

School Progressive Discipline Plan 2018-19

Due: September 14, 2018

School: Bordewich Bray Elementary School Principal: Lisa Hutchison

Individuals responsible for developing site Progressive Discipline Plan.

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

Name:

Title:

Lisa Hutchison	Principal
Michelle Cleveland	Assistant Principal
Allie Davis	Teacher
Heather Laaker	Classified
Shelley Husley-Pope	Teacher
Stephanie King	Parent
Nancy Varner	ELL Teacher
Alisa Kuynia	Classified
Kristin Winnicki	Speech
Tara Robert-Shek	Autism Teacher
Kathryn Brown	Autism Teacher
Christy McOmber	Teacher

Prevention:

How does the school use prevention to deter inappropriate behavior.

Bordewich Bray ES Philosophy is to provide a challenging academic program in a safe nurturing environment. Classroom management is approached from a belief that teachers use skills/concepts to plan and maintain a learning environment in which students learn decision making skills needed to be responsible for their own learning and behavior. The philosophy of being proactive and that "Positive Behavior Support" works best.

At Bordewich Bray ES, student discipline is dealt with through positive incentives and empowering students to solve problems through teacher

facilitation. Students are taught through the curriculum of Getting Along Together program and holding Class Council meetings in the classroom each week.

In addition to this curriculum, Bordewich Bray ES implements Love and Logic techniques as an approach to discipline. We treat every student with love and respect, holding students accountable for their actions with natural consequences. It supports teaching and working with students to think for themselves, raises the level of student responsibility, and prepares students to be productive citizens as we prepare them to be college and career-ready.

Pro-Active Steps to Ensure a Positive and Safe Environment:

- Gat(Getting Along Together) School-wide Implementation of lessons/activities
- Use of Love and Logic techniques
- SPLASH tickets to support positive behaviors/Incentive program
- Daily positive messages from administration
- Parent Teacher Association(PTA)-Increase parent and teacher engagement at school with communication with families through teacher positive phone calls, staff attending community events, monthly newsletters, school website, robo-call for school-wide messaging, and many parent and community events at our school

Responsive Interventions:

- Safe School Professionals
- Behavior/Attendance Contracts
- School Resource Officers
- Teacher contact through Class Dojo or phone calls
- IC Team collaboration for intervention plans
- Progressive Discipline Plan clearly communicated to teachers, staff, parents and community.

Behavior Management:

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

Classroom rules are posted and taught to each student through the use of consistent lesson plans and revisited upon as needed to support positive behavior outcomes. Student Pee Chee's have the Discipline Plan printed

on them and is posted on the school's website, as well as in staff lounges, MPR, hallways and areas of high people traffic.

Staff training as it refers to the Progressive Discipline Plan:

Staff receives training at the beginning of each school year on the Progressive Discipline Plan and throughout the year as needed. Training is done at the first staff meeting and PLCs as needed for clarification and understanding.

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.

Responsive Interventions:

When students violate school rules or exhibit behavior occurrences that warrant intervention, responsive interventions are used to determine the cause of the behavior, identify solutions, and help problem solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that impede the learning of self and others will be referred to Intervention Consultation (IC) team for a prescribed intervention. Interventions may include the following:

- Check-in/Check-out system
- Class Buddy System
- Behavior and/or Attendance Contract
- Daily Home Notes
- Possible formal assessment of Function of the Behavior (FBA)/Safety Plans

When positive reinforcement and classroom interventions have failed, students are assigned consequences. Age, developmental/cognitive level of students, and maturity are taken into consideration when determining appropriate consequences for students.

Plan for Behaviors:

Teachers will implement a behavior management plan in their classroom and will notify students, parents, administration of their plan.

- Teachers are expected to handle their discipline by using effective procedures, love, patience, and proven practices.

1st Offense: Student will receive a warning and will be given a reasonable consequence. Teacher will log the incident into Infinite Campus (IC) for documentation.

-Student should be re-taught the expectations and explain how they can approach a situation differently

-Offer an apology or use "I message" to verbalize behavior in a framework of understanding

2nd Offense: Parents will be called regarding the behavior and student will receive a consequence for the undesired behavior. Teacher will log the incident into Infinite Campus (IC) for documentation.

-Teachers can call on colleagues to use "A discipline time-out buddy"

-Student can be assigned a consequence of, but not limited to, a reflection activity, apology, or loss of recess

-Teacher will notify parents within 24 hrs.

3rd Offense: If behaviors are repeated and ongoing, teacher will log the incident into IC for documentation.

-Teacher will notify parents within 24 hrs.

-Check-in/Out system initiated

-Daily home note may be initiated

-Re-teaching expectations and referral to SSP for additional support

4th Offense: If behaviors are repeated and ongoing after the 3rd offense, teacher will document in IC, email administration, and consequences are as follows:

-Student is sent to the office with an email from teacher explaining concerns

-Teacher/Administration will notify parents of ongoing behaviors within 24 hrs.

-Administration may use, but not limited to, detention, loss of privilege, behavior contract, school beautification, or suspension (in-house or out of school suspension)

-Possible referral to IC Team to discuss interventions/supports

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 or other premises of a public school is in accordance with NRS 392.4644 whereby a student will be removed from the classroom if administrative intervention is needed, is disruptive to the learning of self and others, or is a safety concern to others.

Safeguard steps to be taken:

- Administration will notify parents or legal guardians within 24hrs.
- A conference is scheduled to discuss the temporary removal.
- Conference must be held with student and parents within 3 days.
- If the school does not reasonably attempt to hold a conference within 3 days, student must be returned.
- Administrator (Principal or Vice Principal) of the school shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation.
- Students can be placed in a supervised area and under the supervision of appropriate personnel and should be separated, to the extent practical, from students not subject to temporary removal.
- Additional support/services are also provided to the student if they have an IEP while in temporary alternative placement, and these students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in IDEA. The rights include manifestation and due process right, as placement in this setting will count against the school's 10 days of discretionary suspension.
- Student is prohibited from engaging in any extracurricular activity sponsored by the school
- During the parental conference, administration will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Discipline Planning Committee listed above will be conducting a meeting to review the circumstances of the removal from the classroom and the student's behavior that occurred.
- The Discipline Planning Committee and Principal must make a decision at the conclusion of the review to return the child to the classroom or other premise, or to extend the temporary alternative placement.

NRS 392.4644s

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

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