

Lenihan Intermediate Discipline Plan

“A safe and healthy learning environment for students, staff, and families.”

Lenihan Intermediate School will strive to take a proactive approach to discipline and make it a learning process for all.

All people have basic needs which include survival, power, love & belonging, freedom, and fun. We believe that most student behaviors occur when a child’s basic needs are not being met. When a basic need is not being met, it results in frustration which leads to student choices which do not align with the building or classroom expectations.

To ensure that the discipline process is consistent and fair for all, the following process has been developed:

Phase 1: Instruction For All Students

Staff will teach 3-5 student expectations in common areas such as classrooms, hallway, lunchroom, recess, and restroom.

Phase 2: Re-teach (Model) Expectations

Staff will re-teach the expectations to students who are not following the expectations. A warning will be given and a consequence may follow if behavior isn’t corrected. A parent contact will be made.

Phase 3: Restitution

When a student does not meet expectations, appropriate consequences apply including; verbal and/or written self-manager plan, reteaching opportunities, Parent(s)/Guardian contact, and a teacher, parent, student meeting. Consequences will be determined at the discretion of the supervising staff member.

Phase 4: Office Intervention

If a student fails to follow the plan, the principal will become involved. Parent(s)/Guardian(s) will be contacted by the principal. The principal will follow up with the student and teacher to monitor progress.

Phase 5: Office Referral

Principal will apply consequences which can include, but are not limited to: missing a preferred activity (detention), parent-student-principal meeting, in-school suspension, or out-of-school suspension. Consequences depend on the behavior and will be applied under the discretion of the principal/designee. Parents may be asked to attend a meeting with the principal before the student will be allowed to return to classroom activities.

Automatic Office Referral:

A student may be automatically sent to the office for the following reasons...

- Racial / Sexual Harassment (Consequences determined by Board Policy)
- Weapons (Consequences determined by Board Policy)
- Drugs (Consequences determined by Board Policy)
- Gang Related (Consequences determined by Board Policy)
- Fight
- Physical Aggression - Intentionally inflicting harm to others (bite, kick, hit)

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Aggressive Behavior Plan

The purpose of the Aggressive Behavior plan is to ensure safety for all while helping children learn the importance of appropriate behavior at school. For this purpose aggressive behavior will be defined as any behavior that intentionally inflicts physical harm to another person (child or adult). This includes hitting, kicking, biting and use of language that threatens bodily harm towards others. **These steps may be altered at the discretion of the school principal.**

1st Offense

Student refocus: Student refocus time can be spent in the office or in another supervised location for up to half of the school day. During this time the student will be given appropriate time to calm down, complete a self-manager form and address the aggressive behavior as well as alternate forms of how to handle the situation. Parents will be notified via phone call, e-mail or a written letter explaining the situation in full and actions taken.

2nd Offense

½ day in-school suspension*: Student will complete a Self Manager form and any assigned work from the classroom. Parents will be contacted. School staff will review all available resources to see if additional services are available and determine need/eligibility for services. This could include, but is not limited to problem solving teams, counseling in and outside of the school as well as behavioral small group opportunities.

*** Half-day suspension will be served beginning immediately after the office intervention has been completed and may continue into the next day until the student completes the equivalent of half a day of school. If the student fails to attend school, the suspension will remain until served.**

3rd Offense

Full day in-school suspension*: Student will complete a Self Manager form and any assigned work from the classroom. Parents will be contacted and will be encouraged to meet with the principal, counselor, and teachers to work on a plan to help the student succeed in school. School staff will review all available resources to see if additional services are available and determine need/eligibility for services. This could include, but is not limited to problem solving teams, counseling in and outside of the school as well as behavioral small group opportunities.

*** Full-day suspension will be served beginning immediately after the office intervention has been completed and may continue into the next day until the student completes the equivalent of half a day of school. If the student fails to attend school, the suspension will remain until served.**

4th Offense

Full-day Out of School suspension:** Student will be responsible for filling out a Self Manager form and completing any assigned work from the classroom. Parents will receive a phone call, a letter home, and may be required to meet with the principal and appropriate staff to address problem behaviors and develop a plan for student success prior to returning to school.

**** Full-day out of school suspension will begin at the beginning of a school day.**

5th Offense

Full-day Out of School suspension: Student will be responsible for filling out a Self-Manager form and completing any assigned work from the classroom. Parents will be notified by phone and a letter will be sent home. A parent meeting is required between the principal, Central Office administrator, teacher, and the student.