



**CALIENTE ELEMENTARY
SCHOOL**

**Discipline Plan and Procedure
2017-2018**

DISCIPLINE POLICY

CALIENTE ELEMENTARY SCHOOL

"All Aboard!"

2017-2018

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*, *7 Habits of Highly Effective People*, *The Leader in Me*, and *Social Rules for Kids*. 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. Caliente Elementary School complies with the Safe & Drug Free Schools and Communities Act to insure that public schools within the district are free of controlled substances.

Our policy also reflects and considers the LCSD and CES mission statements, to teach critical thinking, communication, and collaboration so all students have the opportunity to succeed in their endeavors. CES mission statement is by providing leadership opportunities, students will demonstrate educational responsibility. Our hope is that all students experience an environment that will help them as they learn and grow, while creating a safe, positive environment.

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)

Caliente Elementary School's goal is to help all students be responsible, respectful, successful members of our society. Students must be taught the expectations, given the leadership responsibilities, 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 trip for grade specific goal attainment

- School wide “Responsibility Drop in the Bucket Drops” given to students for random acts of responsibility and kindness
- 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 be kind (*The Leader in Me* by Stephen R. Covey)
- Recognition Assemblies to reinforce monthly theme of Positive Traits
- Individuals Behavioral Plans to help those who need extra assistance (NRS 392.4644:392.4645)
- Monthly empowering 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 Think Sheets (written documentation and reasons why behaviors will not occur again).
- Think Sheets (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, Assistant Principal, or 2 or more assigned staff, a decision will be made concerning the appropriate placement of the offending student. (NRS 392.4655; 392.466; 392.4647)

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 the 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 and mission statements. 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 Think Sheet will be given. When a student receives 1 red think sheet or 3 yellow think sheets in 1-month student will not be allowed to join the Bucket Filling Activity at the end of the month. If behavior is corrected and same offense or multiple other offenses do not occur in the same month the Think Sheet has corrected the problem and no further action is taken. On a monthly basis all Think Sheets will be turned into the office.
- If the student chooses to have multiple offences or violates a NRS law a Think Sheet is given and turned into the principal and handled following discipline plan. Student will not be allowed to participate in school wide activities if multiple red/yellow Think Sheets occur in one month.

Level Three: School Level-Referral to the Principal

When positive and proactive strategies as well as Think Sheets 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 from principal and reminder of prior visit
- Principal/ student meeting with teacher involved (Parents may or may not be notified)
- In-School-School - One day (Parental Notification)
- In-School-School - Three- five days (Parental Notification)
- In-School-School - two weeks (Parental Notification)

Level Four: School Suspension or Expulsion

In the event of an extreme behavior (NRS 392.4655; 392.466; 392.4647) 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






	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, all 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.

Student Expectations

THINK SHEET

Name: _____ Date: _____

What were you feeling?

Sad 	Frustrated 	Confused 	Worried 	Angry 
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What happened? (Can be dictated to adult)

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other _____

How did your behavior make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

Did you use a coping strategy? YES or NO? If yes, which one? If no, which one could you have tried?

<input type="checkbox"/> Take a deep breath	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backward
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to a teacher	<input type="checkbox"/> Chill- take a break

What do you need to do to correct the problem?

<input type="checkbox"/> Apologize (say sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete work
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do something else

Adult Signature _____ Date _____

Time in: _____ Time out: _____

Caliente Elementary Administrative Referral

Student: _____ Grade: _____

Referring Staff: _____ Date: _____ Time: _____

Location:

Bathroom	Classroom	Library
Bus	School Grounds	Gym
Cafeteria	Hallway	Other _____

Staff Manage Behavior (SMS) (Chronic infractions: refer to Response System Chart):

Tardiness	Classroom Disruption	Skipping class
Non-compliance with staff direction	Electronic devices/cell phone/inappropriate	
Inappropriate language	Failure to serve detention	other _____

Office Managed Behaviors: *Check the violation that apply.*

Bullying	fighting/physical aggression	Vandalism/property damage
Verbal abuse or threats of violence	Theft/burglary	Possession of a weapon
Threat of bringing/using a weapon	Forgery	Sexual Harassment
False Fire Alarm/or Arson	Leaving School Grounds	Possession of Tobacco

Detailed Description: *(quote when possible)*

Others Involved: _____

Administrative Action:

Conference with student/warning	Administrative Detention	Bus Suspension
Parent contact	Extended Detention	Counselor
Conference with teacher/parent	Suspension pending conference	Team Intervention
Out of school suspension ____ Days	Other _____	

Comments: _____

Administrative Signature: _____ Date: _____

SCHOOL RULES

Caliente Elementary

!RESPECT!

**Respect Yourself, Respect Others, and
Respect Our School**

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. Develop behavior action plan

Are not Punishments

- a. Not retribution or retaliation on part of punished

Natural and or Logical

Related to the Rules