

CLIMATE & DISCIPLINE

At C. J. Morris, in an effort to build a sense of community and a school climate in which all members feel a sense of belonging, ownership, pride and contribution to the goals of the group, various programs are implemented by teachers and support staff. For example, the International Baccalaureate (I.B.) Attitudes are taught and reinforced. Each student is responsible for his/her own actions. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning.

Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In an effort to ensure safety for the school community and to help all students to develop individual responsibility, classroom discipline plans and a school-wide discipline plan are utilized. If there is a problem or concern with any student, the administration will discuss the incident with the children involved and may or may not contact the parent. Parents should not discuss an incident with children other than their own. If there is a problem with your child and it involves other students, please contact the office and it will be handled by administration.

Classroom Discipline

Classroom teachers develop individual classroom discipline plans that are age appropriate and effective in assisting students to develop individual responsibility. Rewards for good behavior and consequences for inappropriate behavior are included as part of each plan. We firmly believe that education is a partnership; therefore, teachers take a proactive approach in contacting and communicating with parents regarding discipline issues.

Teacher/student conferences, time-outs, phone calls, requiring the parent to stay at school with the child, after-school detentions, parent/teacher/principal conferences, in-house suspension, or suspension to home are interventions used to help the student learn responsibility.

Please be advised that a student may be detained after school for 15 minutes without parental notification and up to one hour when parents have been notified.

School-wide Discipline Plan

At C. J. Morris, a School-wide Discipline Plan has been developed to further ensure student safety and compliance with school rules. This plan, which is detailed on the following pages, is supported by Board of Education Policy and the Education Code. (Please refer to the District Summer Letter to Parents for details regarding district-wide discipline practices.)

DESIRED BEHAVIORS

GENERAL SCHOOL RULES

1. Follow directions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Use appropriate language at all times.
4. Do not fight.
5. Respect school property.
6. Pick up litter and throw it away.
7. Do not bring dangerous objects, gum, candy, or toys to school.
8. Never leave the school grounds without permission.

HALLWAY RULES

1. Follow directions of all school staff.
2. Always walk. Do not run.
3. Use a soft voice. Do not yell.
4. Use restrooms and drinking fountains properly.

5. Stay out of red safety zones.
6. Be sure an adult can see you at all times.

PLAYGROUND RULES

1. Follow directions of all school staff.
2. Use equipment properly.
3. No rough or dangerous play.
4. Play in assigned areas only.
5. No bad language, bullying, or fighting.
6. Walk on the blacktop.
7. Use only your room's equipment.
8. Stop playing when the bell rings. Line up quickly and quietly.

LUNCH AREA RULES

1. Follow directions of all school staff.
2. Listen respectfully to noon aides.
3. Use a soft voice. Do not yell.
4. Use good manners.
5. Do not throw food.
6. Walk. Do not run.
7. Clean up your area after eating.
8. Remain seated until dismissed.

POSITIVE CONSEQUENCES FOR STUDENTS WHO FOLLOW SCHOOL RULES

AWESOME ATTITUDE AWARD

Awesome Attitude Awards tickets are given to students who choose to follow the school rules and are thereby demonstrating the I.B. Attitudes and the I.B. Learner Profile. The tickets serve as a means for rewarding students who behave appropriately both inside and outside of the classroom. They are not used to reward academic achievement. Students receiving these tickets are recognized in the school's daily morning announcement and are given a small reward on Friday at recess time.

AWARDS ASSEMBLIES

Students participate in monthly Awards Assemblies and other activities which recognize good behavior, positive achievement, and school spirit. Academic achievement awards are presented each trimester to students who demonstrate improvement and/or academic and citizenship success.

OTHER REWARDS AS PART OF THE CLASSROOM TEACHER'S PLAN

Teachers daily "catch students being good" by highlighting their strengths and recognizing their achievements through a variety of rewards and special privileges. Examples include homework passes, class activity, popcorn parties, etc.

CONSEQUENCES FOR STUDENTS WHO CHOOSE NOT TO FOLLOW SCHOOL RULES

As indicated above, each student is responsible for his/her own actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning. Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In light of this, listed below are steps that are typically taken as interventions to assist students in behaving more responsibly at school.

INTERVENTION

When a student chooses to break a school rule, and a staff member has observed or has concrete proof of a student breaking a rule, a conference will be held between the student(s) and the staff member who observed the infraction. This may or may not be the child's classroom teacher and it may be a noon aide, custodian, office staff member, instructional aide, principal, or any other staff member. Parents who are visiting or volunteering on campus are not to intervene in disciplinary matters.

The staff member will then decide to: 1) consider the matter as handled, 2) refer the matter to the student's teacher, or 3) refer the matter to the Principal.

POSITIVE DISCIPLINE

Following an intervention as described above, one or more of the following positive discipline steps may be taken:

- The teacher may decide to conduct a **class meeting** for the purposes of airing problems and brainstorming problem solutions.
- The teacher may decide to assign an appropriate **consequence or school service** to be performed.
- The teacher may decide to make a **referral** to the Principal for further action.

OTHER POSSIBLE INTERVENTIONS

Recognizing that the aforementioned strategies may not be an effective deterrent to misbehavior for all students, the following options may be used as needed:

- After-school detention
- Provide a service to the teacher or to the school
- Behavior contract
- Time-out in the office or an alternate classroom
- In-house suspension
- Suspension to home
- Expulsion

REFERRAL TO THE PRINCIPAL'S OFFICE

Students may be sent to the Principal's Office for disciplinary reasons when sent as a consequence of the classroom teacher's established discipline plan or in the event of a severe infraction (e.g., intentionally harming another student, foul language, stealing, destroying property, defiance, etc.). The Principal may contact the parent by phone or in writing when a student has been counseled by the Principal more than once or in the case of a severe infraction.

The first time a student is referred to the Principal, except in the event of a severe infraction, he/she will be counseled by the Principal. If a student must visit the Principal again within a short period of time, parents may be contacted and the student will face the appropriate consequence(s) of his/her actions. If a student must visit the Principal a third time within a short period of time, other more effective interventions will be considered.

In the case of suspension, the parent will be notified in writing, indicating the offense and length of suspension. A telephone conference with the parent will be conducted and a personal conference may also be requested.

DETAILED PLAYGROUND RULES AND OTHER RELATED SCHOOL-WIDE RULES

1. Students are not to arrive at school or be on the playground before 7:50 AM. **Supervision begins at 7:50 AM.** Students must either walk home promptly or be picked up promptly at their dismissal times. **There is no after-school supervision.**
2. All playing stops when the bell rings at the end of recess. Students are to stop playing and line up promptly. Drinks and visits to the restroom are to be done before the bell rings.
3. Balls should be hit, not kicked against the ball walls.
4. No kicking balls on the blacktop. No bouncing of balls against the buildings or in the hallways. No running on the blacktop.

5. No students are to be in the hallways or around buildings during recesses or lunch except to place lunch pails and to get balls. No running or sliding in the hallways.
6. No loitering in restrooms or other areas of the school grounds at any time. During recesses, all students are expected to be safely and productively involved in an activity or game.
7. All games remain open until they exceed the maximum number for safe play as determined by the yard supervisors.
8. No drinks or use of the restroom after the bell rings without teacher or supervisor permission.
9. No games which involve tackling, wiping out, shoving, keep-away, riding on another's back or chasing are allowed.
10. No climbing on backstops, fences, hillsides, or in trees. Students must remain where they can be seen by supervisors at all times.
11. Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school.

Exceptions: Students in grades 4-5 may bring mitts for organized games with a teacher; teachers may give special permission for students to bring personal belongings as they relate to a unit of study and/or will be used under the supervision of the teacher. (Any other items needed for playground games will be decided upon on a case by case basis.)

12. Playground equipment in the primary areas is for primary grade use only. Students are always to play in their assigned areas.
13. Throwing of rocks, sticks, or projectiles other than playground balls is not allowed and appropriate consequences may be issued.
14. No scissors, knives, sharp objects, or glass containers are to be brought to school.
15. Students must obey regulations as described in the State Education Code and School Board Policy regarding the use of tobacco, drugs, and alcohol on campus. **NO TOLERANCE IS THE RULE.**

DRESS CODE

All students are expected to dress sensibly for school. Students' attitudes, conduct, and safety during school hours can be affected by the clothing they wear. In accordance with the California Administrative Code, Title 5, Section 302, students shall be neat, clean, and properly attired for school. It is the parents' responsibility to see that their children are dressed for school in a safe, appropriate manner for learning. Please use the following information as you plan your child(ren)'s wardrobe.

Standards of Dress for Students

- Students shall be neat, clean, and properly attired for school.
- Students must wear shoes that fit securely and have non-skid soles. Tennis shoes are ideal. Backless shoes, sandals of any kind, wheelies, and shoes with a high heel are not permitted.
- Half shirts, crop tops, tube tops, see-through shirts, or short-shorts are not permitted. Straps on tops must be minimum of one inch. No spaghetti straps.
- Hats may be worn at recess only for sun protection. Hat bills must face forward at all times.

- Shirts or blouses that advertise items that are illegal for minors (such as alcohol or tobacco), contain profanity, weapons or suggestive double meanings are not permitted.
- Attire or grooming worn or displayed in such a way as to identify students with gangs/hate groups is not permitted (e.g., T-shirts with gang symbols, wallet chains, baggy pants, etc.).

The school district takes a strong stance against gang-affiliated clothing and/or styles of dress or grooming affiliated with gangs/hate groups, due to safety concerns for students while at school or going to and coming from school. Because of changing trends in such attire, specific clothing, jewelry, accessories, and/or grooming style restrictions may change during the school year. Notice will be given to students and parents/guardians as soon as it is reasonably possible after these trends have been identified through the assistance of the local law enforcement authorities.

It is hoped that this information will not offend, but rather assist you in determining those clothes that will positively influence your child's school experience. Teachers may also use their discretion in determining if a student's dress is appropriate. Any time a member of the staff believes that a student is disrupting the educational process by his/her appearance, or believes that the student's safety is in jeopardy, the teacher may send the student to the office. Students whose attire is inappropriate will be removed from class until the attire is corrected.

Related Issues

- Brushes, combs, cosmetics, and/or mirrors may not be brought to school as they can pose a safety issue, cause students to be distracted from classroom activities, and/or cause problems on the playground at recess times.
- Please label all jackets, sweaters, backpacks, etc. with the student's name for easy identification.

VISION STATEMENT

The Walnut Valley Unified School District will be recognized as a premier educational community by focusing on students and providing them with a high quality education to become critical thinkers who are independent, caring members of our changing society.

Educating students to be literate, empathetic, and contributing members of society is our primary goal. Our decision-making processes are guided by our strong belief that students' success is our top priority.

We will achieve clearly established standards of excellence for all students through innovative instruction by incorporating basic skills, problem solving, advancing technology, and creative thinking. In order to guide the intellectual and emotional growth of the student, all district programs will be proactive in promoting a nurturing atmosphere of acceptance and equity through collaborative work of highly qualified teachers, staff, parents, and community.

Our students will have the skills, ethical foundation, and motivation to reach for their dreams in the world of today and tomorrow.

BELIEF STATEMENTS

STUDENT-CENTERED ACHIEVEMENT – We **believe**...all students have the right to learn in schools focused on guiding them to become lifelong learners and to achieve at their highest levels.

GLOBAL LEARNERS – We **believe**...it is important to instill in students the desire and skills necessary to become innovative thinkers, problem solvers, and effective decision-makers thereby contributing to society and becoming an integral part of the global community.

EQUITY AND INCLUSIVITY – We **believe**...we enrich our community by promoting human dignity for all by valuing, accepting, and respecting beliefs of cultures and individuals, while being aware of the American and international heritage.

SAFE ENVIRONMENT – We believe...all staff and students have the right to work in a safe, clean, and supportive environment.

INTEGRITY – We **believe**...that integrity, fostered by personal and social responsibility, enables students and staff to make ethical choices.

TEAMWORK – We **believe**...in students, parents, and staff working together for a common goal through mutual respect and district-wide articulation.

LEADERSHIP – We **believe**...leadership embodies integrity, vision, commitment, courage, and the empowerment of all students and staff.

COLLABORATION – We **believe**... in a collaborative effort where the legislators, parents, community members, and businesses work with schools to produce a higher-quality education.

INNOVATION – We **believe**...that the educational process is dynamic and requires continuous creativity and an innovative approach to enrich schools and curriculum.

RESOURCE MANAGEMENT – We **believe**... that the effective management of resources will support and enhance the instructional program, extra-curricular opportunities, and support services.

PROFESSIONALISM – We **believe**... that all staff should conduct themselves with the highest degree of professionalism, respect, courtesy, and competency.