



RAINBOW DREAMS EARLY LEARNING ACADEMY 2022-2023 Progressive Discipline Plan

School-wide Behavior Intervention Policy

We believe that all children can behave in a positive manner while at school. Our goal is to provide a strong academic program in a nurturing and safe environment, so that all children can feel confident to explore and learn. Teachers and students have the right to a classroom free of disruption; one that is conducive to the teaching/learning process. Our student body consists of early learners and it is our belief that when teachers employ a skill and concept plan as part of the regular instruction we are able to create an environment that in which our students can learn effective decision making skills that result in personal responsibility for their actions and behaviors. To guarantee the optimal environment and the integrity of instruction and learning, Rainbow Dreams Early Learning Academy will implement a plan for Progressive Behavior Intervention consisting of interventions for school-related minor and major behavior infractions.

Minor Infractions:

Minor Infractions are considered as infractions which *Do Not* jeopardize the safety and welfare of students, faculty, and staff. **Minor infractions are as follows, but are not limited to the following examples.**

- Disrespect.
- Non-compliance.
- Talking without permission.
- Shouting and/or yelling.
- Dress code violation.
- Refusal to complete assignments.
- Throwing paper.
- Writing on the desk and breaking pencils or crayons.
- Walking around the classroom without permission.
- Verbal disagreements/confrontations not specific to repeated bullying--- name calling such as stupid, ugly, idiot and telling another student to “shut-up.”
- Disruptive behavior such as singing, making noise, tapping the pencil on the desk.
- Misrepresentation of the truth.
- Academic dishonesty.
- Horse-playing.



- Playing with inappropriate objects in class.
- Repeated tardiness

Minor infraction will be handled by the classroom teachers utilizing the school-wide Classroom Management Intervention Plan by implementing the following actions.

- **Step 1.** Re-direct student behavior. A re-direction can be a verbal or nonverbal reminder to the student directed at pointing out what the student should be doing.
- **Step 2.** Verbal warning.
- **Step 3.** Giving the child space to decompress and regulate: This can be accomplished by giving the student a set time out in a “calm corner” or space designed to meet the child’s regulatory and sensory needs without disrupting other students in the classroom.
- **Step 4.** Required reflection and apology.
- **Step 5.** One on one conference with the student. During this step, the teacher will communicate behavior expectations to the student and provide the student with the opportunity to respond. It is important to clarify expectations and model appropriate behaviors.
- **Step 6.** Parent/Caregiver Contacts (by phone or email).
- **Step 7.** Limit privileges.
- **Step 8.** Parent/Caregiver-child-teacher conferences (at school).
- **Step 9.** If students have failed to make the appropriate behavior changes, teachers submit detailed referrals to the principal with the appropriate documentation describing the behaviors and previous actions taken. Administration will lay out a behavioral plan or make the decision to escalate the discipline as necessary.
- **Step 10.** Classroom reassignment if administration considers it beneficial for the recurring behaviors.

Proactive Steps to Ensure a Safe and Positive Environment

Whenever possible, it is the intention of Rainbow dreams Early Learning Academy is to support positive behavioral choices rather than engage in disciplinary action. We would like to empower children to make better choices and we treat every child with love and respect. The following steps are in place to assist our students in becoming respectful, responsible, and safe:

- Classroom incentive programs
- School wide incentives
- Daily positive reinforcement through circle time discussions



- Lessons focusing on positive behavior and choices
 - This includes both modeling and social stories
- Teaching the students to self-assess their social emotional needs
 - PECS introduced for children with receptive or communicative delays
- Allowing children to request time to regroup in the calm corner
- Creating an inclusive space

Whenever possible, when an infraction allows, the goal is to create a teachable moment. Our school consists of early learners who may need extra patience when it comes to adjusting to a classroom environment, however we believe that all students are capable of behaving in a positive and respectful manner which is conducive to learning.

Major Infractions:

Major Infractions are considered as infractions which DO jeopardize the safety and welfare of students, faculty, and staff. **Major infractions are as follows, but are not limited to the following examples.**

- Bullying: including harassment and/or exhortation.
 - Repeated incidents of name calling will be considered a major infraction.
- Threats to inflict bodily harm on another.
 - This includes simulating a fire arm.
- Physical aggression including fighting and throwing objects at others.
 - This includes hair pulling, biting, kicking, or punching regardless of whether the other student was actively or passively involved.
- Profanity or obscene gestures.
- Major classroom disruption involving rough-housing or unsafe behaviors.
- Possession of weapons.
- Possession of alcohol.
- Possession of a controlled substance.
- Possession of tobacco.
- Possession of a firearm including objects resembling a firearm for the purpose of intimidation.
- Actual or threatened use of an object resembling a weapon with intention to intimidate or cause disruption.



- Continual and repeated disruption of learning environment requiring removal from class on 3 or more occasions.
- Possession of flammable and explosive materials including matches, lighters, firecrackers.
- Arson.
- Bomb threats.
- False fire alarm.
- Lewd or immoral behavior such as exposing body parts, harassment, and/or touching another student in an inappropriate manner.
- Excessive tardiness or absences.

Consequences for behaviors are determined by the severity, intensity, and frequency of the infraction, as well as extenuating circumstances. Consequences consist of a required parent conference with a behavior action plan, a required parent conference with the recommendation of suspension and a behavior action plan, or a required parent conference with the recommendation for expulsion.

For a major infraction, depending on the severity and circumstance, the police or child services may be notified. This includes possession of weapons or firearms, physical aggression against another student to the point of injury, lewd or immoral behavior, possession of a controlled substance which will require a report be filed with the local authority.

Required Parent or Caregiver Conference:

A conference is scheduled to discuss students' behavior. Students are not allowed to come to school until the conference has been conducted. Required conferences are usually scheduled within one day after the infraction. Required parent conferences may be conducted on the same day of the infraction. It is within a parent or caregiver's rights to request a follow-up conference at a later date.

Most conferences will be scheduled with a minimum of one day following the infraction. This is to allow for a thorough investigation the alleged infraction and allow time for RDELA to conduct a thorough internal investigation of the incident prior to speaking with a parent or caregiver.

Students are not allowed to return to school until after the Required Parent Conference is conducted and a behavioral contract is signed and submitted to the administration.



Suspension: Temporary removal from school which may consist of one to ten days' dependent upon the nature of the offenses and any extenuating circumstances related to the alleged infraction. All classroom/homework assignments will be provided for students during the temporary removal of school. The duration of suspension is set at a maximum of 10 school days.

Classroom Reassignment: Changing the placement of a misbehaving child has proven to be an effective solution for minor recurring classroom behaviors. Whenever possible, this will be one of the earliest strategies implemented.

Expulsion: Permanent removal from school. Recommendations for expulsion are based upon the extreme intensity, severity, frequency of the infraction, and any extenuating circumstances as well as parental cooperation in regards to disciplinary action. If the recommendation is uncontested, students will be withdrawn from Rainbow Dreams Academy and the parents/guardians of students must explore other educational setting. The duration of expulsion is limited to one calendar year.

Please Note:

- Major Infractions will result in a mandatory conference with Administration, Teacher, Student, and Parent/Caregiver which becomes effective immediately.
- Required Parent/Caregiver Conferences may be held the same day of the infraction if the situation requires immediate removal from the campus; however a follow-up conference can be scheduled to allow time for an internal investigation to be conducted. Parents and Caregiver will be immediately notified in the case of any infraction requiring major intervention.
- Upon notification of the Required Parent Conference, the parent/legal guardians and any other individuals that are designated by parents, and guardians (names must be designated on students' information) must pick up the student from school. Student will not be allowed to return to the classroom until the conference takes place. Picture identification is needed and verification from the parents/legal guardian is required.

Due Process: Due Process is an appeal process of the recommendation for temporary removal from school (suspension) for more than seven school days or the recommendation for permanent (expulsion) removal from Rainbow Dreams Early Learning Academy. All due process appeals are handled by the Rainbow Dreams Early Learning Academy



governing board. All classroom/homework assignments will be provided for students during the removal of school until the board has rendered a decision on the appeal. The RDELA boards shall establish fair and reasonable procedures for discipline, suspension, or expulsion. No student shall be subjected to corporal punishment in any public elementary or secondary school. A school administrator is not authorized to waive the prohibition against corporal punishment based upon the request of a parent or guardian

Incidents requiring the student to be restrained or secluded: Following an incident involving the use of restraint or seclusion, the following will be provided to a parent or guardian of the student: Verbal or electronic notification of the incident by the end of the school day when the incident occurred including: A description of the restraint or seclusion, the date of the restraint or seclusion, the times when the restraint or seclusion began and ended. The location of the restraint or seclusion and a description of the student's activity that prompted the use of restraint or seclusion will be included in this notification. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted and the names of the personnel who administered the restraint.

Restraint may be used on a student only under the following circumstances:

- (A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
- (B) Less restrictive interventions have not been effective.

Seclusion may be used on a student only under the following circumstances:

- (A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
- (B) Less restrictive interventions have not been effective.

If restraint or seclusion is used on a student, the restraint or seclusion will be limited to only the time when the student's behavior poses a significant risk to his/herself or others.

Students with Disabilities:

Behavior Interventions for students with Individual Education Plans (IEP) or 504 accommodations will be based upon the content and relatability to the student's Individual Education Plan or 504 Accommodations and will be determined with the assistance of the school's Multi-Disciplinary Team (MDT).

Plan for Restorative Discipline:

Restorative discipline provides students with a space for common understanding, conflict solving, and providing pathways to repair harm. For our early learning community addressing the social emotional needs of our students requires teachable moments where



students are able to take ownership of their behavior, practice empathy and conflict resolution with the mediation of a teacher or administrator. The following questions should be asked of the student in order to better understand the situation:

- **Social Restoration**
 - Tell me what happened. What was your part in what happened?
 - What were you thinking at the time? How were you feeling?
 - Who else was affected by this?
 - What have been your thoughts since? What are they now?
 - What do you need to do to make things right?
 - What can we do to support you?
- **Self-Restoration**
 - Tell me what's been happening. What has not been working for you?
 - What are you thinking about this situation? How are you feeling about it?
 - How is this getting in the way of your learning?
 - How is this getting in the way of you being the person you want to be in our community?
 - What do you need to learn/to do to make things better?
 - What might you do differently next time you find yourself in a similar situation?

When a student who has faced a disciplinary action such as suspension is welcomed back into the classroom, care should be given to incorporate the learning in a health and positive way. Behavioral plans should be implemented to support the child's needs that led to the infraction and ways to help rebuild a positive foundation and relationships within the classroom.

Distance Learning Addendum;

Our current educational landscape in light of the COVID-19 pandemic requires a modification of the discipline plan. Discipline is intended to support safety and respect in physical classroom; distance learning will require the same cooperation for our students and their families. The following is the plan for progressive discipline for minor infractions while distance learning is being employed.

- **Step 1.** Verbal warning and/or redirection
- **Step 2.** Child will be muted or have self-screen turned off at the teacher's discretion for a single class period.
- **Step 3.** Email/Phone call to Parent or Caregiver
- **Step 4.** Video conference call with Parent/Caregiver, Teacher, and Administrator
- **Step 5.** Loss of ability to attend live Google Classroom session. Child would need to view recorded lessons until they can be reintegrated into the live classroom.



As a school and community we will work together and be proactive to correct inappropriate behaviors in order to ensure academic success now and in the future. We believe that all students have the capacity to learn to be safe, respectful, and responsible for their action. We will continue to work closely with our teachers, students, administrators, parents or caregivers to help develop confident, strong, and bright members of our academic community.