

# Madison Elementary School

## *Schoolwide Progressive Discipline Plan, 2008-2009*

### MADISON MISSION STATEMENT

*To create a nurturing environment for students, their families, staff, and the community which encourages caring, respect, academic excellence, life-long learning, and citizenship.*

### OVERVIEW

Madison Elementary School is proud of the positive behavior of its students. Our school community believes that a child-centered school environment helps promote personal growth and learning. In keeping with our motto that “We Succeed with Pride,” we have developed a schoolwide discipline and behavior intervention plan that encourages the development of self-control, self-worth, social responsibility, and the acceptance of consequences for one’s actions. **Madison is committed to making our school a safe and caring place for all students.**

### SCHOOLWIDE RECOGNITION

We have developed a culture of caring by recognizing and celebrating students in a variety of ways within the classroom and throughout the school.

- **Weekly Celebrations:** Each Thursday afternoon Madison staff, students and visitors meet in the gymnasium to celebrate learning and recognize school or student achievements. Likeable Lion Certificates and A-Team Recognition are awarded at this time and special announcements are made. Parents are welcome to attend and are contacted when their child is being given a special recognition.
- **Likeable Lion Student Recognition:** Every student at Madison is special. We recognize the strengths and talents of each child through our weekly Likeable Lion program. At our weekly Celebration Assembly, Likeable Lion students are given an award and a certificate. They eat lunch with the school principal. Parents are notified ahead of time if their child is the Likeable Lion. We encourage parents to attend the Likeable Lion assembly.
- **A-Team - Self Managers:** We want to recognize students who are doing their best and making good choices all the time....for attendance, attitude, and academics. Students who earn the privileges of being on the A-Team show that they are accountable to “Everyone... Everywhere... All the Time.” These Self-Managers are recognized at our Celebration Assembly on Thursday afternoons. They have many extra privileges in the classroom and around the school because they have demonstrated continued ability to be a self-manager.

## **MADISON SCHOOL EXPECTATIONS**

Our school promotes these three rules:

- Be respectful.
- Be responsible.
- Be safe.

## **MADISON TEAM STANDARDS**

In addition, we teach these 5 ACTIVE LEARNING TEAM standards to help students understand what a Madison student should look, act, and sound like. This is often reviewed during classroom meetings when teachers and students problem solve classroom issues together.

- Practice Active Listening
- Help and Encourage Each Other
- Everyone Participates
- Explain Your Ideas – Tell Why
- Complete Tasks with Quality Work

## **STUDENT BEHAVIOR AND DISCIPLINE**

Our approach to student behavior and discipline is designed to give students the opportunity to make choices. If that choice is inappropriate, unsafe, or disrespectful, then the child is held accountable through natural and logical consequences.

**We treat each other with respect and refuse to tolerate bullying, intimidation, or threats in any form at our school, at school-related events, on the bus, or at after-school activities. Disruptive and disrespectful behavior is not acceptable, nor will it be tolerated.**

In class, we review what certain behaviors look and sound like. The following are important questions for discussion at school as well as at home:

- What does respectful and courteous behavior look like? Sound like?
- What does disrespectful and disruptive behavior look like? Sound like?
- What does it look like and sound like when you take responsibility for your actions?

Even though some students say they are just “joking around”, it may not feel like a joke to the one getting hurt. We ask the children to think about how they are behaving towards others. We ask the child to put himself/herself in the other person’s place. Understanding other people’s perspective teaches empathy. We ask the child to think about these questions:

- Are you doing the right thing?
- Are you saying it nicely and being respectful?
- Do you take responsibility for your own actions?

## KELSO'S CHOICES

Conflict or disagreement is normal and often happens when children get together. However, hurtful words, gestures, or physical attack are unacceptable ways to deal with conflict and disagreement at school.

Our goal at Madison Elementary is to teach students positive ways to deal with these situations. To do this, we have introduced Kelso's Choices, a conflict management program for children. These choices are reviewed throughout the year. According to Kelso, there are three kinds of big problems: those that are dangerous (someone could get hurt), those that are against the law, and then there are really scary problems. **Bullying, intimidation, and threats are considered BIG problems. We refuse to tolerate bullying, intimidation, or threats in any form at our school, at school-related events, on the bus, or at after-school activities. Disruptive and disrespectful behavior is not acceptable, nor will it be tolerated. These are serious infractions and are dealt with appropriately.**

This program teaches students to figure out what is a BIG problem (get an adult) and how to solve their SMALL problems by themselves (i.e. teasing, making noises, tattling, arguing, making fun, etc..).

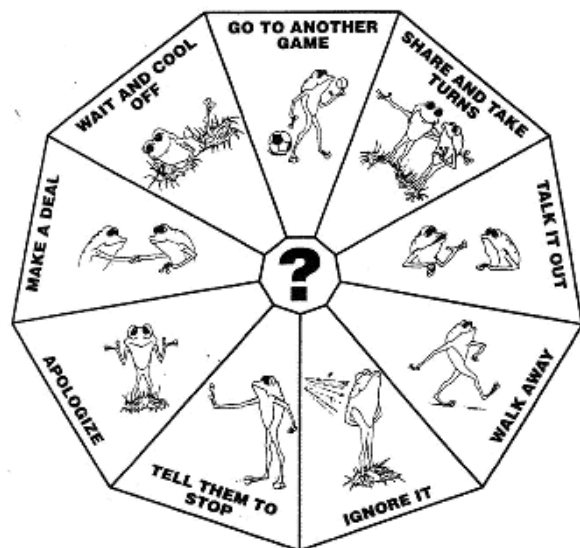
These are the nine Kelso choices:

1. Go to another game
2. Share and take turns
3. Talk it out
4. Walk away
5. Ignore
6. Tell them to stop
7. Apologize
8. Make a deal
9. Wait and cool off

By using these choices, we believe that our students will develop effective problem solving skills that they can use again and again. **The goal is to apply these strategies in real life situations.** It will help them to deal with conflict in a positive manner and to make appropriate choices. Knowing what to do will help students reduce the stress and number of conflicts they have at school and in their neighborhood.

## **IT'S YOUR CHOICE!**

**DO YOU HAVE A SMALL PROBLEM?  
TRY 2 OF KELSO'S CHOICES:**



**IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.**

## SCHOOL DISCIPLINE

We believe in a problem-solving approach to discipline. We use conflict resolution strategies to help students solve conflicts and understand the rationale for school rules. Kelso's Choices, Love and Logic, and Second Steps/Steps to Respect are some of our programs taught by staff and our social services coordinator.

First, we seek to understand the behavior. Next, we help the child choose more appropriate solutions for the future. Last, we hold a child accountable through a variety of consequences that will help the child stop the behavior and be reflective about making positive choices.

When rules are not followed, these consequences may be used:

- **Classroom Interventions:** Each classroom teacher has his/her own set of behavior interventions based on the principle of applying a progressive set of discipline consequences.
  - Step 1: Re-direction or verbal warning
  - Step 2: First Consequence: Time out or isolation
  - Step 3: Second Consequence: Loss of privilege such as loss of recess or removal to another class or area
  - Step 4: Third Consequence: Stop and Think Room in which the student misses one noon recess in the Stop and Think Room
  - Immediate Office Referral: for major infractions
- **Stop and Think Place:** When there is a problem of disrespectful behavior on the playground or in the classroom with other students or adults, these students will take time to think about their actions in the Stop and Think Place. If a student is involved in this type of behavior, their names will be given to the Stop and Think teacher, and they will spend noon recess time to reflect on their actions. During the 20 minute noon recess, these students will spend **silent** time at the Stop and Think Place. It will be a time for the students to think about what happened and how a different choice could have been made. The students may go back to recess the next day. If a child is uncooperative during this time, then the child receives a Red Ticket because he/she did not follow the Stop and Think rules. A red ticket means that the child will spend the next day in the Stop and Think Place.

Behaviors that may result in Stop and Think Time:

- inappropriate play at the playground
- teasing or name-calling
- bullying
- limited property damage
- pushing or shoving
- rough-housing
- defiance in completing work
- violation of bus rules
- disrespectful behavior, defiance, or talking back to staff

- **White Ticket - Behavior Report:** For major infractions, students are sent to the Principal's Office with a discipline form. Usually, this is a very serious problem. This "White Ticket" is written up by the adult staff member that describes the time and place of the incident, type of conduct, attempted interventions prior to being sent to the office, and a detailed account of the problem. Additionally, students who receive three Stop and Think tickets three days in a row automatically are given a white ticket.

Behaviors that may result in a White Ticket include:

- Fighting, assault, or physical confrontation
- bringing or using a weapon or illegal substance on school property
- threatening to harm others or self
- significant property damage or vandalism
- lying, cheating, or stealing
- unsafe behavior like running off the school grounds
- defiance or disruptive behavior
- severe and on-going bullying, threats, or intimidation
- inappropriate language or dress
- sexual harassment
- defiance or threats to adults
- failure to take responsibility for actions

The principal makes every effort to investigate these incidents. The principal and student attempt to understand the problem, solve it, and make amends to others. Contact is made to the parents usually in a phone conference, and a copy of the white ticket is sent home as well. In these instances, the principal may impose a natural consequence such as:

- No recess or alternative recess
- A written or verbal apology
- Payment or restitution for property damage
- Think time in another classroom for a period of time
- Stop and Think time
- in-school or out-of-school suspension

Non-negotiable acts such as drug/alcohol use and weapons possession are subject to the zero-tolerance policies of the district.

This discipline policy was developed in accordance with the Olympia School District Board policies.

Madison Elementary School  
**PLAYGROUND EXPECTATIONS**

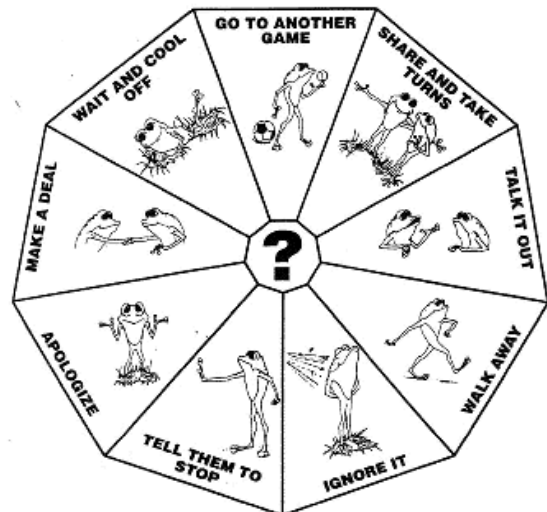
\*Play Safely    \*Play Fairly    \*Take Care of Equipment

**General Rules**

1. Keep your hands to yourself!
2. No Play Fighting!
3. Group Tag is Okay - Chasing is not!
4. No Toys from Home!
5. *Walk* on the Blacktop!
6. Run on the Field *ONLY!*
7. Be a Problem Solver. If someone is bothering you, use *Kelso Choices*.

**IT'S YOUR CHOICE!**

**DO YOU HAVE A SMALL PROBLEM?  
TRY 2 OF KELSO'S CHOICES:**



**IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.**

**\*BE RESPECTFUL    \*BE RESPONSIBLE    \*BE SAFE**

**\*BE RESPECTFUL**

**\*BE RESPONSIBLE**

**\*BE SAFE**

Madison Elementary School  
**PLAYGROUND EXPECTATIONS**

**\*Play Safely   \*Play Fairly   \*Take Care of Equipment**

**Equipment Rules**

**Swings**

1. Stay seated and hold on with both hands.
2. Do not push others on the swing.
3. Stop the swing first in order to get off of it.
4. Stand outside the swing area to wait your turn.
5. Go straight only.
6. No twisting or turning

**Tether Ball**

1. School Rules apply-no special rules
2. Stay on your side of line
3. Don't grab pole, ball or rope
4. Hit the ball with open hand or fist
5. If you win 3 times go to end of the line

**Rings and Monkey Bars**

1. Go across the rings using your hands only.

**Spika**

1. Only 1 or 2 people at a time.
2. No pushing anyone else!
3. Hold on with both hands.
4. Don't jump off the Spika!
5. Waiting people stand back!
6. Take 45 second turns!

**Slide**

1. Climb up the stairs one at a time.
2. Slide down feet first sitting directly on the slide.
3. One person at a time on the slide.

**All Climbing Equipment**

1. Always hold on with at least one hand.
2. Be aware of other climbers' safety.
3. Bark stays on the ground.

**Jump Ropes**

1. Use the jump ropes only for jumping.
2. Be aware of others as you swing the rope to jump.

**Balls:**

1. Kindly return stray balls to their proper place.
2. Only kick the balls on the field.

**Field**

1. Always stay in view of playground supervisors and off the hill.
2. Give other students space for their games.
3. This is the only place to run.

**MADISON ELEMENTARY SCHOOL - BEHAVIOR REPORT 2008-2009**

<b>Student Name:</b>		<b>Grade:</b>	
<b>Classroom Teacher:</b>		<b>Date:</b>	
<b>Staff Member making referral:</b>			

**Time of Incident:** Circle appropriate time

1- Before School	2- Recess/AM	3- Recess/Noon	4- Recess/PM	5- Reading Block
6-Math	7- Home Room	8- Specialist Time	9- Enrichment-PRIDE	10- Pull Out/Tutoring
11-After School	12- Bus/AM	13-Bus/PM	14-Other:	

**Type of Conduct:** Circle appropriate behavior/s

1- Fight	2- Hit/Push/Shove	3- Disruptive	4- Inappropriate Language/Dress
5- Defiant/Refusal	6- Name Calling/Put Downs	7- Bully/Intimidate/Threat/Harass	8- Stealing
9- Cheating	10-Property Damage/Vandalism	11- Failure to Take Responsibility	12- Safety Concerns
13- Inappropriate Touching	14- Self-Harm	15- Absenteeism/Tardiness	16- Weapon
17- Illegal Substance	18-Personal Items from Home	19. Sexual Harassment	20. Other

**Incident Report:** (Specific details – student name, other student initials, actual words, and actions)


**Attempted Interventions:** (Steps taken including Steps 1,2,and 3)

<b>1-Severe Misconduct:</b> Immediate Office Referral	<b>2- Step 1:</b> Re-direction or Verbal Warning	<b>3- Step 2: First Consequence:</b> Time Out or Isolation	<b>4- Step 3: Second Consequence:</b> Loss of Privilege(No Recess), Removal to another class or area
<b>5-Stop and Think Room:</b> More than 3 times in S/T Room with loss of noon recess to think about actions <b>Dates:</b>			

**Office Action:** (Action taken after student meeting with principal)

1- No Recess: ___AM ___Noon ___PM ___# of Days	2- Alternative Recess ___# of Days	3- Referral made to school counselor	4- Think time in another class or location	5- Apology Letter or Action
6- Sent Home	7- Restitution/School Service ((Cleaning, etc)	8- In-School Suspension	9- Out of School Suspension	14-Follow-Up Time in Stop and Think Room Date:
10- Parent Notification Call: ___Time ___Date  Optional Conference: ___Time ___Date				

**Office Notes**


<b>Principal Signature:</b>	<b>Parent Signature:</b>
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Copies: Parent/Guardian, Counselor, Teacher, Principal

Parents: *The Behavior Report must be signed and returned the next day.*

MADISON SELF-MANAGERS - **“A Team” Expectations** - Accountable to “Everyone, Everywhere, All the Time” rev. 8/25/08

	4	3	2	1
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>Rarely misses school. (less than 2/month)</li> <li>Always arrives on time.</li> <li>Never late to class.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely misses school. (2-3/month)</li> <li>Almost always on time (once a month)</li> <li>Almost never late to class.</li> </ul>	<ul style="list-style-type: none"> <li>Misses school fairly often. (3-4/month, consistently over several months)</li> <li>Occasionally arrives at school late (once a week)</li> <li>Sometimes late for class.</li> </ul>	<ul style="list-style-type: none"> <li>Misses a lot of school. (more than 4/month, consistently over several months)</li> <li>And/or often tardy to school (more than 3 times a week)</li> <li>And/or often late for class.</li> </ul>
<b>ATTITUDE</b>	<ul style="list-style-type: none"> <li>Always follows the school rules.</li> <li>Always treats adults and students with respect.</li> <li>Always respectful with guests and visitors</li> <li>Always makes good choices, using Kelso's Choices if a problem (daily)</li> <li>Goes the extra mile to be helpful and cooperative</li> <li>Can count on this person – no reminders</li> <li>Independent, responsible</li> <li>Rarely has to go to Stop and Think Room(only once a year)</li> <li>Never gets white tickets. (Less than 2/year)</li> </ul>	<ul style="list-style-type: none"> <li>Usually follows the school rules.</li> <li>Almost always treats others with respect.</li> <li>Most of the time is respectful of guests and visitors</li> <li>Usually makes good choices, using Kelso's Choices if a problem (daily)</li> <li>Helpful and cooperative when asked</li> <li>Very few reminders</li> <li>Rarely has to go to Stop and Think Room (1-2 times each quarter)</li> <li>Rarely gets white tickets. (less than 3/year)</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes does not follow school rules.</li> <li>Sometimes is disrespectful to students, staff and guests</li> <li>Sometimes blames others for own actions</li> <li>Sometimes cooperates with adults and other students.</li> <li>Needs many reminders</li> <li>Often forgets to make good choices, including Kelso's Choices (2-3 times a week)</li> <li>Occasionally has to go to Stop and Think Room (2 times/month)</li> <li>Occasionally gets white tickets. (between 3 and 7/year)</li> </ul>	<ul style="list-style-type: none"> <li>Often does not follow school rules.</li> <li>Often is disrespectful to others.</li> <li>Does not take responsibility for actions; blames others often.</li> <li>Frequently does not cooperate with others.</li> <li>Needs constant reminders</li> <li>Makes poor choices</li> <li>Frequently forgets to make good choices, including Kelso's Choices (daily problems)</li> <li>Frequently has to go to Stop and Think Room (at least 2 times/week)Frequently gets white tickets. (more than 7/year)</li> </ul>
<b>ACADEMIC</b>	<ul style="list-style-type: none"> <li>Works hard and always does his/her best - high quality work</li> <li>Shows pride in work</li> <li>Turns in assignments and homework on time.</li> <li>Willing to keep trying even with some mistakes</li> <li>Always cooperates with teacher and other students.</li> <li>Reads at home regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Works hard and usually does his/her best- high quality work</li> <li>Usually turns in assignments and homework on time.</li> <li>Almost always cooperates with adults and other students.</li> <li>Completes homework.</li> <li>Reads at home regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Does not always do his/her best- so-so quality</li> <li>Often turns in assignments or homework late.</li> <li>Often has missing assignments.</li> <li>Does not always study for homework</li> <li>Does not read at home regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely does his/her best –poor quality work</li> <li>Rarely turns assignments or homework in on time.</li> <li>Has many missing assignments</li> <li>Rarely studies or does homework.</li> <li>Rarely reads at home.</li> </ul>

<p><b>STUDENT:</b> <i>I will strive to be a “Self-Manager” at Madison Elementary. I will treat others with respect. I will be responsible for doing my best school work including home assignments. I will make good choices. I will strive for level 3 and 4.</i></p> <p>_____</p> <p><i>Signature/Date</i></p>	<p><b>PARENT:</b> <i>I agree to help my child become a Self-Manager at Madison Elementary. I will encourage him/her to be respectful of others and to model respect for my child. I will also encourage my child to turn in assignments on time. I will support my child in achieving Level 3 or 4. I will communicate with the Madison staff in a positive and productive way.</i></p> <p>_____</p> <p><i>Signature/Date</i></p>	<p><b>TEACHER:</b> <i>I agree to help this student become a Self-manager at Madison. I will encourage him/her to be respectful to others and will model respect to the child. I will also encourage this student to turn in assignments on time. I will encourage this child to earn Level 3 or 4. I will communicate with the family of this student in a positive way.</i></p> <p>_____</p> <p><i>Signature/Date</i></p>
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