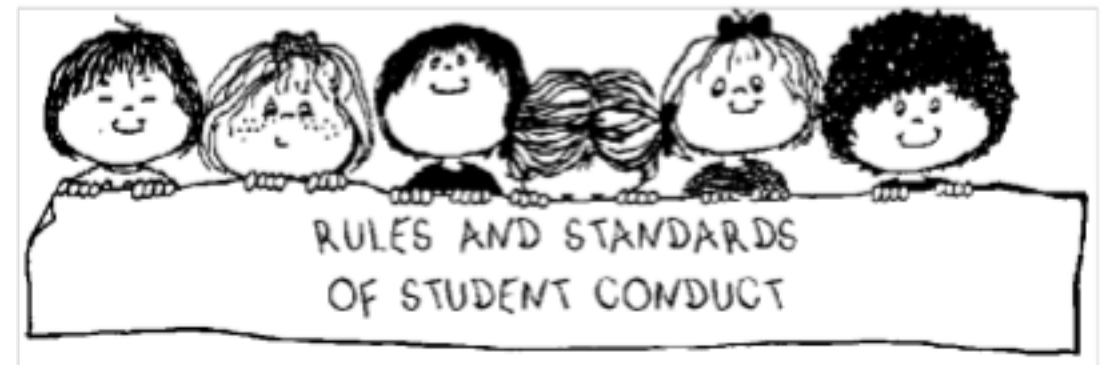
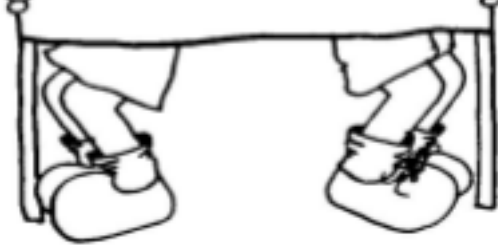


THOMAS JEFFERSON ELEMENTARY SCHOOL-WIDE DISCIPLINE PLAN

Jefferson students are:
Excited about Education,
Foster
Friendships,
Exercise self control,
Respect authority and rules,
Strive to do their best,
Operate to their highest potential and
Negotiate with their words
to settle differences.



2025-26 School Year
Notice of Non-Discrimination



Bellflower Unified School District Board of Education

Brad Crihfield, President

Amie Stewart, Vice President

Mayra Garza, Clerk

Dr. Sue El Hessen, Member

Renita Armstrong, Member

Lisa Azevedo Superintendent Page 1

The Bellflower Unified School District does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, language, ancestry, or marital status in their educational programs and activities or employment practices. Parents/students who have questions or concerns about the policy can contact the assistant superintendent of Special Education and Student Support at (562) 866-9011 ext. 2013.

Dr. Angelica Montelongo
Principal

Thomas Jefferson Elementary



Office Hours: 7:30 am – 4:00 pm

Discipline
At school



- Talk with your child about school rules and regulations and their importance.
- Show interest in your child's activities.
- Talk to teachers about your child's behavior and ask for suggestions.
- If there's a problem at school, talk to your child and get his/her viewpoint.
- If a problem continues, contact the teacher.
- Team up with the teacher to come up with appropriate consequences.

THOMAS JEFFERSON ELEMENTARY SCHOOL 10027

E. Rose Street · Bellflower · California 90706
Phone (562) 804-6521 · Fax (562) 804 6577

[Angelica Montelongo](#), Principal

Dear Jefferson Family:

Attached is a copy of the Thomas Jefferson Discipline

Plan. This plan was developed and approved by our staff and members of our parent community. The purpose of the plan is to provide a consistent, firm but fair set of guidelines for both staff and students to follow throughout the year. Expectations are spelled out with both consequences and incentives. Additionally, for your information, a section on Education Code relating to school discipline is included at the back of this book.

Your child's teacher has initially reviewed these guidelines with the entire class and will review them again several times throughout the year. Please take time to join us in discussing the Discipline Plan with your children.

With the home and school working closely together in partnership, our children will be better able to reach their full potential while participating in the overall educational program. Your interest and support in this critical aspect of your child's education is appreciated.

Sincerely,

Angelica Montelongo, Principal
Thomas Jefferson Elementary

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references and abbreviations

EC – Education Code

48900 Suspension/Expulsion

48660-48666 Alternative Programs

BP – Board Policy

5144.1 Guidelines for Discipline

BAE Center – Bellflower Alternative Education Center

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I UNDERSTAND THAT THESE RIGHTS APPLY TO ALL STUDENTS. IF I EXPECT OTHERS TO RESPECT MY RIGHTS, THEN I MUST RESPECT THE RIGHTS OF OTHERS.

(There are copies of the Education Code and Board Policy books in the office.) Page 21 CALIFORNIA EDUCATION CODES RELATED TO SCHOOL DISCIPLINE Education Code 48900

Page 4

In addition to the grounds specified in Section 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Violation of Education Code 48900.7

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health

(q) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section.

Violation of Education Code 48900.2

Note: (c) Applies to second offense for possession of less than one ounce of a controlled substance, Ed Code 48915 (a) (3). Selling a controlled substance is a mandatory expulsion. Ed Code 48915 (c)

recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

Violation of Education Code 48900.3

In addition to the reasons specified in Section 48900 and 48900.2, a pupil in any of grades 4 to 12 another liquid, substance, or materials and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant. (CSSA)

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense. (CSSA)

m) Possessed an imitation firearm. As used in the section, "imitation firearm" means a replica of a

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object

firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or

unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (CSSA) 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code

Note: Possession, selling, or furnishing a firearm, brandishing a knife at another person, or possessing 243.4 of the Penal Code. (CSSA)

an explosive, are mandatory expulsions, Ed Code 48915 (1), (2), or (5), respectively.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any

and Safety Code, an alcoholic beverage, or intoxicant of any kind. (CSSA)

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage,

or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person

(e) Committed or attempted to commit robbery or extortion. (CSSA) (<\$100)

(f) Caused or attempted to cause damage to school property or private property. (CSSA) (<\$100) inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5.

Violation of Education Code 48900.4

- (g) Stolen or attempted to steal school property or private property. (CSSA)
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (CSSA) (if narcotic)
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

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Our purpose is to make Thomas Jefferson Elementary School the best place for children to go to school, to maintain a safe and orderly environment for students and fairly enforce reasonable rules and consequences. Our plan is based on cause and effect. It gives each student the right to learn and each teacher the right to teach in an atmosphere conducive to learning.

- To help all students become responsible for their actions.
- To expect all students to know the school rules and consequences of their actions.
- To ensure a safe and orderly environment conducive to learning.
- To treat all students fairly and equitably in the application of all rules.
- To develop good citizens.
 - To help each student achieve his/her potential.
 - To build positive, life-long habits.
 - To demonstrate to students the value of treating one another with respect.

Defined Consequences

Each class will have a written discipline plan including the school-wide rules and consequences.

Whenever a child chooses not to follow any of the established rules and standards, specific consequences will be administered by the classroom teacher according to the school-wide and classroom discipline plan. Whenever a child chooses not to follow the playground/cafeteria rules, written notice will be given to the child's teacher who will in turn decide on the appropriate consequence.

Page 5

**AP 5144.1, SECTION F, SUSPENSION
ELECTRONIC DEVICES/CELL PHONES**

Students may not use or display cell phones anytime while on school grounds or during participation in school activities, unless specifically authorized by school administrator or designee. Cell phones must remain out of sight and powered "OFF" throughout the school day. In case of an emergency during the school day, a student may come to the office and ask to use the office phone.

Failure to comply with any portion of this policy will result in immediate confiscation of the cell phone. Confiscated items may be picked up by parent/guardian only.

Ongoing violations may result in further disciplinary consequences in accordance

District Alternative Programs

with Education Code 48900 (k), “Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.”

The school district is NOT responsible for lost, stolen or confiscated property.

Students are not permitted to bring **dangerous objects, weapons** of any kind (including **imitation or toy guns/swords**, etc.) to school. BUSD AP 5144.1, Section F, Suspension; California Education Code 48900 (b)

Laser Scopes/Pointers are not permitted at school.
California Penal Code 417.25 (a)

Description (BAE Center):

Independent Study/Modified Day (EC 51745 – 51749.3, BP 6158)

Description:

Independent study is an alternative to classroom instruction, consistent with the district’s course of study. This strategy provides students, individually, with an opportunity to continue with their courses of study outside the regular instructional program for all or part of the school day.

Criteria for Qualifications:

- Students who will benefit from a short term adjustment period due to social, behavior, academic and/or attendance issues.
- Students who are not able to be in regular attendance due to extenuating circumstances

Referral Process:

Completion of Intradistrict Referral

Bellflower Alternative Education Center (EC 48660 – 48666)

The Bellflower Alternative Education Center serves expelled, probationary,

and adjudicated students in grades 4 through 12. The BAE Center is a full-time (360 minutes per day) program, serving students in two classrooms. The goals of this program are to provide students opportunities and support to meet the academic and behavioral requirements necessary for re-admittance to a less restrictive educational environment.

Criteria for Qualification:

- Students must be in grades 4 through 12.
- Must be placed through expulsion or adjudication process (SARB/Juvenile Court/District Placement Committee)

Referral Process: Completion of Intradistrict Transfer Referral

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General School Conduct

1. Arrive at school on time and stay in designated areas until the opening bell rings.
2. When on the playground and the bell rings, stop playing, and when the signal is given, walk to the appropriate line.
3. Leave toys, balls or other objects at home except with prior teacher approval.
4. Gum is not allowed at school.
5. Keep hands, feet and objects to yourself.
6. Use appropriate language at all times while at school.
7. Students are not allowed in classrooms unsupervised.
8. Walk quietly between classrooms.
9. Stay within proper boundaries during school hours.
10. Upon dismissal, leave school promptly by safe, assigned routes, and report home or

Classroom Conduct

1. Children will follow the rules of the classroom.
2. Children will be good listeners.
3. Children will follow directions the first time.
4. Children will show respect to others.

Cafeteria/Lunch Conduct

1. Walk to and from the lunch area in an orderly manner.
2. Remain in the lunch line, no cuts allowed.
3. Obey and respect lunch supervisors at all times.
4. Once seated, raise hand for help.
5. Use good table manners.
6. Food or other items are not to be thrown.

to childcare provider.

11. Respectfully listen and follow directions of all adults at school.
12. Come prepared for all class activities.
13. Observe all lunchtime, playground and classroom rules.

Playground Conduct

(* Each playground has specific rules that will be communicated by teachers)

1. All students walk on cement areas
2. Students may not bring equipment from home for use at school
3. Students hold sports gear/equipment after the bell rings
4. Students should wear a school penny when playing half-court basketball. Courts are assigned to classrooms and only 4 students may play on a court at a time
5. Students should cross the Red Line only for restroom and drink needs
6. Students should stay in supervised areas
7. Students who have a Volunteer Pass may help in classrooms
8. Students take a knee when the bell rings, and line up after the whistle blows
9. Students may not get drinks after the bell unless supervised by their teacher
10. All snacks are to be eaten at a bench or the shelter area
11. Tetherball is played by two students going in to play and two students going out
12. Disagreements are settled by "Rock/Paper/Scissors"
13. Football (touch or flag) is not allowed
14. Only two students may go into the restroom at a time

Page 7

7. Clean up table area before leaving.
8. Use inside voices when in the cafeteria.
9. Finish eating before going out to play (no food allowed on playground).
10. Remain seated until dismissed by supervisor.

Bicycle Rules

1. Bikes are allowed for students in grades 3 - 6 only.
2. A bicycle contract must be on file in the school office.
3. Use the front gate by the cafeteria when entering the school.
4. All bikes are to be locked and chained to the bike racks (no double locking).
5. Walk bikes on campus and in front of the school from the Kindergarten playground to the end of the parking lot.
6. Do not remain or play in the bike area or tamper with someone else's bike.
7. **All bike riders MUST wear a helmet - it's the law.**

Skateboards, scooters, shoe skates, etc... are not allowed at school at

any time Page 8

- Parenting Classes
- Administrative Transfer
- Home Calls

District Level Programs and Interventions

- Student Welfare and Attendance
- Counseling
- School Attendance Review Board
- **Reinforcement**

District Attorney Mediation **Site Behavior**

Review Team

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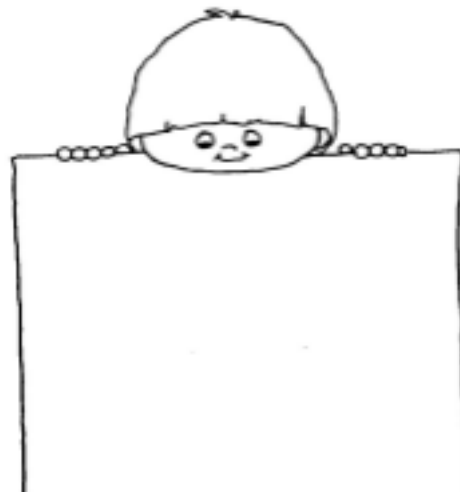
- Consult with Parents/Guardians

Intervention and Monitoring **Positive**

The key to an effective discipline plan is the use of positive reinforcement for those students who follow the established rules and standards. This positive reinforcement will vary from grade level to grade level and will be an important part of the plan.

There are school-wide programs established to recognize those students exhibiting an exemplary attitude/behavior and work habits at school. These programs include, but are not limited to:

- Student Recognition at Flag Salute
- Student of the Month
- Jack Rabbit or Effort Club
- Classroom Rewards/Administrative Rewards
- Honor Roll/Academic Awards
- Gotchas
- Gotcha Cart



You can stop a behavior with negative reinforcement but to change a behavior

**Thomas Jefferson
School/Home Communication**

Student Name: _____ Date: _____ Time: _____ Incident #: _____

School-Wide Behavior Expectations

***Circled Expectations need improvement*

	Classroom	Playground	Cafeteria	Hallways	Bus	Bathrooms
Respectful	#1 Rule	Play fairly & safely Use kind words	Keep your place in line	#1 Rule	#1 Rule	#1 Rule
	Use an inside voice	Follow the rules of the game Squat when the bell rings	Follow directions			
	Use kind words	Share and take turns Always walk on the hardtop Respond appropriately to teachers when they speak to you	Use an inside voice Use proper manners Eat only your food	Walk silently at all times	Remain seated	Keep clean at all times
Responsible	Complete all assignments	Look for an adult to help solve problems	All food remains on your plate	Stay on the sidewalk	Line up promptly	Take care of your personal needs quickly
	Return all important papers	Use equipment appropriately Stay within the boundaries of the playground	Clean up after yourself Put your trash in trash cans		Stay in your assigned line and refrain from playing on the playground	
	Follow directions the first time	Walk to your line after the whistle blows	Remain seated until dismissed		Make safe choices	Put your trash in the trashcan
Ready to Learn	Have materials ready and organized	Use the time to take care of personal needs so you can return to class ready to learn	Eat a healthy meal so you can return to class ready to learn	Think of others' learning by walking silently	Stay calm and positive on the bus so you can come to school ready to learn	Take care of personal needs quickly so you can return to class ready to learn
	Complete and return all homework					
	Focus on your own learning					
	Track the speaker Actively listen and participate					

#1 Rule is: Keep Your Hands, Feet, and All Other Objects to Yourself

Classroom Consequences

- | | | |
|----------------------------------|---------------------------------------------|--------------------------------|
| ___ Numerous Warnings/Re-directs | ___ Loss of Privilege | ___ Eat lunch in Another Class |
| ___ Provided with Choice | ___ Time Out in Class (or in Another Class) | ___ Note or Phone Call Home |
| ___ Conference with Teacher | ___ Time Out w/ Reflection Sheet | |

requires
positive feedback. (Lee Canter)

PBIS

Thomas Jefferson Elementary has implemented PBIS to develop school-wide common language and to establish the behavioral supports and social culture needed for all students in to achieve social, emotional, and academic success.



What students can do to assist in enforcing school rules to maintain a safe and orderly environment at Thomas Jefferson School:

There are approximately 600 students at Thomas Jefferson. Whenever you get that many children together, there are bound to be conflicts and problems among them, especially during play times. For this reason many of our rules have been created as a means to deal with inappropriate behavior that results when children come into conflict with each other and to facilitate group activities.

One of the most important learning experiences that school provides is the socialization factor – which includes getting along with others in group situations. We as a staff will continually encourage students to try to solve their own problems and look out for the welfare of their school and fellow students themselves, without always coming to an adult to solve the situation. When you ask most students, “What do you do when you have a problem at school?” the common answer is, “Go tell the teacher!” Many times, of course, this is the necessary action. However, to assist students in learning to solve their own problems, and to get them involved in contributing to a positive school environment, we offer positive techniques that children can use daily.

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Positive Ways to Handle a Conflict

- Talk together about possible solutions**
- Compromise** (both give up a little something to share if possible)
- **Taking turns** (one person goes first and the other second)
- Active Listening**(be sure to listen to the other point of view)
- Apologize** (you can say you are sorry without saying you are wrong)
- Postpone** wait--handle the problem at a better time (the middle of a lesson is not a good time to resolve an issue; talk after school about it—this way you avoid getting in trouble for erupting class; also this gives you a “coolingoff” period)
- Walk away** (if you see a bad situation starting, don’t be around)
- Friends remind each other of rules when they forget** (don’t have the teacher tell someone to pick up his trash, tell him yourself)
- Control your anger** (stop, relax, cool off before you act—count to 10)
- **Get an adult to help if you or someone else is hurt or scared** (this is NOT tattling)

Page 10 **Jack Rabbit Scholars are:**

Respectful

Responsible

ReadytoLearn

BeaStarwiththe3R’s!

The above are positive strategies. The following negative strategies should be avoided. They only cause further problems:

- **Violence:** Verbal or physical abuse only creates more problems for you. Fighting and bad words do not solve conflicts.
- **Tattling:** Don't continually tell small tales if it is something you can resolve yourself. Try to help someone you see doing something wrong. (If you are hurt, scared or see someone breaking a big rule—it is not tattling and appropriate to tell an adult)
- **Spreading/Believing rumors:** Some people will make up stories that others say just to upset you. Don't let this happen. Believe only what you hear with your own ears and see with your own eyes.

When you have tried your best to resolve a conflict, and have not been successful, you need to report to an adult in charge that there is a problem. We will assist in resolving the conflict.

When students choose to make inappropriate choices, adult authority will step in to ensure a safe and orderly environment for all students Page 14

Consequences for misbehavior will be determined at the time of the incident by teachers or administration (depending on the type of misbehavior)

Page 11

Whenever a child chooses to continually disregard the classroom's school's established rules and standards, the following steps may be taken:

Teacher-Student Conference

A record of inappropriate behavior and action taken will be established, parents will be notified of the situation, and the pupil will be counseled by the teacher

Student – Principal Conference

The principal or assistant principal will counsel the pupil, inform the parents of the problem and action taken, and record this information on

Parent/Guardian – Teacher Conference

The problem will be defined, discussed, and possible solutions will be determined. A follow-up meeting may take place to monitor student progress if deemed appropriate

the student's record if appropriate

Teacher – Principal/Assistant Principal Conference

The teacher will inform the principal and/or assistant principal of the problem and plan alternative solutions

Parent/Guardian – Teacher – Student – Principal/Assistant Principal

Conference All parties will meet and a behavior contract will be established. A follow-up meeting may take place if deemed appropriate.

Suspension

This form of severe consequence will be administered by the principal/assistant principal if the student continues to misbehave or if an emergency situation exists constituting a clear and present danger to other students or school personnel. At home suspension will be considered for any incident involving one or more of the Severe Clause infractions

General school-wide policies are necessary so that there is consistency for the children and that they clearly understand what behavior is expected of them at school. Students who willfully disobey school rules are subject to disciplinary action. A series of specific consequences for infraction of school rules has been established. Disciplinary action is carried out with consistency and fairness. ***The severity of the behavior, the circumstances of the situation, and the individual discipline records of the student involved is always considered when determining the severity of the consequence.***

School Suspension

In the exclusion of a student from regular classroom instruction for adjustment purposes, parents will be notified in writing of suspension given their child.

1. In-School Time Out – whenever deemed appropriate by the principal/assistant principal, a student may be timed out from the regular classroom and kept in an “alternate room” for the remainder of a school day.

2. At-home Suspension – whenever deemed appropriate by the principal/assistant principal, a student may be suspended from school for a period of up to five consecutive days. (EC 48900, see references)

In addition to the reasons specified in EC 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school determines the pupil has committed sexual harassment. The conduct must be considered, by a reasonable person of the same gender as the victim, to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.