

School Progressive Discipline Plan 2018-2019

Adopted: 5 September 2018

School: Carson High School

Principal: Tasha Fuson

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: |
|--------------------|-----------------------|
| Collin Belnap | Teacher |
| Josh Billings | Administrative Intern |
| Phil Brady | Teacher |
| Kim Cooley | Classified Staff |
| German Fernandez | Parent |
| Sharon D. Hallinan | Dean of Students |
| Jennifer Minifie | Teacher |
| Maria Navarrette | Parent |
| Michael Reynolds | Teacher |
| Marc Rodina | Dean of Students |
| Candi Ruf | CTE Coordinator |
| Shawn Schneider | Teacher |
| Leticia Servin | Classified Staff |
| Scott Vickrey | Teacher |

PREVENTION & INTERVENTION:

How does the school use prevention to deter inappropriate behavior?

Student Misconduct Prevention:

Carson High School (CHS) utilizes the following strategies to prevent and deter inappropriate behavior and student misconduct. Students receive information about behavioral expectations and progressive discipline:

Communication:

- Via School Messenger – by phone and email
- With 1:1 conferences with students
- In parent teacher conferences
- Through teacher contact with parents - by phone, email, and in person
- At Freshmen Orientation and Parent University
- Via presentations by the Deans to all Freshmen Seminar/Health classes at the beginning of each year to explain behavioral expectations
- Via the Student Handbook, given to all Freshmen students and students new to CHS (and available to all students upon request and on CHS's website)
- Via data shared through Infinite Campus

Supervision:

- Through staff supervision at assigned duty areas before school, at nutrition and during lunch

- Through the presence of a Carson City Sheriff's Office School Resource Officer (SRO)
- By the administration working closely with the Juvenile Probation department
- With a closed campus for all except seniors who are on-track to graduate
- Via random searches by the CCSO's drug dogs on campus

Interventions/Activities:

- Through block scheduling, the number of class transitions is reduced
- Through placement of at-risk, freshmen students in academic support classes, providing student mentoring and assistance
- Through the completion of the Student Handbook quiz (administered to all freshmen and students new to CHS)
- Through behavior contracts
- Through attendance contracts
- Through after school programs, organizations, clubs and athletics
- Via Solutions, and after school program for 9th grade students and some academically at-risk students, grades 10 – 12, with SEL components embedded
- Through student placement in CHOP (Carson High Options Program, a program at CHS which serves 9th - 12th grade students who require an alternative environment to help them become successful and get back on the pathway to graduation
- Via the Blue Crew, a program designed to link upper class students with freshmen students to mentor them through their transition into high school
- Through the support of site-based Safe School Professionals (SSPs), who are trained mental health professionals who are working with students and families
- Through the Right to Represent contracts signed by all student athletics, which includes random drug testing

The Carson City School District (CCSD) employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls below expectations, district established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. The guidelines are applicable to incidents which occur at school; travel to and from school, during lunch, and while involved in school-sponsored activities. In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, and/or disability status with a focus is on student success and their pathway to graduation. Any behavioral or disciplinary related actions or sanctions being taken with any student who is participating in a program of Special Education/Section 504, must comply with the Individuals with Disabilities Education Act (IDEA) and all state and federal laws and regulations. When city, state or federal laws have been violated, referral will be made to

the proper legal authorities. An offense deemed serious by the proper administrator may result in expulsion as stipulated by Nevada Revised Statute (NRS).

Additional Guidelines:

- All students who are suspended from Carson High School are not allowed to participate in extracurricular/sport or school-sponsored activities during the suspension term.
- Behavioral Intervention Program (BIP) students are trespassed twenty-four (24) hours/seven days a week and are advised not to go on or near any Carson High School campus at any time during their suspended term.
- To cooperate fully with the discipline procedures of other schools, Carson High School will not accept students who are under suspension/expulsion from another school until such suspension/expulsion from another school has been completed. If a specific term is not indicated for the expulsion, the student will not be permitted to enroll until the end of the current semester.
- The appeal process for long term suspension will be handled through the CCSD office.
- The CCSD has an agreement with the Carson City Sheriff's Office to allow their officers to bring drug dogs into CHS. Dogs check automobiles, lockers, and classrooms. Individuals are not searched; however, backpacks, briefcases, and other individual items are subject to searches. When a "hit" is made, parents will be contacted, and if a controlled substance is found, the student will be arrested.
- A drug awareness/Intervention program is available for students and their parents/guardians. This program provides an option, upon completion of the program, which may decrease the number of suspension days.

The full details of the progressive discipline plan can be found in the CCSD Behavioral matrix, which can be found on the CHS website at www.carsonhigh.com.

Classroom Progressive Discipline:

Carson High School (CHS) will be using the following expectations for the teachers' progressive discipline plans in order to prevent and deter inappropriate student conduct that detracts or interferes in student learning.

- All teachers are required to have, communicate and follow their classroom discipline plan.
- All teachers are required to have at least one conversation with all students to discuss the expected behaviors at the beginning of each school year.
- When a student is engaging in misconduct, all teachers are required to have a one 1:1 conversation with that student regarding the behavior and discuss more appropriate choices.
- When a student is engaging in misconduct, all teachers are required to communicate with a parent regarding the behavior prior to writing a referral to the Dean's office.
- Referrals to the Dean's office are to include documentation of classroom interventions based on the teacher's progressive discipline plan.

Administrative Interventions:

Consequences will be determined by the following:

- 1) level of progression on the discipline continuum;
- 2) degree of violation; and,
- 3) NRS. Attempts to support and intervene will be made as appropriate to redirect and educate students to engage in appropriate, student conduct.

Social Emotional Learning (SEL):

Carson High School has embedded Social Emotional Learning in their belief statements.

- Teachers are to encourage good conduct and prevent student misconduct by modeling appropriate, social interactions, embedding SEL into their instructional strategies, and explicitly teaching appropriate social emotional behavior, where appropriate, within their curriculum.

PROGRESSIVE DISCIPLINE PLAN DISTRIBUTION

How is the behavior plan distributed to pupils and their families?

Where is it available at the site?

The CHS Progressive Discipline Plan is posted on the school website (www.carsonhigh.com) as part of the Student Handbook. All students receive hardcopies of the Student Handbook, as part of their student planners, in their Freshmen Seminar classes -- a required class for all Freshmen. Planners/Student Handbook are available to all students at no charge upon request. The student behavior plan is also available in the Administrative offices for parents and students to review. If desired, parents and students may set up an appointment with the Dean of Students to discuss the plan.

In addition, all teachers are required to submit their classroom behavior plans, which will include their well-defined expectations and rules, as well as their classroom, progressive discipline plan. All teachers will discuss their expectations, rules and discipline plans with their students during the first week of school. Students new to the school, including 9th grade students, must take a test on the rules and retest until they get a score of 100% so they demonstrate understanding of school expectations and appropriate behavior at CHS.

STAFF TRAINING AS IT REFERS TO THE PROGRESSIVE DISCIPLINE PLAN:

CHS receives training at the beginning of the school year, and through the year as needed, regarding the Progressive Discipline Plan. Data is shared at the beginning of the year from the prior school year as well as a refresher on how to document and implement their classroom interventions prior to submitting referrals to the Dean's office using Infinite Campus.

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.

CHS' Progressive Discipline Plan is consistent with NRS 392.463. Each teacher's classroom expectations and progressive discipline steps are communicated to all students and parents, included in class syllabi, are discussed during the Deans' Talk in the Freshmen Transition classes, and are discussed with students whenever they are referred to the Dean's office for disciplinary reasons and/or consequences.

PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS 392.4645:

When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. The Deans and/or Principal of the school shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student.

The student will be assigned to the Alternative Learning Center (ALC), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

The temporary removal of a student from any classroom is in accordance with NRS 392.4644, whereby students will be placed in a supervised area, where school work can be completed, up to three (3) days. 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 ten (10) days of discretionary suspension. Parents are made aware through phone or email of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Progressive Discipline Committee (hereinafter "Committee") listed above will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.