

GARVEY SCHOOL DISTRICT

**DISCIPLINE
HANDBOOK FOR
PARENTS/GUARDIANS**

2023 - 2026

**GARVEY SCHOOL DISTRICT
STUDENT SUPPORT SERVICES
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GARVEY SCHOOL DISTRICT

DISCIPLINE HANDBOOK FOR PARENT/GUARDIANS

The Governing Board of the Garvey School District (GSD) believes that an important aspect of public education is to assist children in developing sound social judgment, decision-making skills, problem-solving skills, and self-discipline. Additionally, the Board believes that students and teachers are entitled to an environment that promotes maximum learning and teaching opportunities. In order to maintain a positive learning environment and to guide students in becoming responsible, self-disciplined individuals free to pursue academic studies, an appropriate amount of discipline and guidance are necessary. The development of self-discipline is best accomplished when children are given the opportunity for corrective experiences. Discipline or corrective actions, then, become positive learning experiences rather than arbitrary punishment.

Proactively addressing the area of discipline, the Garvey School District embraces Positive Behavioral Interventions and Supports (PBIS) and *7 Habits of Highly Effective People*. Developing leadership qualities early in students' lives will promote academic success in their future.

The Garvey School District Discipline Program is founded on three basic concepts:

1. **Respect** for self and others
2. **Responsibility** for one's own actions
3. **Reasonable consequences** for misbehavior

All societies have rules. School rules and regulations exist in order to provide a safe and secure environment which is conducive to learning. All students are expected to obey all classroom and school rules.

The goals of the GSD Discipline Program are:

1. **To improve the learning environment** through recognition of good behavior and consistently applied consequences and corrective experiences for inappropriate behavior.
2. **To involve the parent/guardian in the discipline process** in a positive way by working together cooperatively to help children develop into responsible and capable adults.
3. **To promote a sense of self-discipline, self-reliance, and self-confidence** by integrating the *7 Habits* into the daily interactions of the school community.

The *7 Habits of Highly Effective People* are practiced throughout Garvey School District. The chart below describes each of the *7 Habits* taught within our classrooms.

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

HABIT 1: BE PROACTIVE

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

HABIT 2: BEGIN WITH THE END IN MIND

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

HABIT 3: PUT FIRST THINGS FIRST

I spend my time on things that are most important. This means I say no to things that I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

HABIT 4: THINK WIN WIN

I balance courage for getting what I want with consideration for what others want. I make deposits in others Emotional Bank Accounts. When conflicts arise I look for third alternatives.

HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

HABIT 6: SYNERGIZE

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any of us alone. I am humble.

HABIT 7: SHARPEN THE SAW

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond.

Proactive discipline views misbehavior as a communication by the child, which tells us what the child needs to learn regarding responsibility and respect for self and others. The results of misbehavior serve as a guide for determining appropriate consequences, which will help the child learn to act responsibly. By focusing on the results of misbehavior, proactive discipline teaches positive behavior rather than using arbitrary punishment. However, the safety and welfare of others, as well as the maintenance of an orderly school environment are of utmost importance. Behaviors, which threaten the safety of others or are significantly disruptive to the orderly conduct of school, may result in disciplinary actions which are more protective of others' rights than corrective for the individual student.

A Proactive Discipline approach is characterized by the following:

1. Establishes goals; identifies acceptable, positive behavior.
2. Educates regarding expected behaviors.
3. Adults model expected behaviors (teach by example.)
4. Holds the child responsible for his/her behavior and for taking appropriate action to solve problems.
5. Provides appropriate corrective (learning) experiences as consequences for misbehavior.
6. Focuses on the results of misbehavior as a guide to providing consequences (corrective experiences).
7. Recognizes that children at different developmental stages require different levels of disciplinary actions.

Proactive Discipline compared to Punishment

DISCIPLINE

1. Based on providing consequences (corrective experience)
2. Leads child to self-discipline (proper behavior without guidance)
3. Teaches self-initiative and responsibility
4. Teaches child to achieve for herself / himself
5. Leads to the development of pride, self-confidence, self-worth and mastery
6. Leads to cooperative problem-solving
7. Is directed towards learning and satisfying the needs of the child for a sense of competence
8. Leads the child to learn new appropriate behaviors (self-correction)
9. Consequences (corrective actions) make sense and are related to the inappropriate behavior.
10. Focuses on behavior and the results of inappropriate behavior
11. BEST TAUGHT BY EXAMPLE

PUNISHMENT

1. Based on inflicting physical and / or psychological pain (guilt, shame)
2. Leads to reliance on others to limit behaviors
3. Teaches child to rely on others'
4. Teaches child to "behave" in order to avoid pain
5. Leads to the development of guilt, shame and a sense of self as "bad", unworthy and incompetent
6. Leads to revenge, hostility and deviousness
7. Is directed towards satisfying the needs of the adult (punisher)
8. Leads the child to inhibit behaviors and to rely on others for correction
9. Consequences are arbitrary (not related to the inappropriate behavior)
10. Focuses on the personality or character traits of the child
11. BEST TAUGHT BY EXAMPLE

RIGHTS AND RESPONSIBILITIES

Every **STUDENT** has a **RIGHT** to:

- be respected as an individual human being
- educational opportunities without discrimination
- a safe, secure learning environment free of disruption by others
- express his/her concerns in a responsible way and have them heard and respected
- receive fair and consistent treatment by school personnel

Every **STUDENT** has a **RESPONSIBILITY** to:

- respect the rights of others
- respect the authority of school personnel
- take appropriate actions to solve her / his own problems
- cooperate with school personnel in maintaining a safe and secure environment
- understand and abide by all classroom and school rules
- behave in ways which do not disrupt the learning environment
- make-up all assignments missed due to tardiness, absences, or disciplinary actions

Every **PARENT/GUARDIAN** has a **RIGHT** to:

- be respected as an individual human being
- be informed of disciplinary problems and actions
- due process for each child
- visit the school to observe the instructional program (with prior arrangement)
- conference with school personnel regarding their children with (prior arrangement)

Every **PARENT/GUARDIAN** has a **RESPONSIBILITY** to:

- understand and support local school behavior standards
- help the child understand, accept, and respect all school rules
- cooperate with school personnel in carrying out appropriate disciplinary actions
- ensure regular and prompt attendance and notify the school in the event of an absence or tardiness
- read all communications which come from the school and respond when requested
- send children to school neat, well-nourished, appropriately dressed and ready to learn
- supervise their children at home regarding homework and home-study assignments (make-up due to tardiness/absences; assignments missed due to disciplinary actions)

Every **SCHOOL EMPLOYEE** has a **RIGHT** to:

- be respected as an individual human being
- work in a safe and secure environment, free of disruption
- expect students to learn to the best of their ability
- expect students to abide by classroom and school rules
- expect parent/guardians to meet and discuss their child's behavior when necessary
- expect parent/guardians to work cooperatively towards improving their child's behavior

Every **SCHOOL EMPLOYEE** has a **RESPONSIBILITY** to:

- provide a safe, secure and positive learning environment
- review with students the district disciplinary policy and school rules and enforce the policy and rules
- communicate regularly with students, parent/guardians and other appropriate school personnel regarding students' needs and behavior problems
- work cooperatively with parent/guardians toward improving their child's behavior

Prevention

- ❖ Enrichment Classes
- ❖ Ambassador's Program
- ❖ Behavior Contracts
- ❖ Community Service/Campus Beautification
- ❖ Restorative Justice Practices
- ❖ Trauma Informed Practices
- ❖ Social Emotional Learning
- ❖ Conflict Resolution/Mediation
- ❖ Counseling
 - Asian Pacific Family Counseling
 - Chinatown Service Center
 - Familias Unidas
 - Foothill Family Services
 - Herald Christian Health Center
- ❖ Extra Curricular Clubs/Student Council
- ❖ Family Movie Night
- ❖ Lunch Speed Passes for Students of the Month
- ❖ Mentoring
- ❖ Referral to Principal
- ❖ Restriction from School Activities
- ❖ Saturday School
- ❖ School Attendance Review Board (SARB)
- ❖ Social Probation
- ❖ Student Recognition Awards
 - PBIS
 - Academic Improvement
 - Perfect Attendance
 - Good Citizenship
 - Practicing the 7 Habits
- ❖ Student Referral for Advisement
- ❖ Student Success Team (SST)
- ❖ Temporary Removal from Class (Advisement)

DEFINITION AND EXPLANATION OF REASONABLE CONSEQUENCES

The following categories may be used when disciplinary action is required:

ADVISEMENT:

To develop a plan for improved behavior

- Notice to parent/guardian
- Student conference, parent/guardian conference, referral for support services, social adjustment transfer

RESTITUTION:

To make-up for time and/or assignments missed due to tardiness, absences or disciplinary action

- Detention (no longer than 1 hour with parent knowledge)
- Saturday School
- Home-study assignments under parent/guardian supervision

To repair or replace damaged, lost or stolen property

- Cleaning up debris left by students in the classroom, the cafeteria or on school grounds
- Cleaning up or paying for the cleaning up of vandalism or graffiti done by the student
- Reimburse the victim for costs incurred due to vandalism
- Reimburse the District for costs due to lost property

RESTRICTION:

To preserve the orderly conduct of school

- Temporary loss of extra-curricular activities
- Detention (no longer than 1 hour with parent knowledge)
- Temporary removal from class
- Suspension by teacher
- Parent/guardian to Class
- Social Adjustment/Pupil Transfer Request
- Saturday School
- Community Service
- Independent Study (with parent/guardian approval)
- Alternative Placement

SUSPENSION (by Principal):

To protect the safety and welfare of others and to preserve the orderly conduct of school

- Suspension will be implemented when all other means of correction have been attempted or the presence of the student presents a threat or safety concern on campus. Suspension is the removal of a student from school for a period of no more than five (5) consecutive days. An informal conference will be held with student and the parent/guardian will be notified by the Principal regarding the potential suspension. A parent/guardian conference will be held.

EXPULSION (by Board of Education):

To protect the safety and welfare of others to preserve the orderly conduct of school

- Expulsion may only occur after a formal expulsion hearing by the Governing Board. In expulsion situations, parent/guardian will be notified regarding due process procedures.
- Notification to law enforcement

DUE PROCESS

Due process procedures are designed to ensure that corrective action is taken only after a thorough examination of the facts. The nature of the corrective action must be reasonably related to the nature and circumstances of the inappropriate behavior.

Students facing disciplinary action have a right to:

1. An oral or written notification of the charges
2. An explanation of the evidence
3. An opportunity to present his/her side of the story
4. Appeal decisions resulting in disciplinary action to the next higher authority.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period whether on or off the campus
4. During, or while going to or coming from, a school sponsored activity
5. Electronic acts impacting Garvey School District students or staff.

GARVEY SCHOOL DISTRICT
2023-2026
PARENTS' DISCIPLINE HANDBOOK
ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Dear Parent / Guardian:

The Garvey School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact your school administrator. She or he will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below, and return it to your student's school.

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgement by the parent or guardian that she or he has been informed of her or his rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student's Name: _____

Parent's/Guardian's Name: _____

Address: _____

City and Zip Code: _____

Home telephone number: (_____) _____

School child attends: _____ Grade: _____

Parent/Guardian signature: _____

Date: _____

For a complete listing and copies of Garvey School District Board Policies, please visit <http://www.garvey.k12.ca.us>. For a complete listing and full versions of California Education Code, please visit <http://leginfo.ca.gov/>