

School Progressive Discipline Plan 2015-2016

School: Mark Twain Elementary

Principal: Ruthlee Caloiaro

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:

Ruthlee Caloiaro

Principal

Jon "Shelby" Tuttle

Assistant Principal

Todd Burchiel

Technology Teacher

Julie Ammerman

Parent/Office Manager

Bridget Brush

2nd Grade Teacher

*Plan to be reviewed and any revisions implemented at the first Leadership Meeting and Safety/Discipline meeting of school year 2015-2016 for implementation during school year 2015-2016

Prevention:

How does the school use prevention to deter inappropriate behavior.

Mark Twain will provide curriculum and instruction via the homeroom classroom to all students. Curriculum is based on SFA "Getting Along" grades pre-kindergarten - fifth grade and "Steps to Respect" taught in grades first - fifth. Training staff members on the definition of Bullying

Behavior Management:

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

Mark Twain Elementary behavior plan is given to each family at the beginning of each school year. The behavior plan is outlined in our school handbook in both English and Spanish which is given to every student at the beginning of each school year. Copies of the plans are available in the office and posted on the School's website.

Staff training as it refers to the Progressive Discipline Plan:

The staff is provided training/refresher on the "Getting Along" curriculum each school year. In addition, staff is given refresher training on the "Steps to Respect" program yearly. Staff is provided a copy of the Progressive Discipline Plan in their staff handbook and Progressive Discipline process is reviewed at first staff meeting of 2015-2016 school year

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

Each student is provided with Mark Twain Elementary school rules (including playground behavior). These rules are also available via the student handbook. In addition rules are reviewed in the homeroom and during the first week of instruction. Homeroom teachers review rules and classroom expectations for all students. Progressive steps of discipline is outlined in student handbook and communicated to parents during discipline conference with administration and parents.

Discipline Policies and Procedures

Progressive Discipline Procedure

In order for our students to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. It is a team effort in creating an atmosphere where our students feel safe enabling learning to take place. Therefore, parents, teachers, and administration will be actively involved in helping students understand their choices, and that their choices have either a positive or negative effect. We have a progressive discipline plan to assist children in being aware of their behavior and its effect on others. It applies to the classroom as well as playground and cafeteria behavior. To support each entity of the school, each classroom will have a set of classroom guidelines based on progressive discipline as well as school wide guidelines for behavior. Discipline is an ongoing process. We must all work together to ensure the success of our students.

Classroom Discipline

Each classroom teacher(s) have established a set of classroom rules with their students. Students are participants in creating their classroom rules. Classroom rules are posted in their classrooms and are sent home with students at the beginning of each school year. Classroom procedures and rules are taught and reviewed throughout the year. School-wide use of SFA's "Getting Along Together" curriculum is implemented.

- ★ All classes will have a class council.
- ★ All classes will have regular class meetings.
- ★ All classes will teach social problem solving.
- ★ All classes will learn the Peace Path.
- ★ All classes will teach "Getting Along Together."
- ★ All classes will use the "Steps to Respect" program

School-Wide Discipline

Standards of Conduct

Standards of student conduct are based on mutual respect, and consequences for student infractions are reasonable. Discipline policies are publicly known, and students, staff, and parent representatives have contributed to their development. All of the discipline structures are designed with an unwavering focus on sustaining a positive environment that is safe and stimulates student learning. The staff and students will celebrate successes. There is no room at Mark Twain Elementary School, a school that is truly committed to student learning, for policies that are punitive, turn students away or undermine their confidence. Mark Twain Elementary policies and practices strive to produce an environment in which students feel respected and valued.

- There are broad opportunities for students to develop leadership skills.
 - Decision making relates more to how policies and procedures are derived than to what they are.
 - Mark Twain Elementary will recognize student excellence and merit recognition through a wide variety of honors and celebrations. This is including but not limited to: humanitarian awards, art awards, writing awards, random acts of kindness recognition and super hawk awards. Student creativity and commitment will be validated through displays of work, honor rolls, and recognition assemblies.
 - Standards of student conduct will be consistent across the school. Individual teachers, however, may have their own expectations.
- **RULES:**
 - Student show their pride in Mark Twain Elementary by keeping building and grounds free of litter and graffiti
 - Appropriate and courteous language will be used
 - Students will show respect by using and following the “Golden Rule”
 - Theft, or taking another person’s property by force, or threat of force, will result in discipline consequences
 - Students will walk when going between designations in the school
 - Students will keep hands and feet to themselves
 - Food will be eaten in the cafeteria (unless prior arrangements have been made individual teachers/grade level)
 - Hats are not permitted inside of the building and may be worn appropriate to the weather outside **only**. Hats must be placed in student’s backpack while in the building. Hats must comply with all CCSD district guidelines regarding attire.
 - Flip-flops and sunglasses are **not** permitted.
 - Clothing, behavior and accessories designated as “gang attire” will not be permitted
 - Hair dye, (including unnatural colors), inappropriate clothing or “extreme styles” are **not** permitted, as it focuses attention away from the purpose of school and distracts the students from learning. Students can be sent home until corrected.
 - Skateboards or bikes are not allowed to be ridden on school grounds. Motorized or electric skateboards and/or scooters are not allowed on campus.
 - Electronic games, collections, toys and personal items (including but not limited to balls and sports equipment) do not belong at school. The school does not accept liability for lost, stolen or damaged items brought to school.
 - Students are allowed to use the office phone with permission only, and only in case of emergencies. Cell phones are **not** permitted to be used during the school day and must remain off and in students’ backpacks, unless under the supervision of an adult.
 - Students will remain under the supervision of an adult (unless given permission such as a bathroom pass)
 - Harassment, intimidation, and bullying will not be tolerated at any time on school grounds, or while traveling to and from school.
 - Use or possession of tobacco products (including storage of such items) will result in school suspension and possible issuance of a behavior contract
 - Possession, selling, using, distributing, or being under the influence of alcohol, drugs, inhalants or a controlled substance or being in possession of drug paraphernalia will result in suspension
 - The CCSD has a zero tolerance policy for weapons. Possession or using weapons or explosives, including “fake” weapons that represent “real” weapons, will result in suspension or possible further consequences via school district policy and NRS.

Misconduct Report Form/Behavior Referrals

Both Major and Minor violations are reported on the same form, with the applicable boxes checked. Teachers will attempt to contact parents via telephone to explain the situation prior to students being sent to the office. Consequences at home, if necessary, are at the determination of the parent. If the student is seen in the office, the student could be asked to contact his or her parents to explain what has occurred. Parents will be notified via telephone from administration when a discipline/behavioral referral have been made and consequences given. If a student receives a suspension they will be notified by telephone and a letter will be mailed home.

Children do not possess the same good judgments or common sense that adults possess. In other words, they WILL make mistakes. We need to make sure they learn from those mistakes, that they believe we still love them, and that those same mistakes are not repeated. When considering consequences at home for misbehaviors at school, please make sure the consequences are fair and consistent.

When a student receives a Behavior Referral and they are sent to the Principal or Vice-Principal for inappropriate behavior, the student may receive any of the following consequences depending on the circumstance and severity. We believe that students will not learn appropriate behavior by our simply pointing out inappropriate behavior. We feel that criticizing, reprimanding and punishing students for inappropriate behavior will not make them change. Therefore, our definition of discipline is accompanied by efforts to *teach* students appropriate behavior so that they can learn to be self-disciplined.

We are teaching self-discipline in the following ways:

- a. Catch students being good and reward good behavior.
- b. If an infraction occurs, the student identifies where he/she didn't choose wisely.
- c. The student will understand which rule was broken, how he/she can correct the problem and what action will prevent a recurrence.
- d. The student and his/her parents will receive an explanation of the consequences.
- e. Our goals to help students learn to make "Wise Choices."
- f. The student may have to call home and explain his or her actions.
- g. The student may be issued a *Stop and Stay Cool* (Cool Off Pass).
- h. Conflict resolution may be used (Getting Along Together and Peace Path).
- i. Parents may be asked to come in.
- j. The student may receive loss or delay of privileges.
- k. The parent may be asked to attend classes (by mutual agreement).
- l. A behavior contract may be written.
- m. The student may be assigned to "Campus Beautification".
- n. The student may be asked to provide an assigned act of kindness.
- o. Consequence of afterschool detention may be assigned.
- p. In-school suspension may be assigned.
- q. Out-of-school suspension may be assigned.

In the case of serious behavior infractions, consequences will be immediate, direct, and according to district policy and the law.

It is a violation of the law and of the CCSD policy for any student to bring (real or pretend) weapons (knives, other sharp objects, firearms, clubs, brass knuckles, a Leatherman, or a pocket knife, etc.) to school or to be engaged in any activities regarding weapons, or criminal acts on school property during school or non-school hours. If a student is involved in such activity, disciplinary actions up to and including expulsion from school are possible consequences.

It is a violation of the law and of school rules for any student to harass or intimidate another student or staff member. If a student is the victim of any unwanted sexual actions or comments or of derogatory statements of actions concerning his or her gender, religion, race, ethnic group, or disability, the student should report such behavior to the office.

Plan for temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

Section 1: The plan provides for the temporary removal of a pupil from a classroom if, in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and the ability of the other pupils to learn.

- a. The principal will provide the student with an explanation of the reason for removal and give the student an opportunity to respond.
- b. The principal will notify the student's parents within 24 hours.
However, every attempt will be made to contact the parents as quickly as possible.
- c. The parent's immediate presence at school will be requested.
- d. The student will be removed from the classroom immediately.
- e. The student will be placed in an alternate location.
- f. The student will receive his/her assignments.
- g. The student will study under the supervision of the appropriate school personnel.
- h. During this time, the student will not be allowed to engage in any extra-curricular activities.
- i. The principal shall not assign a pupil to a temporary alternative placement if suspension or expulsion is required by law.

Section 2: A conference will be held as soon as possible, but not later than three days after the student has been removed.

- a. The pupil, a parent or legal guardian of the pupil, administration, the teacher shall be present.
- b. The principal shall give an oral or a written notice of the conference and who must attend.
- c. If the parent refuses to attend, the principal will send a waiver of rights notice to the parents.
- d. During the conference the parents and the student will be provided by either the teacher, vice principal or the principal the reasons for the student's removal from class.
- e. The pupil or his parents or legal guardian will be granted the opportunity to respond.
- f. At the conclusion of the conference, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement.

Section 3: If the principal recommends that the student be returned to the classroom and the teacher does not agree, the principal shall continue the temporary alternative placement and immediately convene a meeting of the committee. (Meeting must convene with the administration, 2 teachers, and an alternate, per NRS 392.4647)

- a. The parents or guardians will be notified that the committee is convening.
- b. The committee shall review the circumstances of the pupil's removal and the pupil's behaviors.
- c. 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;
 2. Assign the pupil to another appropriate classroom;
 3. Assign the pupil to an alternative program of education if available.
 4. Recommend suspension or expulsion of the pupil; or take any other appropriate disciplinary action against the pupil that the committee deems necessary.

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.