

SIMPSON ELEMENTARY SCHOOL

Office of the Principal
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Position and Beliefs on Student Behaviors

Simpson Elementary School:

Dear Parent/Guardian:

This section has been prepared to provide you with a view of Simpson Elementary's beliefs and approach to discipline or the management of student behavior.

I believe and research has proven that a well managed school and classroom have a positive impact on student achievement. It is my high expectation that students behave respectfully toward others in order to maintain an environment conducive to learning for all. I approach discipline with an emphasis upon prevention. Given the age of our students, I realize and understand that in many instances our students need to be made aware of *how* to behave respectfully in a school environment. This includes, but is not limited to, the teaching of appropriate behaviors for classroom participation, bathroom use, and cafeteria etiquette.

I also understand that every teacher has a different level of tolerance of misbehavior. In light of this belief, every classroom teacher will establish relevant procedures and guidelines for classroom management and be responsible for teaching and monitoring his/her classroom.

Three basic school rules have been established that apply to the entire school environment. These rules state:

1. Treat others the way you want to be treated.
2. Do what the teachers/adults in this building tell you to do immediately.
3. Respect others, our school, and yourself.

These rules will be taught in the classroom environment, and it is the responsibility of the teacher to enforce the school rules. I believe the teacher is the governing body of the classroom. In the event that misbehaviors become consistent and demonstrate a lack of response to the teacher's strategies, the student will be referred by the teacher to the principal for further action.

Sincerely,

Loria Reid, Principal

Simpson Elementary School Rules:

1. Treat others the way you want to be treated.
2. Do what the teachers/adults in this building tell you to do immediately.
3. Respect others, our school, and yourself.

Treat others the way you want to be treated:

This requires the student to use good manners. Be polite. Use a quiet inside voice in the classroom and in hallways. Keep hands, feet, and objects to themselves. Use appropriate language at all times. Speak to others kindly and in a considerate tone of voice. Use good table manners at eating times. Listen to the teacher at all times. Accept the teacher as the “boss” in the classroom.

Do what the teachers/adults in this building tell you to do immediately:

The student will understand and accept the teacher and other adults in the building as the authority figures. It is the teacher’s responsibility to teach and run the classroom efficiently. It is the responsibility of the student to listen to the teacher and follow instructions at all times.

Respect others, our school, and yourself:

Take care of school books and supplies, bathroom areas, lockers, and playground equipment. Keep the cafeteria clean and respect eating utensils. Keep school grounds litter free. Clean up own mess and work areas. Keep six legs on the floor – chair and own. Treat others and yourself with kindness, fairness, and respect.

Disciplinary Actions:

Level I: Classroom Teacher’s Consequence

Level II: Misbehaviors continue without response to classroom consequences:
Parental Notification – note or telephone call. Determine a BIP – Behavior Intervention Plan with the parent.

Level III: Misbehaviors do not improve upon parent notification:
Face to face conference with parents.

Level IV: Misbehaviors continue following parental conference:
Office Referral.

I have read and discussed the school rules with my child:

Student Name: _____

Parent’s Signature: _____

Guidelines for the Classroom teacher:

1. Always remember: What you accept, you teach.
2. Be proactive. Teach school rules and your classroom procedures and guidelines beginning the first day of school and daily until the students can articulate and appear to understand the rules.
3. Reteach students that do not appear to understand a particular rule. It has been proven, that 95% of the time a child does not even know that he / she has done something wrong.
4. Frequently use descriptive praise for students demonstrating a sound understanding and adherence to the rules.
5. Establish consequences that are natural and logical ex: removal from the group, loss of disputed article (always return at the end of the day), and exchange of free time for disrupted instructional time.
6. If applicable, post a daily schedule or agenda to keep students focused.
7. Have materials organized and readily accessible.
8. Provide a free time (Preferred Activity Time) daily where students have a choice in their activity. This is the time to be used for exchanging classroom disruption time.
9. Provide water breaks to avoid dehydration of the brain, which can escalate misbehaviors.
10. Remind students of unacceptable behavior in a private setting versus public and loud reprimands, usually within 3-5 feet of the child.
11. Do not ignore misbehaviors, address them quickly and effectively.
12. Organize instruction so that there is an activity shift every 20 minutes.
13. Provide many opportunities throughout the day for kinesthetic learning and movement.
14. If a child is continuously misbehaving, examine the following areas:
 - Possible explanation for misbehavior: attention, power, revenge, display of inadequacy
 - Setting / time of day of misbehavior
 - Appropriateness and effectiveness of consequences
 - Classroom dynamics and organization
 - Curriculum and instructional levels inappropriate
15. Office Referrals: Student must have an *Immediate Disciplinary Action Form* when referred to the office.
16. Everyday is a new day. Effects of misbehaviors should not be carried over.
17. Instructional Aides are to report misbehaviors directly to the classroom teachers. The classroom teacher will then determine if an office referral is necessary. Discipline is all about Follow-Through not necessarily time and severity.

Practices of Teachers Who Are Effective Classroom Managers

C.M. Evertson (1987) Managing Classrooms: A Framework for Teachers

Rules and Procedures

1. *Analysis.* The teacher carefully analyzes the rules and procedures that need to be in place so that students can learn effectively in the classroom setting.
2. *Description.* The teacher states the rules and procedures in simple, clear language so that students can understand them easily.
3. *Teaching.* The teacher systematically teaches the rules and procedures at the start of the school year or when beginning a new course with new students.
4. *Monitoring.* The teacher continuously monitors students' compliance with the rules and procedures, and also careful record keeping of students' academic work.

Physical Arrangement of Classroom

1. *Visibility.* Students should be able to see the instructional displays. The teacher should have a clear view of instruction areas, students' work areas, and learning centers to facilitate monitoring of students.
2. *Accessibility.* High traffic areas (areas for group work, pencil sharpener, door to hall) should be kept clear and separated from each other.
3. *Distractibility.* Arrangements that can compete with the teacher for students' attention (seating students facing the windows to the playground, door to the hall, face to face with each other but away from the teacher) should be minimized.
4. *Supplies.* The teacher takes care to secure an adequate supply of textbooks and materials for all the students in the classroom.

Classroom Tasks and Situations for Which a Teacher Needs Rules and Regulations

Walter Doyle (1986) Classroom Organization and Management

1. Seat assignment
2. Start and end of class (routine procedures)
3. Handing in assignments, materials.
4. Permissible activities if a student completes seatwork early.
5. Leaving the room during class.
6. Standards for the form and neatness of work and work area.
7. Supplies and materials for class.
8. Signals for seeking help or willingness to answer a teacher question.
9. Acceptable noise level in the room.
10. Acceptability of physical and verbal aggression.
11. Moving around the room
12. Storage of materials
13. Consumption of food or gum.
14. Selection of classroom helpers.
15. Late assignments and make-up work.

DISCIPLINARY ACTION MEMORANDUM

Student _____

Teacher _____

Special Education Student yes _____ no _____

Date: _____

What student did...

Level _____

Consequence:

Teacher Signature _____

Parent Signature _____

Copy to office, parent, and student file.

**Simpson Elementary
Immediate Disciplinary Action
Office Referral**

Student _____ Date _____

Teacher _____ Time _____

Prior Interventions:

Level I: Classroom consequence _____

Level II: Parent Notification _____

Level III: Parent Conference _____

Level IV: Office Referral - below

Behavior(s)	Setting	Consequence(s) Employed
___ Touching Another Student	___ Classroom/Whole Group	___ Conference with student
___ Verbally threatening student staff	___ Classroom/Independent Work	___ Verbal re-direction/Verbal reprimand
___ Stealing	___ Classroom/Small Group	___ Loss of privileges
___ Profanity	___ Classroom/Transition	___ Time out/removal from activity
___ Hitting	___ Restroom	___ Parent Notification
___ Out of seat during instructional time	___ Hallway	___ Behavior Intervention Plan
___ Refusal to follow directions	___ Playground	___ Previous Office Referral
___ Talking/Talking Out	___ Lunch/Breakfast	___ Referred to Counselor
___ Other – specify	___ Other - specify	___ Other - specify

Description of student behavior(s):

Teacher Requested Intervention:

Action Taken:

- | | |
|--|-----|
| ___ Provide cool-down period for student and/or teacher | ___ |
| ___ Discuss nature of behavior and possible motives with student | ___ |
| ___ Investigate incident | ___ |
| ___ Notify parent/guardian | ___ |
| ___ Refer to school counselor for SAT | ___ |
| ___ Arrange for out – of – school suspension | ___ |

- Please provide copies of previous Disciplinary Action Memorandums with this form.

Strategies for addressing misbehaviors:

1. Non-verbal communication - give them “The Look”.
2. Move closer to the child and maintain eye contact.
3. Use your voice modulation (lower) to gain students’ attention.
4. Place a hand on the child to let him know you are aware of his misbehavior.
5. Quietly remind the student of what he/she is *supposed to be doing* using a positive re-direction statement, “I need you to...” This is called Private Redirection.
6. If the student argues, use the broken record strategy (keep repeating – In my classroom we ...).
7. Provide the child with limited choices and allow him / her to choose.
8. Don’t continue to warn and threaten the student with a consequence; institute logical consequences.
9. Implement the Exchange System: For every minute the student takes from instructional time, the student owes you from his / her free time. Use a tally system on the board to record system. This becomes a visual reminder for students.

Harrison County Schools Student Code of Conduct

Level I Violations:

- Minor, frequent, continued or aggravated instances of misconduct that disrupt or could disrupt the orderly conduct of the educational process.
- Anti-Social Conduct. A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward another student, cause embarrassment, discomfort, or a reluctance to participate in school activities.
- Cheating / Academic Misconduct
- Disorderly Conduct
- Improper Operation of a Vehicle
- Inappropriate Displays of Affection
- Inappropriate Dress and Grooming
- Leaving School Without Permission
- Possession of Inappropriate Personal Property
- Tardiness
- Technology Abuse
- Trespassing
- Truancy
- Cafeteria / Lunchroom Misconduct
- Failure to Complete Assignments
- Throwing or dropping snowballs
- Failure to Display Good Sportsmanship
- Possession or use of a knife with a blade less than three and one-half inches

Level I Disciplinary Options:

- One to three days suspension, detention, withdrawal of privileges or referral to outside agency including law enforcement referrals.

Level II Violations:

- Bullying / Harassment / Intimidation
- Tobacco
- Physical Altercation
- Failure to Serve Assigned Detention
- Setting off or tampering with fire alarms.
- Defacing School Property
- False Identification
- Forgery
- Fraud
- Publications
- Gambling
- Gang Activity
- Insubordination / Unruly Conduct
- Loitering
- Laser Pointer

- Theft or Possession of Stolen Property.

Level II Disciplinary Options:

- Alternative Program
- Social adjustment classes and special counseling
- Special work assignments
- Referral to civil authorities or law enforcement agencies
- Withdrawal of privileges
- Suspension (1-10 days)

Level III Violations:

- Continuation of Level I or II misconduct
- Destruction of school property
- Disobeying a teacher in a willful manner (obstinate-intentional).
- Hazing
- Improper or Negligent Operation of a Motor Vehicle
- Profane language
- Theft
- Threat of Injury or Injury
- Violation of school rules or policies
- Misuse of Prescription Drugs
- Alcohol
- Any misconduct that is detrimental to the Harrison County Schools and which could present a direct threat of serious harm to any other individual.

Level III Disciplinary Options:

- Automatic ten (10) day suspension from school and possible referral to state agencies, such as the WV Department of Health and Human Resources, civil authorities, and / or law enforcement.

Level IV Offenses:

- Battery on a school employee.
- Felony
- Possession of a controlled substance
- Possession of a firearm or deadly weapon
- Sale of a narcotic drug

Level IV Disciplinary Procedures:

- Automatic ten (10) day suspension and possible referral to the superintendent and Board of Education for possible expulsion.