

Werner Elementary School Discipline Plan

The Werner school climate has long been established on strong traditions and core values. Honesty, integrity, trustworthiness, work ethic and respect for others describe the principles upon which Werner's school discipline philosophy is based.

Often when people consider the word "discipline", it conjures up negative thoughts and reactions. Instead, it should imply thoughts around teaching, modeling, shaping, and developing.

It is our goal to build a school climate focused on beliefs and aspirations rather than one based upon fears and retributions. In order for this goal to be achieved, emphasis will be placed on "catching", rewarding, and celebrating students when they are aligned with these beliefs and aspirations. This forms the foundation for our Positive Behavior Support system (aka PBS). When students do violate this policy, attention will be given swiftly, fairly, firmly, and with dignity. It is our purpose to build character, not diminish it.

Vitally important to a school discipline plan is active and supportive parents. When parents support the school and its teachers, children learn and grow from their mistakes.

At Werner, our purpose is to create a positive atmosphere that ensures all students an optimal climate for learning. It's our desire that students demonstrate a high level of self-discipline, enabling their greatest potential for individual success. Creating a significant presence of self-discipline also ensures greater likelihood that one does not deter another from learning. Both results are vitally important. There is a high correlation between student achievement and a safe and orderly environment. The Werner staff will establish high expectations regarding student behavior and attitudes. We want Werner parents to know their children are safe in a school that values quality discipline for the good of all.

Whenever possible, we support and encourage students to solve their own problems. By empowering students, we give them the gifts of confidence and increased self-esteem. The more students see themselves as capable problem solvers, the better we prepare them for life.

Ultimately, everything we do in our schools should be geared to student achievement and fostering positive attitudes toward learning. Our focus is predominantly academic achievement, but we realize that a quality learning environment is influenced by quality discipline.

Our goal is to focus on positive reinforcement of our core beliefs, which are centered on our ROAR Code (Respect, Own your Behavior, Attitude that is Positive, Responsibility). When students do break our code, we re-direct their behavior unless it is severe enough to take immediate action. Below are descriptions of our types of offenses and possible responses by staff. We know that each child is unique and his/her needs help guide us in choosing the appropriate response.

Description of Offenses

“Minor” Discipline Offenses

*By definition, “minor” discipline offenses create a **minimal interference or disturbance** in the school setting but do not constitute a direct violation of the PSD Code of Conduct.*

Teacher or staff member redirects the offending student and re-teaches the appropriate school wide behavioral expectations.

Teacher or staff member completes a **minor discipline documentation form** and submits a copy to the building SWIS coordinator for entry into the SWIS online behavior management system.

Teacher or staff member contacts the student’s parent(s) or guardian(s) by phone call or e-mail. Teacher or staff member assigns consequences for offending behavior in compliance with school wide policies.

Repeated “minor” discipline offenses will result in a “major” discipline referral and specific consequences as determined by building administrator.

All “minor” discipline documentation will be recorded in the SWIS online behavior management system. Habitual “minor” offenders will be referred to the Positive Behavior Support team to be considered for targeted behavioral interventions.

Possible Staff Responses to “Minor” Offenses (Before or After documentation with Referral)

- Re-teach, model and have student practice appropriate behavior
- Directly teach routines and procedures
- Increase positive reinforcement for appropriate behavior
- Check for student understanding of expectations
- Evaluate student’s academic and social skills
- Prompt and encourage appropriate behavior
- Closer monitoring
- Modify environment (schedule, seating, volume of work, opportunity for movement, attention cues, etc.)
- Problem solving conference with student—positive plan for improvement
- Loss of privileges
- Time away from situation for reflection (another classroom, special area on playground, etc.)
- Have student call parent/guardian; conference with parent/guardian
- Interventions based on function of behavior

“Major” Discipline Offenses

By definition, “major” discipline offenses create a **substantial interference or disturbance** in the school setting and/or constitute a direct violation of the PSD Code of Conduct.

Teacher or staff member sends the offending student(s) to the main office and submits a copy of the **major documentation form** (including specifics relating to the offense and including the Code of Conduct violation) to the building administrator. Administrator contacts the student’s parent(s) or guardian(s) by phone call or e-mail. Administrator assigns consequences for offending behavior(s) in compliance with the PSD Code of Conduct policies.

The PBS team reviews the major discipline offenses monthly. Targeted behavioral interventions and restructuring of the offending student(s) daily schedule are implemented if deemed necessary for the maintenance of a positive learning environment.

Habitual “major” offenses or severe “major” offenses will result in more extensive consequences involving district leadership and the school board. PSD Code of Conduct policies will be strictly enforced for habitual or severe “major” offenses. These policies include a threat assessment with a district assessment coordinator, involvement of the Fort Collins police department, the implementation of a safety plan for offending students and possible expulsion from Poudre Schools.

Possible Office/Staff Responses

- Due Process/Investigation/Conference with student
- Review data for patterns/trends
- Consult with teacher to evaluate previous responses
- Loss of privilege
- Restitution (apology, cleaning up, “fixing” the problem, assignments or jobs related to problem behavior)
- Phone call to parent/guardian and/or letter home
- Conference with parent/guardian, student, and/or teacher
- In-School or Out-School Suspension and Re-entry Conference
- Referral to PLC for ideas and supports for higher level classroom level interventions
- Referral to PLC for Targeted Level small group intervention (i.e., social skills instruction or Check-in Check-out)
- Referral to SST for intervention plan
- Referral to SST for data collection and possible functional behavioral assessment

***NOTE:** referral to the SST should be considered when student has 5 minor level referrals, 2 serious major level referrals (or a combination of the two), preferably after consultation/intervention at the PLC level*

- District Code of Conduct procedures