

School Progressive Discipline Plan 2014-2015

School :	Fremont Elementary School 1511 Firebox Road Carson City, NV 89702	Principal :	Casey Gilles
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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:
Casey Gilles	Principal
Dan Brown	Assistant Principal
Tara Purinton	ICAT Facilitator
Amber Walling	General Resource Teacher
Greg McGee	Parent
Natalie Tadjieva	School Psychologist
Michael Maiello	SFASolutions Network Coordinator

Prevention:

How does the school use prevention to deter inappropriate behavior.

The school has a number of proactive positive motivation programs to encourage appropriate behavior allowing the teachers to spend more time on teaching and less time on dealing with student behavior. The Falcon 5 consists of 5 characteristics of proper behavior. Students are rewarded by all staff who observes students exhibiting one of these behaviors with Falcon Nickels. Students are also encouraged to use the elements of the SFA Getting Along Program and are taught to use their "I Messages" and to incorporate conflict stoppers whenever possible to achieve a "win-win" result while completing the Peace Path. Teachers take the time to develop and teach classroom expectations and systems which result in a strong behavioral foundation that is used throughout the school year. Students are reminded of these elements during weekly classroom meetings and are given opportunities to problem solve solutions to conflict and to increase students' motivation. Parents are also an important key to preventative classroom management and the more they are aware of classroom activities and feel connected to the school, the more effective

the discipline strategies will be. Finally, perfect attendance and homework completion is encouraged through our classroom rewards program. Outstanding students are recognized each quarter during school wide assemblies for their citizenships and academic performance.

Behavior Management:

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

These plans are made available to families in the student's peechees, at various parent functions and in individual parent conferences. The SFA Conflict Resolution Strategies are posted in the classrooms and through the school building. Parents are notified of student behavior by weekly Pee Chee grade, Minor Behavior Reports, Office Referral Reports, and conduct grades reported on quarter report cards. Personal communication to parents is done through phone calls, letters, emails, and Student Success Cards.

Staff training as it refers to the Progressive Discipline Plan:

Staff is required to complete ongoing trainings that support the ideas of the Getting Along Philosophy and how to implement into their classroom rules and instruction. These school wide strategies are used in conjunction with the school plan as a first response. When students fail to comply with the Falcon Five and the elements of the Getting Along components, they move to the next higher level which is typically an office referral. This process of vertical alignment ensures classroom discipline is consistent with the schools positive progressive plan. Also, classroom teachers are required to conduct Class Council Meetings that focus on the Flacon Five rules and collaboratively solve problems.

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

Rules

1. Students will learn and allow others to learn by:
 - Completing all schoolwork and homework
 - Respecting another's right to learn.
2. Students will be safe at school by:
 - Following all school, classroom and playground rules
 - Correctly using all playground equipment
3. Students will Follow the Falcon 5 by:
 - Speaking politely to adults and peers without using obscene language or gestures

- Avoiding the use of harassment, intimidation, bullying and/or threats
 - Using appropriate manners while eating in the cafeteria
4. Students will respect school property and the property of others by:
- Keeping classrooms, hallways, bathrooms, the multipurpose room and playground areas clean and free from litter
 - Eating food only in cafeteria or classrooms
 - Keeping books, furniture and walkways from marks or inappropriate writing.
5. Students are expected to learn and follow the Falcon Five:
- Be Here Ready to Learn
 - Be Respectful
 - Be Kind
 - Hands and Feet to Self
 - Follow Directions

Consequences – Students who choose to break the school rules or act inappropriately may receive one or more of the following uniform consequences:

Verbal warning

Parent notification

Refocus

Behavior referral

In school suspension

Alternative school setting

Out of school suspension

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

Depending on the severity of the incident, either the School Behavior Assistants Team or The Instructional Consultation Team (IC) 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 the teams. They will determine what consequences and behavior plans need to be in place to help the student control their behavior. The decisions of either team will be conveyed to the student, teacher, and parent all of who may be involved in the decision-making process. A case manager will be assigned to monitor the progress of the student and report the data to the teams.

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.**