

Discipline Plan

Poplar Road Elementary School is roaring with pride...

R.O.A.R. was designed to help create a climate of cooperation, academic excellence, respect, and safety at Poplar Road. Project "R.O.A.R." is based on four guiding principles: being Respectful, Obedient, Attentive, and Responsible. We believe these principles will help create an optimal learning environment for the students at Poplar Road Elementary.

Students must be:

R = Respectful

O = Obedient

A = Attentive

R = Responsible



ROAR Expectations

	Respectful	Obedient	Attentive	Responsible
Computer Lab, Art, and Music	Respect the space of others.	Follow directions the first time they are given.	Pay attention. Stay on task.	Use your time wisely. Use the equipment carefully so that it doesn't get damaged.
Gym	Demonstrate good sportsmanship. Respect and share equipment. Use positive language. Respect the space of others	Listen to and respond politely to teachers. Follow directions the first time given. Play by the rules.	Stop your activity when you hear a whistle or attention signal *The coach will give the signal.	Return equipment promptly. Enter the gym only when supervised. Wear appropriate gym shoes. Play by the rules and play safely.
Hallways	Remain quiet in hallways. Keep hands, feet, and objects to yourself and away from other people, the walls, and displays. Respect the space of others.	Listen to and follow directions the first time given. Follow any hand signals given by adults. * Same hand signal used by all.	Be attentive.	Walk on the right side of the hallway, (except for bus dismissal) Always face forward
Main office Nurse	Speak in a quiet voice. Be courteous, wait your turn. Use your manners.	Do what you are asked the first time. Follow directions. Sit quietly and wait patiently for your turn.	Listen. Use your manners.	Have a pass. Report to the office when tardy.

	Respectful	Obedient	Attentive	Responsible
Restrooms	<p>Be courteous.</p> <p>Be quiet.</p> <p>Respect the space of others.</p>	<p>Use facilities correctly.</p> <p>Wait patiently in line and take turns.</p>	<p>Listen. Do not talk.</p> <p>Use the facility appropriately, quickly, and quietly.</p>	<p>Keep area clean.</p> <p>Respect property.</p>
Car, Bus, and Day Care Areas	<p>Use positive language.</p> <p>Give others their space.</p> <p>Respond to adult directions.</p>	<p>Listen and follow direction the first time given.</p>	<p>Listen/look for your car, or bus.</p> <p>Pay attention.</p>	<p>Be on time.</p> <p>Walk to the bus or the waiting area.</p> <p>Be quiet.</p> <p>Keep up with your belongings.</p>
Media Center	<p>Wait your turn.</p> <p>Use good manners.</p> <p>Whisper to communicate.</p> <p>Wait patiently in line at desk for checkout.</p>	<p>Follow directions.</p> <p>Obey rules and regulations.</p> <p>Use shelf markers when looking at books.</p>	<p>Listen and respond to questions in a timely and positive manner.</p> <p>Straighten books that have fallen over.</p>	<p>Enter quietly.</p> <p>Have a pass.</p> <p>Have book ready at checkout desk.</p> <p>Return books on time.</p> <p>Bring books and necessary materials.</p>
Assemblies, Programs, or Field Trips	<p>Respond in an appropriate manner.</p> <p>No "booming."</p> <p>Sit quietly.</p> <p>Be appreciative.</p> <p>Show good sportsmanship.</p> <p>Respect the space of others.</p>	<p>Follow directions.</p> <p>Obey rules and regulations.</p> <p>Respond courteously to others.</p>	<p>Listen to speakers.</p> <p>Respond in an appropriate manner.</p> <p>Pay attention.</p>	<p>Sit and stay in designated area until dismissed.</p> <p>Keep up with your belongings.</p> <p>Follow bus rules.</p>
Cafeteria	<p>Use good table manners (chew with mouth closed, use napkin, etc.).</p> <p>Speak politely to others (please, thank you, excuse me).</p> <p>Use a quiet, conversational voice.</p>	<p>Follow directions.</p> <p>Follow seating and dismissal procedures.</p> <p>Obey signals that designate quiet or talking times.</p> <p>Obey rules and regulations (do not talk in line).</p> <p>Follow adult instructions.</p>	<p>Listen and respond appropriately to adults.</p> <p>Pay attention.</p>	<p>Stay seated at table unless you are given permission to move to another location.</p> <p>Wipe up spills, remove trash, and push in chairs when leaving.</p> <p>Stay in line and walk carefully as you leave the tables.</p> <p>Return tray.</p>

SCHOOL RULES

In order to have an environment conducive to learning, each student and each staff member must do his/her part to help the Poplar Road Elementary community to be a safe and pleasant place in which to learn.

This will require each student to agree to follow rules and make responsible choices.

- ❖ 1. Be respectful
- ❖ 2. Be obedient
- ❖ 3. Be attentive
- ❖ 4. Be responsible

CONDUCT GRADES

All students will have the opportunity to earn points for choosing to follow the school rules. Each child may earn up to 18 points each week for appropriate behavior choices. (Returning the R.O.A.R. folder and two teacher choices will comprise 3 of the 18 points students can earn each week. Those points will accumulate for the nine weeks and will be entered on the report card using the following grading scales.

R.O.A.R.

Grading Scale
9 weeks grading periods

45 days per nine weeks x 3 points per day = 135 points per nine weeks

135 points

A = 121 points -135 points	90 – 100%
B = 108 points – 120 points	80 – 89%
C = 96 points – 107 points	71 – 79%
D = 95 points	70%
F = 94 points or fewer	69% or less

R.O.A.R.

Respectful, Obedient, Attentive, Responsible

- ❖ **Rule 1:** Be Respectful
- ❖ **Rule 2:** Be Obedient
- ❖ **Rule 3:** Be Attentive
- ❖ **Rule 4:** Be Responsible

Rewards

15 points per week – **ROAR Friday** (teacher level choice)
Rewards could tie something fun to what they are studying in class. Provide teachers with a list of examples.

1 nine-week period – Certificate, Bumper Sticker, and Principal's Award/Lunch (8 of 9 weeks)

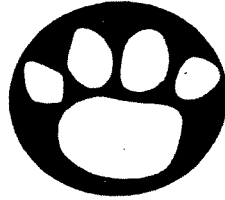
2 nine-week periods – Certificate, 1 Paw Print (for making the first and the second nine-weeks), and Principal's Award/Lunch (8 of 9 weeks)

3 nine-week periods – Certificate, T-shirt (for making the first, second, and third nine-weeks), and Principal's Award/Lunch (8 of 9 weeks)

4 nine-week periods – Certificate with Gold Seal (for making all four nine-week periods), 2nd Paw Print, Principal's Award/Lunch (8 of 9 weeks)

NOTE: Handprints need to start in the front hallways.

Other suggestions for rewards were tattoos, water bottles (if there are funds available), and assemblies.



SCHOOL PLEDGE

- ❖ I WILL BE RESPECTFUL TO EVERYONE AT SCHOOL.
BE OBEDIENT AND FOLLOW ALL THE RULES.
- ❖ I WILL BE ATTENTIVE AND LISTEN CAREFULLY.
AND VERY RESPONSIBLE, I WILL BE.
- ❖ I WILL ALWAYS WORK HARD AND DO MY VERY BEST.
BECAUSE THE MIGHTY PANTHERS ARE THE BEST!

Consequences

- 1 Grade Level Consequences (Each grade level should be consistent).
- 2 Removal from a daily fun activity with "think time" and call parent/send note home. Fun activities include recess, snack time, etc. A student can be removed from snack time (social time) and remain in the classroom in a location that is isolated from the other student.
- 3 Office referral

Once the student is referred to the office, there should be:

1. Parent contact by an administrator and teacher notification of what happened.
2. STOP or community service work. The Project should be assigned to the student (with parental support).
3. Conference should be held with administration, parent, teacher, and student. This will help decide if the student requires an official Behavior Plan to be documented through SST or if the student has an SST file, immediately use the conference as an SST meeting that generates new strategies for the warranted behavior.

While most behavioral issues will be handled in the manner stated above, there will be a few instances where students will have to be sent directly to the office. Such behaviors as fighting, threatening, and bullying should be referred to an administrator.

NOTE: It is important that teachers and staff follow the grade level consequences to the letter. Staff should only provide a warning. Giving several warnings to one student for the same infraction throughout the day takes away from positive instruction time. After students have had a two-week orientation to R.O.A.R., they will better understand how to follow it. Also, students who are unwilling or unable to follow the plan will have assistance from other sources.

Catch Teachers/Staff Being Good!

R.O.A.R. is a school-wide effort. It will take the sincere efforts of students, staff, and parents. Our teachers and staff will need to discuss and model expectations that we have set for our students. Students will need to practice their new behaviors. We will all learn strategies to help our students adjust to the new expectations and to actually want to follow the new rules.

In an effort for us as staff members to support each other through the implementation of R.O.A.R., each of you will be given "Catch Teacher/Staff Being Good!" cards to complete on staff members. When you see different staff members implementing positive R.O.A.R. strategies anywhere around the school, write the strategy(ies) on a card and put the card in a designated box in the office. On Wednesdays, all cards will be published in the PEN. Thus, we will learn additional strategies that work from each other. In addition, the person receiving the "Catch Teacher/Staff Being Good" card will get an early release blue card **and** her/his name will be placed in a box for a drawing for some really neat prizes.

NOTE: Students love to see good things happen to their teachers and they want to help. Therefore, they will work hard to follow the principles of R.O.A.R. so that their teachers can be "caught being good."