



Colorado International Language Academy

Discipline Protocol

CILA's Positive Behavior Support (PBS) protocol aims to foster good behavior within the school community through a supportive, three-tiered approach. This policy outlines the procedures and interventions for managing and addressing behavioral issues at each tier to ensure a positive and productive learning environment.

Tier 1: Universal Interventions

Target Group: All Students

Objective: To promote school-wide expectations for proper behavior and to reinforce positive behavior.

Strategies:

- Clearly communicate school values and expected behaviors for classroom and playground conduct.
- Use positive reinforcement, such as timely praise and rewards, to encourage proper behavior.
- Provide regular feedback to students on their behavior.

Behavior Issues Handled in the Classroom:

- Minor disruptions (e.g., talking out of turn, not following directions).
- Incomplete homework or classwork.
- Mild inappropriate language or gestures.

Procedures:

- Teachers manage minor behavior issues directly within the classroom.

- Teachers utilize classroom management techniques to address and correct behavior.
- Teachers maintain authority and responsibility for handling Tier 1 behavior issues to ensure they hold the power within their classroom.

Tier 2: Targeted Interventions

Target Group: Students identified at risk for behavioral problems.

Objective: To address and resolve potential behavioral issues through targeted interventions.

Strategies:

- Identify students at risk for behavioral problems through teacher observations, referrals, and data analysis.
- Implement small group or individualized interventions to address specific behavioral issues.

Behavior Issues Sent to Administration:

- Repeated Tier 1 behavior issues despite classroom interventions.
- Moderate disruptions (e.g., persistent defiance, repeated tardiness).
- Behaviors that significantly disrupt the learning environment.

Procedures:

- The student is sent to a member of the administration team for intervention.
- The administration team member meets with the student to discuss the incident.
- The student completes a reflection sheet appropriate for their age and grade level.
- A letter or email is sent home to inform the family of the incident and the intervention taken. The communication may require a signature to be returned.

Tier 3: Intensive Interventions

Target Group: Students with potential for chronic or severe behavioral problems.

Objective: To provide intensive, individualized intervention plans to address severe or chronic behavior issues.

Strategies:

- Identify students with chronic or severe behavior issues through continuous monitoring and referrals.
- Develop and implement individualized intervention plans tailored to the student's needs.
- Collaborate with parents, teachers, and other stakeholders to support the student's behavioral improvement.

Behavior Issues Handled by Administration:

- Chronic Tier 2 behavior issues.
- Severe disruptions (e.g., fighting, threats, bullying).
- Dangerous or illegal behaviors (e.g., possession of weapons, drugs).

Procedures:

- The assistant principal or principal handles the discipline for Tier 3 behavior issues.
- The administration conducts a thorough investigation of the incident.
- A phone call is made to the student's home to inform parents of the situation.
- A meeting with the parents is scheduled to discuss the incident and the intervention plan. This meeting may take place in school or via other means if necessary.
- Consequences may include in-school or out-of-school suspension, depending on the severity of the behavior.

CILA's Discipline and Suspension Policy can be found in the Student-Parent Handbook.