversation voice (classroom, cafeteria)

Level 3 over talking (speaking to a group, playground)

Level 4 loud talking (playground)