

School Progressive Discipline Plan 2011-2012

Due: October 1st

School: Al Seeliger ES 2800 South Saliman Rd Carson City, NV	Principal: Paula Zona
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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:
<u>Paula Zona</u>	<u>Principal</u>
<u>Wayland Denny</u>	<u>Assistant Principal</u>
<u>Carol Earl, Diana Antonucci</u>	<u>Parent Representatives</u>
<u>Cindy Reyes, Heidi White, Julie Cowan</u>	<u>Discipline Committee</u>
<u>Carol Reed, Bonnie Madieros</u>	

Prevention:

How does the school use prevention to deter inappropriate behavior.

The Discipline Committee will also act as the Discipline Intervention Plan (DIP) Team. This team is responsible for supporting staff and parents to help children who are disruptive, uncooperative, and resistant to the normal course of disciplinary actions. Teachers or parents may request assistance from this team, which will function much like Seeliger's RTI team. They will determine what consequences and behavior plans need to be in place to help the student correct his/her behavior. The decisions of the DIP team will be conveyed to the student, teacher, and parent, all of who may be involved in the decision-making/planning process. A case manager will be assigned to monitor the progress of the student.

School and playground rules will be reviewed and updated to all staff members and students during Recess Rodeo so that everyone knows the expectations of safe play. Classroom management, support materials for teachers, professional development in effective school-wide discipline plans, and positive rewards and consequences may be utilized to help students learn appropriate behavior, problem-solve, assume responsibility, and acquire self-discipline skills.

Lastly, all positive discipline plans need to have Positive Rewards and Consequences. At Seeliger, these will consist of school-wide rewards and recognitions for Commendation Awards, student recognition for 5th Grade Leadership Club and quarterly assemblies to recognize Positive Pirates, Perfect Attendance, and Honor Roll recipients, extra recess for students showing positive behavior and not receiving any referrals/citations, as well as weekly and monthly drawings for positive Pirate Awards. Other school-wide rewards may be implemented at other special events and student/staff recognition.

Behavior Management:

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

The behavior plan is distributed to pupils and their families in the weekly Peechee folders. Additionally, teachers attach a weekly behavior report to monitor and communicate behaviors to parents. It is available in the main office.

Staff training as it refers to the Progressive Discipline Plan:

Discipline plan disseminated to teachers August 16, 2011.

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.

Staff Discipline Mission Statement:

Seeliger Elementary promotes dignified and progressive discipline to allow students to redirect their behavior in a positive direction and to learn from their decisions.

Progressive, Positive Discipline:

Uniform responses to student misbehavior will be:

1. Verbal Warning: Telling the students in a respectful manner what school rule or code was violated.
2. Refocus (if there is no immediate danger to student or others): Student is given opportunity to refocus behavior and thinking in the classroom or on

the playground. The time spent in "Refocus area" is determined by the teacher and student. During this time, students will determine what he/she did wrong and what they will do to change their behavior.

3. Behavior Referral/Pink Slip resulting in natural and logical consequences: Focus Room/Lunch and/or recess detention, call home to parent, conduct grade lowered, etc. Three Referrals/Pink Slips for the same violation will result in automatic referral to the Discipline Committee. The Committee will meet to determine what course of action will be taken based on best practices and current research. Parents' mandatory involvement will be requested. Behavior Referrals are used for in-school/classroom incidences and Pink Slips are for outdoor/playground infractions.

Behavior Referral/Pink Slip procedures will be followed for students who have gone through the first two steps of the discipline process. Blank notices will be kept in the office. The following procedure will be used for every Behavior Referral/Pink Slip:

- 1) Give the referral to the student's teacher. If violation is of a serious nature, give directly to Administrator.
- 2) Teacher will review the notice, contact the parent/guardian via phone, PeeChee or mail regarding the notice, and determine an appropriate classroom consequence, depending on individual classroom progressive discipline plans.
- 3) The notice will be given to the administrator for review and further consequences.
- 4) Administrator will refer to Kid Court and any other appropriate persons and copies will be distributed as required.

Students attending Focus Room will be scheduled to attend Kid Court. This is a peer court designed for the student with the referral to explain his/her case in front of peer judges and a teacher sponsor/counselor. Peers will then decide on any further action needed (trash pick-up, cleaning detail, further time in Focus Room, etc.) with the guidance of the teacher sponsor/counselor.

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

In-School Suspension/Alternative School Setting: For severe behaviors that are disruptive enough to interrupt the education opportunities of other students and teachers and to comply with AB 521, In-School-Suspension will be implemented. The administrator or teacher of that child will be responsible for monitoring the ISS, checking assigned work, counseling the student about self-discipline, cooperation, problem-solving, and developing a sense of responsibility. Students may also be placed in an

alternative setting, such as another classroom, to work quietly during the day, not interrupting the learning of those students.
If the behavior is determined severe enough or if In-School-Suspension has already been utilized for a student, immediate Out-of-School Suspension can be utilized.

Out of School Suspension: OSS will be determined by the administrator and will be assigned for violations of school discipline codes that require immediate removal of students for a minimum of one day. Some of these violations include, but are not limited to: violence to students or staff, possession of dangerous articles, weapons, drugs, or alcohol, and extortion.

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.