

Diedrichsen

Progressive Discipline Plan



PBS Model LDES:

The Diedrichsen Philosophy is to provide a challenging academic program in a safe nurturing environment. Classroom management is approached from a belief that teachers use skills/concepts to plan and maintain a learning environment in which students learn decision making skills needed to be responsible for their own learning and behavior. The philosophy of being proactive and that “Positive Behavior Support” works best.

At LDES, student discipline is dealt with through positive incentives and empowering students to solve problems through teacher facilitation. Students are taught the SWIM Values, show respect, work hard, have integrity, and make a difference.

In addition to positive behavior support, Diedrichsen implements Love and Logic techniques as an approach to discipline. We treat every student with love and respect, holding students accountable for their actions with natural consequences. Love and Logic is an approach to working with students that teaches kids to think for themselves, raises the level of student responsibility, and prepares students to be productive citizens as we prepare them to be college and career-ready.

This plan, adhering to guidelines set forth by NRS 392.4644, is an effort to empower teachers and students to create a school environment of high standards, positive culture, and academic success.

Pro-Active Steps to Ensure a Positive and Safe Environment

- Positive Behavior Support (PBS) Implementation - Tier 3
- DOJO prizes
- Incentive system through prize cart, classroom incentives, Principal’s luncheon, lunch with administrators, soccer with principal, and Principal for a Day
- Daily positive messages for character education using quotes from Project Wisdom and Daily Affirmations
- Guidance Lessons
- Parents as Partners in Education – Increase communication with families through teacher positive phone calls, home visits, staff attending community events, principal’s tweet, monthly newsletters, school website, connect-ed messages, and many parent and community events at our school

School-Wide Expectations

Classroom rules are posted and taught to each student through the use of consistent lesson plans and revisited upon tracking back on and at times made evident by student need. The following school wide expectations are the basis of instruction for all students:

I can be an excellent learner by being **SAFE, RESPECTFUL** and **RESPONSIBLE!**

	Hallways/Restrooms	Cafeteria	Playground	Arrival/Dismissal	Classroom	Home/Community
S how Respect	<ul style="list-style-type: none"> Walk slowly on the right side Keep hands, feet, and belongings to yourself Face forward Respect the space and needs of others 	<ul style="list-style-type: none"> Stay seated Stay in a single file line Keep your hands and feet to yourself in line 	<ul style="list-style-type: none"> Respect each other's space Keep hands, feet and belongings to yourself Show good sportsmanship Speak and listen respectfully Use appropriate language 	<ul style="list-style-type: none"> Go directly where you need to before and after school Follow the rules to promote safety Follow the rules while riding the bus 	<ul style="list-style-type: none"> Speak and listen respectfully Clean up work areas 	<ul style="list-style-type: none"> Be Friendly to all Communicate with your family/community members
W ork Hard	<ul style="list-style-type: none"> Keep hands/feet/hurtful words to yourself Keep an orderly line Make good decisions Keep your school clean 	<ul style="list-style-type: none"> Use manners Get to know and learn about others who are different than you Keep your school clean 	<ul style="list-style-type: none"> Play fair Be a problem solver Use appropriate language 	<ul style="list-style-type: none"> Enter the building quietly and in your designated line Exit the building immediately when your teacher dismisses you 	<ul style="list-style-type: none"> Be prompt/prepared and ready to learn Search for answers by inquiring Be engaged during instruction Be an active learner: participate & Contribute 	<ul style="list-style-type: none"> Share learning and progress with family Check Infinite Campus for grades/assignments Make your home/community a better place Attend school and be on time
I ntegrity/Tolerance	<ul style="list-style-type: none"> Go directly where you need to be Be honest and respectful with peers/adults 	<ul style="list-style-type: none"> Raise your hand for assistance Be prepared to eat Clean up after yourself 	<ul style="list-style-type: none"> Follow game rules Use equipment appropriately Do the right thing when unsupervised 	<ul style="list-style-type: none"> Have all necessary school materials Be aware of responsibilities and behavior expectations for all activities 	<ul style="list-style-type: none"> Do your own work Tell the truth and accept the results Care for equipment and supplies 	<ul style="list-style-type: none"> Do the right thing when unsupervised Make decisions that benefit you, your family, and your community
M ake a Difference	<ul style="list-style-type: none"> Do the right thing Seek assistance to resolve problems Show genuine care for your school 	<ul style="list-style-type: none"> Do the right thing Show genuine care for others Clean up after yourself 	<ul style="list-style-type: none"> Seek assistance to resolve problems Get to know and learn about others Show genuine care for others 	<ul style="list-style-type: none"> Respect all staff members Make safe decisions while walking to and from school 	<ul style="list-style-type: none"> Take risks and learn new things Work collaboratively, respect all opinions Include all students in groups/activities 	<ul style="list-style-type: none"> Give your best effort on homework Recognize and strive to appreciate the efforts and struggles of your family/community members

School Discipline Plan and Consequences

Responsive Interventions

When students violate school rules or exhibit behavior occurrences that warrant intervention, responsive interventions are used to determine the cause of the behavior, identify solutions, and help problem solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that impede the learning of self and others will be referred to the Intervention Assistance Team (IAT) for PBS tiered intervention. Some interventions include check in/check out, behavior contract, daily home notes, and if needed a Prevent, Teach, Reinforce (PTR) assessment and behavior plan.

When positive reinforcement and classroom interventions have failed, students are assigned consequences. Age, developmental/cognitive level of students, and maturity are taken into consideration when determining appropriate consequences for students.

Plan for Minor and Major Behaviors/Removal from Classroom

- I. **Step One:** Teachers will implement a behavior management plan in their classroom and will notify students, parents and administration of their plan.

- Teachers are expected to handle their discipline by using effective procedures, love, patience and proven practices. Teachers may use school wide detention or time out as a behavior modification tool by writing a citation or using the time out pass without sending the child to the office. Students in detention will be asked to write a behavior modification plan (i.e., better decisions based on safe, responsible, respectful and kind behavior). Parent notification needs to take place if a student is given a citation/detention.

II. Step Two: If step one is not working or a student misbehaves, the following will be implemented:

- Temporary alternate placement – teacher may call on colleagues to help by using discipline time out buddy. Changing the placement of a misbehaving student is a proven, effective practice and will be used before sending a student to the office. Please provide parent notification.
- A citation may be issued for a minor behavior incident, “sink”. The teacher will assign a consequence for minor behaviors which may include, but not limited to, a reflection activity, apology, loss of recess, and detention. Teacher will notify parents within 24 hours.

III. Step Three: If behaviors are repeated, minor behaviors become a major, or a behavior event is considered a major, writing a citation and sending the student to the office is the next step. At this time, administration may use reflection activity, detention, loss of privilege, behavior contract, school beautification, or suspension (in house or out of school suspension). The teacher and/or administrator will contact parents to notify them of their child’s behavior within 24 hours.

- A student will be removed from the classroom if an office referral is warranted (i.e., MAJOR BEHAVIORS), administrative intervention is needed, is disruptive to the learning of self and others, or is a safety concern to others. (NRS 392.4645)
- If a student is removed from the classroom (i.e., suspension), per NRS 392.4645, the principal (or assistant principal) of the school shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. The administrator will notify parents or legal guardian within 24 hours if a student is removed from the classroom.

IV. Step Four: If the student continues to misbehave, a conference will take place involving an administrator, teacher, parents, and student. A referral to IAT may be necessary to determine interventions and possible change of placement.

Please note: If at any time a student is a safety concern for him/herself, other students and teachers, all these steps should be skipped and the student sent directly to the office.

DISCIPLINE REFERRAL LEVELS

Minor	Major	Unlawful Behaviors
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(Classroom Managed)	(Office Referral) <u>INCREASED LEVELS OF INTENSITY</u>	*Must be seen by an administrator **May require referral to School Police
<ul style="list-style-type: none"> • Use of cell phone during school hours • Inappropriate language • Dress code violation • Disrespect to teachers/staff • Insubordination • Not following expectations • Damage to school property • Teasing/taunting • Lying • Inappropriate website use • Disruption to learning environment • Theft • Cheating 	<ul style="list-style-type: none"> • Physical aggression • Use of cell phone during school hours • Inappropriate language • Dress code violation • Disrespect to teachers/staff • Insubordination • Repeatedly not following expectations • Damage to school property • Teasing/taunting • Lying • Inappropriate website use • Continual disruption to learning environment that requires removal from class or group • Theft • Cheating 	<ul style="list-style-type: none"> • Fighting/physical aggression • Bullying/harassment/intimidation (sexual or verbal) • Vandalism • Theft • Possession of weapons or illegal substances • Violence/harmful to students • Violence/harmful to staff • Gang related behavior

PROGRESSIVE CONSEQUENCES

Consequences for Minors	Consequences for Majors	Consequences for Unlawful Behaviors
<ul style="list-style-type: none"> • Verbal warning • Reteach expectation • Apology • Reflection Activity • Student-Teacher conference • Phone call to parent or guardian by teacher • Peer mediation with teacher or counselor 	<ul style="list-style-type: none"> • Office referral • Reteach expectation • Student conference with principal or asst. principal • Conference with student, parent, and administrator • Peer mediation • Random Acts of Kindness 	<ul style="list-style-type: none"> • Conference with student, parent, teacher, and administrator • Suspension (in-house or out of school) • Violence Intervention Program • Possible hearing with student, parent, teacher, administrators

<ul style="list-style-type: none"> • Loss of recess • Detention 	<ul style="list-style-type: none"> • Apology • Reflection activity • Student contract • Loss of recess/class privilege • School beautification • Referral to IAT for repeated major behavior events • In-house suspension 	<ul style="list-style-type: none"> • Possible hearing with district officials • Referral of matter to school police or other authority of jurisdiction
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Minor and Major Behavior Documentation

Minor Behaviors

- Teachers will email admin with the details of the incident and admin will put into IC.
- A report or print out of minor behavior can be generated from the ABC Reports in IC to be sent home to parents; teachers will notify parents of the behavior incident
- Dean to run behavior reports monthly for leadership team

Major Behaviors

- Administrators will issue citation and document major behavior occurrences in IC
- Principal or Dean will notify parents of behavior and consequence