



CALIENTE ELEMENTARY SCHOOL

Discipline Plan and Procedure

2014-2015

DISCIPLINE POLICY

CALIENTE ELEMENTARY SCHOOL

“All Aboard!”

2014-2015

At Caliente Elementary School, we believe that discipline is to be positive, proactive, and progressive. We have incorporated several programs including the Jim Fay program “Discipline with Love and Logic”, *Discipline with Dignity for Challenging Youth* Program, Fill a Bucket Philosophy, and Rachel’s Challenge. Parent training is offered to encourage continuity throughout all school programs.

In forming the Caliente Elementary School Discipline Policy, the following input, procedures, and laws were considered:

- Caliente Elementary Staff
- Parent Advisory Board
- School Safety Team
- District Discipline Policy and Procedure
- Nevada Revised Statutes regarding schools

Our policy is available to all interested parties upon request. We review and revise our policy yearly prior to September 15th.

Our policy also reflects and considers the District and School Mission Statements “Help Kids Achieve Their Dreams”, and “All Aboard!”. Our hope is that all students will experience an environment that will help them in their adult life, as well as creating a “safe school”.

A brief version of our policy is included in our handbook and reference is made to the policy available in the front office. (Reference NRS 392.4644)

(Revised 7-29-13)

Caliente Elementary School's goal is to help all students be responsible, respectful, successful members of our society. Students must be taught the expectations, then given the responsibility, and then be held accountable for their choices.

Our Positive strategies include:

- A sense of pride, belonging, and school spirit promoted school wide
- Class and School wide celebrations for student achievements
- Award assemblies for academic achievement, positive character traits, and citizenship
- Golden Cougar Goal trip for grade specific goal attainment
- School wide "Responsibility Drop in the Bucket Tickets" given to students for random acts of responsibility and bucket filling
- Student-Teacher-Parent Compacts that allow for parent communication and individual student goal setting (NRS 392.4644:392.4645)

Our Proactive strategies include:

- School and Classroom expectations are taught and re-taught
- Lessons on making good choices and how to fill a bucket (*Have You Filled a Bucket Today?* By Carol McCloud)
- Lessons on Kindness with Rachel's Challenge materials
- Bucket Assemblies to reinforce monthly theme of Positive Traits
- "Paws for Success" plans to help those who need extra assistance (NRS 392.4644:392.4645)
- Monthly Bucket Filling activities for those who make good choices
- Involvement with Parents including: Advisory Board, Discipline Team, Truancy Board (NRS 392.4645;392.4646;392.4647;392.4648)
- Use of Law Enforcement officers as positive tools in the schools as well as for truancy, tardy, bullying, and drug prevention

Our Progressive strategies include:

- Classroom management systems
- Time out or loss of privileges
- In class Bucket DIP (Discipline Incident Paper) written documentation and reasons why behaviors will not occur again.
- Bucket DIPPER (Discipline Incident Paper) written documentation for multiple offenses or violation of NRS laws.
- Parent contact and conferences
- In and/or out of school suspensions

FOUR LEVELS OF DISCIPLINE

Note: In the event of extreme behavior, progressive discipline will automatically be suspended. At the discretion of the Principal, Administrative Assistant, or 2 or more assigned staff, a decision will be made concerning the appropriate placement of the offending student. (NRS 392.4655; 392.466; 392.467)

Alternate placement might include but not be limited to: relocation, in-school suspension, suspension, alternative school setting, etc... (NRS 392.4644; 392.4645; 392.4646)

Note: Per NRS388.122/388.123,388.1345-139, 392.661-467- Safe and Respectful Learning Environments will be maintained and expected. Policy is in Handbook.

Level One: Discipline begins with Parents and Students

The first level of discipline begins with parents and students themselves. It includes the positive strategies and the proactive strategies listed on previous page. Appropriate language, dress, attendance, and actions are the first step towards avoiding the discipline processes that the school must provide. In this setting discipline would largely remain in the parent's hands.

Level Two: Teachers and Staff

Teachers and staff are responsible for discipline in their respective classrooms, in the halls and generally on school property or at all school functions. This level includes the positive strategies and proactive strategies listed on previous page. Teachers have a clearly thought out discipline philosophy and classroom rules that reflect their philosophy as well as the schools.

Individual classrooms write their own classroom rules. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Modeling of appropriate behavior, altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that staff may use to establish and maintain good classroom discipline.

- If positive and proactive strategies fail to work and a student makes poor choices or violates a Classroom Rule a Bucket DIP (Discipline Incident Paper-written documentation of students' offense which allows the student to communicate and take ownership of problem) will be given. If DIP is corrected and same offense or multiply other offenses do not occur in the same month the DIP has corrected the problem and no further action is taken. On a monthly basis all DIPs will be turned into the office.
- If the student chooses to have multiple offences or violates a NRS law a DIPPER (Discipline Incident Paper -written documentation of students' offense and allows the student to communicate and take ownership of problem) is given and turned into the principal and handled following discipline plan. Student will not be allowed to join the Bucket Filling Activity held at the end of the month.

Level Three: School Level-Referral to the Principal

When positive and proactive strategies as well as DIPs have been tried and fail, the student is to be referred to the Principal. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher or staff within the positive and proactive strategies and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that can be utilized. These levels generally proceed in the following order:

- Strong warning
- May involve other assignments for student
- Principal meets with teacher involved (Parents may or may not be notified)
- In-School-School - One day (Parents notified)
- In-School-School - Three- five days (Parents notified)
- In-School-School - two weeks (Parents notified)

Level Four: School Suspension or Expulsion

In the event of an extreme behavior (NRS 392.4655; 392.466; 392.467) or all above fails the principal, depending upon the offense, has several levels of discipline that can be utilized. These levels generally proceed in the following order but not required:

School Suspension - One day

- School Suspension - Three days
- School Suspension - Ten days
- Alternative School Setting -
half day attendance
restricted lunch times
restriction to the school site
Home School
Alternative school setting

Expulsion (NRS 392.4657)--Examples:

- Extreme vulgarity towards other students or staff
- Insubordination/Disrespect to staff
- Vandalism to school properties
- Fights with intent to do harm
- Threatening other student(s)
- Other grounds listed specifically in NRS 392
- According to NRS 392.4655, any student who shows habitual discipline problems can be referred for permanent expulsion or home schooling.

Note : Age/developmental level will be considered when involving the ladder of disciplines. (NRS 392.466(2b))

Caliente Elementary School

Student Expectations

	Playground/Front areas of Building	Hallways	Restrooms	Gym/Lunch room	Classrooms
Be Respectful	Arrive no earlier than 7:30. Wait quietly. Leave promptly after school.	Whisper voices. Walking in line courteously.	Whisper voices. Go in and do what you need and go back to class.	Whisper voices. Language and attitude is respectful.	Follow school rules as well as classroom rules. Language and attitude is respectful.
Be Responsible	Come and wait chat with friends.	When walking please leave space for others in the hallway. No writing on walls.	Potty, flush, wash, dry, clean up any mess that you have made. No writing on the walls, or stalls.	Wait your turn, stand in line, use manners and clean up your own mess.	Helpful to others, courteous, on task, following classroom rules.
Keep hands and feet to self	No Physical contact by self or other objects.	No Physical contact by self or other objects. Keep hands off the walls.	No Physical contact by self or other objects.	No Physical contact by self or other objects.	No Physical contact by self or other objects.
Follow directions	Come talk with peers till bell rings.	Know where and why you are in the hall.	Why are you there? Take care of needs and return to class.	Listen to lunch staff as well as gym staff.	School is your job we are here to learn.
Be there and Be ready	On time, have backpack with planner, homework, ect. that you need for the day.	Not a place to hang out. Have permission a staff should know where you are at all times.	Not a place to hang out and play.	Bring what you need for lunch or for gym. Go to restroom before lunch wash your hands.	Have what you need for the day so that you can be successful; go to restroom before class and at recess.

DIP

Caliente Elementary Student
Discipline Incident Paper
2014-2015

Respect Our School
Respect Others
Respect Yourself
No Dipping!

NAME: _____ **DATE:** _____

Describe- What did you do to dip from other people's buckets?
Please explain:

What happened when you dipped from other people's buckets?

What is wrong with what I did?

What will I CHANGE so that I do not do this again?

Student Signature _____ Staff Signature _____

DIPPER

Caliente Elementary
Student **Discipline Incident Paper**
Second violation or violation of NRS law
2014-2015

Respect Our School
Respect Others
Respect Yourself
No Dipping!

NAME: _____ **DATE:** _____

Describe- What did you do to dip from other people's buckets?
Please explain:

What happened when you dipped from other people's buckets?

What is wrong with what I did?

What will I CHANGE so that I do not do this again?

Student Signature _____ Staff Signature _____

CORRECTIVE DISCIPLINE PLAN

Caliente Elementary School

GOVERNING PRINCIPLES!!

- 1. Respect yourself, Respect others and Respect Our School**
- 2. REMEMBER Rachel's Challenge (kindness) and Drop in the Bucket!**
- 3. Prevent problems - teach expectations so that learning can occur.**
- 4. Only natural consequences teach.**

ACTION PLAN!!

First line of Defense: Be positive, proactive, and progressive!

School wide Plan:

- 1. Request Behavior Change (Be Specific)**
- 2. In-room time-out**
- 3. Set and Model Expectations**
- 4. Move out of classroom (Still within supervision)**
- 5. Remove to Recovery Room (10-15 min. maximum, supervised)**
- 6. Refer to Principal (It is then principal's responsibility)**

STUDENT RESPONSIBILITY!! Student Think and Documentation sheet! DIP (Discipline Incident Paper)

- 1. Each month DIP's are turned into the office if more than one on same offense then DIPPER is given and student will not be allowed to Bucket activity as a consequence of not correcting the DIP.**
- 2. 3 DIPPER's in one month or other stated time frame for the same related behavior = 1 day 'in-school-school (Parents notified)**
- 3. Follow "Level Three" of Discipline Procedure (Parents notified)**
- 4. Follow "Level Four" of Discipline Procedure (Parents notified)**
- 5. Follow District Discipline Plan/Policy (Parents notified)**

REMEMBER...ALL ABOARD!

Bucket Filling for a POSITIVE SCHOOL CLIMATE!!

THE School RULES

Caliente Elementary

!RESPECT!

Respect Yourself, Respect Others, and
Respect Our School

!!Bucket Filling!!

KINDNESS!

1. **NO Fighting-Physical Contact!!**
2. **If It's Not Yours, DON'T TOUCH IT!!**
3. **Please Use Equipment Properly!!**
4. **Please Use Appropriate Language!!**
5. **Throw only those Objects that are Designed and Intended to be Thrown and Caught!!**
6. **Stay in Assigned Areas Only!!**
7. **Please WALK in Halls, On Patios, and in Lunchroom!!!**

CONSEQUENCES

Work Best When They...

Are Clear and Specific

- a. Predictable
- b. Explained before rule is broken (Expectations are taught and re-taught)

Have a Range of Alternatives

- a. Fair and not equal
- b. Reminder
- c. Warning
- d. Developing action plan (“Paws for success”)

Are not Punishments

- a. Not teaching importance of not getting caught
- b. Not retribution or retaliation on part of punished

Natural and or Logical

Related to the Rules