

School Progressive Discipline Plan 2018-2019

School: Al Seeliger Elementary School 2800 South Saliman Road Carson City, NV	Principal: Mrs. Paula Zona
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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:
Paula Zona	Principal
Julie Cowan	Vice Principal
Julie Harrison	Behavior Committee Chairperson
Katelyn Kuehner	Parent
Kasandra Jones	Safe Schools Professional
Tara Hornemann	Teacher
Patrick Flynn	Teacher
Bonnie Madieros	Teacher
Megan Malkmus	Teacher
Christy Telling	Paraprofessional
Brian Peterson	Teacher
Carol Reed	Teacher

Prevention:

How does the school use prevention to deter inappropriate behavior?

Seeliger has implemented a schoolwide positive behavior/social emotional skills curriculum called Getting Along Together 2 (GAT2). All staff members will share a common understanding and communicate high expectations for appropriate student behavior. This is demonstrated when both staff and students can identify acceptable and unacceptable behaviors. They can further make the connection between behaviors and educational success.

Staff utilizes the GAT2 structure to facilitate problem-solving within the classroom. Procedures and expectations are also outlined for staff in the Seeliger Staff Handbook provided to each staff member. All teachers are expected to have conversations with all students to discuss the expected behavior at the beginning of the school year and to revisit appropriate behaviors throughout the school year, as necessary. Teachers are to post and support **The Pirate Code** throughout the campus;

Seeliger Pirate Code:

- **Be Safe:**
At Seeliger, we will do our part to keep each other safe and feeling secure. We will stand up for others and do what is right.
- **Be Respectful:**
At Seeliger, we will respect one another, students and staff. We will respect each other's boundaries and property.
- **Be Responsible:**
At Seeliger, we will be responsible for our actions and our academics.

All staff will help support students with their behavior in a variety of environments throughout the school day. Students may be in multiple "structured" classrooms (e.g. specials, special services) and a variety of "less structured" environments (e.g. lunch, recess, assemblies, special events, walking in the halls). Supporting students through these varied environments is critical for all staff members.

To support students in less structured environments, support staff and duties will be provided guidance in supporting the schoolwide discipline plan and philosophy. The Seeliger Staff Handbook addresses appropriate ways to support students through discipline expectations. Training will be provided for expectations of the duty staff while providing supervision on the playground. All staff is expected to intervene when a student needs support to follow rules.

Schoolwide discipline begins in the classroom. Classroom management is the most important factor because it impacts everything throughout the school. Administrators will provide oversight of classroom management and coaching/training support for teachers in the classroom. Support materials, professional development, and effective strategies may be utilized to help students learn appropriate behavior, assume responsibility, and acquire self-management skills. Teachers will be encouraged to integrate positive rewards and consequences including praise, privileges, and "Positive Pirates," a raffle that is drawn on a weekly basis. "Golden Positive Pirates" are used to promote appropriate behavior in classrooms which have a substitute for the day. Morning visits to classrooms that have substitutes will be made by a member of the Leadership Team, to remind students of expectations while their teacher is away. Principal commendations will also be encouraged.

All staff will be trained on social-emotional learning and will use these concepts to support students in handling their difficulties.

For the current school year, Seeliger has a grant-funded social worker

position. Students are referred to the social worker to work on specific social skills as an intervention to prevent discipline problems.

Behavior Management:

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

The schoolwide behavior plan is distributed to pupils and their families at the beginning of the school year in the peechee folders, it is posted in the main office, and is also available online. Classroom teachers distribute their classroom progressive discipline plans, which are in alignment with the school's plan, and will refer to it throughout the school year as needed.

Staff training as it refers to the Progressive Discipline Plan:

Schoolwide discipline procedures will be reviewed with staff prior to the first day of school. Teachers and staff will be trained on classroom discipline procedures, and both classroom teachers and appropriate support staff will be trained on schoolwide discipline procedures. This information is also available in the Seeliger Staff Handbook. Teachers will be trained in how to place behavior referrals in Infinite Campus, including how the teachers will document the progressive discipline steps they have taken with a student.

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

Mission Statement:

Seeliger Elementary promotes positive, progressive discipline to allow students to reflect and redirect their behavior in a positive direction and to learn from their decisions.

Seeliger Progressive Discipline Procedures:

Step One: Verbal warning: The student is reminded of the rule and desired behavior is discussed and modeled. (No documentation, no phone call, and no consequences.)

Step Two: First documented offense: Desired behavior is discussed and modeled with student input and signature of understanding. Provide the student the opportunity to refocus behavior in the classroom, on the playground, or other appropriate school locations. This time is provided for the student to reflect on behavior

and build strategies to follow rules. Student may be asked to complete the "Think it Through" Sheet from the Getting Along Together program. Documentation is completed through Infinite Campus and saved as a **draft** indicated as "Infraction #1". A "Walk the Plank" slip would be used by a staff member who is not the student's homeroom teacher. Parent contact is made (by Dojo, email, note home, phone call or in person).

Step Three: Second documented offense: Desired behavior is discussed and modeled with student input and signature of understanding. **Mandatory parent contact is made through a phone conversation or in person.** The teacher utilizes a natural/logical consequence for misbehavior (e.g. calling home to parents, lowering conduct grade, assigning a "Think it Through" sheet, teacher/student conference). Continued documentation is **saved as a draft** in Infinite Campus dated and labeled as "Infraction #2".

Step Four: Third documented offense: **Teacher/student/parent conference.** Desired behavior is reviewed with the student and parents. A behavior plan is put into place with student and parent input. Documentation in Infinite Campus as "Infraction #3" and **submitted** to administration including details of the outcome of the parent conference and the behavior plan. Consequences will be based on best practices using the district behavior matrix as a guide.

Step Five: Fourth documented offense: **Teacher/student/parent/administrator conference** to review/revise behavior plan, consequences and next steps for changing behavior. A referral may be made to the Seeliger Intervention Team and/or the Discipline Team.

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 3 days. Additional support/services are also provided to the student(s) 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 the 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 or email of the temporary removal of the student and a conference is scheduled.
- During the conference, the principal/assistant principal will notify the pupil and their parent/guardian that if the behavior continues upon return to the classroom, the 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 the committee's review, the Discipline Committee shall assess the best placement available for the pupil. This may include directing the pupil to be returned to the classroom from which he or she was removed.
- If the pupil acts out again, the Discipline Committee will gather to determine next steps which may include, an after school reflection period AND either returning to the classroom from which he or she was removed OR assigning the pupil to another appropriate classroom.
- If the pupil does not comply with attending the after school reflection period, the committee will re-evaluate, and may cite pupil for Disturbance of School NRS 392.910, which will require both pupil and parent to appear in court with possibility of fine; OR recommend the suspension or expulsion of the pupil in accordance with NRS 392.467.