

## Progressive Discipline Guidance for Teachers

The following progressive discipline steps are intended to address serious behavioral concerns:

- Hurting others (children/adults)
- Major classroom disruptions that adversely affect teaching/learning

The progressive discipline steps are to be initiated when the classroom discipline plan is ineffective.

Before Step #1: (make parents aware of *any* on-going behavioral concern)

- Contact with parents (verbal, note, phone call). Attempt to work together to assist child in making necessary behavioral changes.

Step #1: (All face-to-face meetings should be documented. Notes/future plans should be dated and signed by all in attendance.)

- Meeting between parents and teacher(s). Discuss concerns. Outline steps parents and teacher will take. Examples:
  - Teacher:
    - Document when misbehavior occurs. Is there a pattern that indicates the child may be hungry, stressed, sleepy, distressed, etc.?
    - Can the teacher identify “triggers?”
      - Difficulty during a particular time of day – transitions, large group, etc.?
      - Someone in his/her space?
      - Difficulty with particular students?
    - Teacher will attempt to provide specific “supports” to child to see if changes impact behaviors.
  - Parent:
    - Reassess daily schedule. What changes might be beneficial (change in bedtime, more nutritious meals – less “junk food”/less “fast food,” preparations in the evening for a smoother morning transition, less “screen time”/more active play, etc.)
- Notify director of concerns and meeting.
- Schedule follow-up meeting.

### Step #2:

- Meeting with parents, teacher, director (Recommendation of outside referral if necessary – see below.)
  - Review progress to date
    - If teacher/parent efforts are yielding results, continue. Share additional strategies.
    - If strategies have been unsuccessful and the child's behavior continues to be problematic, it will be recommended that the parents seek outside help. The director will provide a list of referrals. (Suggestion: identify deadline for referral appointment)
- Director will notify board of concerns and meeting.
- Schedule follow-up meeting.

### Step #3:

- A follow-up meeting with parents, teacher, director (may include board representative). Updates, futures plans are outlined. May include:
  - Follow-up on referral recommendations (example: counseling)
  - Child may be sent home from school when disruptions occur.
  - Child may be placed on probation (excluded temporarily from school). If parents have not followed up on recommended referral, child is automatically placed on probation.
- Schedule follow-up meeting.

### Step #4:

- If parents, teacher and director agree that behavior has been corrected, the child remains in school (returns to school if previously placed on probation).
  - All recommended strategies/new strategies remain in place.
  - Schedule follow-up meeting.
- OR
- If the child's behavior continues to be disruptive and/or threatening to the well-being of other children/adults, or
  - If parents have not displayed documentation of securing help for the child as requested, or
  - If parents have failed to keep scheduled appointments with teacher, director, counselor, or
  - If parents have failed to implement recommended strategies,
  - The child is dismissed from the program.

