

MENTONE ELEMENTARY SCHOOL



**DISCIPLINE AND PROCEDURES
HANDBOOK
2009-2010**

BUILDING PROCEDURES

Parents and visitors should always report to the front office to sign in upon entering the school.

MORNING ARRIVAL

The doors will not open until 7:30am. Policy prohibits children being dropped off or arriving at school before this time as there is no adult supervision. This is for the safety of the children. Repeated problems will result in notification of appropriate authorities using the following procedures:

- 1st Occurrence: School personnel will provide parents or guardians with oral or written notice of this policy.
- 2nd Occurrence: School personnel will notify the parent in writing.
- 3rd Occurrence: School personnel will send a certified letter.
- Subsequent Occurrences: School personnel will notify appropriate authorities such as the police department or the Department of Human Services.

Upon arrival at school between 7:30AM and 7:40AM, students should go directly to the cafeteria. After 7:40AM students who are not eating breakfast should report to the playground where there is supervision by Mentone staff members. Students arriving between 7:55 AM or before 8:00AM should go directly to their homeroom class. Breakfast will not be served to students arriving after 7:55AM

Attendance Policy:

Students who arrive after 8:00AM are considered late and should be signed in at the office by their parent or guardian. According to California Ed Code, three (3) unexcused tardies will be counted as one unexcused absence.

Afternoon dismissal:

If you wish to pick up your child for an early dismissal, you must arrive before 2:00PM and sign out your child in the office.

School is dismissed at 2:00PM. If there are any changes in the way your child is to travel home, you must send a note. Please include a contact number and a signature. Also, include the legal name, not nickname, of anyone that you may have your child leave with other than you. If we do not have written notification of changes, we will insist that your child go home in his/her usual manner. See office procedures below for details on checking out a student during the day. Students not enrolled in after school activities or Boys and Girls Club must be picked up or gone from campus by 2:20PM. If students are repeatedly on campus after 2:20PM, the same procedures will be followed as listed under early arrivals.

Checking out of students:

1. If an adult comes to pick up a child and is not the recognized parent/guardian of that child, the child may not be released to that adult unless:
 - a. The adult is listed on the child's emergency form and has a picture identification.
 - b. We have a written note from the parent that a different person may pick up the child and that person has a picture identification.
Parents will then be required to put this person on the emergency contact list.

- c. Phone messages may not be used to change a child's regular pickup procedures.
2. If an adult comes to pick up a child and is the recognized parent/guardian of that child or meets the criteria listed above, the following procedures will be followed.
 - a. Only front office staff will call the child to the office. They are the only one that will be allowed to call student to the office.
 - b. When a child arrives at the office, the child will be released to the adult only in the presence of the personnel listed above. Parents may not go directly to classrooms to pick up children.
3. If an adult, other than the parent/guardian, requests to speak to a child, give a child medicine, or any other interaction, the adult must meet the above criteria and that interaction must take place in front of the personnel listed above or the principal.
4. Children will only be dismissed through the office. A child may not be released to any adult, even a parent, from the classroom.

Transitions between classes:

Students outside the classroom during instructional time must have passes. When teachers see students in the hallways, they will ask to see passes. While in hallways, students must be quiet. They must walk. They must go immediately to the destination on their passes. In a large group, they must walk on the right side of the hallway.

Bathroom privileges:

Preschool will use the bathrooms in their classrooms. Grades K through 5th will use the bathrooms in their wings. While using restrooms, students must take only a short/appropriate length of time. They may not have bookbags or writing utensils in the bathroom. Their feet must remain on the floor at all times. Training/orientation will be held at the beginning of the year, and as often as needed during the year, concerning bathrooms. Students will be informed that incidents of vandalism and other poor behavior will be investigated thoroughly.

Assemblies

Classrooms will be called to the cafeteria and seated by the principal/teacher. There will be no talking until everyone is seated. Only quiet talking will be allowed after that. Signals for "quiet" will be developed. Teachers will stay with students and model appropriate behavior. Before each assembly, teachers will discuss appropriate behavior for the type of program being presented: clapping at appropriate times, appropriate laughter and other reactions.

Lunchroom

The Yard Duty will do lunchroom duty with administrative support. A table will be designated as a silent lunch table. Students who do not follow the rules will be moved to that table. If a whole table is too loud, a red signal will be placed on that table. This will

designate the table as silent lunch. Students will not talk from the time they enter the line until they have been seated. While eating they must only eat their food and use reasonably good manners. They must remain seated until the Yard Duty Aides dismiss them. Arrival and dismissal times will be strictly enforced.

When dismissed from the table they will pick up or clean up their personal space, put trays and trash in the cans, one at a time. They will line up for recess when dismissed.

STAFF DUTIES AND RESPONSIBILITIES

SCHOOL-WIDE DISCIPLINE PLAN

Everyone in the school has a role to play in the discipline program of our school. Maintaining a positive climate in our office and all around our school sends an important message to parents and children. Having consistent procedures and schedules and following those procedures and schedules will prevent behavior problems.

Our Discipline/Procedures Team has outlined the following discipline responsibilities:

Teachers:

- Relationships are the key to good discipline.
- Have a discipline and procedure plan.
- Enforce your plans consistently and fairly.
- Include the classroom rules outlined in the handbook.
- You may choose to add additional rules, but keep it simple and minimum.
- Classroom plans should include rewards as well as consequences.
- Use other buddy teachers, IST team, administration, Family Resource Center and/or IEP process as soon as problems become chronic.
- When students are assigned ISS (In School Suspension), send all books and assignments to the office by the beginning of the first full day of the assignment.

Administrators:

- Relationships are the key to good discipline.
- Track infractions and problems using Aeries.
- Always respond to discipline referrals as soon as possible.
- Always have some consequence for being sent to the office.
- Follow the school discipline policy. Discuss any deviation with the teacher and be sure it is a joint decision.
- Contact parents as soon as a student is assigned to ISS
- Work with IST personnel to identify the source of chronic behavior problems.
- Find resources in our building and in the community to address problem behaviors.
- Communicate with families on each referral.
- Conduct home visits to foster communication between the parents of students who are having problems and the school.
- Find resources in our school and community to address problem behaviors.

Parents:

- Relationships are the key to good behavior.
- We will insist that parents attend IST/IEP meetings even using home suspension or home visits as a last resort.
- Allow our personnel to come into their homes to foster better home-school communication.
- Attend workshops that will help them learn skills to help their children.

Students:

- Pass a test on the school rules, classrooms, including rewards and consequences.
- Follow all classroom rules and procedures as outlined by the teacher.
- Follow all school rules and procedures as outlined in the handbook.
- Take pride in our school and being a Mentone Colt!

MENTONE ELEMENTARY SCHOOL DISCIPLINE PROGRAM

The Mentone Elementary School Discipline Program is organized at two levels: the classroom level and the building level. At both these levels we have included methods that we hope will prevent many discipline problems. We have called these “procedures” and “positives”. At both levels we have also included methods that we will use to intervene once misbehavior has occurred. We have called these components “rules” and “consequences.”

CLASSROOM LEVEL

Prevention Components:

Procedures:

Every classroom has established procedures and teachers will teach these to students.

Positives:

Every classroom has established positive rewards and methods to reinforce appropriate student behavior.

Intervention Components:

Rules:

The following rules will be used in all classrooms in order to foster consistency throughout the school. Teachers may also include additional rules if needed.

Mentone School-wide Classroom Rules:

- Keep hands, feet, and objects to yourself.
- Follow teacher directions the first time.
- Don't use profanity or vulgarity (gestures and curse words)
- Be respectful at all times.

Consequences:

Each classroom will develop a list of consequences. Students will receive a “*citation*” when other consequences have been unsuccessful.

Continuum of consequences that may be used by a teacher:

1. First offense of the day.....Verbal warning.
2. Second offense of the day..... Name on board/Teacher's in-class system.
3. Third offense of the day.....One check/Teacher's in-class system.
4. Fourth offense of the day.....Time-out
5. Fifth offense of the day Citation

- The second correction citation given in a week will result in peer mediation and/or a parent contact.
- The third citation in a week will result in a referral to the principal.

Teachers will “track” the infractions and consequences of students with the CITATION system. A sample CITATION is printed on the next page. The form has three copies. When cited, students must take the yellow and pink copy home for parent signature. The parent signs and returns the yellow copy and may keep the pink copy. The original is kept by the teacher and displayed in such a way that students can “see” and remember that they have citations (i.e. on the Citation Board). Special teachers will send their CITATION to the homeroom teacher who will keep up with the weekly CITATION. Students are expected to take citations home and get their parent's signature on the yellow copy. They must bring the yellow, signed copy back to their teacher. Any citations unsigned by Thursday will result in a phone call to parents and the students will miss any Good Behavior Activity on Friday (school-wide 1 time a month).

More than two CITATIONS a week means that a student will not attend the Good Behavior incentive on Friday. Teachers may determine other incentives for students who have not been cited. At the end of the week, CITATIONS are filed by teachers, along with the parents signed copy, and become a source of documentation of student behavior. **Monday is a fresh start.**

CITATION

Student Name: _____

Teacher: _____

Date: _____ Time: _____

Failure to:

___ Keep hands,
feet, objects to yourself

___ Follow teacher
directions the first
time given

___ Don't use
profanity or vulgarity

___ Be respectful

Teacher Comments:

MORE THAN 2 CITATIONS IN A WEEK
MEANS NO GOOD BEHAVIOR
ACTIVITY ON FRIDAY!! REPEATED
CITATIONS WILL RESULT IN AN
OFFICE REFERRAL.

Parents, please sign the yellow sheet
and return it to the teacher. You may
keep the pink sheet.

Parent Signature

Parent Comments:

White: file, Yellow: teacher, Pink: parent

SCHOOL-WIDE LEVEL

Prevention Components:

Procedures

Specific procedures have been developed to use in common areas and activities of the school. Parents should give special attention to the morning and afternoon arrival and departure procedures. All our procedures have been developed to keep an orderly and safe environment at Mentone Elementary. You will find all our procedures in the Procedures Manual attached to this document.

Positives

Final Friday Good Behavior Activity

Every final Friday of the month there will be an organized, enjoyable activity planned for students who have not received more than two Citations during any one week that month. The activities will be organized at the following levels: PK through 1st, 2nd-3rd, and 4th –5th. The principal will announce Monday morning what the monthly Friday Good Behavior Activity will be for each level.

Character Education program:

This program is a part of our guidance program and is also considered an integral part of the prevention component in the discipline program. Every effort will be made to teach children social skills that will help them with situations that they must deal with in elementary school. A strong emphasis on good character will also be an important part of the Mentone community. *7 Habits of Happy Kids* by Sean Covey and *7 Habits of Effective Teens* by Sean Covey are used as part of the character education program.

Student Recognition

Teachers and administrators will plan additional ways to recognize students who exhibit appropriate behavior. We want to create a culture at Mentone School that “holds up” good behavior as the best behavior.

Special Activities/Field Trips/Field Day:

Good behavior criteria will be used to determine whether a student will attend field trips, field day, and other special events. Parents and students will be notified of the criteria for attendance well in advance of the events. All students will have an equal chance in meeting the criteria, but if it is not met, students will have alternative activities and will not participate in the special activities.

Intervention Components:

Rules:

The following major school-wide rules will be enforced at Mentone Elementary School. Possible consequences of breaking those rules are also listed.

1. Fighting:

Fighting is defined as two or more students throwing punches, causing, attempting to or threatening to cause bodily harm. This will result in an automatic office referral and possible assignment to In-School Suspension. **Fighting that takes place on the way to school or on the way home after school will have the same consequences as if it had occurred during the school day.**

2. Violence:

Violence includes, but is not limited to, one student hitting another with the victim not retaliating. This will result in an automatic office referral and possible assignment to In-School Suspension (for the perpetrator).

3. Ethnic/Racial/Sexual Harassment:

1st Offense: Principal discretion/Call Parent
2nd Offense: Principal/parent/teacher/student conference
3rd Offense: In-School Suspension

4. Extreme Disrespect of a Teacher

Automatic office referral/Detention/Possible In-School Suspension

5. Stealing

Automatic office referral/Detention/ Possible In-School Suspension

6. Destruction of school or personal property

Automatic office referral/Detention/Possible In-School Suspension

7. Throwing rocks or objects with malicious intent

Automatic office referral/Detention/Possible In-School Suspension

8. Being in an unauthorized location/Skipping class:

Automatic office referral/Detention/Possible In-School Suspension

9. Possession of any weapon

Any elementary child who brings a weapon to school or who is in possession of a weapon at school or any other school function will be disciplined as follows: RUSD discipline guidelines will be followed

PreK-3rd grade: Simple possession without intent or threat may result in suspension home for five days. If intent or threat is present, the student will be suspended home and may be recommended for expulsion.

Grades 4 and 5: If a student is determined to have brought a weapon to school, the principal shall recommend expulsion from school.

10. Continual Threats and Bullying

Any student who continually threatens others will be assigned In-School Suspension.

Consequences:

1. When a child has become a chronic behavior problem (has been cited more than 3 times per week over a 3 week period,) the teacher will schedule an IST Meeting. New strategies will be developed and parents warned that office referrals will begin if the "CITATIONS" are not significantly reduced (significantly reduced will be defined by the IST team). The student may be placed on a behavior contract that will include consequences administered by the school and the parent. If a parent fails to show up for scheduled IST meetings and the student's behavior does not improve, the student will be suspended home rather than serve time in ISS.

2. Severe disruptions and fights will result in automatic office referrals. Other school-wide infractions described above may also result in automatic office referrals and In-School Suspension.

Office referral:

Student will have a conference with the principal. He/she will be made aware that a disciplinary file will be started. A parent or guardian will be notified and made aware of consequences. Consequences are outlined on the RUSD Discipline Guide.

Mentone School has developed a component of our discipline plan called In-School Suspension. The program will be used for short term placement for students with significant behavior problems. This allows students to maintain their academic progress as well as work on changing their inappropriate behavior patterns. We hope this program will reduce the amount of home suspensions we

must use. While assigned to ISS students will be placed in a restricted setting. They will eat lunch in the ISS room and will not attend recess, lunch (eaten in the office), music, art or PE classes.

PROCEDURES AND RULES IN THE ISS PROGRAM:

Students are assigned to the in-school suspension ISS classroom (office) immediately after breakfast. Dismissal time is 2:00PM. While in the ISS a student is expected to complete all assignments provided by his/her regular classroom teacher and supplementary work assigned by ISS. On-task behavior and no talking is expected throughout the day. Students who do not follow the rules of the programs will be assigned additional days or will be suspended home. Parents will be notified of additional days and the problems that led to the assignment.

DRESS CODE:

The following dress code applies to Mentone Elementary students and will be strictly enforced.

1. Outer clothing that resembles loungewear, pajamas, or underwear is prohibited – except for specified dress-up days (i.e. pajama day).
2. See-through clothing is prohibited.
3. Shoes/sandals, with straps, must be worn at all times. No flip flops.
4. Sagging pants (worn below the waistline) shall not be permitted. All pants must be worn at the natural waistline. If a belt is worn, it must be properly fastened.
5. Clothing shall not be worn which advertises alcohol, tobacco, or tobacco products, or which contains inflammatory, vulgar, or suggestive writing (slogans), pictures, or emblems.
6. Spaghetti straps may not be worn. Tops must have a 2” strap over the shoulder and arm holes must fit closely. Regardless of grade level, halter tops, backless blouses, strapless blouses or dresses, are prohibited.
7. Shorts and skirts should be mid-thigh or longer. Shorts appropriate for young children are permitted.
8. Students must not wear hats, caps, sunglasses, combs, picks, etc., inside the building.
9. No clothing or other article such as bandanas may be worn or displayed which may indicate membership in a gang.

PRINCIPAL DISCRETION APPLIES TO ALL OF THE ABOVE.

HOMEWORK POLICY:

Homework is considered an essential component of the academic program at Mentone Elementary School. All students K through 5th grade will be assigned homework Monday through Thursday. Each student will have a homework folder which parents should use to determine what homework has been assigned. When students repeatedly do

not return homework, parents will be notified and a plan developed to encourage the appropriate habits. Students will have to makeup homework during recess or after school. Repeated problems in completing homework will result in a student making up homework during Good Behavior Activities on final Fridays.

BUS DISCIPLINE:

Riding a school bus is a privilege and will be taken away if a student is disruptive or causes other safety problems on the bus. The following discipline continuum may be used:

- First incident: Every effort will be made to set up a conference/contact the parent. The student will be given a warning and the parent notified.
- Second incident: 3 days off the bus
- Third incident: 5 days off the bus
- Fourth incident: 10 days off the bus
- Fifth incident: Off bus for the remainder of the school year

Severe misbehavior may result in a bus suspension on the first reported incident.

Severe misbehavior includes, but is not limited to:

1. Disrespect of the driver/monitor/administrator
2. Fighting
3. Vandalism
4. Possession of tobacco

STUDENT ATTENDANCE

Student absences will be considered excused and validated when:

1. Students are personally ill. At the discretion of the principal, a statement from a physician may be required to validate extended/excessive absences.
2. There is a serious illness or death in the immediate family.
3. Please call the office at (909) 794-8610 or submit a written excuse within three (3) school days; failure to do so will result in the absence(s) remaining unexcused.

The following items should be specified on each excuse:

1. Date of the excuse
2. Date and day of the absence
3. Reason for the absence
4. Signature of parent/guardian

Excessive/extended absences due to illness must be justified by a physician's statement.

Three (3) unexcused tardies and/or three (3) unexcused early dismissals shall be counted as an unexcused absence.