

School Progressive Discipline Plan 2018-2019

Due: September 14, 2018

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
CHELISE CROOKSHANKS	ASSISTANT PRINCIPAL
KELLY LUSARDI	DEAN OF STUDENTS
AMY ROBINSON	DEAN OF STUDENTS
MICHELE QUINTERO	COUNSELOR
MARK WILSON	TEACHER
HANNAH OUELLETTE	TEACHER
JESSICA SCHULZ	TEACHER
SAVANNAH WOOD	SAFE SCHOOL PROFESSIONAL
VICTORIA SMITH	SAFE SCHOOL PROFESSIONAL
ANNE LENHARES	INSTRUCTIONAL COACH
CARRIE AILES	PARENT

Prevention:

How does the school use prevention/intervention 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 EXPECTED BEHAVIORS THROUGH QUARTERLY RECOGNITION AND THE SELF-MANAGER PROGRAM, CONFLICT MEDIATION/RESOLUTION (GUIDANCE, SCHOOL SOCIAL WORKERS, FOCUSED GROUP WORK, SAFE VOICE REPORTING SYSTEM AND ADMINISTRATION), IN SCHOOL SUSPENSION (ISS) REFERRALS, RON WOOD RESOURCE CENTER INTERVENTIONS , JUVENILE PROBATION, AND CARSON BEHAVIOR HEALTH SERVICES. IN CONJUNCTION WITH CCSO, 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 Carson City School District Site at <http://http://www.carsoncityschools.com>).

STUDENTS WILL RECEIVE WEEKLY LIONS QUEST LESSONS IN ENCORE CLASS INVOLVING THE 5 AREAS OF SOCIAL EMOTIONAL HEALTH. THIS CURRICULUM IS DIFFERENTIATED AND TAUGHT AT ALL THREE GRADE LEVELS.

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 AND REINFORCED IN ENCORE LESSONS. THE STUDENT HANDBOOK IS POSTED ON OUR STUDENT GOOGLE CLASSROOM PAGE, CMNEWZ (UNDER ENCORE TAB) AND ON OUR SCHOOL WEBSITE (cms.carsoncityschools.com). STUDENTS STUDY THE DISCIPLINE PLAN DURING THE FIRST FEW WEEKS OF SCHOOL. DURING ENCORE, THROUGHOUT THE SCHOOL YEAR, ALL STUDENTS WILL REVISIT THE BEHAVIOR PLAN THROUGH LESSONS AND SPECIFIC INSTRUCTION AT THE BEGINNING OF EACH SEMESTER.

Staff training as it refers to the Progressive Discipline Plan:

1. ALL CMS STAFF (NEW & RETURNING) MEMBERS WILL RECEIVE TRAINING BEFORE THE BEGINNING OF THE SCHOOL YEAR WITH REGARD TO THE PROGRESSIVE DISCIPLINE PLAN AS OUTLINED IN THE STAFF HANDBOOK.
2. 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, TIMELINES AND CLASSROOM BASED INTERVENTIONS.
3. THE INTERVENTION TEAM CONSISTS OF TWO DEANS, TWO/THREE SAFE SCHOOL PROFESSIONALS, THREE COUNSELORS AND ONE TEACHER. THIS TEAM REVIEWS SCHOOL WIDE DATA TO INFORM DECISIONS AND RESPONSES MONTHLY.
4. WEEKLY LESSON PLANS FOR TEACHING SOCIAL EMOTIONAL HEALTH USING THE LION'S QUEST CURRICULUM WILL BE DEVELOPED BY STAFF AND PROVIDED TO TEACHERS TO PROMOTE CONSISTENCY.

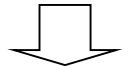
Plan for temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

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 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 immediately made aware through phone or email of the temporary removal of the student and a conference is scheduled. During the conference, the principal or designee 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 the review, the committee shall access the best placement available for the pupil and shall, without limitation in accordance with NRS 392.4648

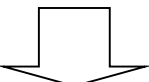
- Direct that the pupil be returned to the classroom or other premises from which he or she was removed;
- Assign the pupil to another appropriate classroom or other premises;
- Assign the pupil to an alternative program of education, if available;
- Recommend the suspension or expulsion of the pupil in accordance with NRS 392.467; or
- Take any other appropriate disciplinary action against the pupil that the committee deems necessary.

Student Behavior Management Process

Observe Problem Behavior



Problem-Solve with students through private conversation



YES

NO

Is behavior teacher-managed?

*Use Teacher Progressive Discipline

Write Referral and submit to all Admin in Infinite Campus

Administrator Determines Consequences

- Teacher-managed**
- Insubordination
 - Verbal Disruption
 - Tardiness
 - Preparedness
 - Physical Disruption
 - Minor Verbal Aggression
 - Non-compliance
 - Electronic Device Violation
 - Dress Code Violations

- Office-managed**
- Bullying
 - Weapons
 - Fighting or Physical Aggression
 - Chronic Documented Minor Infractions
 - Aggressive/Foul Language
 - Threats
 - Harassment
 - Major Dishonesty
 - Truancy
 - Smoking

**Document incident in IC under progressive discipline and save as "draft"

NO

Has the teacher documented 3 separate incidents in IC & parent contact?

YES

documenting until 3rd incident occurs & parent contact is made.

Submit IC referral to all administrators

*Take concrete action to correct behavior (fill out student goal sheets, start the student on a weekly progress report, assign detention with teacher, student conferences, &/or parent contact, etc.).
 **Minor documented incident reports saved in Infinite Campus (IC)
 Submit referral when student does not respond to pre-correction, redirection, or verbal warning. Notify parent with phone call, email or letter on 2nd and 3rd documented incidents of misbehavior. When possible, have the corrective action correspond to the behavior being corrected.

Progressive Discipline Model at Carson Middle School

The teacher is responsible for the learning climate in the classroom. The teacher, not the administrators, should manage minor offenses. These minor offenses are not necessarily overt, but may irritate the teacher and other students undermining the teaching/learning environment. Teachers are expected to handle minor classroom offenses that can be dealt with quickly.

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

The first step a teacher should take with the student who is behaving inappropriately is to address the student directly, quickly and consistently about the misbehavior. Addressing the misbehavior should be done in a manner as concise and private as possible to minimize the loss of instructional time. This might be a verbal cue or by way of 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 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 misbehavior persists, continue to follow your classroom discipline plan which **MUST** include a parental 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/ Safe School Professional Intervention**

If the student's inappropriate behavior continues following the parental contact, the teacher will access team conversation and/or other supports (counselor's or Safe School Professional's) for assistance prior to a referral to the Intervention Office. It is hoped that contact with the additional supports 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.

4. **Office Referral**

See flow chart regarding documentation of progressive discipline within the classroom and process for submitting office referral through Infinite Campus.

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 or campus clean-up	1-3 Days ISS	1-5 Days OSS
Defiance of School Personnel	1-3 Lunch Detentions	1-3 Days ISS	1-10 Days OSS
Disrespect of Faculty or Students	1-3 Lunch Detentions	1-3 Days ISS	1-10 Days OSS
Cheating/Plagiarism Student will have opportunity to re-do assignment	1 Day Detention to 1 Day ALC	3 Days ISS	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 ISS	1-10 Days OSS
Inappropriate Touch, Contact ---includes holding hands, kissing, prolonged hugs	1-3 Lunch Detentions	1-3 Days ISS	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 ISS 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 ISS Parent Pick up	1-10 Days OSS Parent Pick up
Cell Phones – use is never permitted inside classrooms unless with specific staff permission.	Phone Confiscated and turned in to the front office and Warning Given	Phone taken and turned into the front office for parent/guardian pick-up and possible lunch detention	1-3 Days Detention Possible ISS

Student may retrieve phone at end of day

Phone only released to Parent or Guardian at the end of the day

Disciplinary Infraction	1st Offense	2nd Offense	3rd Offense
Theft/Stealing/Destruction of Property	1-3 Days ISS/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 ISS 5 Detention / Semester	3-5 Days ISS 8 Detentions / Semester	1-10 Days OSS 10 Detentions / Semester
Tardy Sweeps	1 Lunch Detentions	3 Lunch Detentions	1-3 Days ISS
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 ISS 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 ISS 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 ISS Possible 1-3 Days OSS	3-5 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 ISS Self-Correction
Violation of Over-the Counter Medication Policy	1-3 Lunch Detentions Rule Clarification/Parent Call	1-3 Days ISS Rule Clarification/Parent Call	1-5 Days OSS Rule Clarification/Parent Call
Possession of Prescription Drugs ---Not Including Controlled Substances	1-3 Days ISS Rule Clarification/Parent Call	3-5 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, Vape, lighter, or any item deemed hazardous by an administrator	3-5 Days Lunch Detention 1-3 Days ISS 1-5 Days OSS 5-10 Days OSS		

Possession of Flame Producing Devices ---Includes lighters and matches	1-5 Lunch Detentions	3-5 Days ISS	5-10 Days OSS
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Disciplinary Infraction	1st Offense	2nd Offense	3rd Offense
Inappropriate Internet Access	1-3 Lunch Detentions Rights May Be Terminated	1-3 Days ISS Rights Terminated	1-10 Days OSS Rights Terminated
Cafeteria Disruptions ---Includes throwing objects ---Includes making/leaving mess	Warning Cafeteria Clean-up	1-5 Lunch Detentions 1-Week Assigned Seating & Campus Clean-up	1-3 Days ISS 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 ISS	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 ISS	3-5 Days ISS Possible OSS
Misuse of permits or giving false information ---Includes forging notes or misuse of passes	1-5 Lunch Detentions	1-3 Days ISS	1-10 Days OSS
Obscene and/or Lewd Behavior ---Includes obvious suggestive sexual gestures in public	1-3 Days ISS	1-5 Days OSS	5-10 Days OSS
Failure to Report Directly to Office on Referral	1-5 Lunch Detentions	1-3 Days ISS	1-10 Days OSS
Failure to Properly Identify Yourself to Staff	1-5 Lunch Detentions	1-3 Days ISS	1-10 Days OSS
Skipping School-Per Day	1-3 Days ISS	1-5 Days OSS	5-10 Days OSS

Disciplinary Infraction	Consequences/Procedural Steps
In School Suspension (ISS) ---Student seriously interferes with the ability of the teacher to teach and/or other students to learn.	Removal to IN SCHOOL SUSPENSION (ISS), 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	Discipline Options: ISS, Suspension, Possible Expulsion Possible Law Enforcement Involvement and/or counseling

---Slang Terms

---Unwelcomed Sexual Behavior and/or Comments

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: 1-3 Days Out of School Suspension 2nd Offense: 3-5 Days Out of School Suspension If a Student Initiates Third Fight in One School Year, Referral to District Discipline Hearing Committee, Recommended 90 Day Expulsion Under "Habitual Discipline Problem". Possible removal from CMS and alternative educational placement.
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 or removal from CMS to alternative educational placement.
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	PLEASE SEE CCSD ATTENDANCE POLICY
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
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NRS 392.4644

On or before October 15th of each year, the superintendent of schools of each school district shall submit a report to the board of trustees of the school district that includes:

- **A compilation of the plans submitted for each site**

On or before November 15th of each year, the board of trustees of each school district shall:

- **Submit a written report to the Superintendent of Public Instruction**