

School Progressive Discipline Plan 2018-19

School: Fremont Elementary School Principal: Jennifer Ward DeJoseph

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:

Cheryl Richetta	Assistant Principal
Erika Laycox	Kindergarten Teacher
Amie Oden	First Grade Teacher
Sherri Chenin	Second Grade Teacher
Sarah Quisenberry	Third Grade Teacher
Tracy Dineen-Moore	Fourth Grade Teacher
Jan Erickson	Fifth Grade Teacher (Long Term Sub)
Israel Guzman	Special Education Teacher
Suzanne Peckham	Family Engagement Coordinator
Becky McGee	Kindergarten Paraprofessional
Caroline Croley	Parent

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, Fremont Elementary School will use the following Progressive Discipline to prevent and deter inappropriate behavior that detracts learning from occurring. All teachers are required to have at least one conversation with all students to discuss the expected behaviors at the beginning of school each year. Teachers instruct students about the Falcon Five which are the school rules. Also, Social Emotional Learning/Growth Mindset lessons will be provided daily for the first two weeks of school and once a week thereafter. The Success For All Getting Along Together curriculum is utilized. As part of this curriculum, all teachers will hold weekly class

council meetings. Once the educational instruction is provided, students will be expected to follow the Falcon Five and their individual classroom progressive discipline plan. Weekly student progress will be reported to parents at least once a week in the peechee. In the event that poor student behavior persists in the classroom, the following steps will be utilized by the classroom teacher.

Step 1. First Documented Offense of a Verbal Warning, which will be documented in Infinite Campus. The student is reminded about the desired behavior and the Progressive Discipline Plan on a first infraction (no phone call and no consequence).

Step 2. Second Documented Offense. Desired behavior is discussed and modeled with student input. Possible parental contact (teacher choice) is made. Teacher consequence may or may not be assigned. Documentation is conducted through Infinite Campus and identified as Infraction #2.

Step 3. Third Documented Offense. Desired behavior is discussed with student input. Required parental contact is made. Teacher Consequence is assigned. Documented under Infraction #3 in Infinite Campus.

Step 4. Fourth Documented Offense. Teacher/Student conference. Desired behavior is reviewed with student input. Required parental contact is made. Documentation in Infinite Campus, which is then sent to the office as a Major Offense.

Administrative recourse. Consequences will be handed down based on the infraction. Additional consequences may be addressed through a boy/girl's/mixed group offered by the Safe School Professional.

Progressive Discipline for an individual student should span no more than nine weeks at a time. For example, if a student has an infraction in September and the second infraction is in December, the December infraction would begin a new progression and would not be considered a second offense.

Behavior Management:

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

The Fremont behavior plan will be posted on the school website, and will be distributed to all students and parents at the start of the school year. If desired, parents and students may set up an appointment with the appropriate administrator to discuss the Discipline Plan at any time. Teachers are expected to share their additional classroom expectations, rules, and procedures with their class during the first week of school, as

well as several times throughout the school year. The principal and assistant principal also conduct grade level assemblies on the first day of school to reinforce the behavior expectations of the school in order to maintain a positive, safe and respectful environment on campus throughout the school year.

Staff training as it refers to the Progressive Discipline Plan:

All new Fremont staff members receive training before the beginning of the school year with regard to the Progressive Discipline Plan. All returning Fremont staff members are also updated before school starts. Data is shared from the previous school year, as well as a refresher is provided on how to fill out the Progressive Discipline form on Infinite Campus and on paper during the training.

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.

Fremont's Progressive Discipline Plan is consistent with NRS 392.463. The school-wide Progressive Discipline steps are sent home to all students and parents at the start of the school year. It is posted on the school website, and is discussed with students whenever they are sent to the office for disciplinary reasons and/or consequences.

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 will be scheduled. During the conference, the principal/assistant principal will share all information leading up to the conference, as well as notify the pupil and their parent/guardian that if the behavior continues upon return to the classroom that the committee listed above will conduct 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 available for the pupil and shall, without limitation:

1. Direct the pupil be returned to the classroom from which he or she was removed. In addition, the student will be assigned lunch intervention, after-school intervention or other interventions as deemed appropriate.
2. If the pupil acts out again, administration will make a request for the teacher of the student to obtain classroom behavior input. In addition, the Committee will gather to:
 - a. Assign the pupil to another appropriate classroom; AND
 - b. Assign the pupil to campus beautification or after school intervention or to work with the administration or safe school professional on proper classroom behavior.
3. If the pupil does not comply, Committee will re-evaluate, thus:
 - a. 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
 - b. Recommend the suspension or expulsion of the pupil in accordance with NRS 392.467.

NRS 392.4644

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.