

# School Progressive Discipline Plan 2018-2019

**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

### **Name:**

Susan Squires

Michele "Mike" Paul

Dean Hayley

Sarah Little

Jennifer Munk

Melinda Schuler

Jennifer Blake

Martha Samples

Eva Currence

Elizabeth Bryan

Kelly Ehrenfuechter

Christine Wille

Brittany Kane

Amythest Holt

Laura Ricks

Lori Browning

Carolina Garcia Escobar

### **Title:**

Principal

Assistant Principal

Special Education Teacher

Teacher, K

Teacher, 3<sup>rd</sup>

Math Paraprofessional

Reading Paraprofessional

Teacher, K

Teacher, 1<sup>st</sup>

Teacher, ESL

Teacher, Music/Representative

Teacher, 3<sup>rd</sup>

Teacher, 2<sup>nd</sup>

Teacher, 2<sup>nd</sup>

Teacher, 5<sup>th</sup>

Teacher, ESL

Parent/guardian

\*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 it 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 15<sup>th</sup> – Associate Superintendent submits a compilation of site plans to the Board of Trustees**

**On or before November 15<sup>th</sup> – Associate Superintendent submits send**

**written report to Superintendent of Public  
Instruction on behalf of the Board of  
Trustees.**