

School Progressive Discipline Plan 2008-2009

Due: October 1st

School:	CARSON MIDDLE SCHOOL	Principal:	SAM SANTILLO
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All individuals responsible for developing the site Progressive Discipline Plan.

Per NRS 392.4644: plans are to be developed with input/participation from teachers & parents of enrolled pupils

Name:

Title:

SAM SANTILLO	PRINCIPAL
VITO PERRONE	ASSISTANT PRINCIPAL
GAVIN WARD	DEAN OF STUDENTS
CELIA DAVIS	TEACHER
JOHN PAULSON	TEACHER/PARENT
LISA STOCKE	TEACHER/PARENT
DEBBIE McDONALD	PARENT

Prevention:

How does the school use prevention to deter inappropriate behavior.

CMS PROACTIVELY ADDRESSES PREVENTION AS A DETERRENT THROUGH THE USE OF MULTIPLE SITE BASED PROGRAMS & COMMUNITY RESOURCES: CCSD BEHAVIOR INTERVENTION SPECIALIST, CONFLICT MEDIATION/RESOLUTION (GUIDANCE AND ADMINISTRATION), ACADEMIC REFERRALS, HIGH SCHOOL PREPARATION PROGRAM, "0-PERIOD" MAKE-UP OPPORTUNITY CLUB, LUNCHTIME SOCIAL CLUB, TEMPORARY ALTERNATIVE PLACEMENT (TAP) PROGRAM, DISRUPTIVE STUDENT CLASSROOM (DISC) PROGRAM, RON WOOD RESOURCE CENTER, JUVENILE PROBATION, SCHOOL RESOURCE OFFICER, & CARSON BEHAVIOR HEALTH SERVICES.

Behavior Management:

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

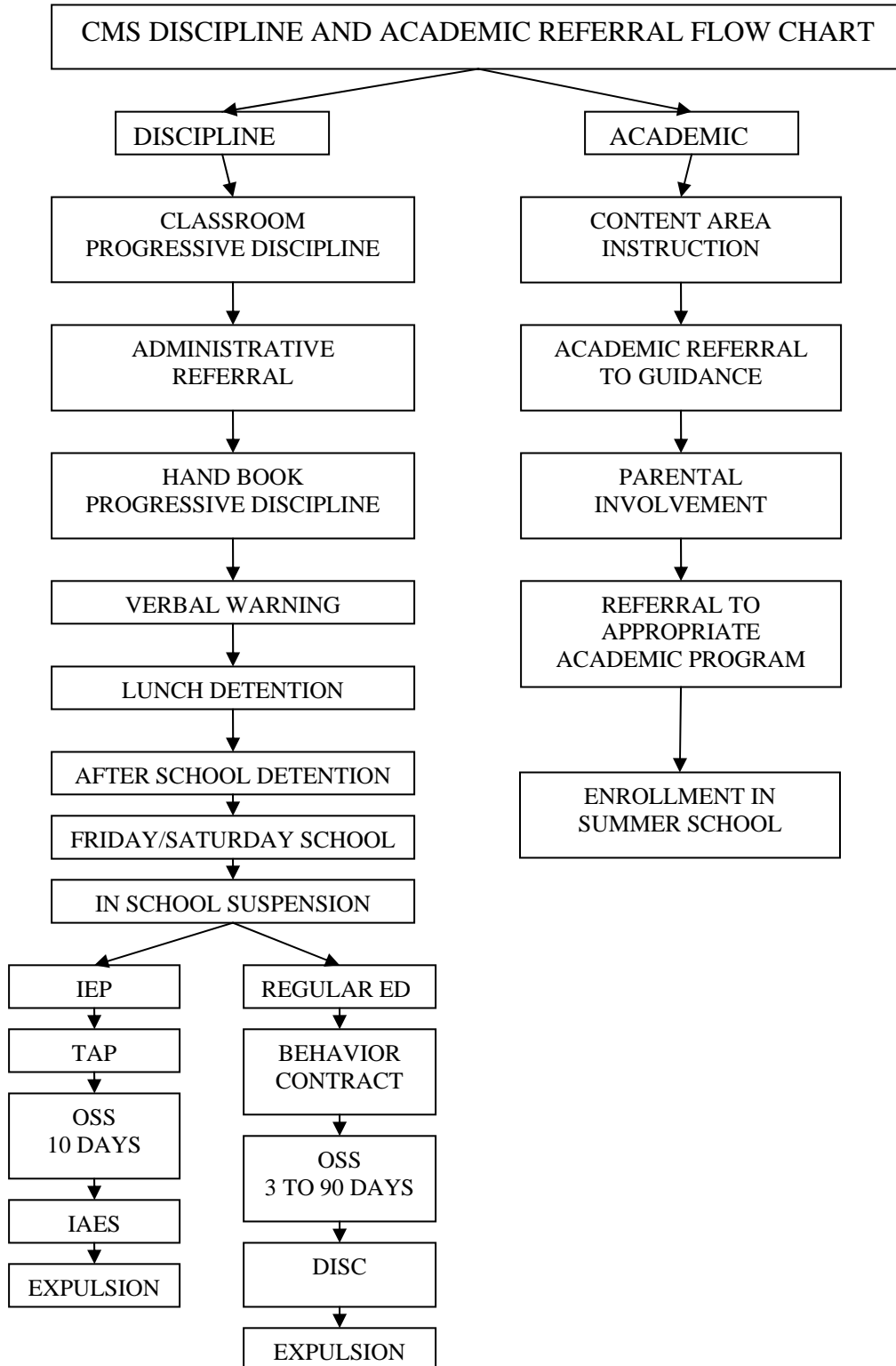
PROGRESSIVE DISCIPLINE IS ENACTED THROUGH THE CMS DRESS AND BEHAVIOR CODE. THE PLAN IS DISTRIBUTED TO PUPILS AND THEIR FAMILIES THROUGH CLASS LEVEL "TOWN HALL MEETINGS," THE CMS NEWS LETTER, DAILY ANNOUNCEMENTS, FIRST PERIOD "HOMEROOM," PTA COMMUNICATIONS, ADMINISTRATIVE PRESENTATIONS TO PE CLASSES, AND OPEN HOUSE PRESENTATION IN GYMNASIUM. THE PLAN IS ALSO PROVIDED TO STUDENTS AND PARENTS IN STUDENT PLANNERS; IT IS AVAILABLE ON-LINE AT THE CCSD WEBSITE:

<http://www.carsoncityschools.com/carsonmiddleschool/forms/cmshandbook.pdf>.

Staff training as it refers to the Progressive Discipline Plan:

- 1) CPI TRAINING: NON-VIOLENT CRISIS INTERVENTION
- 2) CARSON CITY SHERIFF'S DEPARTMENT GANG AWARENESS PROGRAM
- 3) CARSON CITY YOUTH & DRUG AWARENESS PROGRAM
- 4) CCSD PDC: DIVERSITY STRATEGIES IN THE CLASSROOM
- 5) Carson City Community Coalition: GANG AWARENESS & DRESS CODES
- 6) CCSD PDC: CYBER BULLYING- ANNA BREWER (FBI)
- 7) DISTRICT IN-SERVICE TRAININGS
- 8) STAFF MEETINGS

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, and consequences, etc



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

It is the objective of the Carson City School District (CCSD) to offer all students an opportunity to learn and grow; however, social and emotional problems arise and challenge some students. These students habitually disrupt their peers and teachers. Their actions negatively affect everyone's academic progress. Disruptive students tend to lack direction, require discipline, and exhibit unacceptable social behavior. The causes of the disruptive behavior are numerous; the effects of the classroom disruptions are dire. Teachers and non-disruptive students face extreme challenges when dealing with the behaviors and choices of disruptive students. The need to intervene and change the unacceptable behaviors of disruptive students is apparent.

NRS 392.4642 to NRS 392.4648 delineates guidelines for the Temporary Alternative Placement (TAP) of IEP and non-IEP pupils deemed habitual disciplinary problems. The TAP program is intended to ameliorate the behavioral deficiencies of IEP students and provide them with services per IDEA-SI (PL 108-446, 2004). The services of TAP are aimed at the academic, behavioral, emotional and social needs of the students enrolled. The program instructs students in all mandated content areas (Language Arts, Math, Science, and Social Studies), individualizes instruction to meet students' unique needs, provides them with study strategies and coping skills, and offers behavioral/emotional service interventions.

Criteria for Referral

- Formal temporary removal from the home school to TAP will be initiated by an administrator if: 1. The IEP student's behavior has been documented by the administration as repeatedly interfering with teachers' ability to teach their classes and the other students' ability to learn; or 2. The IEP student engages in behavior that under the progressive discipline plan requires or permits the student to be placed in a temporary alternative setting; or 3. The IEP student engages in behavior that the CCSD has determined to be a major violation of the progressive discipline plan.

Process and Procedures

Within three school days administration will schedule a conference with the student's parent/guardian, the student, the student's responsibility teacher, the school psychologist, and a representative from the TAP program.

At the conference an administrator will inform the student of the misconduct for which he or she is charged and will give the student an opportunity to give his or her version of the incident(s). The principal or administrator will notify the student of the consequences of the violation with regards to the district approved progressive discipline plan.

When a student is removed from the regular classroom and a conference is pending, administration may place a student in one of three dispositions: Another appropriate classroom; Alternative Learning Center; Out-of-school suspension.

Referral Sequence

- Referral Made to TAP program by school principal/assistant principal/teacher
- Within three school days IEP team meets to afford due process and revise IEP and add services or rescind the referral
- If the IEP is revised, services will be added via the CCSD TAP program. The student's responsibility teacher will provide academic content area material to the TAP teacher and will work with that teacher to ensure that appropriate services are provided.
- Response to intervention monitored by TAP designee and responsibility teacher.
- If the student does respond to the program, the responsibility teacher will reconvene the IEP meeting, to accomplish re-placement into the home school
- If the student fails to respond, the responsibility teacher will reconvene an IEP meeting to consider further services or alternative measures.

Actual placement in TAP will be made by an administrator through the committee conference process. The duration of a student's placement in TAP will be determined on a case-by-case basis. TAP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Students with disabilities are subject to applicable state and federal law in addition to the progressive discipline plan. To the extent any conflict exists, state and/or federal law will prevail.

Before a student is referred to the CCSD TAP Program, please complete this TAP Referral check-list. Please attach all required documents to the checklist and check the line on the list to indicate which steps have been addressed and which documents have been attached. If you are not able to provide the documents that are marked MANDATORY or have not taken the steps listed, do not submit the referral before convening a meeting with the TAP committee (Responsibility Teacher, School Psych, TAP Representative, and Administrator).

Student's Name: _____

Student's Responsibility Teacher: _____

_____ Documented history of disruptions and progressive classroom discipline interventions W/Responsibility Teacher

_____ Preliminary meeting with student and TAP Program behavior intervention specialist (Date)

_____ Preliminary meeting with student and TAP Program school psychologist (Date)

_____ Parent/responsibility teacher/guidance counselor/school psychologist/site administrator meeting (Date)

_____ Copy of disciplinary referral disposition history (MANDATORY)

_____ Copy of student's academic and attendance record

Date: _____ Completed: _____

Approved: _____

ALTERNATIVE PROGRAM OF EDUCATION FOR DISRUPTIVE PUPILS PROJECT

The Alternative Program of Education for Disruptive Pupils (APEDP) was established cooperatively by Eagle Valley Middle School (EVMS) and Carson Middle School (CMS). The administration of both schools applied for and received grants. APEDP was included in the progressive discipline plans for each school. On the disciplinary flow charts at EVMS and CMS the disruptive student program affords assistant principals, deans, and administrative interns a viable consequence for habitually disruptive students before long term suspensions and expulsions are dispensed.

APEDP was developed Per NRS 392.4642-392.4648 and contains all the required components; however, due to budgetary constraints EVMS and CMS combined funding and created a single disruptive student classroom called SOAR/DISC. Individually EVMS and CMS established school review panels to oversee the referral, placement, transition, and re-integration processes. The school review panels were created per NRS 392.4644: the principal of each school and two teachers are regular members of the committee. An additional teacher was chosen to serve as an alternate member in case of a conflict of interest.

SOAR/DISC was placed on the EVMS campus in an isolated self-contained classroom. Students had extremely limited contact with their peers. CMS students were transported via CCSD vans though some parents chose to provide transportation themselves. EVMS students needed no transportation. Two certified and highly qualified teachers facilitated the four content area classes and Carson Behavioral Health provided behavioral remediation services in a group setting on the EVMS campus. Ten students participated in the program: six from CMS and four from EVMS. The accompanying spreadsheet contains the data required for program evaluation: budget, referrals, suspensions, expulsions, and academic performance of students before and after the advent of APEDP.

PROCESS FOR FORMAL REMOVAL TO APEDP: SOAR/DISC PROGRAM

Formal removal from class will be initiated by a teacher if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Formal removal from class will be initiated by an administrator if:

1. The student engages in behavior that under the progressive discipline plan requires or permits the student to be placed in the APEDP.

*A teacher or administrator may remove a student from class for a behavior that the Carson City School District (CCSD) has determined is a major violation of the progressive discipline plan.

Referral Process:

Within three school days, administration will schedule a conference with the parent/guardian, the student, and the teacher involved in the case.

At the conference, administration will inform the student of the history of misconduct for which he or she is being referred and will give the student an opportunity to give his or her version of the incident(s). The administration will notify the student of the consequences of the violation with regards to the progressive discipline plan at CMS.

When a student is removed from the regular classroom by a teacher and a conference is pending, administration may place a student in one of three dispositions:

- another appropriate classroom
- in-school suspension (ALC)
- out-of-school suspension (OSS).

When a student has been formally removed from class by a teacher, administration may not return the student to the teacher's class without the student satisfactorily completing the APEDP and the teacher's consent, unless the placement review committee determines that the teacher's class is the best or only alternative available.

Actual placement in the APEDP will be made by an administrator. The duration of a student's placement in the APEDP will be determined on a case-by-case basis. APEDP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Students with disabilities are subject to applicable state and federal law in addition to the progressive discipline plan. To the extent any conflict exists, state and/or federal law will prevail.

NOTE: The above procedures adhere to NRS 392.4642-392.4648.

SOAR/DISC PROGRAM

The SOAR/DISC Program was designed to meet the academic standards set forth by the Nevada State Department of Education in all core subject areas; it was implemented in an alternative setting. The goal of the program was to differentiate curriculum and instruction according to the grade level and academic ability of the students enrolled. The determination of academic ability was determined through the analysis of MAP data, Accelerated Reader data, Accelerated Math data, and STAR reading tests. A behavioral modification component of the program was implemented to reinforce the academic focus. Students were awarded points at the end of each thirty minute period for their ability to stay on task, follow directions, and participate positively in the classroom setting. The behavioral focus of the program used classic behavior modification strategies as well as implementing behavior goals set by the students and the instructors.

The SOAR/DISC Program was staffed by two full time, highly qualified, licensed teachers employed by the Carson City School District. One teacher was licensed as an alternative education teacher and the other teacher was licensed as a secondary teacher with a focus on English instruction. In addition, the SOAR/DISC program was served by a clinical psychologist from Carson Tahoe Behavioral Health Services. This clinical psychologist provided six weeks of services for one hour a week in working with students on anger management and decision making.

Through the behavior focus and the services provided by the clinical psychologist, the students enrolled in the SOAR/DISC program received training in self-discipline. This training was reflective in the point system established by the instructors and the completion of the anger management and decision making program utilized by the clinical psychologist.

A total of ten students were enrolled in the SOAR/DISC program for the 2008-2009 school year. There were nine male students and one female student ranging between the ages of eleven and fifteen. The students referred to the program were ethnically diverse: four Caucasian students, four Hispanic students, and two Native American students. Throughout the school year the number of students within the classroom did not exceed seven. Of the ten students enrolled, three were returned to a normal school setting for the balance of the school year after participating in SAOR/DISC for thirty to forty five days. One student was transitioned into a mathematics class for a short period of time, but was returned to the SOAR/DISC program due to the need for intense mathematics training. Five students remained in the SOAR/DISC program for the balance of the school year which averaged between sixty to ninety days. One student was removed from school completely by the juvenile justice system. Eight out of the ten SOAR/DISC students are currently enrolled with the Carson City School District and are participating in the regular school environment. The remaining two students have moved out of the Carson City area.

As stated previously, students were placed in the SOAR/DISC program because their behaviors interfered with the teacher's ability to teach; the students' behavior became so unruly, disruptive or abusive that the ability of the teacher to teach and the other students to learn was removed from the classroom environment. Teachers who had students removed from their classrooms and placed in the SOAR/DISC program believed their classroom environment became positive and productive. They no longer felt the distraction or tension caused by the students identified as APEDP candidates. These teachers believed the remaining students were able to focus on and learn the curriculum necessary for their success and academic achievement. Anonymous teacher letters are appended:

- 1) I am writing this letter to inform you of the positive results of the DISC program. As a 16 year veteran teacher at Carson Middle School, I am so pleased by the alternative placement of some of my most disruptive students. I spend an inordinate amount of time disciplining these disruptive students that it takes away from my other students' education. Though in the minority, the disruptive students take the majority of my time and energy that should be given to the bright, eager and receptive students. Having an option to let those problem students go to a more appropriate learning environment is wonderful and beneficial for the rest of my students. Even one really disruptive, angry, aggressive student changes the entire atmosphere of my classes. We need more opportunities to move these students out of the regular classroom environment. The only problem I see is that it takes too long to get the

disruptive students out of the normal class. In my class, my other students were suffering for months with my unmotivated, angry, and unproductive, problem student. It takes away from their learning. One or two students per class should not ruin the learning for the other 27 students! Now that the one student in 1st period is gone the entire class mood, pace and learning has improved. As a parent of an 8th grader, I do not want the fragile learning environment disrupted by these non compliant, rude, credit deficient, inappropriate students. I want my son, as well as my students, to have the best possible and safest chance at a quality education. I know the majority of parents and educator agree with me. This positive program needs to be expanded so alternative placement is more readily available for those disruptive students who desperately need options. The DISC program is in the best interests of **all** the students.

- 2) You asked for information concerning John Smith's influence upon my classes. All of the classes that he was in before he was put into DISC were very positively affected by his leaving. Particularly my literacy class which he had turned into a game of out doing his best friend Jim Jones with constant interruptions and off task behavior. No one was reading anything for months in Literacy until he left. In science he is very passive aggressive but quietly subversive to those around him. There are few students who can operate positively near him without being distracted. I really don't have any advanced and mature students who can sit by him and not be negatively influenced. When he left science the whole class functioned in a much more positive manner and there was more learning taking place because I wasn't constantly distracted by John's behavior.
- 3) During the first semester of school, I had a student that was relocated to the DISC program for behavior. While in my class, this student would require constant attention in order for him not to distract other students; which resulted in the students who wanted to work losing instruction time. He would try and talk to his neighbors, blurt out, rock in his chair to the point of hitting other students, and refuse to work. I relocated him within the classroom, spoke with his mother, put him on bookwork and had parent conferences which resulted in little or no change in behavior. He refused to change his behavior. When this young man was placed in the DISC program, the class was able to progress at a normal pace as I was not spending a large part of class time attempting to keep this student functioning.
- 4) The DISC Program has proven to help tremendously with regards to a positive classroom learning environment. I feel that the benefits are two-fold as both the disruptive student and the rest of the students in the classroom are better able to focus on learning. For the disruptive student, the DISC program provides a small group learning environment. More individual attention is thus given to the student, which allows that student to focus on their education and not being the entertainment for 29 other students. For the students that remain in the traditional classroom, the teacher is able to meet their needs because the teacher's sole attention is not focused on the disruptive student. As educators, we strive to challenge our students and prepare them for their future. However, every student is unique in their needs as a learner. The DISC Program is an alternative learning environment that strives to meet the needs of the individual learner and provide that student with the tools they need to be successful.
- 5) Re-locating the students to SOAR enabled both the students and me to better focus on learning. It resulted in fewer disruptions in class, and more time spent on instruction. One less disruptive, non-motivated student

helped to keep the classroom more focused on learning. Disruptive students make it difficult for many students to concentrate and understand in class.

- 6) Last year, one of my students was removed from my 7th grade English class and placed in the SOAR program. His removal had a dramatic effect on my classroom environment. This student required constant re-direction, which was disruptive to the rest of the class. He was moved to a table by himself because he was constantly bothering the students in his cooperative group. Even with re-direction and isolation, he refused to work during class time. The removal of this student from my classroom allowed me to focus my attention and teaching on those students who were willing to learn.
- 7) A student was in my Advisory class during the 2007-2008 school year. During his tenure in my Advisory, he refused to bring his work or AR book. He was often disruptive, defiant, and pulled other students into the same behaviors. Once this student exited, my class was more productive and focused.

Before a student is referred to the CCSD DISC Program, please complete this DISC Referral check-list. Please attach all required documents to the checklist and check the line on the list to indicate which steps have been addressed and which documents have been attached. If you are not able to provide the documents that are marked MANDATORY or have not taken the steps listed, do not submit the referral before convening a meeting with the DISC committee (Teacher(s), DISC Representative, and Administrator).

Student's Name: _____

Student's Teacher(s): _____

- | | |
|-------|---|
| _____ | Documented history of disruptions and progressive classroom discipline interventions W/Teacher(s) |
| _____ | Preliminary meeting with student and DISC Program behavior intervention specialist (Date) |
| _____ | Preliminary meeting with student and administrator (Date) |
| _____ | Parent/teacher(s)/guidance counselor/site administrator meeting (Date) |
| _____ | Copy of disciplinary referral disposition history (MANDATORY) |
| _____ | Copy of student's academic and attendance record |

Date: _____ Completed: _____

Approved: _____

NRS 392.4644

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

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