



Olive Chapel  
Elementary School

**School-Wide  
Discipline Plan  
2006-2007**

# Olive Chapel Elementary School-Wide Discipline Plan

## **PURPOSE:**

- Enforce safety
- Teach students to exercise self control and to be able to sustain their ability to do so
- Reinforce responsibility for actions
- Maintain focus on learning and teaching
- Model and encourage good choices
- Inspire respect
- Provide consistent, equitable standards
- Enforce consequences
- Sustain the right to a quality school environment for all students
- Build knowledge of appropriate and inappropriate behavior
- Require an atmosphere conducive to learning—in all school areas

- **Model the Eight Character Traits of the Wake County Public School System:**

Courage, Good Judgment, Integrity, Kindness, Perseverance, Respect, Responsibility, and Self-Discipline.

- **Model positive attitudes towards people, towards the environment, and towards learning by developing:** Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance.

## **CODE OF CONDUCT:**

**I am respectful  
I am responsible  
I am safe  
I am prepared  
I am learning**

**Therefore:**

- **I will respect myself, others, and the environment**
- **I will cooperate with my school family**
- **I will work conscientiously so that my teachers can teach and others can learn**
- **I will make choices that do not endanger myself or others**

## COMMUNICATION:

*The Wake County Public School System Student/Parent Handbook, The Olive Chapel Elementary Student/Parent Handbook, and Classroom Policies and Procedures will be sent home at the beginning of the year. Each of these documents outlines various policies and procedures in which our school community will thrive.*

When parents, teachers, and students work together toward a common goal, it will help students have a positive experience at Olive Chapel Elementary School. Although discipline is not a formal subject, it is one of the most important lessons learned. Discipline underlies the whole educational process and is the key to good citizenship and proper consideration for other people. Our students deserve the most positive educational climate for their academic growth. Therefore, this school-wide discipline plan will be in effect at all times.

Our Code of Conduct contains the expectations we know are important for maintaining a trusting, safe, and positive environment where all students will learn. All students will know these expectations. Positive techniques will be used in the class and throughout the school to encourage appropriate behavior (e.g., Positive Referral to the Principal/Assistant Principal). Each teacher has a classroom management system plan to address discipline in the classroom. Please ensure that you and your child understand his/her rules and procedures. If he/she calls you about a discipline concern for your child, please be supportive and responsive to work with us, so your child's behavior results in positive consequences.

Parents are asked to please read and sign the **Student/Parent/Teacher Contract**.

### **Defining Discipline**

Discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a *safe, orderly, and productive* learning environment by changing unacceptable behavior to acceptable behavior.

### **Purpose of a School-Wide Discipline Plan**

- Maintain a safe environment
- Promote an orderly environment
- Maintain a productive environment
- Teach students to exercise self-control
- Provide consistent and equitable standards
- Teach replacement behaviors
- Enforce consequences (including logical and natural consequences)
- Teach and model the eight character traits of the WCPSS: courage, good judgment, integrity, kindness, perseverance, respect, responsibility, and self-discipline
- Sustain the right to a quality school environment for all students

## **Beliefs Related to Discipline**

*Teaching and learning of the intended curriculum for all students is the highest priority; therefore, the misbehavior of one student...*

- Will not be allowed to interfere with the learning opportunities of another student.
- Will not be allowed to interfere with teachers' responsibility to teach all students.
- Will not excuse the misbehaving student from successfully completing the learning objectives.

*Discipline is part of the daily routine, not a disruption of the daily routine.*

*In the handling of unacceptable behaviors, the focus must be on the judgment of the behavior, not the student.*

*Staff must not respond to misbehavior as if it were a personal attack on them.*

*Staff has an obligation to show respect for students and parents at all times, regardless of how they themselves are being treated.*

*Changing behavior takes time.*

*Self-discipline is the expected outcome.*

*Every discipline situation is an opportunity to teach expected behavior.*

*Teaching and modeling of acceptable behaviors, along with providing appropriate consequences (punishment) for unacceptable behaviors, will change unacceptable behaviors to acceptable behaviors.*

*Expected behaviors must be communicated, taught, and modeled on a daily basis throughout the school year.*

*Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly, and academically productive learning environment for others.*

*All behavior is purposeful. Seek first to understand the function of the behavior.*

*Consequences don't teach new behaviors. Teaching new behaviors teaches new behaviors.*

*They can't get your goat if they don't know where it's tied!*

# DISCIPLINE PROCEDURES:

## Prior to an Office Discipline Referral:

1. Parents and students must **know teacher expectations and procedures.**
2. Parents and students must **know the classroom teachers' and specialist teachers'** (art, music, physical education, and Spanish) **discipline plans and procedures.**
3. Teacher/teacher assistant/staff member must **document** unacceptable behaviors and consequence imposed, trying several strategies/interventions to stop the inappropriate behavior.

## Discipline

### I. Inappropriate Behaviors

#### Level 3

#### Level 2

- The teacher may contact the parent and inform the parent of the incident and consequence given. Documentation of incident and consequence is encouraged for accurate records and information.
- If behaviors continue, a teacher/parent conference will be necessary (phone or in person). Data collection and Student Support Team Referral may be a consideration at this level.
- If behaviors continue after teacher/parent conference, an office referral will be made.

### II. Inappropriate Behaviors

#### Level 1

#### Level 0

- **Results in a direct office referral**
- **An administrator will contact the student's parent.**
- **An appropriate consequence will be given.**

Certain offenses **require** an **immediate office referral** (e.g., sexual harassment, possession of a weapon, making threats, inflicting bodily harm on others and other serious policy violations) and may involve **WCPSS Security Officers** and **Apex Police Department Officers**. These incidents may immediately result in an Out-of-School Suspension or other consequence at the discretion of the administrator. A student can be brought straight to the office in an emergency situation.

<b>Level 3 Offenses</b>	
Not following directions	Eye rolling
Running in hallways	Interrupting
Laughing at/sneering	Consistent tardiness
Excessive talking	Name calling
Derogatory notes/ pictures	Misuse of materials
Teasing/put downs	Degrading or mocking
Inappropriate language	Wandering (in or out of class)

Examples of Level 3 Offenses

Handled at the teacher level with documentation suggested.

<b>Level 2 Offenses</b>
Back talking/arguing
Open Defiance
Inappropriate gestures or language
Excessive Taunting
Refusing to work
Cheating, lying, untruthfulness
Throwing objects
Hitting, punching, hurting other students

Examples of Level 2 Offenses

Handled at the teacher level with Discipline Referral on file and signed by parent.

<b>Level 1 Offenses</b>	
Fighting (2 active parties) (All active parties)	Bullying, excessive threatening/taunting
Ethnic slur	Threatening bodily harm
Obscene gestures	Stealing
Biting/Spitting	Use of profanity
Inappropriate touching	Pulling fire alarm
Damaging property	

Examples of Level 1 Offenses. Direct Office Referral.

<b>Level 0 Offenses</b>
Drugs
Weapons/facsimile of a weapon/dangerous instrument
Leaving school without permission
Assault with intent to fight with another student

Examples of Level 0 offenses. Direct Office Referral

# OLIVE CHAPEL ELEMENTARY

## COMMON AREA BEHAVIOR EXPECTATIONS:

The following tables highlight positive attitudes and behaviors in various common areas throughout the school. While every example is not listed, **good judgment is a guiding principle.**

### School-Wide

<b>RESPECT:</b> Being kind Listening to others Using kind words and manners	<b>EMPATHY:</b> Caring Standing up for others Helping others when they are sad or hurt Using your "I messages" Being supportive of the accomplishments of others
<b>TOLERANCE:</b> Accepting people and their differences	
<b>COOPERATION:</b> Sharing Playing together Reporting problem situations Playing fairly	<b>COMMITMENT:</b> Modeling the character traits
<b>APPRECIATION:</b> Being encouraging	<b>INTEGRITY:</b> Apologizing for mistakes Being responsible for own actions
	<b>CONFIDENCE:</b> Being a good role model

### Cafeteria

<b>COOPERATION:</b> Standing in line quietly Patiently waiting your turn Getting all your condiments before sitting down Staying in your seat once you are seated Talking quietly Using good table manners Raising your hand if you need something Following adult directions Leaving your table space clean Lining up correctly	<b>APPRECIATION:</b> Keeping the cafeteria clean Allow others to enjoy a conversation Earning recognition/rewards
--	--

### Media Center

<b>COOPERATION:</b> Speaking in a quiet voice Returning books on time	<b>RESPECT:</b> Following directions from adults Treating books/materials with care
---	---

## Restroom

<b>COMMITMENT:</b> Getting permission to use the restroom	<b>RESPECT:</b> Checking stalls before entering Flushing the toilet Washing hands Throwing trash away Turning the water off when done
<b>COOPERATION:</b> Returning directly to class/assignment	

## Hallway

<b>COOPERATION:</b> <b>Walking</b> in a straight line facing forward Keeping hands to your sides Staying on the right side of the hall <b>Quiet (inside) voice in the building</b> Following teacher directions	<b>RESPECT:</b> No interrupting of other classrooms
--	--

## Assemblies

<b>COOPERATION:</b> Follow teacher directions Enter assembly area quietly Sitting with bottoms down and feet still Remaining seated	<b>RESPECT:</b> Waiting patiently for the program to begin Facing forward with eyes on the presenter Respond with respect to the presenter
<b>APPRECIATION:</b> Thanking the performers Participating at appropriate times	

## Playground

<b>COOPERATION:</b> Following teacher directions Taking turns Being a good sport	<b>INTEGRITY:</b> Playing fairly Working out problems with classmates Making sure everyone is having a good time
<b>RESPECT:</b> Taking care of the equipment	