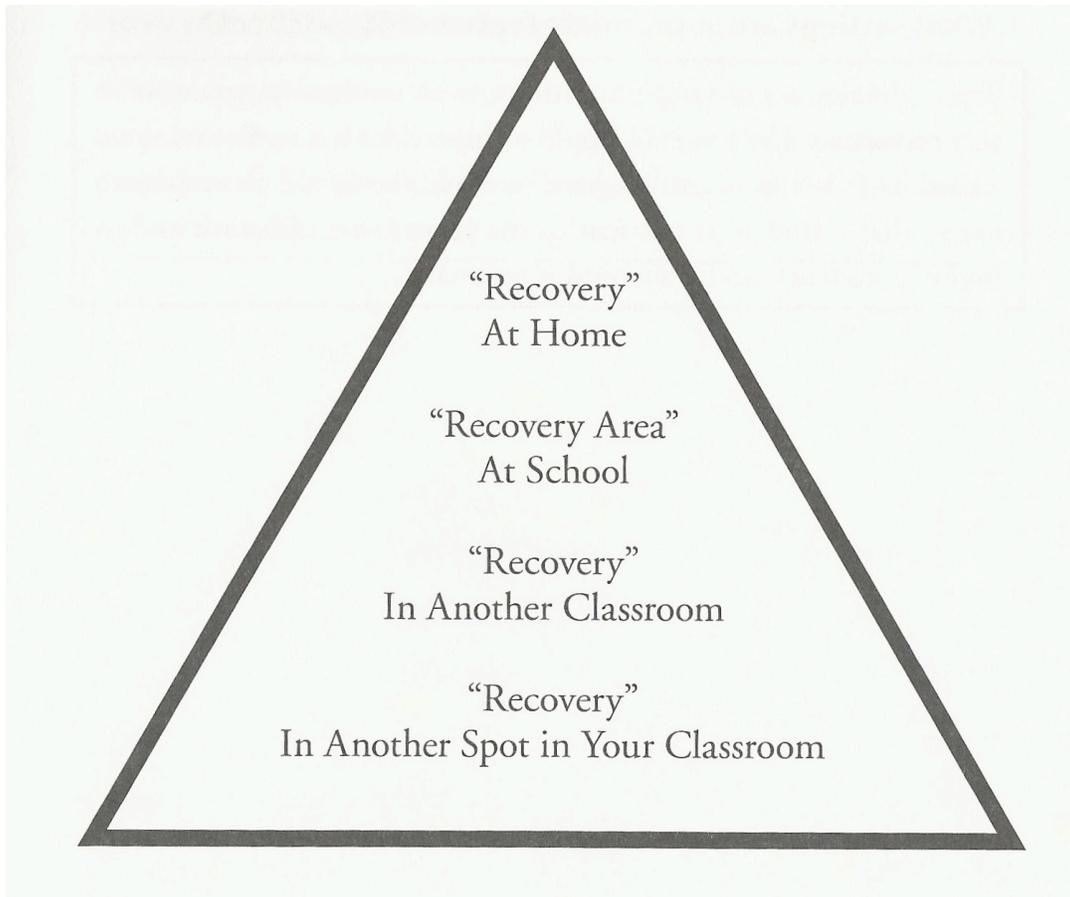


OCS Elementary Discipline Plan

Love and Logic Core Beliefs for our School

The following list of core beliefs outlines the professional actions and attitudes of all staff members at this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.



OCS Elementary Guidelines for Discipline

Rules in our classrooms are few. We believe that all children are different, and all actions and reactions very personal in nature. Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with the focus on enabling the child to grow and learn from his or her actions.

Guidelines for Students Behavior

1. Feel free to do anything that doesn't cause a problem for anyone else.
2. If you cause a problem, we will ask you to solve it.
3. If you can't solve the problem, or choose not to, we will do something.
4. What we do, will depend on the special person and the special situation.
5. If you feel something is unfair, whisper to your teacher, "I'm not sure that's fair," and we will talk.

To ensure that the above guidelines are followed, we will operate with the following principles as our guide:

1. We will react without anger or haste to problem situations.
2. We will provide consequences that are not punitive but that allow the child to experience the results of a poor choice, enabling him or her to make better choices in the future.
3. We will proceed in all situations with the best interest of the child foremost in mind – academic, social, emotional, and spiritual wellbeing will be fostered.
4. We will guide students toward personal responsibility and decision-making skills they will need to function in the real world.
5. We will arrange consequences for problem situations in such a way that the child will not be humiliated or demeaned.
6. Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different even when problems appear to be the same.
7. We will make every effort to ensure that, in each situation, the students involved understand why they are involved in the consequences.
8. If we at any time act or react in a way that a child truly feels is unjust, that student need only to whisper to us, "I'm not sure that's fair." We will arrange a meeting with the student during which the student can express why he or she feels our actions were unfair. This may or may not change our course of action. We are always open to calm, rational discussion of any matter.