

Understanding Student Discipline at Duniway

Duniway students are committed to doing their personal best – taking responsibility for their actions and working to minimize the level of disruption that can be caused by inappropriate behavior. Guiding our students and all community members are the five core values:

Caring

Connected

Trustworthy

Courageous

Curious

Learning to be a positive member of a school and classroom community takes practice and effort. Our goal is to support students as they work through challenges related to inappropriate behavior. We want students and families to clearly understand the expectations, and what will result when someone does not follow through with those expectations.

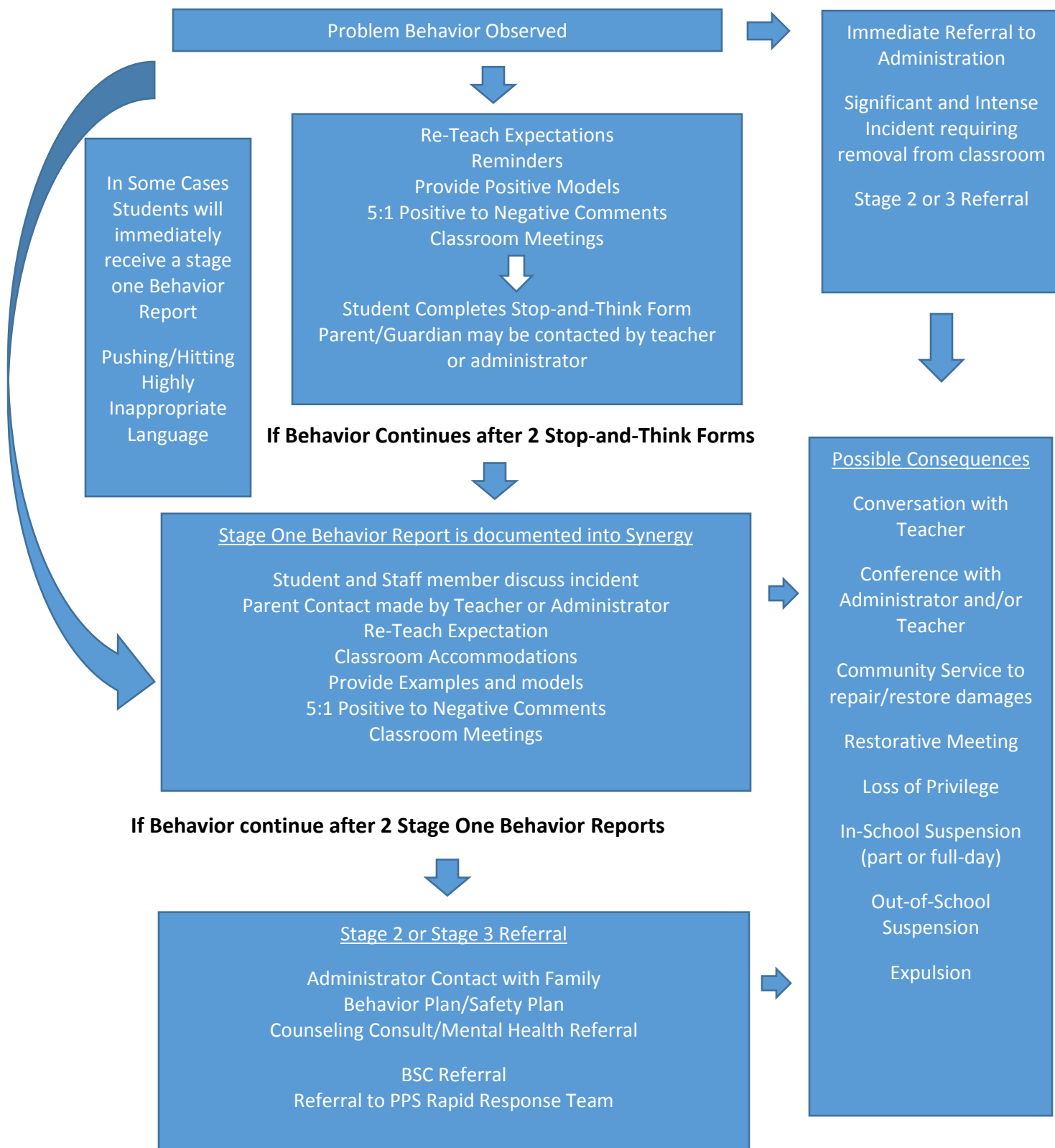
Providing students a positive, safe, and nurturing school environment is pivotal in preventing inappropriate behavior. We take a proactive approach in teaching students to better understand what it means, and what it looks like, to be “ready to learn.” Our staff has implemented a comprehensive plan in order to provide all community members with a solid foundation. Some highlights of this plan include:

- Each teacher provides clear classroom (learning environment) expectations. These are taught and reviewed continuously through the year
- Clearly stated behavior expectations for the bathrooms, hallways, cafeteria, and playground
- Incentives, compliments, and recognition for positive behavior. Students are recognized with a “Dragon Flame,” highlighting a positive behavior choice relating to one of our five core values
- Weekly classroom meetings facilitated by classroom teacher, with support from administration and counseling staff
- Monthly social-emotional instruction/learning taught by counseling staff
- Quarterly Whole School Assemblies to recognize positive student behavior and to showcase events, activities, and accomplishments

While our community-wide plan is highly effective, we recognize that some students are going to need additional support, structure, and learning opportunities. Our staff will make every effort to intervene early and start the discipline process at the lowest possible level to help bring about a change in the student’s behavior.

The Discipline Flow-Chart provides an overview of how our staff will handle inappropriate student behavior. For additional information please consult the [Students Responsibilities, Rights and Discipline Handbook](#)

Discipline Flow-Chart



A bit more about Re-focus Sheets, Stage 1 Behavior Reports, and Stage 2/3 Referrals

When a student displays inappropriate behavior, and does not respond to initial interventions, teachers and staff use several different methods and forms to document the problem behaviors. Regardless of what form is used, staff communicate directly with families, working collaboratively to improve behavior. In addition, staff will seek support from colleagues and involve the counseling and administrative teams.

Stop-and-Think Sheet: The goal of this form is to turn inappropriate behavior into a teaching opportunity. It is not punitive and it is not a formal (Portland Public Schools) document.

- Depending on the situation, students will complete this form individually or with adult assistance. In addition, they may complete the form right after the problem behavior or when the staff feels it will be most effective
- Parent or Guardian may be notified by classroom teacher or another staff member
- There are two versions of the stop-and-think form; one is for K-2nd grade and the other is for grades 3-5
- Stop-and-Think forms are most commonly used for repetitive inappropriate behavior. For example:
 - Being unsafe with one's body – pushing, shoving, aggressive play, play-fighting
 - Uncooperative, disrespectful, or unkind behaviors directed at an adult or student
 - Not following expectations in the bathroom, hallways, playground or cafeteria

Stage One Behavior Report: The Stage One Behavior Report is used after stop-and-think forms and other reminders, accommodations, and interventions have proven to be unsuccessful or a behavior is serious enough to warrant immediate use of the report.

- Stage One Report is not a discipline referral and does not necessarily result in a student speaking to an administrator, however, it may begin to make the process more formal
- Parent or guardian will be contacted by the child's teacher or another staff member
- Report documents behaviors and the interventions that have been implemented
- Monitors the effectiveness of interventions and patterns of inappropriate behavior
- Stage One Behavior Reports are most commonly written for:
 - Pushing, shoving, kicking, overly aggressive play
 - Inappropriate language
 - Repeated and intentional ignoring of adult directions
 - Repeated uncaring behavior towards a fellow Duniway student

Stage Two or Three Discipline Referral: Stage Two or Three Discipline Referrals result in a student meeting with a Duniway administrator and contact with parents or guardians. Stage Two (and much less commonly Stage Three) referrals generally occur in different ways:

- **Chronic Incidents:** If there are chronic behaviors that are unresponsive to Stage One Reports and interventions AND that cause significant disruption to the classroom (or other location) learning environment, a student may receive a Stage Two Referral. In this case, the referral is completed by a staff member and an administrator follows up with the student and family within 24 hours.
- **Serious Incident:** In some cases, a student may immediately receive a Stage Two (or Three) Discipline Referral without prior Stage One Behavior Reports. Again, the referral is completed by a staff member and based on the circumstances, the student is either immediately removed from the learning environment or speaks with an administrator as soon as it is possible.
- Stage Two/Three Discipline Referrals are most commonly written for:
 - Chronic Stage One Behaviors that significantly impact learning
 - Hitting, choking, biting (with intent to cause harm)
 - Stealing or damaging property
 - Threatening, harassing, or bullying students or staff