

# SUGAR CREEK ELEMENTARY

## Student Code of Conduct



## VISION FOR SUGAR CREEK ELEMENTARY

**CHILDREN FIRST • STRIVING FOR EXCELLENCE • POSITIVE RELATIONSHIPS**

### OUR MISSION:

The Mission of Sugar Creek Elementary is to put *children first* by positively supporting diversity within a safe *learning community* while in *pursuit of excellence* through an engaging curriculum and a love of learning.

### OUR BELIEFS:

At Sugar Creek Elementary, WE Commit to...

#### PUTTING CHILDREN FIRST:

- **We will commit to**
  - high expectations for our students
  - forming personal relationships with students
  - treating children with respect
  - recognizing positive behavior and hard work
  - creating a safe school environment
  - innovative and engaging instruction
  - creating a trustworthy learning environment

#### STRIVING FOR EXCELLENCE:

- **We will commit to**
  - Having a positive attitude
  - Modeling life-long learning
  - Having high expectations of ourselves and our students
  - Being prepared to meet the needs of our students
  - Holding ourselves and our students accountable
  - Reflecting and improving our practice
  - Embracing and celebrating diversity

#### BUILDING POSITIVE RELATIONSHIPS:

- **We will commit to**
  - Having an open mind
  - Fostering a friendly and inviting school community
  - Communicating clearly and effectively
  - Providing positive feedback to stakeholders
  - Respecting each other as valued team members
  - Collaborating with families
  - Working together towards our school's

# Introduction

Everyone in our building has the right to be treated with dignity, courtesy, and respect. Every child has the right to learn in a positive classroom environment. Every teacher has the right to teach all students without disruptions. The secret to discipline - we will develop relationships with our students so they know we truly care about them as an individual. As we invest in student relationships, discipline will be more effective.

We have high behavior expectations for all. At Sugar Creek students are recognized for the positive things that they do each and every day. Daily encouragement and praise is occurring in the classroom to promote a safe and inviting learning environment. Individual and class incentives are used to reward students who exhibit good behavior. Sharktastic notes, emails, and phone calls are some of the ways our teachers and administration communicates positive behavior home. Students are also chosen each month for our Character Kid program.

A specific on Shark Strong behaviors and expectations will be taught, modeled and expected:

- **HAVING INTEGRITY**
- **SHOWING RESPECT**
- **BEING KIND**

As part of our school's plan to promote a positive, caring, and safe learning community which includes high expectations for respectful and responsible choices by all, we teach, reinforce and strengthen our *Shark Strong* character values of showing respect, having integrity and being kind. Those are the foundational character values that we emphasize in order for our students, staff and community to work towards being a *No Place for Hate* school. *No Place for Hate* is our school's vision of being a community that treats others with kindness and respect through words and actions. Below are the promises which act as our school expectations. These promises include the following:

1. **I promise to do my best to treat everyone fairly.**
2. **I promise to do my best to be kind to everyone –even if they are not like me.**
3. **If I see someone being hurt or bullied, I will tell a teacher.**
4. **Everyone should be able to feel safe and happy in school.**
5. **I want our school to be No Place for Hate®**

Sugar Creek Elementary School is recognized as a *No Place for Hate* school. Unfortunately, this doesn't mean that our school is free from students making poor choices. Having this recognition means we have a strong plan in place that teaches, reinforces and strengthens our *Shark Strong* character values of showing respect, having integrity and being kind. Because of this, we expect students, parents, and faculty to live by the *No Place for Hate* promises listed above. In order for students to have a positive school experience, an atmosphere of good

behavior must be maintained; we expect our children to behave properly. While each child is responsible for his or her own behavior, we encourage parental support of the school expectations.

Students are to report problems with other students immediately and are expected not to retaliate. Any student participating in a disruption - regardless of who started the argument, fight, etc. - will be subject to consequences. Parents will be contacted regarding repeated or major problems.

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and inform others that will assist school staff in creating a safe and orderly environment. The rules and expectations outlined here have been developed so that a combination of consistent, fair, proactive, corrective, and instructive strategies will be implemented in every classroom throughout the school, and opportunities for teachers to teach and students to learn will be achieved. It is intended to inform teachers, students, and parents of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning. As a result, students, staff, and parents all benefit.

## Levels of Intervention

### Three Levels of Intervention

#### Level 1—All Students (Universal)

Includes:

- general curriculum enhanced by acknowledgments of positive behaviors, and
- clearly stated expectations that are applied to all students in all settings

#### Level 2—Selected Interventions

Focus on:

- specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioral supports needed in school

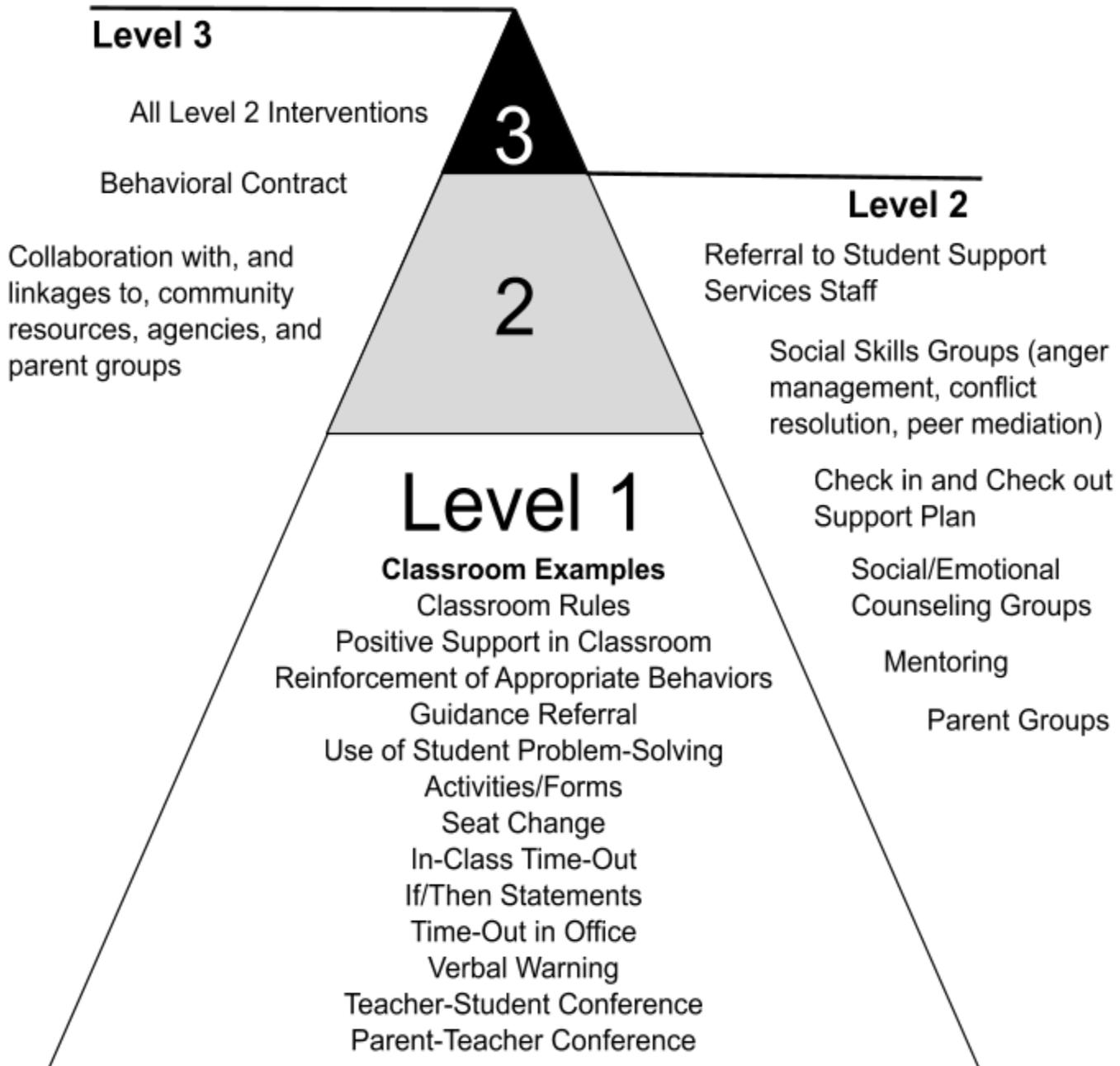
#### Level 3—Individualized Interventions

Focus on:

- the needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- implementation of targeted behavior intervention for the student

# SCES Three Levels of Intervention

Interventions may include (but are not limited to) the examples below.



# Levels of Behaviors and Consequences

**Level 1 Behaviors**—Are behaviors and discipline incidents to be handled by the classroom teacher. These behaviors are minor rule violations that will result in an immediate verbal correction with a possible consequence. They usually do not warrant a discipline referral to the office.

Examples include:

- Running in building/hallways
- Disruptive transitions
- Unsafe/rough play
- Play fighting
- Littering
- Non-directed profanity
- Spitting
- Out of assigned area
- Electronic equipment at school
- Failure to follow classroom expectations
- Classroom/playground rules
- Disrespect
- Classroom disruption
- Uncooperative behaviors
- Tease/taunting
- Lying

Students who engage in Level I behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. Students may receive a mild consequence designed to discourage the inappropriate behavior from occurring in the future.

## ***Supportive/Preventative strategies:***

- Eye contact
- Proximity
- High levels of supervision
- Discussion about expectations
- Verbal warning
- Pre-teaching of expectations
- Re-teaching of school rules/expected behaviors
- Link rewards to appropriate behaviors
- Reinforcement of appropriate behaviors
- Reteach expectation

## ***Consequences may include:***

- Warning
- Verbal correction
- Loss of privileges
- Letter of apology
- Moving seat
- Conference with teacher
- In class time out
- Written reflection about incident
- Parent contact

**\*Students should only receive office discipline referrals at this level AFTER at least 3 documented re-teaching opportunities have occurred unsuccessfully and 3 documented consequences have been applied with no results.**

**Level 2 Behaviors**—Are to be handled by the classroom teacher and could result in a discipline referral to the office. Level 2 Behaviors are more serious in nature. Level 2 behaviors will result in an immediate verbal correction and a logical consequence.

Examples include:

- Chronic Level I behavior (3+)
- Brief/Low intensity disrespect or defiance
- Profanity
- Horseplay/small physical aggression
- Low intensity disruption
- Minor misuse of technology
- Teasing/taunting
- Minor theft

Students who engage in Level 2 behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The incident may be documented using the office discipline referral form.

***Supportive/Preventative strategies:***

- Proximity
- High levels of supervision
- Discussion about expectations
- Verbal warning
- Pre-teaching of expectations
- Re-teaching of school rules/expected behaviors
- Link rewards to appropriate behaviors
- Reinforcement of appropriate behaviors
- Reteach expectation
- Reinforce behavior contract

***Consequences may include***

- Parent call / letter to parent or guardian
- Conference with student
- Individual instruction
- Loss of privileges
- Restricted Activities
- Letter of Apology
- Behavior contract
- Time in office
- Admin/parent/student/teacher conference
- In-school intervention (ex. work assignment, behavior essays)
- Possible suspension
- Mediation process
- Reflection form

**Level 3 Behaviors**— Serious harassment and verbal abuse violate the dignity, well-being and safety of another person. These behaviors will not be tolerated and can result in suspension from school. Other Level III behaviors may result in suspension but may also be corrected using a variety of logical consequences. Level 3 behaviors will result in a discipline referral.

Examples include:

- Chronic Level II behaviors (3+)
- Fighting
- Continuous disrespect/defiance
- Vandalism
- Major theft
- Harassment
- Abusive/threatening language
- Weapons
- Leaving room without permission
- Causing serious interruption
- Major misuse of technology
- Throwing objects such as desks, furniture, and materials
- Physical aggression to staff

Students who engage in Level 3 behaviors will be referred to administration for immediate corrective action. After consulting the parents and appropriate school personnel the administrator will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her school behavior.

Behaviors mentioned on this page refer to **Major Behaviors**. These discipline incidents may be handled by the administration. Major behavior may also include chronic or repetitive minor behaviors.

**Supportive/Preventative strategies:**

- Proximity
- High levels of supervision
- Discussion about expectations
- Verbal warning
- Pre-teaching of expectations
- Re-teaching of school rules/expected behaviors
- Link rewards to appropriate behaviors
- Reinforcement of appropriate behaviors
- Reteach expectation
- Reinforce behavior contract
  
- Behavioral Support Team Referral

**Consequences may include**

- Restricted Activity
- Loss of privileges
- Suspension from school
- Restitution
- Behavior Intervention Plan
- Parent Meeting
- Police may be called

Students who engage in Level 3 behaviors will be referred to administration for immediate corrective action. After consulting the parents and appropriate school personnel the administrator will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her school behavior.

**Behaviors mentioned on this page refer to Major Behaviors. These discipline incidents may be handled by the administration. Major behavior may also include chronic or repetitive minor behaviors.**