



PALOUSE PRAIRIE CHARTER SCHOOL DISCIPLINE PLAN

Palouse Prairie School's discipline approach has two goals:

1. Children should feel physically and emotionally safe in school, so that they can learn at their best.
2. Children develop self-discipline and the skills for working and learning cooperatively with others to achieve academic success.

Palouse Prairie Charter School's Discipline Plan:

1. **Foster positive behavior** within students through intentional *character development*, *conflict resolution*, and the use of *logical consequences*.
2. **Identify and define disruptive behaviors** into *three levels of severity* for students, parents, teachers and administrators.
3. Use the **corrective action ladder** to develop a student's ability and skills to manage their own behavior through reflection, behavior modification plans, and/or discipline actions.
4. **Improve supports** for students who are at risk for educational failure and those with disabilities.
5. **Assess students** who demonstrate disruptive behaviors either continuously or violently for potential behavioral impairments or disabilities.

Palouse Prairie Charter School Roles and Responsibilities in Terms of Discipline:

Student: The student has the responsibility of taking ownership of their behavior, being honest about their actions and decisions, reflective of their behavior, active in the problem-solving, accept their consequences, and collaborative in finding solutions.

Parent: The parent has the responsibility to advocate for their student, initiate a conference with your child's teacher if concerns arise, support them in their character development, reflective of their child's behavior, active in the problem-solving, attend goal setting conferences, hold their student accountable, and collaborative in finding solutions.

Teacher: The teacher has the responsibility to provide evidence based and rigorous academic instruction, model expectations, foster positive language and behavior in students, establish clear expectations for students' behavior, identify and communicate negative behaviors, teach appropriate behavior and social problem-solving skills, follow through with discipline situation reasonably, fairly, patiently and without provocation, reflect on their decisions and actions, provide a collection of data documenting behaviors, utilize the RTI team in problem solving, hold students accountable, and collaborate in finding solutions.

Response To Intervention Team: The RTI Team has the responsibility to support teachers in the review of student behavior data, development of positive behavior supports, working with teachers to problem-solve, and collaborate in finding solutions for the student. *See Rtl Manual



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Director of Curriculum and Instruction: The director of Curriculum and Instruction has the responsibility to lead school wide expectations development with staff, provide teachers with professional development towards fostering positive behavior and conflict resolution, counsel parents and students in positive behaviors, ensure the rights of the child are protected, assist teachers through the RTI process in problem-solving, and collaborate in finding solutions.

Director of Administration and Operations: The director of administration and operations has the responsibility to enforce school wide expectations development by staff, provide teachers with guidance in terms of behavior policies, ensure the rights of the child are protected, counsel students and parents in positive behaviors, participate on the RTI team, develop student improvement plans, determine corrective actions, present cases for expulsion to the school board, and collaborate in finding solutions.



FOSTERING POSITIVE BEHAVIOR

CHARACTER DEVELOPMENT

Teaching and modeling positive behaviors are the primary approaches to discipline at Palouse Prairie School. One unique aspect of Palouse Prairie is that the entire school has adopted and promotes a particular culture of values. In turn this provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches the EL character traits on a regular basis through countless interactions between children, children and teachers, and other adults. Students are immersed in learning about, and expected to practice, strong character. The following traits are ones adults at PPSEL model in order to help students grow and interact with personal responsibility for their behavior and learning.

C. Courage	R. Responsibility	E. Empathy	W. Welcoming
<ul style="list-style-type: none"> ▪ Is open to new experiences ▪ Takes risks ▪ Does the right thing even when its difficult ▪ Tries different approaches and solutions before asking for help ▪ Accepts constructive criticism as well as praise 	<ul style="list-style-type: none"> ▪ Helps when needed ▪ Does one's personal best ▪ Keeps our school safe, clean, and green ▪ Accepts consequences for actions ▪ Keeps oneself safe ▪ Takes ownership of their behavior 	<ul style="list-style-type: none"> ▪ Treats everyone the way one wants to be treated ▪ Keeps everyone physically safe ▪ Keeps everyone emotionally safe ▪ Cares for all living things ▪ Notices the needs of others ▪ Recognizes when a mistake has been made and makes it better 	<ul style="list-style-type: none"> ▪ Includes everyone ▪ Makes eye contact and greets everyone ▪ Listens to the ideas of others without put-downs ▪ Celebrates differences ▪ Honors the rights of all

The proactive strategies used in the classrooms and throughout the school to achieve these goals are as follows:

- Daily **classroom meetings** are used as one vehicle for teachers to get to know their students well. This is also a place where for discussing and problem-solving specific issues. Here, both children and teachers teach, practice and model appropriate ways of resolving conflict.
- **Behavior is viewed within the context of the student's life at school**, in a particular classroom's agreements, and PPSEL's collaborative, respectful methods. Throughout the year/s teachers and staff are called upon to get to know and understand the children at Palouse Prairie. Personal knowledge about the child's, or family's "story" can be respectfully useful in working with the children.



CURRICULUM EVALUATION

While understanding the elements of a positive school climate is essential, it is equally important to implement evidence-based practices to improve academic and behavioral or social outcomes. When students in a class fall below the expected behavioral outcome, a school staff must explore the reasons. With an effective core curriculum, regardless of student demographics, about 80% of students should respond positively to curriculum and instruction resulting in positive behavioral/social outcomes. When approximately 80% of students are not responding to instruction, it is important to analyze the curriculum, instruction and environment that could account for lack of response.

CONFLICT RESOLUTION

As we all know, conflicts arise within any community. Conflict resolution is an area of the school environment that is crucial to the on-going positive nature of our program. As a general rule, children and adult members of our community attempt to use conflicts to teach new and/or better behaviors.

Teacher Mediate conflicts between students by helping students develop the attitudes and language to effectively communicate. The protocol for conflict resolution is called **VOMP**:

- **VENT**- Each student will get an opportunity to vent their frustrations or grievances.
- **OWNERSHIP**- Each student will take ownership of their part of the conflict.
- **MOCCASSINS**- Each student will describe the other person's perspective of the conflict.
- **PLAN**- Students will develop a plan to resolve the issue and/or to prevent future conflict.

LOGICAL CONSEQUENCES

Often the most effective intervention is to allow a student to experience a logical consequence that follows the behavior. Consequences are **respectful, relevant and realistic**. Logical consequences provide a student more support to learn the effect of her behavior and learning to be responsible for the consequences of her actions.

Respectful: the teacher uses positive language with the students. For example, Jimmy, take a break from the game, I will signal for you to come back in after awhile, instead of, "Jimmy, I'm not going to put up with your antics today, you are annoying the other children."

Relevant: The consequence should be directly related to the misbehavior. For example, if a child throws food in the cafeteria, a relevant consequence would be for the child to help clean up the mess, not, for example to miss recess.

Realistic: The consequence should be reasonable for the student and manageable for the adult. For example, if a student writes on the bathroom wall, a realistic consequence would be to clean that wall, not all the bathrooms in the building.



Listed are three basic types of logical consequences:

1. **Simple reparation (also know as, “you break it, you fix it”).** A simple logical consequence that direction matches the behavior. This can also be described as the cause and effect consequence.
2. **Increased structure and supervision.** In some instances of misbehavior, it’s effective for adults to provide additional structures or bump up the level of supervision temporarily, perhaps for a class period, a day or a few days. This might take the form of:
 - Moving the child away from where the misbehavior occurred (a child who districts others at an all-school meeting is told to move to a different spot).
 - Taking away objects related to the misbehavior until adults are sure the child can handle the object appropriately (a student who uses playground equipment dangerously must stop using it; the student talks with an adult about proper use and tries again in a day or two).
 - Narrowing a child’s choices (Lucy, today during recess you’ll need to choose the playground games. You can try the monkey bars again tomorrow.)
 - Taking a privilege or responsibility away from the child for a while. (A student messenger is disruptive in the hall loses that role for the rest of the week and needs to show that he can handle the responsibility before getting a turn at being messenger).
3. **Take-a-break (a positive time-out).** To help children regain self-control, adults can respectfully have them take a short break in a designated place. When taking a break, the child sits quietly or uses calming techniques to regain self-control so he can come back and rejoin the group in a positive way. There are three types:
 - In classroom take-a-break. If the misbehavior takes place in a classroom, the teacher may have the student take a break at a designated spot in that room.
 - Buddy teacher take-a-break. If in the classroom take-a-break doesn’t work or if the teacher judges right away that he student needs to be away from the classroom to regain self control, she may have the child take a break in a nearby buddy teacher’s classroom.
 - Private take-a-break. If neither in classroom nor buddy teacher take-a-break works, or if the teacher judges right away that the child needs to be away from any classroom or all students to regain self-control, the child may take a break in a private space in the school, such as a Director’s office.



IDENTIFY AND DEFINE DISRUPTIVE BEHAVIORS

Disruptive behaviors or conduct can have a tremendously negative impact on the quality of education, the environment, the safety and the culture of Palouse Prairie School. These behaviors are not acceptable and will not be tolerated, and it is important to help students curb these behaviors through a strong discipline ladder, interventions and agreements.

LEVEL ONE: MINOR DISRUPTIVE BEHAVIOR

Students are expected to conduct themselves in keeping with their level of maturity and development, acting with due regard for teachers and others acting in a supervisory role, the educational purposes underlying all school activities, and the maintenance of a quality learning environment for all. This kind of conduct is not conducive to the learning environment, and when they become repetitive this chronic behavior can erode the quality of the learning environment, rigor and safety of the school. **Chronic behavior will result in the use of the Discipline Ladder at Step #1.**

Level One: Definitions of Minor Disruptive Behaviors	
Verbal Outbursts	Yelling or shouting during instruction time that distracts others from learning.
Lack of Eye Contact	Not making eye contact when being spoken to by another student or adult.
Side conversation	Speaking to others when the teacher or another is speaking to the whole group or small group.
Not prepared for class	Not having the appropriate equipment, materials, homework or pre-work ready to complete the tasks and activities assigned during that class period.
Misuse of Work Time	Not working on the assigned work during the given time, rushing through work, playing or distracting themselves or others from meeting deadlines.
Disruption	Behavior causing an interruption to the class or activity.
Running/ Jumping Indoors	Running, skipping, jumping, moving erratically, walking backwards, or in a way that could cause physical danger to themselves or others.
Transition Trouble	Being loud and/or disruptive during transitions, or lingering in common areas
Public Displays of Affection	Kissing, handholding, hugging, heavy petting or other sexual contact that makes others uncomfortable and prevents the connection with others.
Attention Seeking	Clowning around, making inappropriate noises.
Not Attending to Directions	Does not follow directions or respond to teacher.
Misuse of Privileges	Does not follow the expectations set for privileges such as classroom or lunchroom helper.



LEVEL TWO: MODERATE DISRUPTIVE BEHAVIOR

Level Two Behaviors directly impact a teacher's ability to educate, the learning environment, or the rights and welfare of other students. These behaviors must be stopped immediately to ensure the quality of the learning environment, rigor and safety of the school. **These behaviors will result in immediately moving to Step #2 on the Discipline Ladder.**

Level Two: Definitions of Moderate Disruptive Behaviors	
Abusive/ Inappropriate Language	Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. <i>(Different from Harassment/Discrimination)</i>
Disruption	Behavior causing a sustained and significant interruption of a class or activity.
Personal Boundaries	Physically touching another person to cause them discomfort or to irritate; lacking personal boundaries with others.
Harassment	teasing, name calling, or other actions intended to emotional hurt another student
Damaging Supplies	Deliberately destroying or damaging school supplies, such as breaking pencils, rulers, clipboards, paper or books; inappropriately using school equipment. For example: not properly sitting in a chair.
Academic Dishonesty	Copying other student's work, asking them for help or assistance on personal assessments, or plagiarism.
Disrespectful towards Teacher	Talking back, making excuses or arguing with teachers in an attempt to derail or under mind instructions, directions or authority.
Leaving Classroom	When a student leaves the classroom or instructional area without notifying and seeking permission from their teacher or supervisor.
Noncompliant Behavior	Refusal to accept consequences or directions.



LEVEL THREE: MAJOR DISRUPTIVE BEHAVIOR

Conduct which disrupts or threatens to disrupt the operation of the school, which interferes in any way with the public or private rights of other students or citizens, which threatens or endangers the health or safety of any person, or which damages property will not be tolerated and will result in immediate disciplinary action and consequences.

Level Three: Definitions of Major Behaviors	
Fighting	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object).
Insubordination	Complete refusal to follow staff directions in such a manner that the learning environment is significantly disrupted and/or the student places his/herself in a dangerous situation. Walking away from an adult when being spoken to.
Student Threat	Student delivers a message (verbalized, written, drawn or gestured) toward another that conveys an act of intended injury or harm.
Disruption	Behavior causing a sustained and significant interruption of a class or activity.
Discrimination	Repeated teasing, name calling, or other actions, as well as activities or statements intended to be offensive of one's religion, race, heritage, color, and disability, including sexual harassment.
Property Damage (school)	Deliberately impairing the usefulness of school property. (<i>Different from Vandalism</i>).
Property Damage (others)	Deliberately impairing the usefulness of another's student's or staff member's personal property.
Vandalism	Participating in an activity that results in substantial destruction or disfigurement of property.
Theft	Possession of, having passed on, or the removing of someone else's property.
Bullying	Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
Other	Could include: possession (<i>tobacco, cellphones, mp3 players, laser pointers, drugs, or weapons</i>)--arson--forgery--bomb threat--false alarms--extortion--computer use violation--leaving campus.



CORRECTIVE ACTION LADDER

Aggressive or disruptive behavior may happen for a variety of reasons and in a variety of school settings. In line with our educational philosophy, these behaviors are handled in a variety of ways that integrate the needs of the child or children and teach or model the desired outcome. Whenever possible, those involved are invited to actively participate in the conflict resolution. Our goals are to protect each person's rights, and to help each person learn to make wise choices, caring for themselves and others.

There are times when staff of Palouse Prairie School must take action to ensure a quality learning environment and the integrity of our school's mission and values. When behavior impedes the ability of students to perform at the highest level, the staff of Palouse Prairie School will utilize the discipline ladder to prevent such behaviors from repeating. The Discipline ladder is designed to be a clear, fair and transparent system for disciplining students, providing opportunities to improve, and to open lines of communication and support.

Step #1: Teacher/ Student Conference

Participants: Teacher and Student

- Teacher identify undesired behaviors
- Clearly identify consequences for undesired behaviors
- Student has opportunity to share perspective and seek supports.
 - Struggling with home or school issue
 - Moved seating assignment
 - Academic support in subject area
- An agreement is written between the teacher and student that clearly label the behavior and consequences

Desired Outcome: Teacher/ Student Contract

Communication: Teacher will check-in with student daily, and communicate the behavior and contract to the student's parent.

Next Steps: After four weeks, the teacher and student can...

- Exit student
- Schedule a Response to Intervention meeting for support
- Revise and extend Teacher/ Student Contract
- Contact parent/ guardian to schedule teacher/family conference



Step #2: Family Conference

Participants: Teacher, student and family

- Teacher identify undesired behaviors
- Student shares the teacher/student contract
- Student has opportunity to share perspective and seek supports
- Parent has opportunity to ask teacher and student clarifying questions
- Discuss possible behavior interventions and/or identify logical consequences for school and home
- Determine the roles and responsibilities of the student, parent and teacher in improving the behavior
- Write an agreement between teacher, student and family outlining further actions

Desired Outcome: Teacher/ Family Contract

Communication: Teacher will check-in with student daily and communicate with home weekly progress

Next Steps: After four weeks, the board can...

- Exit student
- Schedule a Response to Intervention for support
- Revise and extend Teacher/ Family Contract
- Email Behavior Court to refer student

Step #3: Director Conference

Participants: Director, teacher, student and family

- Teacher refers student to Director in charge of Discipline
 - Teacher must be present at the meeting
 - Parents and student must be present at meeting, or forfeit right to be heard
- Teacher Describes behaviors, shares documentation, teacher/ student contract and Teacher/ Family Contract
- Student will be given an opportunity to share perspective and/or seek support
- Parent will be given an opportunity to share perspective and/or seek support
- Director may ask clarifying questions of teacher, student and parent
- Director creates a Student Improvement Plan
- Signed by director, teacher, student and parent

Desired Outcome: Student Improvement Plan

Communication: Teacher will check-in with student daily, director will meet with student and communicate with home weekly progress

Next Steps: After four weeks, the director can...

- Exit student
- Schedule a Response to Intervention for support
- Revise and Repeat Student Improvement Plan
- May move to student to Step #4



Step #4: Director Initiated Corrective Action

Participants: Director, teacher, student and family

- Director in charge of discipline can move student to step #4 for level 3 behavior, not meeting expectations in an improvement plan, or for attendance
 - Teacher must be present at the meeting
 - Parents and student must be present at meeting, or forfeit right to be heard before a decision is made
- Teacher Describes behaviors, shares documentation of teacher/ student contract, Teacher/ Family Contract, Student Improvement Plan
- Student will be given an opportunity to share perspective and/or seek support
- Parent will be given an opportunity to share perspective and/or seek support
- Director may ask clarifying questions of teacher, student and parent
- Director determines the corrective action
- Signed by director, teacher, student and parent

Desired Outcome: Corrective Action Letter

Communication: Director will conduct a reentry meeting with student and family once corrective action has been fulfilled.

Next Steps: After four weeks, the director can...

- Exit student
- Revise and Repeat Student Improvement Plan
- Refer for formal assessment if behavior adversely impacts the education of the child.
- May petition the board for expulsion hearing, if a second corrective action is required

Step #5: School Board Expulsion Hearing

Participants: Board of Directors, Director, student and family

- Director will petition the board to expel student from Palouse Prairie Charter School for one year
- Director will provide board with all appropriate documentation
- Student and parent may submit a letter to the board to provide their perspective and/or input
- The board will conduct a hearing at a regularly scheduled board meeting

Desired Outcome: Expulsion of Student

Communication: The board will provide a written decision to the director and parents of the student.

Next Steps: If the board chooses to expel the student, then the student will be dis-enrolled from the school, and denied re-enrollment for up to one year.

If the board chooses not to expel the student, then the student will return to Step #3 on the Corrective Action Plan Ladder.



MINOR CORRECTIVE ACTIONS

Letter of Apology- The student will be asked to write an apology letter to those impacted by their behavior. In this letter the student must clearly describe the impact of their actions or decision, explain what would have been a more appropriate action or decision, and communicate how they will prevent a reoccurrence.

Assignment- The student will be asked to complete an assignment to educate them on the impact of their choices. This may include a packet to complete, a report, and/or other tasks and activities appropriate to their age.

Presentation- The student will be asked to create and deliver a presentation to their peers, crew or the whole school to educate others about appropriate choices and consequences. The goal of the presentation is to empower the student, not to publicly shame the student. The student will be given direction and support in this process.

Behavior Modification Chart- The student will be asked to set personal targets to curb or eliminate a reoccurring unwanted behavior. The student would be asked to check in with their teacher(s) periodically to assess their progress towards their target. This would also include conferencing with their teacher(s) to help gradually improve behavior overtime.

Preventative Action Plan- The student would be asked to create their preventative action plan for reoccurring unwanted behaviors. The goal is to empower the student to develop a plan that helps them prevent certain behaviors.

Lunch with Teacher/ Director- The student will be asked to spend a lunch or a series of lunch with a teacher or a director. During this time the student and adult can build a relationship that should help them problem-solve future problems and brainstorm solutions to current issues.

Preferential Seating- The student will be asked to sit in a specific location within the classroom that will help manage their behavior. This seat assignment will be determined by their teacher or through the RTI team. The goal is to seat the student in the best location for their own personal learning and those around them.

Preferential Grouping- The will be asked to work within a certain group or partnership that would be conducive to their learning and the learning of others. The grouping will be determined by their teacher or through the RTI team.

Other Positive Behavior Interventions- There will be a host of other possible actions or interventions that could be put into place to support students with challenging behaviors.



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MAJOR CORRECTIVE ACTIONS

Community Service: The director has decided that your student will need to complete between 1 and 40 hours of community service, outside the regular school day. These service hours must be tracked by the student, supervised and verified by a parent or guardian. If not completed in the allotted time, the student may face additional actions.

In-School Suspension: The director has decided that your student will be temporarily excluded from their CREW for the entire school day or for a certain instructional period for a specific period of up to five (5) school days. They will be provided their instruction in isolation within another area of the school building. This includes exclusion from adventures and/or fieldwork.

Out-of-School Suspension: The director has decided that your student will be temporarily excluded from their CREW for the entire school day for a specific period of up to five (5) school days. The student is not allowed out school grounds during the duration of the suspension, and they will be held accountable for all instruction missed during the suspension. This includes exclusion from adventures and/or fieldwork.

Prolonged Out-of-School Suspension: The director will recommend to the board that your student will be temporarily excluded from their CREW for the entire school day for an additional specific period of up to five (5) school days. The Board can extend a temporary suspension for an additional five (5) days, only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety. This includes exclusion from adventures and/or fieldwork.

Expulsion from Palouse Prairie Charter School: The director will recommend to the board that your student should be excluded from school. Only the Board has the authority to expel or deny enrollment to any pupil who is an habitual truant, who is corrigible, whose conduct is such to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils or who has been expelled from another school in the State of Idaho or any other state. Palouse Prairie School will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five (5) days of the Board's actions.