School: Empire Elementary School  Principal: Susan Squires

**Individuals responsible for developing site Progressive Discipline Plan.**

Per NRS 392.4644, plans are to be developed with input/participation from teachers & parent/guardians of enrolled pupils

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Squires</td>
<td>Principal</td>
</tr>
<tr>
<td>Michele “Mike” Paul</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Dean Hayley</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Sarah Little</td>
<td>Teacher, K</td>
</tr>
<tr>
<td>Jennifer Munk</td>
<td>Teacher, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Melinda Schuler</td>
<td>Math Paraprofessional</td>
</tr>
<tr>
<td>Jennifer Blake</td>
<td>Reading Paraprofessional</td>
</tr>
<tr>
<td>Martha Samples</td>
<td>Teacher, K</td>
</tr>
<tr>
<td>Eva Currence</td>
<td>Teacher, 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Elizabeth Bryan</td>
<td>Teacher, ESL</td>
</tr>
<tr>
<td>Kelly Ehrenfuechter</td>
<td>Teacher, Music/Representative</td>
</tr>
<tr>
<td>Christine Willie</td>
<td>Teacher, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Brittany Kane</td>
<td>Teacher, 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Amythest Holt</td>
<td>Teacher, 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Laura Ricks</td>
<td>Teacher, 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Lori Browning</td>
<td>Teacher, ESL</td>
</tr>
<tr>
<td>Carolina Garcia Escobar</td>
<td>Parent/guardian</td>
</tr>
</tbody>
</table>

*Plan to be reviewed and any revisions implemented at the first Leadership Meeting and Safety/Discipline meeting of school year for implementation during upcoming school year.

**Prevention:**

**How does the school use prevention to deter inappropriate behavior.**

For this progressive discipline plan, a conflict or misconduct is defined as anything that detracts from the learning environment. Therefore, Empire Elementary school will use the following Progressive Discipline to prevent and deter inappropriate behavior that detracts learning from occurring. All teachers are required to teach expected classroom behaviors during the first two weeks of school and revisit the expectations several times throughout the school year. During the 2018-2019 school year, Empire is focusing on Mindfulness throughout the school. Teachers will incorporate lessons from *Getting Along Together*, Carson City School District’s adopted SEL program, as well as other SEL lessons which are designed to help students become self-aware and
manage individual behaviors. In addition, the school administration and Safe
School Professional will teach expected behaviors for the lunchroom, hallway,
and playground the first three weeks of school. By teaching students, the
expectations and problem solving skills, we will encourage students to take
responsibility for their actions.
It is important that the words “First Offense” refer to the first “documented”
offense. Listed below is the process that will be followed for any discipline
issue:
Step 1: Verbal Warnings. The student is reminded about the desired behavior.
Teachers will follow their Classroom Progressive Discipline Plan, which was
turned into the office. This is a basic redirect. At this time there is no
documentation in Infinite Campus (I/C), no phone call, and no consequence.
Step 2: First Documented Offense. Desired behavior is discussed and
modeled with student input. Parent/guardians are notified by teacher, with ELL
paraprofessional support when necessary, by phone call home. If
parent/guardians do not have a viable phone number, a note may be sent
home. Teacher consequence may or may not be assigned. Documentation is
conducted through Infinite Campus and identified as Infraction #1. Teacher
should note that the Classroom Progressive Discipline Plan was followed.
Parent/guardian contact is also documented in Infinite Campus.
Step 3: Second Documented Offense. Desired behavior is discussed with
student input and understanding. Parent/guardian Contact is required and
appropriate Behavioral Intervention is taken in the classroom. Documentation is
made in Infinite Campus as Infraction #2, including teacher consequences,
parent/guardian contact, and how expected behavior was retaught to student.
Step 4: Third Documented Offense. Teacher/Student/Parent/guardian
conference is held. Administration may be invited to the meeting as needed.
Documentation is made in Infinite Campus, which is then sent to the office as a
final step in the Classroom Progressive Discipline Plan.
Administrative Recourse: Consequences will be deterred by Administration
using the Carson City School District Behavior Matrix. Additional support may
be provided by the Safe School Professional or Counselor. Teachers should
turn in referral request to the SSP or Counselor.

Behavior Management:

How is the behavior plan distributed to pupils and their families? Where it
available at the site?

Empire Elementary School’s Behavior plan is posted on the school website, will
be referred to in the PeeChee folder, and available for parents in the office and
during Back to School Night in the classroom. If desired, parents/guardians may
set up an appointment with the appropriate administrator to discuss the
Discipline Plan at any time. In addition, all teachers are required to submit their
classroom behavior plan which will include their well-defined expectations, rules
and procedures that will be taught, reviewed and practiced during the first week
of school as well as several times throughout the school year. Administration,
School Counselor, and Safe School Professional will conduct grade level
expectations lessons as required to maintain a safe and respectful learning
environment.

Staff training as if refers to the Progressive Discipline Plan:
All staff members will receive training at the beginning of the school year regarding the Progressive Discipline Plan. The steps for inputting a Behavioral Referral are listed in the Empire Staff Handbook and can be reviewed individually as requested.

Staff will receive training on the “CCSD Student Behavioral Matrix”.

Show evidence the site’s Progressive Discipline Plan is consistent with written rules of behavior prescribed in accordance with NRS 392.463:
Ex: list rules, progressive discipline steps, consequences, etc.

Empire Elementary School’s Discipline Plan is consistent with NRS 392.463. Each teacher has turned in their Classroom Progressive Discipline Plan, the steps are posted in the classroom, and plans are reviewed with students and parents/guardians. When a student is sent to the office, administration again reviews expectations with students and parents/guardians.

Plan for temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

The temporary removal of a student from any classroom is in accordance with NRS 392.4644 whereby students will be placed in a supervised area where school work can be completed for up to three (3) days. Additional support/services are provided to the student(s) if they have an IEP while in temporary alternative placement, and these students will be provided with procedural safeguards in this disciplinary change of placement as put forth in IDEA. These rights include manifestation and due process rights, as placement in this setting will count against the school’s 10 days of discretionary suspension. Parents are made aware through phone call or email of the temporary removal of the student and a conference is scheduled. During the conference, the principal or the principal’s designee will notify the pupil and their parent/guardian that if the behavior continues upon return to the classroom that the members of committee listed above will be conducting a meeting to review the circumstances of the pupil’s removal from the classroom and the pupil’s behavior that caused the removal from the classroom. Based upon its review, the committee shall assess the best placement for the pupil and shall, without limitation”

1. Direct the pupil to return to the classroom from which he or she was removed;
2. If the pupil acts out again, the Committee will gather to:
3. Assign the pupil to another appropriate classroom AND assign the pupil to After School Mindfulness training for four hours. During this time, the pupil will be engaged in Social Emotional Learning and School Beautification. During the Social Emotional Learning, the pupil will assist in the development of a Behavior Plan;
4. If the pupil does not comply, Committee will re-evaluate, thus:
5. Cite the pupil for Disturbance of School NRS 392.910, which will require both pupil and parent/guardian to appear in court with the possibility of a fine; or
6. Recommend the suspension or expulsion of the pupil in accordance with NRS 392.497.

NRS 392.4644
On or before October 15th – Associate Superintendent submits a compilation of site plans to the Board of Trustees

On or before November 15th – Associate Superintendent submits send
written report to Superintendent of Public Instruction on behalf of the Board of Trustees.