



# Shenker Academy

For Early Childhood Education

## Shenker Academy Discipline Policy

The goal of our discipline program is to promote responsible decision making, respect for self and others, respect for property and pride in appropriate behavior. One of our primary responsibilities as a school is to promote a safe, productive learning environment, and it is our belief that communication and teamwork between the home and the school are important in promoting good citizenship and a secure school.

Teachers will present basic rules and regulations for the classrooms and playground. Our rules involve creating a safe and orderly working environment for all and will include the following: treating others with respect and as you would wish to be treated; playing safely with no rough play, fighting, or play fighting at any time; and using language that is appropriate to the school setting - there is to be no profanity or demeaning name calling. Students are expected to walk on the blacktop area and avoid walking through designated game areas. Our complete Discipline Plan is outlined below and includes specific school rules.

We believe that together, we will promote an academically, physically, socially, and emotionally safe environment in which every individual accepts personal responsibility for making a positive contribution to the harmony and welfare of the school as a whole.

**We strive to have excellent character and good citizenship.**

### **Integrity**

Make a choice to be your best; be honest, be loyal, honor your commitments; and keep your word.

### **Respect**

Make a choice to treat others with courtesy and respect.

### **Kindness and Compassion**

Make a choice to be thoughtful of others, always striving to be kind and considerate.

### **Responsibility**

Make a choice to think before you act; consider consequences; and be accountable.

### **Citizenship**

Make a choice to play by the rules; do your share; and be charitable.



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## We play by the rules...

- Treat others as you wish to be treated
- Be courteous, kind and positive.
- Keep your hands, feet and unkind words to yourself
- Follow directions
- Take responsibility for your actions
- Take the initiative to solve problems positively
- Show pride and loyalty for yourself and your surroundings

## As students, we will...

- Show courtesy, trust, caring, respect, and fairness
- Abide by the guiding principles
- Uphold the school standards
- Accept responsibility for decisions and actions
- Abide by the policies of Shenker Academy

## As parents, we will...

- Model courtesy, trust, caring, and respect
- Support our student(s) in being in school, ready to learn.
- Participate actively as members of the school community
- Be informed about school policies and events
- Work as partners with the staff in the problem-solving processes
- Hold high expectations for our children's productive, responsible behavior.

## As teachers, we will...

- Maintain professionalism as we model courtesy, trust, caring, respect and fairness
- Provide a well-organized instructional period and engaging work to facilitate good study habits and independence.
- Properly always supervise students.
- Be primarily responsible for managing discipline in our classrooms.
- Maintain high expectations for productive, responsible behavior.
- Set responsible and reasonable limits, make fair judgments, and follow through with appropriate procedures for rewards and/or consequences for behavior. Teachers may never use physical punishment, psychological abuse, or coercion when disciplining a child. For example, Shaking, spanking (physical), shaming, ridiculing (psychological), pushing or pulling (coercion) are prohibited at the school and will cause an immediate dismissal.



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- Cooperate with students, parents, and administration in a positive problem-solving process.
- Facilitate home-school communication and parent participation in problem solving.
- Refer students to administrative staff after appropriate measures to manage disruptive behavior have been unsuccessful.

## As the principal, I will...

- Facilitate collaborative development of school-wide procedures and programs that promote a safe, respectful learning environment.
- Maintain professionalism as I model courtesy, caring, respect, and fairness.
- Provide support for the staff in the implementation of the discipline plan.
- Provide strong, positive leadership in the development, implementation, and evaluation of the Valentine Code of Conduct.
- Provide leadership in maintaining a healthy, safe, productive, and content environment.
- Accept ultimate responsibility for resolution of conflicts at the school site-level.
- Research and mobilize school-community resources to develop activities that encourage students to feel good about themselves and their school.
- Be an effective school-community liaison.

Occasionally, a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem-solving skills in lessons that are a foundation for lifelong productive behavior.

Shenker Academy follows the **Love and Logic** Discipline Methods, and children involved in a disagreement or conflict are supported through the incidents, asked to find words to express their feelings and needs, and given choices with clearly stated implications.

For children with serious, challenging behavior, we will ask parents to meet with the administration so that we can work as a team to correct the behavior through a guided plan of action which will include the partnership of the teachers, parents, and school administration.

Shenker Academy do not use TIME OUT and only use redirection through Love and Logic inspired strategies.

For example, if an assignment is not completed, the child may be asked to finish the work during playtime; or if a student is disruptive, his/her seat may be moved to a place where the disruption



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is no longer possible. If the problem continues, the teacher may work with the school administration, parents, and more, to craft a plan to improve the behavior and build a plan for rewards and consequences.

Children with special needs will have Individual Education Plan and the school, the team, and the parents will work collaboratively to implement the plan effectively at the school and beyond.

We will work with students on various discipline situations to support changes in behavior and to build problem solving skills.

- To truthfully describe the problem concisely
- To have empathy and compassion when appropriate
- Respect the personal space of others
- To access and use strategies for problem resolution
- To access and use strategies to calm down prior to responding
- To make a decision to seek adult assistance when appropriate
- To be responsible and accountable for one's role in the problem
- To cease future behavior that caused or exacerbated the problem.
- Accept consequences as appropriate.

We take unsafe or disrespectful behavior seriously. It is important to remember that there is no one right way to address this type of behavior in that the circumstances, frequency, complexity, and special needs are all considerations when determining appropriate strategy to handle misconduct. Misbehavior is an opportunity to teach the child kindness, self-discipline, trustworthiness, and respect.

We use various strategies to address misconduct including:

- Student assigned to cozy corner calm their body and mind before reflecting on an incident.
- Student is redirected to another activity.
- Student is redirected to administration.
- Parents are informed about the incident.
- Administration is informed about the incident.



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Suspension, exclusion, or permanent expulsion are extreme actions Shenker Academy may take in response to student and or parental misconduct or behaviors and only after a thorough course of actions has been taken by teachers, administration, parents, and professionals, and after recommended actions were exhausted. When extreme behavioral, social-emotional, or cognitive challenges are identified by the classroom team, the next steps will be taken in the below chronological order to address these challenges:

- Classroom lead teacher will meet with the school administration prior to meeting with the parents to outline the classroom occurrences and concerns.
- The parents, administration and classroom lead teacher will then meet, discuss the initial observations, and agree to a log of behaviors for 7-10 school days.
- The school administration will then meet with the classroom team and the parents to reveal the findings and to identify the patterns based on the detailed log. An action plan will be discussed and agreed upon at the end of this meeting. This plan may include a professional evaluation (cognitive, behavioral, social-emotional, occupational, speech, etc.), classroom accommodations, academic accommodations, attendance accommodations, staffing accommodations, and more. The school will determine a timeline to revise and reassess each step of the action plan taken by parents, teachers, and administration.
- Following a professional evaluation, the school will make the needed accommodations for the student and will re-evaluate the progress periodically. Shenker Academy expects that the student, parents, teachers, professionals, and administration, will be committed to this process through in school/out of school intervention and in school accommodations.
- In case of failure of the process, lack of collaboration between parents-professionals-school team, The Shenker Academy administration team will meet and determine if Shenker Academy recommends continuing with the implementation of the action plan or not.
- In case of discontinuation of the action plan, Shenker Academy's Head of School will consult with professionals, specialists, administration team, and classroom team, and decide the next step which may include:
  1. Exclusionary measures: switch classrooms, reduce or increase the length of attendance (full days, half days, limited hours), etc.
  2. Suspension measures: A temporarily prohibited attendance until the school, professionals, and parents discuss a new action plan to benefit the child.
  3. Separation measures: A permanent separation between the student and the school due to greater needs that can not be met by the Shenker Academy.
  4. Expulsion measures: A permanent expulsion of the student due to failing process and due to the need to seek for a different educational route which are in the best interest of the child.
- During each step of the process outlined above, Shenker Academy will offer internal and external resources and services for the teachers, parents, and administrators to allow a



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successful action plan. Shenker Academy will collaborate with the next agencies to ensure each participant can get the right help:

1. The State of Nevada, Early Childhood Mental Health Services – Childcare Consultation Services (702) 486-7764
2. The State of Nevada, Early Intervention Services (702) 486-9826
3. The EBP- Evidence Based Practice of Nevada (702) 508-9181
4. Capability Health- (702) 677-3593
5. Speech therapists, Occupational therapists, Behavioral specialists
6. Medical Professionals

Shenker Academy will continue to comply with the State of Nevada regulations (432.A) as well as with Federal and local laws to ensure high quality services to our families and children with adherence to OSHA, State licensing, and health directives.

Shenker Academy reserves the option to dismiss a student, deny re-enrollment, or terminate a child's enrollment due to the actions or inappropriate behaviors or communications of the child and/or a family member. This may be used in extreme situations and will be determined by the Head of School, the Board of trustees executive committee and the school's legal counselor.

Signature: \_\_\_\_\_