



CARTER HIGH SCHOOL

PROGRESSIVE DISCIPLINE FLOWCHART

Tier 1 Proactive Behavior Supports for ALL Students

- Building Relationships
- Clear and consistent use of classroom expectations
- Use of Lion Rewards points
- Use of structured routines
- 5:1 Positive praise
- Monitoring, scanning, and proximity control of room
- Allow multiple opportunities to practice expected behavior
- Specific corrective feedback
- Verbal & nonverbal cues
- Provide student choice
- Allow multiple opportunities and ways for students to respond

IF BEHAVIOR INCIDENT OCCURS...

DETERMINE LEVEL OF INFRACTION

Minor Behaviors Classroom Managed

- *Not following instructions
- *Off Task
- *Tardiness
- *Unprepared for class
- *Misuse of hall pass
- *Cheating
- *Wandering around class/out of designated space
- *Dress code
- *Talking during instruction
- *Eating/chewing gum in class
- *Inappropriate language
- *Excessive use of electronics in class
- *Class disruption
- *Horseplay
- *Throwing objects

Or any other small behaviors which do not meet school or Ed. Code expectations

Intervention

If a student engages in disruptive minor behaviors follow the steps below

- Check-in with the student regarding their wellbeing
- Review appropriate behavior expectation
- Determine an intervention strategy*
- Document intervention use and effectiveness

*Intervention is determined by the function of the behavior. Consult the PBIS team if you need assistance in choosing an intervention

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a Minor Referral
Contact Parent/Guardian regarding the student's behavior and restart process with a new intervention

Major Behaviors Office Managed

- *Fighting/Assault
- *Stealing/Possession of stolen property
- *Weapons
- *Bullying/Harassment of any kind
- *Racial, Sexual, Cultural, or other discriminatory language that violates Ed. Code
- *Threats
- *Vandalism
- *Destruction of school property
- *Obscene acts
- *Profanity directed towards an adult
- *Drug/Alcohol use or possession
- *Use of obscene websites

Or 4th repeated violation of a Minor offense
Or other violations of Ed. Code

Submit Office Referral

If a student behaves in any of the ways indicated above follow the steps below

- Fill out a Major Referral
- Include documentation of all previous interventions and conversation notes with parent/guardian
- If necessary, include the names of any witnesses

Administration will determine the best course of action and should respond within 5 school days. Request a restorative meeting if necessary

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a Major Referral
Contact Parent/Guardian regarding the student's behavior and follow up with administration

Wilmer Carter High School Discipline Steps



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STEP 1: CHECK IN WITH THE STUDENT TO SEE HOW THEY ARE DOING

STEP 2: SPEAK TO THE STUDENT ABOUT THE PROBLEM BEHAVIOR AND RETEACH/MODEL THE DESIRED BEHAVIOR

STEP 3: IF STUDENT BEHAVIOR CHANGES, GIVE POSITIVE VERBAL ACKNOWLEDGMENT AND MOVE ON. FOLLOW UP WITH PARENT CONTACT.

STEP 4: IF NON-COMPLIANT, DOCUMENT THE INFRACTION, CONSEQUENCE, AND PARENT CONTACT IN THE APPROPRIATE AREA OF THE REFERRAL FORM.

STEP 5: STEP 5: AFTER 4 DOCUMENTED MINOR INFRACTIONS, THE ISSUE MAY BE ESCALATED TO A MAJOR INCIDENT. FILL OUT THE APPROPRIATE REFERRAL

SUBMIT OFFICE REFERRAL

IF MINOR INFRACTIONS HAVE BEEN DOCUMENTED, THE MAJOR REFERRAL CAN BE COMPLETED ON THE SAME FORM

PREVIOUS INTERVENTIONS, CONSEQUENCES, AND PARENT CONTACT ALL NEEDS TO BE DOCUMENTED. ATTACH COPIES OF INTERVENTIONS, IF APPLICABLE.

INCLUDE ANY WITNESS NAMES, IF NECESSARY

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And remember....

- All minor infractions should be addressed in the classroom with interventions, consequences, and parent contact thoroughly documented.
- Discipline needs to be progressive, so students have the opportunity to learn from their mistakes.
- Recognize positive behaviors. 5 positives to every 1 negative correction

Every day starts with a clean state!

Work with our students to improve and meet the expected behavior.