

# School Progressive Discipline Plan 2018-19

**Due: September 14, 2018**

School: Edith W. Fritsch Elementary School      Principal: Dan Brown

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 Brown	Principal
Cody Farnworth	Vice Principal
Katie Armstrong	Parent
Melissa Schack	Teacher
Augusta Hinton	Teacher
Sarah Russell	Teacher
Chris Galvez	Teacher
Lisa Gasquoine	Teacher
Jenny Correlli	Implementation Specialist
Nicole Young	-School Social Worker

### Prevention:

How does the school use prevention to deter inappropriate behavior?

Fritsch Elementary School believes in a proactive plan to deter inappropriate behavior. Through the implementation of the “Week of Respect”, SFA “getting along together”, a PBIS positive recognition program, and the Roadmap to Responsibility, students are taught the correct way to handle themselves at school. For this progressive discipline plan, a conflict or misconduct is defined as anything that detracts from the learning environment. Therefore, Fritsch Elementary School will use the following Progressive Discipline to prevent and deter inappropriate behavior that detracts learning from occurring.

1. Teachers share classroom expectations with students.
2. Administration share school expectation with students.
3. The “Positive Bulldog Squad” share the PBIS and PAWS recognition program with students.
4. School social worker will conduct Tier 1 lessons with students regarding bullying, Self-care, and empathy for others.

## Behavior Management:

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

The Fritsch behavior plan which coincides with a PBIS approach to positive progressive discipline. This plan is posted on the school website, Class Dojo, and is addressed in classroom progress discipline plans. Daily reminders are included in the morning announcements. Additionally, teachers attach a weekly behavior report to monitor and communicate behaviors to parents. Back to school night allows the administration to discuss the plan with parents and answer any questions pertaining to progressive discipline.

## Staff training as it refers to the Progressive Discipline Plan:

Staff training will occur the week before school begins. Teachers will receive the necessary information and processes so that it can be implemented immediately the first day of school in the classrooms and/or the playground. Staff was trained on the PAWs reward system, "Roadmap to Responsibility" and other progressive discipline procedures their first week back to school. Monthly follow-up meetings will occur to monitor the progress of our students and the use of the progressive discipline process. Infinite Campus training and how to submit referrals will be implemented as well.

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.

### **SCHOOL RULES**

1. Be respectful
2. Be responsible
3. Be positive
4. Be safe

### **CONSEQUENCES/DISCIPLINARY:**

A student who breaks any of the Fritsch rules is subject to disciplinary action. This is to insure safety and to keep our school an environment where learning may take place without disruption.

Most situations are resolved through a series of reregulation, intervention, and time for students to create a personal responsibility action plan and dialogue regarding their plan. If information attempts at correction are not successful, students are issued a referral for inappropriate behavior. Parents are notified. Students receive consequences.

**2<sup>nd</sup> referral** - Students is subject to further disciplinary action including time to reevaluate and revise student action plan. A parent conference may be scheduled.

**3<sup>rd</sup> referral** Appropriate consequences are given. Teacher may send the student to meet with administration; parents are notified; detention and/or loss of special activity may be assigned. This may also result in a referral to the school social worker for further social behavior interventions.

**4<sup>th</sup> referral** Student may be placed in an alternative learning environment, or depending on severity of the incident may result in out of school suspension.

**MAJOR INFRACTIONS:**

The following rule violations are considered such major infractions that the normal system may be superseded and alternative learning environment, or out-of-school suspension may be given immediately:

1. Fighting
2. Habitual misconduct
3. Bullying
4. Insubordination
5. Theft
6. Damage to school property

**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 that 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 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;
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 Saturday School for a period of 4 hours over a 3-week period. During the 4 hours, the pupil will be engaged in 2 hours of academics, 1 hour of Social Emotional Learning, and 1 hour of school beautification, AND initiate a formal Behavior Plan;

- |  |
|--|
| <ol style="list-style-type: none"><li>4. If the pupil does not comply, Committee will re-evaluate, thus;</li><li>5. 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</li></ol> <p>Recommend the suspension or expulsion of the pupil in accordance with NRS 392.467.</p> |
|--|

**NRS 392.4644**

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

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