

School Progressive Discipline Plan 2015-16

School:

Carson Middle School

Principal:

Dan Sadler

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:

DAN SADLER

PRINCIPAL

JENNIFER WARD-DEJOSEPH

ASSISTANT PRINCIPAL

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PARENT/DEAN OF STUDENTS

JEREMY LEWIS

RTT IMPLEMENTATION SPECIALIST

ROD BUTLER

DEAN OF STUDENTS - TOSA

ROB HOSTLER

PARENT/TEACHER

Prevention:

How does the school use prevention to deter inappropriate behavior.

CMS PROACTIVELY ADDRESSES PREVENTION AS A DETERRENT FOR MISBEHAVIOR THROUGH THE USE OF MULTIPLE SITE BASED PROGRAMS & COMMUNITY RESOURCES: POSITIVE BEHAVIOR SUPPORTS, RECOGNIZING AND REWARDING EXPECTATED BEHAVIORS THROUGH QUARTERLY REWARD CEREMONIES AND THE SELF-MANAGER PROGRAM, CONFLICT MEDIATION/RESOLUTION (GUIDANCE AND ADMINISTRATION), ALTERNATIVE LEARNING CENTER(ALC) PROGRAM, RON WOOD RESOURCE CENTER, JUVENILE PROBATION, & CARSON BEHAVIOR HEALTH SERVICES. IN CONJUNCTION WITH CCSD, CMS HAS ADOPTED THE FOLLOWING SOCIAL EMOTIONAL HEALTH CATEGORIES AND DESCRIPTORS:

- **Self-awareness:** The ability to accurately recognize your emotions and thoughts and know how they influence behavior. This includes accurately assessing your own strengths and limitations. A person who is self-aware has a well-grounded sense of optimism and confidence.
- **Self-management:** The ability to regulate your emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating yourself, and setting and working toward personal and academic goals.
- **Social awareness:** The ability to adopt the perspective of other people and to empathize with other people from diverse backgrounds and cultures. A person who is socially aware understands social and ethical norms for behavior and recognizes family, school, and community resources and support.
- **Relationship skills:** These skills enable a person to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes the ability to communicate clearly, listen actively, cooperate, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible decision-making:** A person who makes responsible decisions has the ability to

make constructive and respectful choices about personal behavior and social interactions. This person considers ethical standards, safety concerns, and social norms before making decisions and is able to realistically evaluate consequences of various actions while considering his or her own well-being and the well-being of others.

(Standards are from CASEL as listed on Washoe County School District Site at <http://www.washoeschools.net/Page/1840>)

STUDENTS WILL RECEIVE WEEKLY TRAINING IN ENCORE CLASS INVOLVING THE 5 AREAS OF SOCIAL EMOTIONAL HEALTH.

Behavior Management:

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

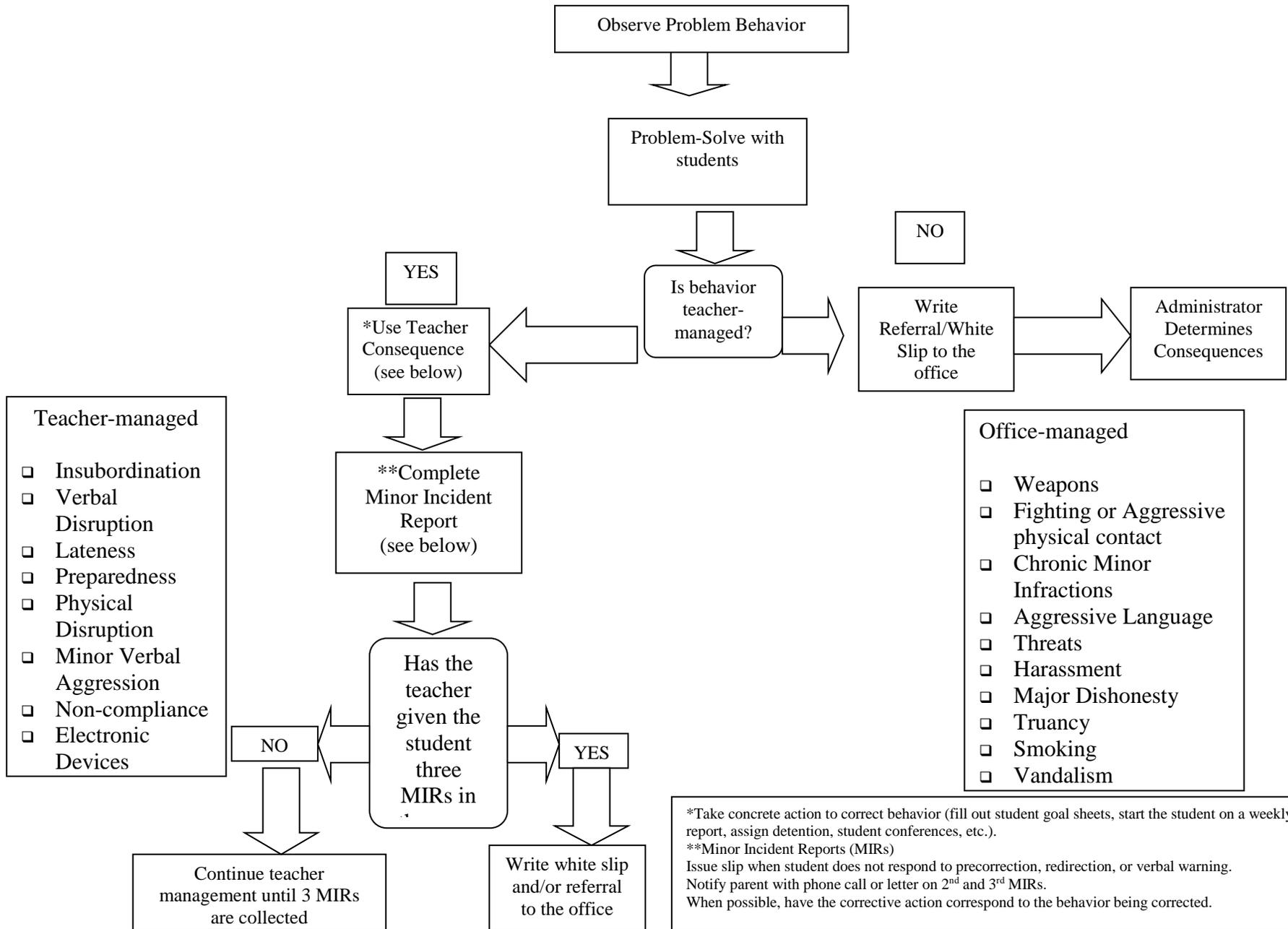
PROGRESSIVE DISCIPLINE IS ENACTED THROUGH THE CMS DRESS AND BEHAVIOR CODE PROVIDED IN THE STUDENT HANDBOOK. THE STUDENT HANDBOOK IS POSTED ON THE EDMODO STUDENT PAGE AND ON OUR SCHOOL WEBSITE (cms.carsoncityschools.com). STUDENTS STUDY THE DISCIPLINE PLAN DURING THE FIRST WEEK OF SCHOOL. ALL STUDENTS WILL RE-VISIT THE PLAN THROUGHOUT THE SCHOOL YEAR IN ENCORE.

Staff training as it refers to the Progressive Discipline Plan:

1. CPI TRAINING: NON-VIOLENT CRISIS INTERVENTION
2. REVIEW PROGRESSIVE DISCIPLINE PLAN PROCEDURES WITH STAFF AS OUTLINED IN THE STAFF HANDBOOK.
3. PROCEDURES WILL BE REFRESHED IN NEW TEACHER TRAINING EACH QUARTER.
4. SCHOOL WIDE TRAINING WILL BE PROVIDED ON THE PROCEDURES OUTLINED IN SB504- SAFE AND RESPECTFUL LEARNING ENVIRONMENT. SPECIFICALLY, STAFF WILL BE INSTRUCTED ON REPORTING PROCEDURES AND TIMELINES AS WELL AS CLASSROOM BASED INTERVENTIONS.
5. ALL STAFF MEMBER ARE ASSIGNED TO A "Solutions Team" WHERE MEMBERS REVIEW SCHOOL WIDE DATA TO INFORM DECISIONS AND RESPONSES.
6. WEEKLY LESSON PLANS FOR TEACHING SOCIAL EMOTIONAL HEALTH WILL BE DEVELOPED BY STAFF AND PROVIDED TO TEACHERS TO PROMOTE CONSISTENCY

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.

Student Behavior Management Process



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 392.4645 whereby students will be placed in a supervised area where school work can be completed. Additional support/services are also provided if the student(s) has an IEP while in temporary alternative placement. Parents are made aware through phone, email and/or conferences of the temporary removal of the student immediately.

Progressive Discipline Model at Carson Middle School

The teacher is responsible for the learning climate in the classroom. The teacher, not the administrators, should handle some offenses. These offenses are minor, and although not necessarily overt, irritate the teacher and other students, undermining the teaching/learning environment. Teachers are expected to handle: chewing gum, passing notes, excessive talking, not prepared for class, not being in correct seat, refusing to work, not having homework completed, and any other offense which can be handled by a teacher.

1. **Teacher Interactions with a Student Who is Misbehaving**

The first step a teacher should take with a student who is behaving inappropriately is to address the student directly, quickly and consistently. Addressing the misbehavior should be done in as concise a manner as possible to minimize the loss of instructional time. This might be a verbal cue or name on the board as a warning, depending on your classroom procedures. The student should be informed of what the appropriate behavior should look like, but this conversation should take place outside of the regular class time and usually in a private setting. Make sure that you have made your expectations clear and offered models of appropriate behavior.

2. **Parental Contact**

If the student continues to misbehave, continue to follow your classroom discipline plan which **MUST** include a parent contact at some point. Teamwork between the parent and teacher to change the student's inappropriate behavior should be stressed and the student should be made aware of the partnership. The teacher will share with the parent their concerns and the consequences issued to this point. The parent should also be informed that if the misbehavior continues their child would be referred to the administration for further discipline.

3. **Counselor Intervention**

If the student's inappropriate behavior continues following the parental contact, the teacher will enlist the counselor's assistance to address the student's motivation for the behavior. It is hoped that contact with the counselor will address behavioral concerns thus eliminating the need for disciplinary action. This will also open new lines of communication between the teacher and the student in looking for a positive resolution, a win-win situation. The counselor might write a behavior plan at this point.

4. **Office Referral**

The current referral/discipline process follows a basic protocol. Once a teacher has exhausted all resources in the classroom in an attempt to change the student's inappropriate behavior, a referral should be written. (See form at the end of this document) The teacher should phone the office and send the student with the referral form, keeping one copy for their records. The goal of the administration is that the student be seen prior to the next class meeting and the behavior reviewed. For a first offense of a minor referral, consequences generally range from a timeout in the office to lunchtime detention(s). As offenses become more serious, the consequences increase to possibly include ALC (Alternative Learning Center) or out-of-school suspension. As with any referral, the parent is always notified. Consequences will be shared with the teacher upon request.

It may be necessary to repeat the above process for an individual student. Generally, following a third referral, the student is given one last opportunity to improve their behavior following the signing of a behavior contract developed at a parent conference. The behavior contract details acceptable behaviors and is developed and agreed to by all parties (i.e. student, parent, teacher, and administrator). If after this step the student fails to abide by the stipulations in the contract, the student can be removed from class. A teacher must have followed due process before a student can be permanently removed from class.

DISCIPLINE RUBRIC

Students at Carson Middle School have the right to learn, the right to be safe, the right to be treated fairly. In most cases, when a student is referred to an administrator, the teacher has attempted a number of interventions. The administrator advises the student of the contents of the written referral and gives the student an opportunity to explain his/her behavior. **The following progressive consequences may be assigned; lower level consequences may be skipped due to the severity of the offence. This discipline rubric is a general guideline and can be varied by the proper administrator at his/her discretion. Policies and consequences may remain in effect whether the infraction is on or off campus, or during, before or after school hours.**

Disciplinary Infraction	1st Offense	2nd Offense	3rd Offense
Repeated Class/Campus Disruptions	1-3 Lunch Detentions	1-3 Days ALC	1-5 Days OSS
Defiance of School Personnel	1-3 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Disrespect of Faculty or Students	1-3 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Cheating/Plagiarism Loss of credit on assignment	1 Day Detention to 1 Day ALC	3 Days ALC	1-10 Days OSS
Inappropriate Language or Gestures ---General Use in Conversation	Warning	1-3 Lunch Detentions	1-3 Days ALC / OSS
Inappropriate Language or Gestures ---Towards Staff	1-3 Days OSS	1-5 Days OSS	5-10 Days OSS
Inappropriate Language or Gestures ---Towards Student	1-3 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Inappropriate Touch, Contact ---includes holding hands, kissing, prolonged hugs	1-3 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Electronics Not Relevant to Educational Objectives ---Use on campus OUTSIDE the classroom	1-3 Lunch Detentions Parent Pickup	1-3 Days ALC Parent Pickup	1-3 Days OSS Parent Pickup
Electronics Not Relevant to Educational Objectives ---Use on campus INSIDE the classroom	1-3 Lunch Detentions Parent Pick up	1-3 Days ALC Parent Pick up	1-10 Days OSS Parent Pick up
Cell Phones – use is never permitted inside classrooms unless there is specific staff permission.	Phone Confiscated and Warning Given Student may retrieve phone at end of day	Parent must pick up phone	1-3 Days Detention Parent Pick up

Disciplinary Infraction	1st Offense	2nd Offense	3rd Offense
Theft/Stealing/Destruction of Property	1-3 Days ALC/OSS Possible Restitution & Sheriff call	1-3 Days OSS Possible Restitution & Sheriff call	5-10 Days OSS Possible Restitution & Sheriff call
Excessive Lunch Detentions (5+)	1-3 Days ALC 5 Detention / Semester	3-5 Days ALC 8 Detentions / Semester	1-10 Days OSS 10 Detentions / Semester
Tardy Sweeps	1 Lunch Detentions	3 Lunch Detentions Classroom	1-3 Days ALC
Bullying, Intimidation, Harassment ---Knowledge of actions, facilitating...	See Bullying Policy		
Vandalism: School Property/Supplies/Equipment	1 - 3 Lunch Detentions Possible Restitution & Sheriff call	1-3 Days ALC Possible Restitution & Sheriff call	1-10 Days OSS Possible Restitution & Sheriff call
Damaging/Defacing School Property/Campus ---Includes graffiti	1 - 3 Lunch Detentions Possible Restitution	1-3 Days ALC Possible Restitution	1-10 Days OSS Possible Restitution
Gang Related Behavior	Warning Parent Contact	1 - 5 Days OSS Possible Expulsion referral / Sheriff	5 - 10 Days OSS Possible Expulsion referral
Threat to School Safety or Order ---Use or Possession Objects ---Being at a Fight ---Knowledge of fights or unsafe situations/activities	1-5 Days ALC	1-5 Days OSS	5-10 Days OSS
Video recording fight or unsafe situation	1-3 Days OSS	3-5 Days OSS	5-10 Days OSS
Dress Code Violation ---See SSA Policy	1-3 Lunch Detentions Self Correction	5-10 Lunch Detentions Self Correction	1-5 Days ALC Self Correction
Violation of Over-the Counter Medication Policy	1-3 Lunch Detentions Rule Clarification/Parent Call	1-3 Days ALC Rule Clarification/Parent Call	1-5 Days OSS Rule Clarification/Parent Call
Possession of Prescription Drugs ---Not Including Controlled Substances	1-3 Days ALC Rule Clarification/Parent Call	1-5 Days OSS Rule Clarification/Parent Call	5-10 Days OSS Rule Clarification/Parent Call
Hazardous Materials Including but not limited to: tobacco, tobacco related products, E-cigarette, lighter, or any item deemed hazardous by an administrator	Lunch Detention 1-5 Days OSS 5-10 Days OSS		
Possession of Flame Producing Devices ---Includes lighters and matches	1-5 Lunch Detentions	1-3 Days ALC	1-10 Days OSS

Disciplinary Infraction	1st Offense	2nd Offense	3rd Offense
Inappropriate Internet Access	1-3 Lunch Detentions Rights May Be Terminated	1-3 Days ALC Rights Terminated	1-10 Days OSS Rights Terminated
Cafeteria Disruptions ---Includes throwing objects ---Includes making/leaving mess	Warning Cafeteria Cleaning	1-5 Lunch Detentions 1-Week Assigned Seating	1-3 Days ALC Indefinite Assigned Seating
Skipping Class-Truancy ---Includes students in halls without a pass ---Includes leaving class without permission	1-5 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
No-Show Detention ---Includes failure to show for lunch detentions	1-2 Lunch Detentions (Per Day of No Show)	1-3 Days ALC	3-5 Days ALC Possible OSS
Misuse of permits or giving false information ---Includes forging notes or misuse of late bus passes	1-5 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Obscene and/or Lewd Behavior ---Includes obvious suggestive sexual gestures in public	1-3 Days ALC	1-5 Days OSS	5-10 Days OSS
Failure to Report Directly to Office on Referral	1-5 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Failure to Properly Identify Yourself to Staff	1-5 Lunch Detentions	1-3 Days ALC	1-10 Days OSS
Skipping School-Per Day	1-3 Days ALC	1-5 Days OSS	5-10 Days OSS

Disciplinary Infraction	Consequences/Procedural Steps
Alternative Learning Center(ALC) ---Student seriously interferes with the ability of the teacher to teach and/or other students to learn.	Removal to Alternative Learning Environment, Explanation of the reason of removal and student response, Parent Contact Parent, Student, Teacher, Administrator Conference Return to Class or Review by Administration
Sexual Harassment ---Depantsing in Physical Education or On Campus ---Sexually Explicit Drawings ---Slang Terms ---Unwelcomed Sexual Behavior and/or Comments	Discipline Options: ALC, Suspension, Possible Expulsion Possible Law Enforcement Involvement and/or counseling Report to District Office and Equal Employment Opportunity Office

Disciplinary Infraction	Consequences/Procedural Steps
Fighting Students involved in fighting, whether initiating a fight (can be with words) or responding in self-defense, will be suspended.	1st Offense: 1-5 Days Out of School Suspension 2nd Offense: 5-10 Days Out of School Suspension If a Student Initiates Two Fights in One School Year, Referral to District Discipline Hearing Committee, Recommended 90 Day Expulsion Under "Habitual Discipline Problem".
Possession, Use and/or Under the Influence of Alcohol or a Controlled/Dangerous or Unknown Substance or its Facsimile ---Includes Prescription Medication and Over-the Counter Medication used inappropriately --Includes vials of unknown substances that may or may not contain a hazardous material	Possible Law Enforcement Involvement 10 Days Out of School Suspension, Reduced to 5 with Education and intervention Consult Loss of Eligibility for Participation in Extracurricular Activities 2nd Offense: 10 Days Out of School Suspension, Referral to District Discipline Hearing Committee, and Recommended 90-Day Expulsion.
Sale and/or Distribution of Alcohol or a Controlled/Dangerous or Unknown Substance or its Facsimile ---Includes Prescription Medication and Over-the Counter Medication used inappropriately --Includes vials of unknown substances that may or may not contain a hazardous material	Law Enforcement Involvement 10 Days Out of School Suspension 1st Offense: Referral to District Discipline Hearing Committee and Recommended 90-Day Expulsion 2nd Offense: Recommended Permanent Expulsion per NRS 392.466
Truancy ---Parents Must Excuse w/Note or Phone Call ---Note or Call Must Be Received w/in 72 Hours ---Must be Absent for 1 Period = 50 Minutes	Step 1 Truancy: 1 Lunch Detention Step 2 Truancy: 1 Day ALC Step 3 Truancy: 3 Days ALC Step 4 Truancy: Truancy Hearing
Threat to Staff	1st Offense: 5-10 Days Out of School Suspension 2nd Offense: 10 Days Out of School, Referral to District Discipline Hearing Committee, Law Enforcement Involvement and/or Possible Recommended Expulsion
Battery to Staff	10 Days Out of School Suspension, Law Enforcement Involvement, Referral to District Discipline Hearing Committee, Recommended 90 Day Expulsion
Knives, Other Dangerous Weapons	Law Enforcement Involvement, 10 Days Out of School Suspension, Referral to District Discipline Hearing Committee and Recommended 1 School Year Expulsion
Knives, Weapons, including Airsoft-Pellet guns- not covered by NRS 392.466	Law Enforcement Involvement 10 Days Out of School Suspension, and/or Referral to District Discipline Hearing Committee
Guns, Firearms, Explosives	Law Enforcement Involvement, 10 Days Out of School Suspension, and Referral to District Discipline Hearing Committee, and Recommended 1 School Year Expulsion
Habitual Discipline Problem ---5 Suspensions in a School Year of 3 or More Days	10 Days Out of School Suspension, Referral to District Discipline Hearing Committee Recommended 90 Day Expulsion

NRS 392.4644

**On or before November 1st – Associate Superintendent submits a
compilation of site plans to the Board of
Trustees**

**On or before November 30th – Associate Superintendent submits send
written report to Superintendent of Public
Instruction on behalf of the Board of
Trustees.**