

Rosenwald-Dunbar Elementary School  
School Council Policy

Policy Number 7.01

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Behavior Standards Policy
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The behavior standards for students at RDES are based on common sense, common courtesy, and mutual respect. We want our school to be a safe place where children and adults enjoy learning and playing.

This policy contains 7 sections:

1. School rules and behavior standards
2. Behavior Consequences Plan
3. Classroom management plans
4. Record-keeping process which enables the principal and staff to identify patterns of discipline problems
5. Periodic review of our behavior standards and discipline systems
6. Implementation plan
7. Portions of the Behavior Standards Policy to be included in the Parent/Student Handbook

Section 1: School rules and behavior standards

A. School Rules

All members of the RDES community will:

- ✓ Stay on task and complete work
- ✓ Keep hands and feet to self
- ✓ Show respect for property
- ✓ Use quiet voices in the building
- ✓ Follow staff directions
- ✓ Treat others kindly

B. Behavior Standards

Students of RDES will demonstrate appropriate behavior when they:

- ✓ Work to the best of their ability, choose activities that help them learn, and ask for help when needed.
- ✓ Talk it out instead of fight it out.
- ✓ Keep knives, fireworks, toys, candy, gum and other items that offend or disrupt off the bus and out of school.
- ✓ Know and obey school boundaries.
- ✓ Know and obey classroom, restroom, library and cafeteria rules.
- ✓ Avoid name calling and making fun of others.

In addition, students at RDES can expect from the teachers, administration and staff:

- ✓ To be treated with respect and caring.
- ✓ That all discipline will be aimed at helping students learn to behave.
- ✓ To have clearly explained and reasonable expectations.
- ✓ To receive frequent and specific feedback and encouragement on progress toward expected behaviors.

C. Refer to the Jessamine County School Board's Code of Conduct booklet for county-wide rules and regulations.

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Section 2: Behavior Consequences Plan

A. Each teacher is responsible for his/her classroom management plan (Section 3). There is a school-wide commitment to a simple and reasonable system called the Behavior Consequences Plan which is to be incorporated into teachers' classroom management plans. This plan gives ample opportunities for students to learn the rules and encourages their ability to act responsibly in school. It establishes a consistent pattern of behavioral corrections which lead to Principal Referral and After School Detention. It also involves parents at specific points.

B. Clarifying Points

1. The "Redirection" step acknowledges that children may not know or understand the rules. Even when they have learned the rules they do not always think about their actions or anticipate the consequences of their behavior. This step includes asking the question, "What are you doing?", clarifies "What will happen if you continue doing it?" and redirects to a more positive, useful activity. "What will you do instead?"
2. Teachers are to respond to any rules violations in this manner:

1 <sup>st</sup> offense	name noted	classroom consequence
2 <sup>nd</sup> offense	check mark	increased classroom consequence
3 <sup>rd</sup> offense	check mark	teacher notifies parent
4 <sup>th</sup> offense	check mark	office visit/principal contacts parent
5 <sup>th</sup> offense	check mark	office visit/detention
3. In order to implement this plan, each teacher will be provided with **develop** a list of rules to post in their classroom.
4. Students are not to be assigned as monitors of other students' behaviors. Checks are to be given by teachers and classroom assistants only.
5. Misbehavior that occurs in "specials" classes will count as a check in the classroom system.
6. Checks are accumulated daily; each day is a "fresh start".
7. Parent contact is specified at the third and fourth Check Points, but teachers have the option of contacting parents at any point.
8. Students exhibiting extreme behavior may be sent to the office without proceeding through the behavior sequence.
9. Students receiving a fourth check will be assigned to After School Detention (ASD).

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- a. ASD will be held on Tuesday, Wednesday and Thursday of each week. Students will be required to attend the first session following the day of the occurrence.
- b. Parents will be notified and be responsible for making arrangements to have their child picked up from school at 4:00 PM on the day of the detention.
- c. During the time in ASD, students will be working on homework or assigned work related to creating positive alternatives to their misbehavior.

Section 3: Classroom management plans: rules, incentive systems and behavior consequences.

- A. Each teacher is responsible for developing his/her own classroom management plan. Plans will vary according to age levels of students, individual teaching styles, and classroom organization. A certain consistency among classroom management plans is helpful for students since they interact with other adults besides their homeroom teachers, including classroom assistants, parent volunteer, neighbor teachers, and “specials” teachers. Therefore, teachers are encouraged to discuss their plans with other faculty members and to make their classroom management plans consistent with effective strategies.
- B. Teachers are encouraged to include their students as classroom citizens in developing rules and expectations for their learning community.
- C. Teachers are responsible for explaining their classroom management plans to assistants, volunteers, and substitute teachers. Understanding should include not only knowing the rules but also the rationale for the plan and their roles in supporting the plan.  
***Consistency among teachers on a grade level is encouraged.***

Section 4: Record-keeping process which enables the principal and staff to identify patterns of discipline problems.

- A. An office referral form printed on two copy NCR paper will be developed by the principal to provide communication and documentation on student behavior.
- B. When students are referred to the office following three (3) or four (4) checks or severe behavior, the referral form will be sent to the principal indicating the reason for the referral.
- C. The principal will indicate the action taken in the office on the referral form. The original will be kept in the office and the copy will be returned to the teacher.
- D. The principal and teacher will maintain a file on each student referred for misbehavior in order to track any behavior patterns.

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Section 5: Periodic review of the behavior standards and discipline systems.

- A. This policy will be reviewed during the spring of each school year.

Section 6: Implementation Plan.

- Approval of policy by Council and staff
- Presentation to parents in classrooms during Open House and/or conferences
- Presentation to students during first days of school

Section 7: Portions of the Behavior Standards Policy to be included in the Parent/Student Handbook.

- Behavior philosophy
- School rules
- Behavior standards
- Discipline plan
- After School Detention
- Recognition

Council Chairperson: \_\_\_\_\_

Date Adopted/Revised: February 22, 2006