

# SILVER STRAND SCHOOL **SCHOOL-WIDE DISCIPLINE PLAN**

## **Belief Statement:**

At Silver Strand Elementary, we believe that:

- All children are inherently good. All behaviors are learned from the responses children receive in their environment.
- There is a strong partnership between the school and parents. Frequent communication is essential.
- All students have the ability to behave appropriately and start with a “clean slate” each day.
- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from completing the learning objectives.
- Every discipline situation is an opportunity for children to learn responsibility and develop a plan for correcting what went wrong.
- Expected behaviors must be defined, communicated, taught, and modeled throughout the year.

## **Purpose of the School-Wide Discipline Plan:**

To encourage positive behavior and discourage negative behavior. Key elements:

- Keep students and staff safe
  - Teach students to exercise self-control and to develop appropriate social skills
  - Reinforce responsibility for actions
  - Maintain focus on learning and teaching
  - Model and encourage good choices
  - Provide consistent and equitable standards
  - Utilize natural and logical consequences
  - Require an atmosphere conducive to learning in all school areas
  - To spend more time on **prevention**, and less on **intervention**
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## **Prevention**

Our positive prevention steps are based on blending the elements of Coronado Unified School District’s “Character Counts” into Silver Strand’s “Voyager Way”. These include:

- Character Counts pillars introduced in classrooms and PE/Health classes and reinforced in monthly/bi-monthly segments:
  - Trustworthiness (September/October)
  - Respect (November/December)
  - Responsibility (January)
  - Fairness (February)
  - Caring (March/April)
  - Citizenship (May/June)
- Voyager Way expectations defined (see chart on following page) and based on simple school rules:
  - Be Safe
  - Be Respectful

- Be Responsible
  - Acknowledgement of appropriate demonstration of Character Counts and Voyager Way behaviors provided by:
    - Students being awarded Voyager Way tickets. Weekly drawing of K-2 and Grade 3-5 tickets at Friday Flagpole assemblies earn “smencils”. Monthly drawing of remaining K-2 and Grade 3-5 tickets earn gift certificates to Coronado Public Library “Secondhand Prose” gift shop.
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## Intervention

### Our intervention steps are based on several elements, including:

An emphasis on Restorative Discipline”, whereby a supervisor-led discussion between students involved in misbehavior takes place focusing on:

- Understanding the harm and developing empathy between both the harmed and the harmer
- Encouraging accountability and responsibility through personal reflection within a collaborative planning process
- To reintegrate the harmer (and, if necessary, the harmed) into the community as valuable, contributing members
- A restorative approach:
  - Immediately stops inappropriate behavior, especially bullying
  - Recognizes the purposes of misbehavior and addresses the needs of those harmed
  - Works to put right to the harm, aims to improve the future and seeks to heal
  - Uses collaborative processes

### Discipline Procedures:

Most discipline issues are to be handled directly by the classroom teacher, playground, and cafeteria supervisors. Staff members will use their professional judgment in dealing with discipline issues, considering the ages of the students involved, the facts of the situation, the learning that should occur, and all the restorative discipline goals, as outlined above.

If a staff member feels that a “discipline notice” is warranted, these steps will be followed:

1. Behavior notice is completed (see attachment).
2. Staff members decides on appropriate consequences or action needed to resolve the situation, *which may or may not involve missing recess*. White copy is given to teacher. Yellow copy is put in playground supervisor’s mailbox in staff workroom for collection each morning prior to first recess.
3. After student has completed consequence, playground supervisor “signs off”, then files yellow copies in office, where they will be compiled, monitored, and intervened upon accordingly by principal.
4. As deemed appropriate by the classroom teacher, the white copy may be sent home with the student for a parent signature, which must be returned the following day. Teachers may also choose to follow-up with a phone call or email to the parent. When the white copy is returned, the teacher can keep it for her records.
5. Students who exhibit physical violence, blatant acts of bullying or other serious infractions that may harm others are to be sent to the principal immediately.

**Silver Strand School**  
**DISCIPLINE NOTICE**

Name \_\_\_\_\_ Date \_\_\_\_\_

Not following school/class rules \_\_\_\_\_

Verbal bullying  Inappropriate language

Physical violence/bullying  Defiance/talking back

Other \_\_\_\_\_

Explanation \_\_\_\_\_

Consequence/action \_\_\_\_\_

If referred to Playground Dept. to sit out recess, check one or both:  am recess  lunch recess

Student completed consequence(s)/Playground staff signature: \_\_\_\_\_

Issued by: \_\_\_\_\_ Parent signature: \_\_\_\_\_

White: Student/teacher/parent – Yellow: Playground staff