

Gilbert Elementary

School-Wide Discipline Plan

1. We will use the Gilbert Pledge and Guided Language Acquisition Design (GLAD) strategies for discipline based on the three standards (**make a good decision, be a problem solver, and show respect**). This system is based on reinforcement of positive student behaviors. Staff members have been trained in GLAD strategies, and we enforce the Gilbert Pledge every day.
2. We will continue to use a color chart for documenting poor decision(s). Specialists will communicate to teachers which students need to change their color for misbehaviors. All teachers will use the same color scheme of:
 - a. Blue = good behaviors and positive decisions
 - b. Green= one bad behavior or poor decisions – verbal warning
 - c. Yellow = two bad behaviors or poor decisions – loss of recess, talk with teacher, reflection paper
 - d. Red = three bad behaviors or poor decisions – referral as an FYI in the system, parent contact, and detention
 - e. After Red the student would be given an office referral and we would follow the progressive discipline ladder

Teachers will continue to try strategies such as eye contact, verbal reminders (up to three), moving seats, proximity, time outs, processing papers, or other strategies to change behaviors before changing cards. Rewards will be given weekly/monthly for staying on blue.

OFFICE – send student or call office for help only when they are a danger to themselves or another person....ONLY!

Definitions for Major Problem Behavior – office referrals for progressive discipline:

1. Repeated abusive/inappropriate language/gestures or teacher/adult directed: student engages in vulgar, profane, or obscene language or gesture, symbols or writings, spitting, or name calling.
2. Physical aggression: physical contact with intent to inflict harm or standing around watching and/or cheering on fight; or being involved with anyone seeking to fight another student (ex. Hitting, punching, kicking, hair pulling, scratching).
3. Disrespectful/defiance/insubordination: student engages in refusal to follow directions (repeatedly), talks back and/or delivers socially rude interactions. (if it is a safety issue send immediately)
4. Repeat Disruptions: student engages in behavior causing an interruption in class or activity. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
5. Harassment/bullying: statements or actions that harm or damage or that interfere with or create a threatening environment or disrupt the orderly operation of school.
6. Damage to property: student participates in an activity that results in destruction or disfigurement of property.
7. Stealing/theft: student engages in the sale or possession of items that do not belong to him/her or engages in the act of taking items that do not belong to him/her.

Definitions for minor problem behaviors to be taken care of in classroom with the color chart:

1. Inappropriate language/gestures: student engages in low-intensity instance of inappropriate language. Examples: put downs, name calling, or hurtful words, “this sucks”, etc.
2. Physical contact/aggression: student engages in non-serious, but inappropriate physical contact. Examples: bumping out of line, play fighting, snatching objects out of someone’s hand invading personal space, chest bumping, etc.
3. Disruptive: student engages in low-intensity, but inappropriate disruptions. Examples: playing with objects, blurting out, making noises, crumpling up paper, etc.
4. Disrespect/defiance/non-compliance: student engages in low-intensity failure to respond to adult requests. Examples: shutting down, disobeying, “I don’t want to”, ignoring teacher, etc.
5. Property misuse: student engages in low-intensity misuse of property. Example: coloring on self, scribble on desk.
6. Other: student engages in any other minor problem behaviors that do not fall within the above categories.