

Coronado Elementary School School-Wide Discipline Plan

2022-2023



Some students struggle in Math.

Some students struggle in Reading.

Some students struggle with Behavior.

We do our best to help those who struggle academically.

We do our best to help those who struggle behaviorally.

Thank you for helping all those who struggle.

Updated 4/21/22

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From the CES Parent/Student Handbook:

Student Conduct and Discipline

Discipline is considered a part of the education process. Development of character, efficiency, orderliness, and self-control are the keys to good conduct and proper consideration for others.

It is the policy of St. Johns schools that all students will have the same rights, regardless of race, age, sex, national origin, or physical handicap.

In order to guarantee those rights, people must have laws and rules. The basic rule is common sense and courtesy. **All students are to be responsible for knowing and obeying school regulations and policies.** Each person's conduct should be such that everyone will be able to pursue his educational interests without interference and disruption. No student will be allowed to commit any act, which interferes with another student's learning or with the teacher's teaching.

The school staff is legally responsible for students while they are at school functions. Any teacher has the authority and responsibility to correct the behavior of any student at any school function. The administration and faculty have the responsibility to handle cases involving student conduct regardless of when or where such actions take place if they are apt to bring discredit to the school, the individual and the student body. **A violation of the law is considered to be a violation of school policy.**

Students in school buildings, on school grounds, using District property for any purposes, or attending a District- sanctioned event shall not engage in the following

1. Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the board.
2. Physical abuse of or threat of harm to any person on School District owned or controlled property or at School District sponsored or supervised functions.
3. Possessing or using a dangerous weapon. (This includes a pocket knife)
4. Damage or threat of damage to property of the School District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on School District controlled premises.
5. Forceful or unauthorized entry to or occupation of School District facilities, including both buildings and grounds.
6. Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on School District property or at school-sponsored functions.
7. Conduct or speech that violates commonly accepted standards of the School District and that, under the circumstances, has no redeeming social value.

8. The non-compliance with the lawful directions of School District officials or any other law enforcement officers acting in performance of their duties and /or failure to identify themselves to such officials or officers when lawfully requested to do so.
9. Knowingly violating School District rules and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
10. Any conduct constituting a breach of any federal, state, city law or duly adopted policy of the Board or any behaviors(s) that might lead to suspension and/or expulsion.

In addition to the general rules set forth above, students shall be expected to obey all policies and regulations for student conduct adopted by the Board. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order.

Any student who violates these policies and regulations may be subject to any of the following: warning, reprimand, probation, suspension, or expulsion. They are also subject to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the School District presently administers.

School Wide Discipline Plan Commitments:

Classroom Teacher's Commitments

Teachers will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

Administrators will:

- Support the teachers in this new system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

Coronado Elementary School Community's Commitment




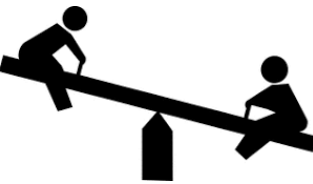
- **Be specific:** tell the student exactly what they did
- **Be timely:** don't wait to praise or correct
- **Be sincere:** insincere praise is usually worse than none at all
- **Be consistent:** with everything, everywhere
- **Communicate:** keep open lines of communication open between home and school





Coronado Elementary School
EXPECTATIONS

BE YOUR B.E.S.T.

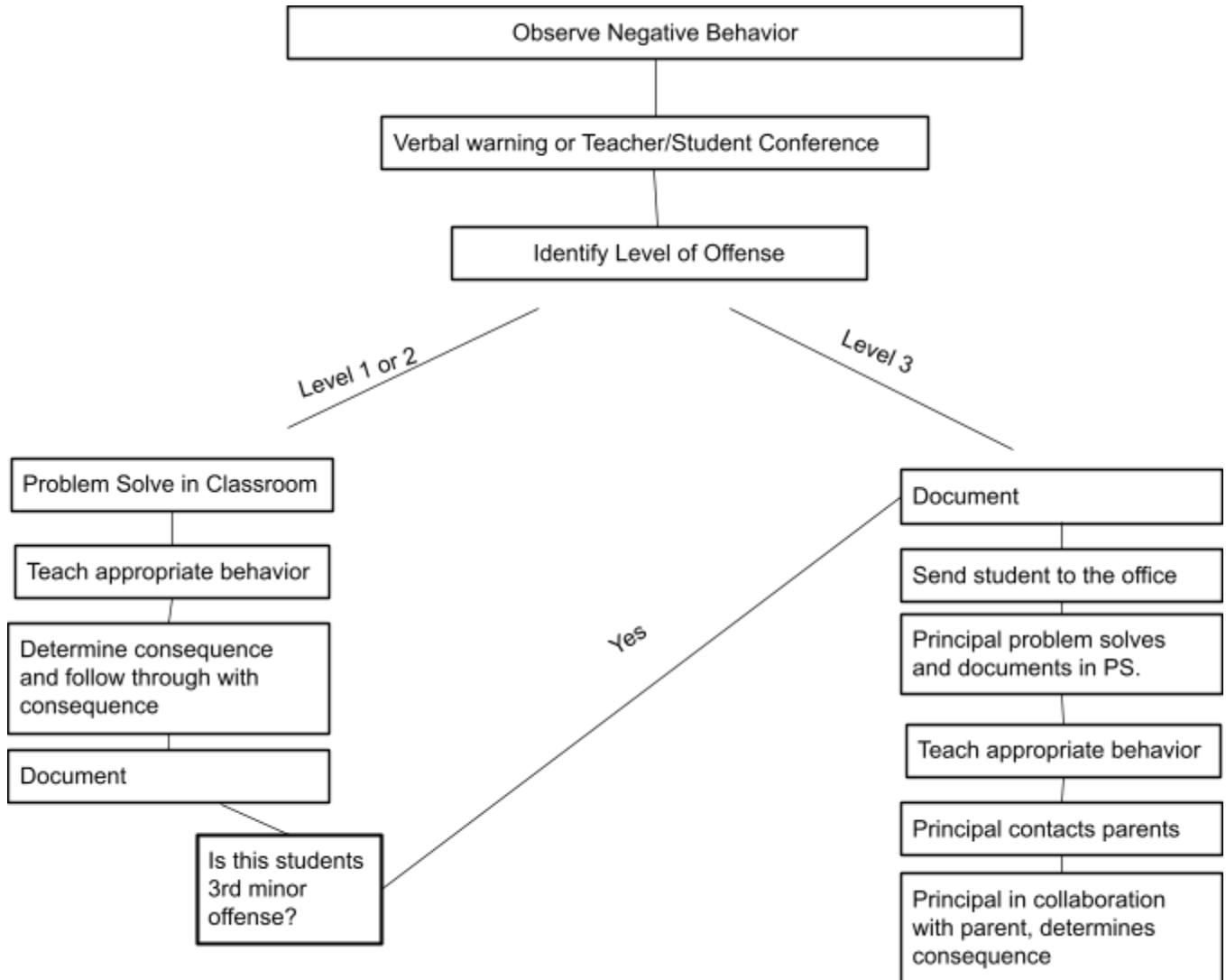
	B Be Respectful	E Encourage Kindness	S Safety First	T Try your Hardest
Classrooms	<ul style="list-style-type: none"> •Inside Voices •Active Listeners •Follow Directions •Body to yourself 	<ul style="list-style-type: none"> •Positive words •Positive actions •Treat others the way you want to be treated 	<ul style="list-style-type: none"> •Push in chairs •Walking only •Follow directions •Body to yourself 	<ul style="list-style-type: none"> •Be on time •Complete your work •Listen •Follow Directions •Do your best!
Hallway	<ul style="list-style-type: none"> •Stay in line •Do not cut in line •Stay quiet •Body to yourself 	<ul style="list-style-type: none"> •Use kind words •Wait your turn •Say please and thank you •Help others 	<ul style="list-style-type: none"> •Walk-don't run •Stay under lights •Keep your belongings on a hook •Be aware *Body to yourself 	<ul style="list-style-type: none"> •Display your best work
Cafeteria	<ul style="list-style-type: none"> *Use inside voices *Throw trash away *Clean up after yourself *Listen to adults *Body to yourself 	<ul style="list-style-type: none"> *Use kind words *Wait your turn patiently *Be willing to clean up after others 	<ul style="list-style-type: none"> *Stay in your seat until released *Don't run *Clean up any messes 	<ul style="list-style-type: none"> *Eat as much as you can *Try not to waste food (eat what you take-take what you eat)
Playground	<ul style="list-style-type: none"> •Follow directions •Body to yourself •Follow playground rules •Listen to adults 	<ul style="list-style-type: none"> •Wait your turn •Play with everyone *Use kind words 	<ul style="list-style-type: none"> •Body to yourself •Stay in recess area *Body to yourself *Follow Playground Rules 	<ul style="list-style-type: none"> •Learn a new game *Encourage others to play.
Restroom	<ul style="list-style-type: none"> *Flush the Toilet *Throw paper towels in trash *Respect others privacy *Use one squirt of soap 	<ul style="list-style-type: none"> *Don't yell *Wait your turn *Don't make a mess *Don't write on stalls 	<ul style="list-style-type: none"> *Wash your hands *Keep water in sinks *Don't leave a mess *Report any problems 	<ul style="list-style-type: none"> *Use the restroom and get back to class quickly
Bus	<ul style="list-style-type: none"> *Use inside voices *Listen to bus driver/aide *Don't make a mess *Body to yourself 	<ul style="list-style-type: none"> *Use kind words *Don't touch other people's stuff *Wait your turn *Be polite 	<ul style="list-style-type: none"> *Stay in your seat *Follow directions *Keep arms and legs out of aisle *Don't throw anything 	

Coronado Playground Rules

<p>Playground Etiquette</p>  <p>The logo features the word "be" in a cursive font, "KIND" in large, colorful block letters (K: blue, I: green, N: yellow, D: red), and "TO OTHERS." in smaller, colorful block letters below it.</p>	<ul style="list-style-type: none">• Show respect to students, adults, and property• Students are to use all equipment on the playground in a safe manner• Students on the playground should not play next to or under the windows of classrooms• Show 1st time obedience- no back talk• No name calling, arguing or foul language• All people are invited to play in a game• Line up immediately when you hear the signal• Do your part to make Coronado a kind, safe and great-looking school
<p>Playground Equipment</p>  <p>A colorful illustration of a playground structure with slides, monkey bars, and a play master area.</p>	<ul style="list-style-type: none">• One direction on the monkey bars• One hand on the bar if hanging upside down• Slide feet first• No climbing up slides, no blocking slides or throwing items in slide• No sitting on the equipment, such as the stairs, bridge, etc.• No tag games on the Play Master• No sitting on chin up bars
<p>Swings</p>  <p>A simple line drawing of a swing set with two swings.</p>	<ul style="list-style-type: none">• Swing facing the playground equipment• No bailing out or flipping out, twisting or side to side or spiders or kicking off your shoes.• No swinging when there are large puddles of water under them• Students waiting should give a 100 Coronado count before their turn• No pushing each other on the swings.• No walking in between, in front of, or behind the swings when others are using them.
<p>Teeter- Totter</p>  <p>A silhouette illustration of a teeter-totter with two people sitting on it.</p>	<ul style="list-style-type: none">• No bouncing• No feet up on the bar or standing on bar or seat• Students waiting should give a 100 Coronado count before their turn

<p>Trees</p> 	<ul style="list-style-type: none"> • No climbing trees • No hanging on branches • No throwing items into the trees • No tying ropes onto the trees
<p>Football</p> 	<ul style="list-style-type: none"> • Only two hand touch, no rough play or blocking • Students violating the rule will lose the privilege of playing
<p>Basketball</p> 	<ul style="list-style-type: none"> • The first group of students with a basketball gets the court. • If there are only a few students on separate courts playing knockout or shooting they are to combine the game to free up the other court • When a ball is tied up by two players, a jump ball will be called with alternating positions • If constant aggressive and rough play occurs students violating the rule will lose the privilege of playing
<p>Tag</p> 	<ul style="list-style-type: none"> • Establish rules before playing • Tagging someone means touching them with your hand; not tackling, wrestling, kicking, piling on or dragging. • Do not chase those who are not playing. • Everyone is allowed to play.

Behavior Flowchart



Level 1 Offenses (Handled by Teacher- documentation highly encouraged)	
<ul style="list-style-type: none"> Not following directions Running in hallways Excessive talking Inappropriate laughing/sneering Derogatory notes/pictures Teasing/put downs Inappropriate language 	<ul style="list-style-type: none"> Eye rolling Interrupting Consistent tardiness Name calling Misuse of materials Wandering Mocking
Level 2 Offenses (Handled by Teacher-documentation and parent contact)	
<ul style="list-style-type: none"> Back talking/arguing Inappropriate gestures/language taunting Refusing to work 	<ul style="list-style-type: none"> Open defiance Cheating/lying Throwing objects Hitting Repeated Level 1 Offenses
Level 3 Offenses (Handled by Principal-Office referral from teacher and parent contact)	
<ul style="list-style-type: none"> Fighting Ethnic slurs Obscene gestures Inappropriate touching Damaging property Direct and willful disobedience of school rules and policies Disruptive clothing Disrespect for authority 	<ul style="list-style-type: none"> Bullying Threatening/taunting Threatening bodily harm Stealing Use of profanity Pulling fire alarm Excessive truancy Harassment, including sexual Harassment Repeated Level 1 and 2 Offenses
Zero Tolerance	
<ul style="list-style-type: none"> Drugs Weapons/facsimile of a weapon/dangerous instrument Leaving school without permission Serious Intentional Assault 	

CONSEQUENCES for Negative Behavior

Behavior corrections should be used in a way that allows students to reflect on their behavior, understand what they did was not okay, and provide students an opportunity to fix the wrong. Consequences play an important role in correcting student behavior. Below is a list of possible consequences that, if used consistently, will help teach students appropriate behavior.

Consequences for Level 1 and 2 Offenses (Under teacher discretion-document)

- Verbal Warning
- Private teacher/student conference
- Specific Verbal Apology or Specific Written Apology
- Move to a different place in the classroom
- 2 to 5 minutes sitting out during recess
- Behavior Reflection Sheet
- Moved to a buddy classroom
- Parent Contact
- Clean up any messes made
- Loss of fun class activity
- Social Stories

Consequences for Level 3 Offenses (Please document) -Depending on the offense, consequences may be determined in collaboration with parents, teacher, and the principal

- Office Referral
- Parent Contact
- Principal/Student Conference
- Documented in Powerschool
- Restitution
- Behavior Reflection Sheet
- Social Story to learn correct behavior (read and signed at home)
- Loss of privilege for "fun" activities
- Lunch Detention
- Parent/Teacher/Principal Conference
- Suspension (2nd and 3rd grade only)

CONSEQUENCES for Positive Behavior

- Praise specific positive behaviors
- Special Helper in the classroom
- Lunch with the teacher/principal
- Caught Being Good Tickets
- Tootles
- Extra Recess Time
- Student of the Month
- Classroom Incentives

Interventions to prevent level 1 and 2 offenses

- Clearly define/post** the behavioral expectations
- Implement procedures** for all class routines ---entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- Teach and Role-Play** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- Pre-Correct-** Prior to directing students to perform a task, provide a description of what the expected behavior will look like.
- Cue/Prompt/Remind-** Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior
- Acknowledge students** who are appropriately demonstrating the expected behavior.
- Specifically explain** HOW the behavior did not meet the stated/taught expectation.
- Provide a warning.**
- Check for student understanding** of the behavioral expectations.
- Evaluate the student’s skill** repertoire-- Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- Determine the FUNCTION** of the misbehavior. All misbehaviors serve a purpose. Determine what the student is gaining or avoiding by engaging in the misbehavior.
- Provide a structured choice** --clearly offer a choice between two alternatives and state the consequence for each.
- Evaluate Environmental factors** within the classroom which may be contributing to the misbehavior: space, time, materials, interactions with peers or adults
- Collaborate with colleagues** to identify behavior patterns and trends
- Use a variety of consequences-** positive reinforcement, negative reinforcement, etc. Remember punishment is the least effective consequence for students with antisocial behaviors.
- Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- Document interventions**
- Involve a problem solving team** (Grade, team, family, etc.)

Other TOOLS to Prevent Negative Behavior

- Build a strong Teacher/Student Rapport
- Create a positive classroom environment
- Look for the good in each student
- Start the day with a greeting at the door and good things
- Practice and re-practice routines and procedures
- Capturing Kids Hearts Social Contract (Refer to it often)
- Praise specific positive behaviors as often as possible
- Use Classroom Incentives
- Pass out “Caught Being Good” Tickets
- Encourage students to write tootles to each other
- Class Reflection Circle at the end of the day to reflect on behavior, social contract, pax, etc.
- PAX Good Behavior Game
- Capturing Kids Hearts - 4 Questions
 - What are you doing?
 - What are you supposed to be doing?
 - Are you doing it?
 - What are you going to do about it?