

## St. Joseph Catholic School

### Discipline

Discipline is essential for effective management of any School. The essence of Christian discipline is love and self-discipline. Through good example and wisdom, the teacher is to instill in the students the necessary self-discipline which will enable them to reach their full potential in life. The moral development of each child is an integral part of our school. Students need to realize that the observance of rules aims at safeguarding their liberties rather than curtailing them.

#### 1. Purpose of Discipline

- a. To produce order, rather than regimentation.
- b. To cultivate virtue and good character.
- c. To teach respect for oneself and others.
- d. To give ample opportunity for the development of leadership.
- e. To foster true Christian citizenship.

#### 2. Indiscreet Discipline

The following measures are **never** to be employed:

- a. Corporal punishment which includes striking, hair pulling, pushing, pulling, or poking a child.
- b. Sarcasm, ridicule, nagging or humiliating a child.
- c. Group punishment for the misdemeanor of individuals.
- d. Making a major issue of trivial offenses.
- e. Sending students to the office for trivial offenses. Should any teacher find it necessary to send a student to the office, a note of explanation and a companion are to be sent with the student. One student should not be asked to give an explanation about another student.
- f. Using religion or any aspect of our faith as a form of punishment.

#### 3. Other Items

- a. The disciplinary virtues students most admire in teachers are firmness, friendliness, fairness, and consistency.
- b. Written punishments should be kept to a minimum. If this method of punishment is necessary, it should be meaningful (e.g. essay on the offense or outline a chapter).
- c. Corrections should be given PRIVATELY and in a kindly manner with sincerity, firmness, and directness. Likewise, teachers should not hesitate to make students aware of those occasions when they are to be commended for their cooperation, application and/or effort.
- d. Isolation: This punishment implies that the student forfeits his rights to be with the other students. It proves effective if not abused. The student must never be out of the teacher's range of vision or unsupervised.
- e. No student may be kept after school for any reason unless prior arrangements have been made with the parent/guardian. The teacher may call the parents/guardians or send the student to the office with a note to make the call if the matter is urgent.
- f. Students should never be interviewed or counseled in a locked or windowless room.
- g. The time and place for the principal to become involved should be consistent. Teachers should always feel free to consult the principal concerning a student or situation.
- h. All faculty members share equally the responsibility for the discipline of the school.

#### 4. Discipline Policy

##### a. Classroom Rules

- (1) Classroom responsibilities/expectations/procedures for conduct are developed and implemented at the discretion of individual teachers. They should be clear and fair.
- (2) These will be reviewed with the students and posted in each classroom at the beginning of the school year and review at the beginning of each quarter.
- (3) Specifications include, but are not limited to, opportunities for individual success in meeting expectations, and examples of logical consequences for what are judged to be relatively minor infractions (e.g. loss of recess to complete late homework, removal from a school activity for disruptive behavior, change of a seating assignment for excessive talking, confiscation of prohibited items).

- b. Teachers will follow a certain discipline system which will be consistent from one grade level to the next. Students will feel secure if they know that they will be treated fairly and with respect. Students should, therefore, be informed of the following school rules and disciplinary procedures.

## 5. General School Rules

- a. Following the greatest commandment, we will love God with all our heart, soul, mind and strength. Students are expected to:
- Participate actively and reverently at Mass.
  - Use God's name reverently and with love.
- b. In response to Christ's exhortation, we will love one another as He has loved us. Students are expected to:
- Be respectful in word and deed to all adults.
  - Be kind and respectful to each other.
  - Be modest and pure in dress and conduct.
  - Be honest in dealings with others.
  - Be respectful and careful in the use of the gift of speech
- c. In order to promote self-discipline and create an atmosphere most conducive to learning, students are expected to:
- Be in complete uniform each day.
  - Complete class work and homework in the assigned time frame.
  - Observe a silence of courtesy in the halls, stairways and restrooms.
  - Move through school in a safe manner.
  - Be respectful of all property.
  - Refrain from chewing gum or eating in the school building or on school grounds.
  - Refrain from bringing items that are dangerous, disruptive, valuable or otherwise inappropriate to school. (These include, but are not limited to, toy weapons, expensive items, large sums of money, music players, electronic games, cell phones, etc. The school will not be responsible for lost items).

## 6. Raise Responsibility System—Instructional Model (Dr. Marvin Marshall)

(1) **Teaching the Levels (*Teaching*):** Four levels of social development are taught:

- **(D) *Democracy/Divine Dominion- Internal motivation - Highest Level***
  - Democracy and responsibility are inseparable.
  - Displays responsibility and develops self-discipline
  - Demonstrates initiative
- **(C) *Cooperation/Conformity/Community - External motivation***
  - Considerate
  - Complies with what is expected
  - Conforms to peer pressure
- *Only levels C and D are acceptable behaviors.*
- **(B) *Bossing/Bullying/Being Better than Others***
  - Bothers others - Bullies others
  - Breaks rules and standards
  - Must be bossed to behave
- **(A) *Anarchy/All About Me***
  - Absence of order - Aimless and chaotic

(2) **Checking for Understanding (*Asking*)**

- Disruptions are handled by **Checking for Understanding**.
- The strategy is to ask **reflective** questions pertaining to the **levels**—not the behavior—thereby eliminating the natural desire to deny or self-defend. Most situations are handled using this simple two-step approach of *teaching* and having students *reflect* on their self-chosen level.
- **Consider:** When you **tell**, who does the thinking? When you **ask**, who does the thinking?

- Consistently **asking** students to **reflect**—rather than telling them what to do—is the foundation of actuating change.

### (3) Guided Choices (*Eliciting*)

- This step is used for students who have acknowledged irresponsible/inappropriate behavior and continue it.
- **Guided Choices** stops the disruption by using authority without being coercive or punitive.
- A *procedure* is **elicited** to *help the student* prevent repetition of inappropriate behavior. (Possible consequences: walk laps for part of recess, sit in another location, work on skills during recess or specials.)

## 7. Office Referral Guidelines

### (1) When to Refer

#### (a) **AUTOMATIC REFERRAL**

The student has engaged in a **SERIOUS MISBEHAVIOR** or **MAJOR INFRACTION** of a school rule.

#### (b) **Minor Misbehavior Over Time**

- This allows the office to become a back-up for the teacher.
- It also limits the amount of testing of the teacher that the student does.
- Consider frequency, intensity or severity of behavior in determining when to send.

#### (c) **Ongoing Behavior / Behavior Escalation**

The student has engaged in **CRISIS BEHAVIOR** and has been warned of the impending office referral (if you don't follow instructions now, you will earn an office referral). eg. power struggles, not following instructions, not accepting consequences

### (2) Teacher Role

- Fill out Office Referral Form. Provide clear and specific description of behavior including antecedents, teacher intervention (what tools you used, what skills were taught) and consequences.
- Notify office that the student has been asked to leave the room and report to the office (ask for help if needed).
- Be prepared to accept the student back into the class with reinforcement for the apology.

### (3) Principal's Role

- Helps the student obtain self-control (praise, coupling statements, empathy, rationale, simple instructions).
- Checks with referring teacher (what tools were used/what skills taught).
- Teaching interaction (based on referral behavior; same as in classroom but may include more teaching, extra discussion, problem solving).
- Prepare and practice apology.
- Check with the teacher (update teacher on office intervention).
- Student delivery of apology.
- Office referral form is completed and sent home for parents to review.

## 8. Reflection Sheets

a. **Short Essay:** may be placed upside down on desk for the 1<sup>st</sup> offense as a warning. It is turned over for completion for a 2<sup>nd</sup> offense. A 3<sup>rd</sup> offense warrants a self-diagnostic report.

### b. Self-diagnostic Report

- (1) The primary purpose is for the student to reflect on his/her level of behavior. Secondly, it serves to inform parents of problem behaviors, to ask parents to help the student to correct the behavior and to hold students accountable for their actions. The Self-diagnostic report should be reviewed and signed by parents and returned to the teacher the next school day. If the report is not returned the next day, continue mediation. For every three sheets sent home, an after-school remediation (detention) may be given to practice the necessary skills/procedures.
- (2) A Self-diagnostic report may be issued without prior warning for behavior such as:
  - (a) serious misconduct in Church
  - (b) using God's name in vain
  - (c) offensive/inappropriate language
  - (d) disrespect to adult (disobedience, not being cooperative, arguing/talking back, inappropriate comments, rolling eyes)
  - (e) disrespect to peers (put-downs, excessive teasing, intimidation, verbal abuse of another student)
  - (f) destruction of property, spitting, throwing food, throwing snow or sticks or rocks
  - (g) blatant violations of the dress code
  - (h) bringing inappropriate items to school (anything to promote tobacco/drug products, toy guns or knives, etc.)
  - (i) leaving the class without permission
  - (j) going out into the street without permission
- (3) A Self-diagnostic report may be issued for instances of repeated misconduct, such as:
  - (a) talking
  - (b) disturbing others in the classroom
  - (c) refusal to work
  - (d) inattentiveness
  - (e) writing, reading, passing notes
  - (f) failure to return homework, signed papers, communication envelope
  - (g) running in the halls
  - (h) throwing things
  - (i) not following lunchroom/recess rules
  - (j) not following arrival/dismissal procedure

## 9. Detentions (after school remediation)

- (1) The purpose is to inform parents of more serious problem behaviors, ask parents to help the student to correct the behavior, to hold students accountable for their actions and communicate the seriousness of their actions. Detentions are usually a ½ hour and should not exceed 45 minutes. It is at the discretion of the teacher as to where and how the time will be utilized. Detention notices are to be reviewed and signed by the parent, and returned to the teacher the next school day. Detentions are cumulative through the school year.
- (2) A detention may be issued without prior warning for infractions such as:
  - (a) deliberate disobedience
  - (b) intentional actions that result in injury
  - (c) fighting, physical aggression, violent actions
  - (d) possession of dangerous items (knives, drug paraphernalia, etc.)
  - (e) disrespect for human sexuality
  - (f) lying, stealing, cheating, forging a parent's signature
  - (g) vandalism
  - (h) 3 Late Slips in a week
  - (i) Not returning 2<sup>nd</sup> Late Notice, Self-Diagnostic Reports and Detention Forms

## 10. **Disciplinary Action**

- a. Parents may call to talk to the teacher(s) at any point during this process. In order to facilitate communication and to work together more closely for the child, the following schedule conferences (or make phone calls) as follows:
  - (1) Detention 3: Conference with Student/Parent/Teacher
  - (2) Detention 6: Conference with Student/Parent/Teacher/Principal  
Serves an in-school or out-of-school suspension.
  - (3) Detention 9: Conference with Student/Parent/Teacher/Principal/Pastor with possibility of suspension or expulsion
- b. Other Disciplinary Measures  
The administration reserves the right to employ other means of discipline or helps. These include, but are not limited to: contracts, loss of privileges such as field trips, service hours, recommendation of evaluation and/or counseling, in-school suspension, expulsion (used for very serious infractions, crimes, or as a last resort when the student has failed to demonstrate adequate effort to achieve and maintain behavioral goals).
- c. Suspension/Probation/Expulsion  
Attitudes and actions that violate the Christian character of our school may lead to suspension, probation or expulsion. Some reasons for suspension, probation or expulsion may be:
  - (1) Behavior which present a moral or physical danger to others
  - (2) Unacceptable behavior that repeatedly occurs
  - (3) Frequent absences or truancy
  - (4) Either using, distributing, or having possession of drugs, alcohol, or weapons on school property or at school functions.
- d. Suspension  
The student will serve an in-school or out-of-school suspension after 6 detentions and after each successive detention. The decision to automatically suspend a student rests with the principal after consultation with the pastor. A student may be suspended for the day, in or out of school. The parents are notified of the suspension. In an in-school suspension the student will be isolated from the events of a normal school day. The student will be expected to complete assignments missed in the classroom for the day and be expected to complete extra assignments.
- e. Probation  
Probation may be given for continued classroom misbehavior, disobedience or lack of application to school work. During probation, a contract will be drawn up by the school, student, and parents to resolve the student's educational/behavioral problems.
- f. Expulsion  
Expulsion is used only when all other means of discipline prove ineffective and the student's conduct is a definite hindrance to the welfare and progress of the school community.