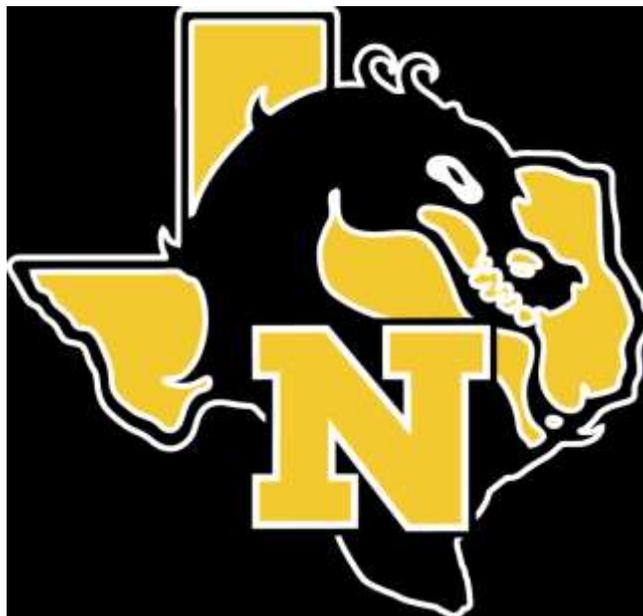


Nacogdoches ISD
Discipline Philosophy and Procedure
2017-2018



Classroom Discipline
“Establishing Respect and Responsibility”

Table of Contents

- I. Progressive Discipline
- II. Level One: Discipline begins with Parents and Students
- III. Level Two: Teachers and Staff
 - A. Philosophical Guidelines
 - B. Differences between Punishment and Discipline
 - C. Desired Behaviors
 - D. Differences between Rules and Guidelines
 - E. Consequences
 - F. Rules and Consequences
 - G. Positive Behavior Interventions & Support (PBIS)
 - H. Handling Violations or Rules and Guidelines
 - I. Positive Learning Environment
 - J. Refocus/Action Plan
- IV. Level Three: School Level-Referral to the Administrator
- V. Form Examples

I. Progressive Discipline

The purpose of the Discipline Plan is to foster in each student the ability to be self-disciplined. Nacogdoches ISD seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents to fulfill the obligation to teach students the role of responsible citizenship in a school community.

At Nacogdoches ISD we follow a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Our policy reflects and considers the District and School Mission Statements, is consistent with the CHAMPS Classroom Management System and Positive Behavior Interventions & Support (PBIS) models. At its core is the learning experience of the student, and how that experience will help them in their adult life, as well as creating a safe school environment.

II. Level One: Discipline begins with Parents and Students

The first level of discipline begins with parents and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents and families in their desire to educate their students. The school would like to be involved in the discipline of each student in a minimal way. If each family would discuss what constitutes appropriate language, dress, attendance, and action at a school setting, then discipline would largely remain in the parent's hands.

It is expected that students will:

- take pride in themselves and their school
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time and to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

It is expected that the teacher will:

- utilize the CHAMPS classroom system of expectations to help develop a structure in which students are responsible, motivated, and engaged in the specific task at hand
- communicate classroom expectations with the parent
- seek parent/guardian help with student's behavior
- use the electronic "Intervention" module in Gradebook to document a "classroom issue" of unacceptable behavior by students.

III. Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, in the halls and generally on school property or at school functions. Teachers have established a clear personal discipline philosophy and set of classroom rules incorporating their own CHAMPS expectations. A variety of techniques should be used in order to meet the needs of differing students, redirect undesirable behaviors and address specific classroom situations. Altered seating arrangements, reflective time, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to establish and maintain good classroom discipline. A personal contact should be made with a parent/guardian regarding persistent "classroom incidents" of misbehavior before it is escalated into a "conduct referral". If a teacher makes several attempts to contact a parent and is not successful, a letter can be mailed to the student's home. An example of a district form letter is in the forms section of this handbook.

A. Philosophical Guidelines for level two discipline: Teachers and staff

1. Treat students as you would like to be treated.
2. Prevent problems from occurring by being proactive and using preventative discipline practices.
3. Document all discipline actions utilizing the Intervention Module in Gradebook.
4. For teacher directed detentions, teachers should supervise it themselves and use it as an opportunity to improve communication and the teacher/student relationship.

B. Difference Between Punishment and Discipline

1. Punishment is an Emotional Response:
 - a. it requires judgment
 - b. it imposes an outside power
 - c. it arouses resentment and anger
 - d. it invites more conflict
2. Discipline is a Planned Response:
 - a. it allows the student to recognize what he or she has done wrong
 - b. ownership of the problem stays with the student
 - c. the student learns how to solve the problem
 - d. it leaves the dignity of both the student and the teacher intact

3. Discipline Is Not:
 - a. ridicule
 - b. sarcasm
 - c. embarrassment
4. Quality Teaching as Discipline Prevention
 - a. In order for learning to take place, students must be engaged with meaningful instruction.
 - b. In order for learning to take place, there must be order in the classroom.
 - c. In order for learning to take place, there must be something worth learning.

C. Desired Behaviors

1. All of the behaviors the teacher would like to see exhibited by their students should be displayed in the classroom.
2. Behaviors are actions we can see or hear.
3. Teaching consistent behavioral expectations to your students is a positive and proactive approach.

D. Differences between Rules and Guidelines

1. Rules: Undesirable Behavior = Consequence. Rules are hard and fast. If a rule is broken then a consequence must follow.
2. Guidelines: Expected Behaviors with No Set Consequence. Guidelines are followed because of teacher expectations.
3. It is best to have a few rules and more guidelines.

E. Consequences

1. Consequences should be; realistic for both the student and the teacher, be natural, and be effective enough to make the student choose the responsible behavior.
2. It is not the severity of the consequence, but it is consistency that causes behavioral change. Consistency means that you say what you mean, mean what you say, and do what you said you would do.

F. Rules and Consequences

1. The selection of the rules and consequences appropriate for the teacher's classroom will include the involvement of the students in creating a social contract. The teacher may select some by themselves and then build consensus with the students to agree with the rules and consequences. Ownership of and commitment to the rules and consequences is essential. Remember there should be very few rules, because anytime there is a rule broken there must be a consequence, every time.
2. Rules and guidelines need to be taught not assumed. Teachers will direct an explanation, check for understanding, and practice the knowledge of rules and guidelines at the beginning of every school year. Lesson plans about teaching rules, guidelines, and consequences are highly recommended.

G. Positive Behavior Interventions & Support (PBIS)

It is expected that the teacher will:

- follow the district's progressive discipline model and the individual campuses PBIS model
- implement campus-wide expectations for all areas of the school environment
- define classroom rules for each of the school-wide expectations and post them in the classroom
- establish routines and procedures for identified activities where problems most often occur: entering class, asking questions, sharpening pencil, using restroom, and dismissal
- acknowledge positive behaviors exhibited by students
- use genuine and authentic acts of kindness, gratitude and appreciation, as part of the normal routine of the classroom as this is often an effective rewards system in itself

It is expected that the campus leadership will:

- ensure that the PBIS Team has administrative support, holds regular meetings and establishes a clear mission/purpose
- include the faculty in data sharing, analyzing data, establishing and reviewing goals.
- obtain regular faculty feedback throughout the year
- ensure the referral process is fully explained and that major/minor behaviors are clearly differentiated

H. Handling Violations of Rules and Guidelines

1. Most classroom management problems arise during transition times; therefore, effective lesson planning with well-designed transition behaviors and activities that have been taught to the students will help avoid problems.
2. Use the *Law of Least Intervention*. Don't use a "sledge hammer" when some of these might work: eye contact, a look, gestures i.e., raising your hand, proximity, involving the student in instruction, shake your head, clear your throat, flick the lights, countdown, etc.
3. Students should communicate to the teacher when something is dangerous, destructive, or extremely disturbing to them.
4. Teachers should avoid arguing with students or using sarcasm. Sarcasm can be confusing to students. If a rule or guideline is violated, don't argue with a student, rather state the unacceptable behavior then state the consequence or what you want the student to do and repeat it over and over again as needed with a calm voice.
5. Possible student consequences for breaking a rule or guideline.
 - a. conference with student
 - b. refocus time
 - c. teacher initiated detention
 - d. loss of privileges
 - e. specialized seating
 - f. letter or verbal apology
 - g. invite parent to attend class
6. Teachers will use the electronic "Intervention" module in Gradebook to document unacceptable behavior by students and contact a parent/guardian prior to escalating classroom issues to a "conduct" referral.

I. Establish a Positive Learning Environment

1. Strive to provide a safe space where students are valued, cared for and respected.
2. Be fair, firm and consistent when dealing with all students.
3. Do not allow bullying, teasing, or put-downs to occur at any time.
4. Address all students by name.
5. Promote and model active listening skills.

J. Refocus/Action Plan

1. The first line of defense is to model and correct behavior, consistently teach rules, guidelines, and desired accountability.
2. School-wide Plan:
 - a. request behavior change
 - b. document interventions
 - c. contact parents for support

IV. Level Three: School Level-Referral to an Administrator

1. When teachers or staff members have documented behavioral issues/persistent classroom disruptions, contacted a parent/guardian and have tried all their discipline methods with no success, the student is to be referred to a campus administrator using the electronic "conduct" referral within Gradebook. It is at this level that more stringent consequences may be assigned.
2. In the event a student commits a major infraction where safety is a concern, this would be cause for an immediate "conduct referral".

The administrator, depending upon the offense, has several levels of discipline that *may* be utilized. These levels generally proceed in the following order:

- require appropriate restitution to the offended party
- assign detention – when and length depends on history
- hold a Required Parent Conference (RPC)
- assign In-school Suspension
- assign Out of School Suspension
- assignment to DAEP
- expulsion
- any combination of 1-6

V. Form Examples to be used with Students (see following pages)

Refocus/Action Plan

1. What did I do? _____

2. What else could I have done?

A. _____ B. _____
C. _____ D. _____
E. _____ F. _____

3. What will I do differently next time? _____

Student Signature

Staff Signature

Date

Follow-up Revi

PROBLEM REPORT

1. Who was involved? _____

2. When? _____

3. What Happened? _____

4. Feelings?

Yours

Theirs

5. What can be done to solve the problem? (List at least 2 ideas)

SOLUTION

1. What will you do? _____

2. What would you like the other person(s) to do? _____

FILED BY: _____

HOMework EXCUSE

DATE _____

SUBJECT: _____

Reason for my homework not being finished:

Student Signature: _____

Print Name: _____



Date:

Dear Parent/Guardian of _____,

As you know, it takes parents, students, and teachers working together to ensure a suitable learning environment for all children on our campus. I have tried to contact you by phone and/or email but have been unsuccessful.

This letter is to notify you that I am having some behavioral issues with your child and have documented the classroom incidents and interventions below:

Classroom Incident	Intervention to Correct Behavior

Please speak to your child and encourage them to comply with classroom expectations for their academic benefit as well as for those students in his class.

If your child's behavior does not show improvement, an office "conduct referral" is the next step in accordance with our districts progressive discipline plan.

If you have questions concerning your child's behavior, please feel free to contact me during school hours from (am-pm) at (phone number and extension)

Sincerely,