

Hunsberger Elementary School
Progressive Discipline Plan
NRS 392.4644

Dear Parents,

Several years ago the Nevada State Legislature passed into law Nevada Statute NRS 392.4644, also referred to as AB 521. This statute granted teachers the authority to have chronically disruptive students temporarily removed from their classrooms. Upon removal, a meeting with the parents is scheduled within 24 hours and that meeting must take place within three school days. To exercise their authority under NRS 392.4644, the teachers are required to follow a school wide plan of progressive discipline.

Attached, you'll find the plan of progressive discipline that was developed for Hunsberger Elementary School. This plan was developed and reviewed as required by law. The purpose of this letter is to advise you of the plan and to let you know that I am always available to answer your questions and listen to your concerns.

In closing, I would like to add that NRS 392.4644 has been great for schools and the learning environment. All of us want classrooms that are free of violence and disruptive behavior. To give you a sense of perspective on this issue, since the enactment of the law in 1999, I have never had a staff member remove a child from their classroom under the authority of the statute. The majority of disciplinary challenges are resolved as a result of the combined efforts of staff and parents. I am optimistic that our success will continue and the learning environment in all classrooms will be rigorous and without disruptions.

Please call if you have any questions, concerns or would simply like additional information.

Sincerely,

Sally Scott
Principal

Statement of Beliefs Concerning School Safety Discipline and Disruptive Students

1. We believe we need to proactively teach appropriate behavior when possible. We teach those social skills through modeling, using positive reinforcement (Positive Tracks and Leader of the Pack tickets), class meetings, classroom guidance sessions, and direct instruction, when needed.
2. We believe that inappropriate behavior is an opportunity for students to learn appropriate ways to act. It is a teaching opportunity for the teacher and a learning opportunity for the student.
3. We believe in the right of teacher to teach in a classroom environment that is free from disruptions caused by chronic student misbehavior.
4. We believe in the right of students to learn in a classroom environment that is free from disruptions caused by chronic student misbehavior.
5. We believe that staff, parents, and students should work together to create the safest possible environment that emphasized academic excellence and appropriate social behavior.
6. We believe that the environment at Hunsberger Elementary School must be violent free.
7. We believe that the environment at Hunsberger Elementary School must be free of all harassment and intimidation.

In Class:

Every teacher has established his or her own classroom management plan that establishes a positive environment in the classroom. All staff members are using Positive Track and Leader of the Pack tickets to reinforce appropriate behavior. The staff identified appropriate behavior for “common” areas in our building and outside on the playground. Staff agreed on lesson plans for these “common” areas. Every student at Hunsberger was taught the same expectations. Our plan is based upon a learning model. If a student has inappropriate behavior, the teacher takes time to teach the skills needed to be successful. The plan has progressive consequences for dealing with inappropriate behaviors. One of the progressive steps must include calling and conferencing with parents. This is seen as an integral part of good communication and cooperation for extinguishing inappropriate behavior and increasing appropriate behavior.

Outside of Class:

The school-wide expectations are listed in the Hunsberger School Calendar, posted in the hallway and included in our Hunsberger Behavioral Manual which is included with this material. Every staff has read and taught those expectations to their classroom. Every family received a copy of the school calendar and was asked to review the expectations with their child (ren).

On the playground, when a student does not follow an expectation, the duty teachers talk to the student to determine the level of misunderstanding. If a student is choosing to not following the rule, he/she is asked to go and stand by the S.T.O.P (Stop, Think, Options, and Plan) sign to consider options. The student then comes and talks to the duty teacher about what he/she did that was inappropriate, what he/she needed to do instead and what was learned from the “reflection time”. An Incident Report is written up and given to the child’s teacher. This insures documentation of each and every behavioral discussion.

If deemed appropriate, the classroom teacher files the Incident Report and completes a Minor Referral. One copy of the referral goes to the classroom teacher, another to the parent and the

third goes to the office. The classroom teacher is responsible for sending home the referral and makes sure it is signed and returned to school. If the citation is not return, it is the teacher's responsibility to notify the administration and they will follow up with the parents.

Opportunities to Learn Social Skills

Every inappropriate behavior is an opportunity for students to learn appropriate behavior. Different strategies are used to assist students in becoming problem solvers. Students write reflections, practice scenarios, and/or have direct social skill instruction, to help them identify the negative behavior and its consequences. If the inappropriate behavior involves more than one student, the children are encouraged to problem solve to help settle the dispute and develop a plan of action should the problem arise again. These opportunities allow children to identify alternative methods for solving problems and choose one that produces positive results.

Referrals:

The Office Referral has a description of the Minor and Major Infractions. Minor infractions are handled in the classroom and Major Infractions are referred to the administration. The teacher may mark any of the appropriate consequences listed. If the students' behavior is dangerous or chronic, the teacher contacts the administration. The administrators are the only ones that can make a decision regarding in-house suspension, expulsion or guidance suspension. This determination will be made after reviewing the severity and frequency of the misbehaviors.

Behavioral Gradient

The following is a general list of steps that must be taken prior to the removal of a child for behavioral reasons in accordance with the authority vested in the teacher per AB 521. The classroom teacher will document in writing the completion of each step. The order and frequency will be determined by the severity of the behavior, as well as the teacher's judgment. Also, depending on the severity of the behavior and the judgment of the teacher, the principal may become involved in the process sooner than Level 3:

Level 1 Interventions:

- * Verbal prompts and warnings
- * Conference with the students: Purpose is to understand the purpose behind behavior.
- * Appropriate skills are taught and practiced
- * Time out ... reflection essay
- * Loss of recess
- * Discussion with the student on what would be an appropriate consequence that would make the situation "right"?

Level 2 Interventions:

- * Conference with the student
- * Formal parent notification (phone or letter) Documentation of notification
- * Temporary supervised alternative setting (a different classroom... two grade levels above or below current classroom assignment)
- * Consult with the counselor or other resource (Sp. Ed. teacher, previous teachers)
- * Daily behavior note

Level 3 Interventions:

- * Principal referral- Principal will also make a parent call.
- * Parent conference with an administrator, teacher, counselor, student and parents.
- * Community Service
- * Saturday School (Hunsberger)
- * School Police
- * Suspension

- * VIP School (Violence intervention program)

Level 4 Intervention:

- *PBS Team This step must occur prior to the implementation of AB 521. It can be made sooner in the Level System if preferred.
- * Develop behavioral plan
- * Guidance suspension

Implementation of AB 521

The teacher asks the Principal to remove the child from the classroom. The Principal immediately calls the parent(s) to pick up the child from school, and to schedule a conference with the teacher, child, principal and whoever else is deemed appropriate. The conference must take place within three school days.

During the conference, the principal will determine if the child should be returned to the classroom or a temporary alternative placement. If the decision is made to return the child to the classroom, and the teacher disagrees with that decision, the following procedures will be followed.

A Discipline Review Committee (DRC) will be formed. The DRC will consist of three teachers and an alternate, selected by a vote of the staff. The DRC will review the case and make a decision to:

1. Assign the student to a permanent alternative placement, if one is available in the district.
2. Suspend the student.
3. Re-assign the student to another classroom.
4. Return the student to the original classroom.
5. Recommend other District level disciplinary action.

If the Principal places a child in a temporary alternative setting, the DRC will meet and take one of the above mentioned actions.

If the decision is made to return the student to the original classroom, or to re-assign the student to a different classroom, and the student's disruptive behavior continues, the Principal will pursue District level resource such as Guidance Suspension, Administrative Review, School Police, Administrative Variance, etc.

All questions concerning this plan should be addressed to Sally Scott, Principal, Hunsberger Elementary School.
