

School Progressive Discipline Plan 2008-2009

Due: October 1st

School: Bordewich Bray Elementary	Principal: Mrs. Valerie Dockery
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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:

Valerie Dockery	Principal
Casey Gilles	Asst. Principal
Koni Elliott	Counselor
Nancy Varner	Teacher-Love & Logic Trainer
Christy McOmber	Spec. Ed. Teacher
Corazon Rough	Teacher
Jordan Crittenden	Teacher/Parent
Kinkade De Joseph	Teacher/Parent

Prevention:

How does the school use prevention to deter inappropriate behavior.

Success For All "Getting Along" curriculum

- All classes involved in team building/conflict resolution activities 8-25-08 through 9-8-08

All classes review "how to make a SPLASH (**S**tudents **P**erform **L**earn **A**chieve and **S**how school spirit **H**ere) at Bordewich Bray" in writing or art activities during first 2 weeks of school.

Fifth Grade Leadership students are trained in Conflict Resolution throughout the school year. These Leadership Students work with primary students to model and teach positive social interaction during recess times.

Staff has been trained in Love and Logic Discipline Program that

emphasizes prevention and intervention strategies.

Staff and students establish and discuss appropriate classroom/hallway behavior during first week of school.

Six week "Parenting with Love and Logic" class offered to all parents twice a year to reinforce strategies used at school.

Counselor instructs whole class and small groups of students in social skills and appropriate peer interaction at all grade levels.

Gabriel Mazzo (EH teacher) works with individual students on appropriate school behaviors.

Core Beliefs are posted in classrooms and main lobby.

To promote a positive atmosphere for students, we have established:

- Spirit Day each Friday
- Recognition of positive behavior and academic effort with awards of SPLASH t-shirt and dog tags.
- Activities during recess to promote awareness of SPLASH Recognition of clean classrooms and hallways with custodian awarded "Golden Dustpan Award".
- During 2008-09 year, positive character attributes will be highlighted for discussion/activities (i.e. honesty, helping others, self-motivation) and recognized with SPLASH awards

Behavior Management:

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

Core Beliefs and school rules are printed and distributed to students/families in school handbook (peechees folder) at the beginning of the school year and sent home weekly with behavior grades. This folder is available at the main office of the school.

Core Beliefs are posted in the main lobby.

Classroom rules are displayed in each room. These are established and discussed with student at the beginning of school year.

Classroom rules are discussed with parents at Parent Back to School Night during first month of school.

Minor behavior incidents handled by teacher in classroom/playground setting are reported to parents on Minor Behavior Incident Form.

If student behavior warrants a visit to an administrator, parents are called and a copy of Office Discipline Referral Form and/or After School Detention Form is sent home.

Staff training as it refers to the Progressive Discipline Plan:

We just completed a two-year training in 9 Essential Elements of Love and Logic program.

- Neutralizing student arguing
- Delayed consequences
- Empathy
- Recovery Time
- Developing positive teacher/student relationships
- Setting limits with enforceable statements
- Using choices to prevent power struggles
- Quick and easy preventative interventions
- Guiding students to own and solve their problem

These elements will be reviewed at the staff meeting at the beginning of the school year and a card listing all elements/techniques will be distributed to each staff member. Classified staff reviews program at their PLC meeting.

Posting of discipline philosophy and school rules in Staff Handbook which is up dated and reviewed annually at beginning of school year.

Annual training at staff meetings about using IC model to develop and manage behavior plans and submit referrals for assistance by trained district personnel

**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**

1. District and school rules are listed in the student and staff handbook.
2. Classroom rules are posted in each room along with Love and Logic classroom expectations and Core Beliefs.
3. Rules regarding playground are reviewed during the first week of school by PE specialist.
4. Cafeteria rules are reviewed at the beginning of each year and on an on-going basis by cafeteria duty aides.
5. The majority of discipline is handled by staff using the elements of our Love and Logic Program and Core Beliefs.
6. If a student requires consequences handled at the classroom level the Minor Behavior Incident Form and a copy is sent to parents.
7. If a student is seen by an administrator for chronic misbehavior or for behavior that is beyond the scope of the classroom, the misbehavior is handled with natural or logical consequences. Behavior dealt with by an administrator will be recorded on Office Discipline Referral form and parents will be notified by phone and/or written documentation.
8. Students who engage in behaviors that threaten the safety of others or themselves or who possess drugs or weapons will have consequences listed in District Discipline Plan. Parents will be called if the student is going to be suspended, have in-house suspension or after-school detention as the result of misbehavior. A Level 1 or 2 Threat Assessment may be completed.
9. Habitual truancy issues are handled by the school attendance secretary and assistant principal. District procedures are followed and documented in student file.
10. Students with chronic misbehavior that cannot be corrected by classroom teacher(s) are referred to the IC team. At this point, the administrator, EH teacher, school psychologist, school counselor, teacher and parents meet to determine causes and to develop an on-going behavior plan and interventions to assist the student to be successful in the school setting. Level 1 and Level 2 Threat Assessments may be completed as part of this process.

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

We have a staff selected committee of peers for NRS 392.4645 referrals. Procedures are reviewed and discussed as needed. Due to the age of our students, we do not have a location for alternative placement. We work as a team to manage student behaviors at school. We call on district personnel to assist us with behavior plans and management. We have revised IEPs to allow for partial day placement or homebound on a temporary basis as we work through management issues.

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.