

KINDNESS AND RESPECT: OUR DISCIPLINE POLICY

The goal of Responsive Classroom is to ensure that children feel physically and emotionally safe in school so that they can learn at their best. We also focus on teaching students the skills they need for working and learning cooperatively with others. Teachers create learning environments that enable students to work independently and productively with peers and that set students up for academic success. Teachers teach the positive social and emotional skills needed for successful school participation and handle misbehavior respectfully and effectively so that students stay on track with their learning. Heron School prides itself on a discipline plan that is fair, restorative and consistent, and our policies are grounded in the training and philosophy of Responsive Classroom. We feel that all students have a right to go to school in a safe environment. Each student and teacher has a responsibility to do their part in creating and maintaining a respectful, safe and stimulating learning environment. These expectations will be positively reinforced through “High Fives” and monthly SOAR assemblies. We realize that there will be times when students forget their responsibility or are temporarily unwilling to be cooperative. For this reason we have developed a progressive discipline that restores a safe and stimulating environment and supports those who are negatively impacted by the misbehavior.

HERON SCHOOL RULES: SOAR!

1. **Show Respect**
2. **Offer Kindness**
3. **Act Responsibly**
4. **Reach for Success**

NUSD Student Code of Conduct and Heron Responsive Discipline Practices

Maintaining a safe and orderly campus is a necessary component to student learning. There are occasions when students break school rules and behavior expectations. These types of behaviors will be addressed with the following progressive steps and interventions. Serious infractions may result in an advanced progression through steps based upon severity and previous behaviors.

We ask that each family take time to review the NUSD Student Code of Conduct handbook with your child. We want every student to be aware of, and to understand, our expectations. It is important for our students to be proud of their academic accomplishments and their school. It is equally important that our students respect their teachers, classmates and themselves by demonstrating responsible behavior. The Student Code of Conduct can be found on our Heron website, as well as the district website at <https://natomasunified.org/departments/student-services-safety/forms-and-documents/student-code-of-conduct/>.

Each Heron classroom has developed a set of agreements for our learning environments and common spaces throughout our school. If students require support in keeping our agreements, the following process is in place. These levels may be used in any order depending on the conflict being resolved.

LEVEL 1: REMINDER OF OUR SCHOOL RULES and CLASSROOM AGREEMENTS

- The student is made aware of their disruptive behavior.
- The student is invited to remember our School Rules and Classroom Agreements and asked if they plan to keep the agreement to uphold them
- The student who modifies his/her behavior is encouraged and supported
- If the student does not modify his/her behavior, the teacher will use an I-message reminder and/or active listening to again invite the student to cooperate.
- If the student continues to refuse to cooperate proceed to Level 2.

LEVEL 2: REMOVAL FROM CLASSROOM - THINK SHEET AND/OR STUDENT CONFERENCE

- If a student is asked to leave the classroom, the teacher should send him or her with a Think Sheet, either the K-3 or the 4-8 version. Students will complete the Think Sheet before returning to class. The Think Sheet is not punitive; it is meant to give students “time and space” to take a break and reflect on their actions.
- The student who just needs a time out is sent to a space or another classroom where they can work on their assignments without disturbing the class. When they return, the teacher will discuss the reason for being sent out and work with that student to resolve the conflict.
- The student who refuses to resolve the problem cooperatively is sent to the office with a Principal Referral. If the principal is able to resolve the conflict with the student and the student agrees to keep the agreements made, the student will return to class

LEVEL 3: PROBLEM SOLVING MEETING - held after repeated referrals or time outs (problem solving may need to occur between students or between a teacher and a student).

- The student is made aware of their disruptive behavior, and each teacher has her own classroom systems in place for building this awareness and providing feedback to students on their behavior.
- If the problem is a student/student conflict, another adult will facilitate. Each student will describe the problem, listen to and summarize each other, and work together to come up with a solution.
- If the problem is a student/teacher conflict, a site administrator or school psychologist will facilitate. The student and teacher each describe the problem, they listen and summarize each other, and they make a written agreement to prevent the problem in the future.
- Follow-up meetings are scheduled to be sure the agreements are being kept. Trust grows when agreements are made and kept.
- The student is encouraged and supported when the agreements are working.

LEVEL 4: FAMILY CONFERENCE - held if more support is needed (may involve site administrator, teacher, and/or school psychologist)

- If the misbehavior is a serious concern but not an immediate safety concern, or if the student refuses to resolve the problem cooperatively, parents are contacted for a conference.
- Parents are invited to help their child consider resolving the problem cooperatively with them present. The group writes and signs the agreements made to resolve the problem, and then follow-up meetings are held to assess if the agreements are working.
- If an agreement is developed, follow-up meeting(s) are scheduled and convened until the problem is resolved.

LEVEL 5: HOME SUSPENSION/EXPULSION

If a behavior has resulted in a CA Education Code violation, a school suspension will be used in accordance with our NUSD Student Code of Conduct.