



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

AMARGOSA VALLEY ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Amargosa Valley Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Amargosa Valley Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent or legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/ legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Amargosa Valley Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Amargosa Valley Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

AMARGOSA VALLEY MIDDLE SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Amargosa Valley Middle School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Amargosa Valley Middle School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

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1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent or legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/ legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Amargosa Valley Middle School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Amargosa Valley Middle School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

BEATTY ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Beatty Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Beatty Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

BEATTY HIGH SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Beatty High School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Beatty High School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty High School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty High School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

BEATTY MIDDLE SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Beatty Middle School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Beatty Middle School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty Middle School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Beatty Middle School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

DUCKWATER SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Duckwater School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Duckwater School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Duckwater School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Duckwater School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

FLOYD ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Floyd Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Floyd Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Floyd Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Floyd Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

GABBS SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Gabbs School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Gabbs School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Gabbs School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Gabbs School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

HAFEN ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Hafen Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Hafen Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Hafen Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Hafen Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

J.G. JOHNSON ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **J.G. Johnson Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

J.G. Johnson Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **J.G. Johnson Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **J.G. Johnson Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

MANSE ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Manse Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Manse Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Manse Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Manse Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

PATHWAYS INNOVATIVE EDUCATION SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Pathways Innovative Education School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Pathways Innovative Education School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Pathways Innovative Education School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Pathways Innovative Education School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

PAHRUMP VALLEY HIGH SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Pahrump Valley High School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Pahrump Valley High School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Pahrump Valley High School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Pahrump Valley High School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

ROSEMARY CLARKE MIDDLE SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Rosemary Clarke Middle School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Rosemary Clarke Middle School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Rosemary Clarke Middle School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Rosemary Clarke Middle School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

ROUND MOUNTAIN ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Round Mountain Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Round Mountain Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

from being deemed a habitual disciplinary problem.

- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

ROUND MOUNTAIN HIGH SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Round Mountain High School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Round Mountain High School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain High School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain High School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

ROUND MOUNTAIN MIDDLE SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Round Mountain Middle School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Round Mountain Middle School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain Middle School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Round Mountain Middle School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

TONOPAH ELEMENTARY SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Tonopah Elementary School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Tonopah Elementary School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah Elementary School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah Elementary School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)
TONOPAH HIGH SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Tonopah High School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Tonopah High School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah High School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah High School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

TONOPAH MIDDLE SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Tonopah Middle School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Tonopah Middle School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a “Class II Infraction”, a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any “Danger Zone” infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
ON SITE REVIEW OF DISCIPLINARY DECISIONS
(NRS 392.4644 AND NRS 392.4647)

A committee consisting of the principals, two teachers and one teacher alternate has been established to review temporary alternative placement of students.

The two teachers serving as regular members of the committee, in addition to one alternate teacher member are selected by the majority of the teachers employed at the school.

If a pupil is removed from the classroom pursuant to NRS 392.4645 by a teacher who is a member of the review committee, the alternate member shall serve on the committee for that review.

SECTION IV
ANNUAL REVIEW AND/OR REVISION
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah Middle School** was reviewed and/or revised on July 13, 2017. This process was undertaken with input and participation of teachers, other educational and support personnel employed at the school and parents/legal guardians of pupils enrolled in the school.

SECTION V
POSTING AND AVAILABILITY OF PLAN
(NRS 392.4644)

The Plan of Progressive Discipline for **Tonopah Middle School** is posted on our school website, and is also available for public inspection in the administrative office of the school.



SECTION I
PLAN OF PROGRESSIVE DISCIPLINE
(NRS 392.4644 AND 392.463)

WARM SPRINGS SCHOOL

Introduction:

The purpose of the Progressive Discipline Plan is to foster in each student the ability to be self-disciplined. **Warm Springs School** seeks to create an atmosphere conducive to learning, creativity, and character growth. The school supports a partnership of teachers and parents/legal guardians to fulfill the obligation to teach students the role of responsible citizenship in a school community.

Warm Springs School follows a progressive discipline plan where discipline interventions begin at the least intrusive and lowest level and work up to more restrictive and punitive levels as students continue to repeat poor choices and poor behaviors.

Level One: Discipline begins with Parents/Legal Guardians and Students

The first level of discipline begins with parents/legal guardians and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline processes that the school must provide. The school wants to support parents/legal guardians and families in their desire to educate their students. It is expected that students will:

- take pride in themselves and their school
- develop a positive self-image
- set goals and work continuously to accomplish them
- accept responsibility for their own actions
- show respect for themselves and others
- do their best to arrive at school on time
- do their best to attend school regularly
- develop good work and study habits
- complete all work on time and to the best of their ability
- use their time wisely and in a non-disruptive manner

Level Two: Teachers and Staff

Teachers are responsible for discipline in their respective classrooms, and generally on school property or at school functions. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that teachers may use to

establish and maintain good classroom discipline.

Philosophical Guidelines for Level Two Discipline: Teachers and Staff

1. We will treat all with kindness and respect
2. Refocus, reteach, and redirect student behaviors
3. Prevent problems before they occur
4. Consult with students concerning appropriate behaviors
5. Make parents/legal guardians part of the solution
6. Document all disciplinary actions

Minor Discipline Issues:

Preventive:

1. Positive learning environment
2. Assertive discipline techniques
3. Classroom discipline plan and expectations installed first week
4. Teacher will refer to pre-referral intervention tools for ideas on how to address minor discipline issues before escalation of behaviors occurs.

Teacher's Action:

First Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created;

Second Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, possible behavior intervention plan created/modified;

Third Level Offense: reflection with student, review expectations, classroom consequence assigned, documented parent/legal guardian contact required, behavior intervention plan created/modified;

Fourth Level Offense: written referral sent to principal/designee for action.

Principal/Designee's Action:

1. Communication with parent/legal guardian.
2. Appropriate disciplinary action. (Action could include parent/legal guardian/student conference, loss of privileges, student behavior contract, referral to school counselor, or consequences as dictated per the NCSD Disciplinary Matrix).
3. All levels of progressive discipline are subject to the Principal/Designee's discretion and judgment.

Desired Behaviors:

1. All the behaviors the teacher would like to see exhibited by their students should be taught and posted in the classroom.
2. Behaviors are actions we can see or hear.

Level Three: School Level-Referral to the Principal/Designee

When teachers or staff members have tried all of their discipline methods with no success, the student is to be referred to the Principal/Designee which will be submitted through Infinite Campus. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that may be utilized.

Major Discipline Issues:

1. Willful disobedience
2. Disruptive conduct
3. Bullying, cyberbullying, harassment, or intimidation of any person
4. Vandalism
5. Stealing
6. Causing physical injury to another student
7. Fighting
8. Possessing weapons or dangerous playthings
9. Using excessive vulgarity or profanity
10. Possession, distribution, and/or use of alcohol and/or tobacco products on school premises
11. Possession, distribution, or use of any illegal substances
12. Truancy
13. Habitual minor offenses

Teacher's Action

1. Refer to Principal/Designee with written statement.

Principal/Designee Action:

1. Administrative action will occur as soon as possible after teacher report has been filed.
2. Principal/Designee will refer to the Progressive Discipline Matrix in the NCS D Parent/Student Handbook to address procedures as required.

Habitual Disciplinary Student (HDP-NRS 392.4655)

Explanation: New legislation identifies how teachers and administrators can deem a student a habitual disciplinary problem.

1. Identification:
 - a. Student has five suspensions of three days or more in current school year.
 - b. Student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times.
 - c. At least two teachers request student to be identified as a habitual disciplinary problem because of continuous discipline problems.
2. Behavior Support Plan:
 - a. Student Support Team and parents/legal guardian will develop a documented individual behavioral plan designed to prevent the student

- from being deemed a habitual disciplinary problem.
- b. If the student violates the conditions of the plan or commits the same act for which the student entered the behavioral contract, the student shall be deemed a habitual disciplinary problem.
3. Action:
 - a. Referral will be made to the Nye County School District Disciplinary Committee.
 - b. Recommendation will be made for a suspension/expulsion not to exceed one school semester (90 days).

Removal of Student from a Classroom:

1. Philosophy: All students have a right to a safe and orderly classroom environment. Disruptive behavior that detracts from the orderly classroom is not acceptable.
2. Teacher's Responsibility: A student being removed from the classroom is a last resort. A removal could be the result of the following two situations:
 - a. Continuous Minor Disciplinary Problem. Teacher will follow minor action appropriate with minor problems of discipline.
 - b. Major Disciplinary Problem. Major disruption such as a fight, outright defiance and major disrespect to teacher are examples that could require a student being removed from the classroom.
3. Administrative Action: School Principal/Designee will do the following:
 - a. Student will be separated from all other students until issue is resolved.
 - b. School Principal/Designee will call a conference with parents/legal guardians, student, teacher and counselor to resolve discipline problem.
 - c. A discipline contract will be constructed, agreed and signed off by all parties.
 - d. If all parties do not agree with solution, the matter could be referred to the school discipline committee, District office staff or the Board of Trustees.

School Discipline Committee:

1. Will be comprised of the school Principal/Designee, at least two teachers and an alternate selected by the staff.
2. Can review the school discipline plan and make recommendations for any revisions.
3. May review a discipline conference action where parties don't resolve the problem.
4. May confer with parents/legal guardians when students have excessive unexcused absences.

Bus Transportation

Behavior Guidelines and Consequences:

Class I Infraction:

1. Spitting on bus.
2. Excessive noise.
3. Horseplay/mischief/distracting behavior.
4. Eating/drinking/littering on bus.
5. Leaving seat/standing without permission from driver.
6. Misuse of liquid containers in any form.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. False identification/refusal to identify oneself.
9. Riding unassigned bus or using unassigned bus stop.
10. Opening rear two windows of bus.
11. Riding or attempting to ride any bus during a bus suspension.
12. Disrespectful or disobedient to the driver/para-educator.
13. Class I level of inappropriate personal electronic device (PED) use. If the driver believes the level of inappropriate PED use is a "Class II Infraction", a NCSD Administrator and/or Transportation Official will review the inappropriate conduct on a case-by-case basis and then either confirm the conduct as a Class II or relegate to a Class I Infraction.

Class II Infraction:

1. Spitting on/at a person.
2. Any body part outside of window.
3. Throwing/shooting of any object.
4. Bullying and/or physical aggression against any person.
5. Profanity/threats directed toward bus driver/para-educator.
6. Possession/use of tobacco, electronic cigarettes or any controlled substance.
7. Vandalism to bus (restitution will be made).
8. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement.
9. Lighting of matches, lighters or any flammable object or substance.
10. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment.
11. Possession or threat of weapons/explosives/flammables.
12. Possess/use of laser pens or pointers.
13. Class II Level of inappropriate PED use.

Suspension of transportation privileges **does not** excuse your student from school attendance as required by Compulsory Education Laws of the state of Nevada (NRS 392.040).

Class I – First Infraction: Driver holds a face-to-face conference with the student to identify the infraction. Driver documents date of infraction and conference with student. Incident will be documented in Infinite Campus.

Class I – Second Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior warning. Incident will be documented in Infinite Campus. Bus driver/Transportation contacts parent/legal guardian and provides a copy of the behavior warning.

Class I – Third Infraction: Bus driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, driver/Transportation contacts parent/legal guardian. Mandatory parent/legal guardian and student conference with bus driver/Transportation must be held and copy of the behavior referral provided.

Class I – Fourth Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and documents the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and the school administrator will be notified. The administrator contacts the parent/legal guardian, reviews the student's behavior record and issues a bus detention, or suspends the riding privilege. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made. All succeeding infractions in the Class I category will be treated as a Class I – Fourth Infraction for the remainder of the current school year.

Class II – First Infraction: Driver holds a face-to-face conference with the student, identifies the infraction, and writes the behavior referral. Incident will be documented in Infinite Campus, copy provided to the parent/legal guardian and school administrator will be notified. The respective administrator contacts the parent/legal guardian, reviews the behavior incident, and issues bus detention or suspends the student's riding privileges. Student's Infinite Campus record will be updated; Transportation will be notified changes have been made.

Class II – Second Infraction: The same procedure will be followed as outlined in the first infraction.

Class II – Third Infraction: The same procedure will followed as outlined in the first infraction. However, the riding privileges will be suspended for a minimum of five (5) days. Any succeeding infractions may result in immediate suspension of all riding privileges.

Dangerous Behavior Clause: If a student performs an act that obviously jeopardizes the safe operation of the bus or endangers the safety of others on the route, transportation may suspend the student from riding the bus. Transportation must notify the parent/legal guardian and the respective administrator of the action. Transportation will document the incident in Infinite Campus and provide a copy to the parent/legal guardian immediately following the next morning's route. Riding privileges will not be reinstated until a conference is arranged and held by a Transportation representative to include a parent/legal guardian, student and respective administrator. The severity of unacceptable behavior will be interpreted by the administrator and

at any time may result in the maximum penalty or suspension. Student's Infinite Campus record will be updated by Transportation.

If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, the restitution must be paid or a plan for restitution must be agreed upon, before the riding privileges are reinstated.

Other Related Items:

Corporal Punishment of Pupils: The use of corporal punishment is a violation of School Board Policy and State Statutes.

Due Process Procedure: Must be afforded to any student whose misconduct may lead to suspension or expulsion. The following items must be included:

1. Students must be given written and oral notice of the charge against them.
2. Students must be given an opportunity to present their version of the incident in question.
3. Students should be advised of their right to appeal to a higher authority.

General Order of Levels:

1. Appropriate restitution to the offended party.
2. Detention - length depends on student history.
3. Required Parent/Legal Guardian Conference (RPC)
4. Principal/Designee will refer to the Progressive Discipline Matrix in the NCSD Parent/Student Handbook to address procedures as required.
 - a. In-school detention
 - b. 1-9 day out-of-school suspension
 - c. 90 day suspension
 - d. Expulsion

This document has been prepared with input and participation of teachers, other education personnel, support personnel employed at school and parents/legal guardians. List of participants on file at each of the school sites.

SECTION II
TEMPORARY REMOVAL OF PUPIL FROM CLASSROOM
(NRS 392.4645)

A pupil may be temporarily removed from a classroom if in the judgment of the teacher, a pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach other pupils in the classroom and with the ability of the other pupils to learn.

Upon removal of a pupil from a classroom pursuant to NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent/legal guardian of the pupil of the removal.

The principal will ensure that a pupil who is removed from a classroom and assigned to a temporary alternative placement:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate personnel of the school district; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Procedures for Temporary Removal from Classroom (NRS 392.4646)

According to NRS 392.4646:

Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.4645, a conference must be held with:

- The pupil;
- A parent/legal guardian of the pupil;
- The principal of the school; and
- The teacher who removed the pupil.

The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

1. After receipt of the notice required pursuant to subsection 1, the parent/legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent/legal guardian confirming that the conference has been postponed at the request of the parent/legal guardian.
2. If a parent/legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent/legal guardian confirming that the parent/legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection six.
3. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within three (3) school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 - The parent/legal guardian of the pupil refuses to attend the conference;
 - The failure to hold a conference is attributed to the action or inaction of the pupil or the parent/legal guardian of the pupil; or
 - The parent/legal guardian requested that the date of the conference be postponed.
4. During the conference, the teacher who removed the pupil from the classroom or the

principal shall provide the pupil and his parent/legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent/legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

5. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than three (3) school days after the removal of a pupil from the classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

SECTION III
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SECTION V
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