

Lincoln County High School
Progressive Discipline Plan
2014-2015

(as implemented in LCHS Student Handbook)

Reviewed October 2012
**Lincoln County High School
School Wide Discipline Plan**

Mission Statement:

It is the mission of Lincoln County High School to produce citizens who can think critically and communicate effectively.

Defining Discipline:

The purpose of the Lincoln County High School discipline plan is to support learning by helping to establish and maintain an environment that is safe, productive, and conducive to high academic achievement.

Beliefs/expectations related to school wide discipline:

Teaching and learning of the intended curriculum is the highest priority at Lincoln County High School. The following beliefs and expectations are the foundation of the school wide discipline plan:

- a. Everyone in the school community must be treated with respect.
- b. Standards of student conduct should be well publicized and known to everyone.
- c. General standards of student conduct should be consistent across the school, while allowing individual teachers to have their own classroom expectations.
- d. The misbehavior of one student will not be allowed to interfere with the learning opportunities of another student.
- e. The misbehavior of one student will not be allowed to interfere with a teacher's responsibility to teach all students.
- f. In the handling of unacceptable student behaviors, all staff must focus on the judgment of the behavior and not on the judgment of the student as an individual.
- g. Changing unacceptable behavior to acceptable behavior takes time and is a continuous process. Students come to us from diverse backgrounds and for some change will be difficult.
- h. Every discipline situation is an opportunity to teach expected behavior.
- i. Successful discipline occurs when students demonstrate self-discipline and make appropriate choices without coercion.

Behavior expectations for all:

Staff, students, and parents are expected, at all times, to:

- Demonstrate self respect, respect for others, and respect for the educational process and environment.
- Help maintain a positive, safe and productive environment through the use of self-discipline.
- Handle all conflicts with respect for the rights of all and without the use of violence or threats of violence.

Students are expected to:

- Be on task at all times while in the classroom and at other learning activities.
- Complete all academic tasks.

Parents are expected to:

- Help ensure that their children's behavior does not take away from a positive, safe, and productive environment.
- Support the school staff in the correction of their children's inappropriate behaviors.

Levels of unacceptable behavior:

No handbook or policy manual can cover every disciplinary situation that may occur. Instead of trying to include every possible rule and consequence, it is much more effective to establish a level system designed to cover all misbehaviors through the use of definitions rather than specific behaviors.

Level 4: Safe environment. A level 4 behavior (highest priority) is any unacceptable behavior that is intended to or has the potential to cause another individual physical or mental harm and/or is illegal. For example:

- Weapons (possession or use of)
- Intimidation or bullying
- Felony theft
- Fighting – assault or battery of any kind
- Hitting, biting, and kicking with the intent to cause physical harm
- Gross disrespect toward an adult (cursing, name calling, threatening, etc.)
- Alcohol/Drugs (possession or use of)
- Sexual harassment of any kind
- Arson

- Explosive devices (possession or use of)
- False alarms (fire and bomb threats)
- Criminal vandalism

Students must refrain from Level 4 behaviors. This is non-negotiable. Students cannot be expected to learn in a threatening environment. Whenever such behavior occurs it requires immediate attention of staff (especially the principal), notification of parents, and possibly notification of law enforcement officers.

Level 3: Orderly Environment. A Level 3 behavior is one that occurs outside the classroom, is not intended to nor does it have the potential to cause physical or mental harm to another individual, and is not illegal (does not meet the definition of Level 4), but it does destroy order. For example:

- Disruptive behavior in the hallway
- Disruptive behavior in the cafeteria
- Disruptive behavior at a school activity
- Disruptive behavior before and after school
- Tardiness/truancy
- Being in the hallway without a pass
- Inappropriate use of motor vehicle
- Inappropriate literature
- Destruction or defacement of property
- Tobacco (possession or use of)
- Inappropriate display of affection
- Dress code violations

Level 2: Productive Classroom Environment. This is the highest priority for the classroom teacher. A Level 2 behavior is one that occurs in the classroom and disrupts the learning of other students. For example:

- Failing to follow a reasonable request of the teacher
- Talking at inappropriate time
- Blurting out
- Horseplay
- Disturbing another student in any way
- Being out of seat without permission
- Improper use of equipment
- Not following directions

Students must refrain from Level 2 behaviors. This is non-negotiable in the classroom and at other learning activities. Whenever such behavior occurs, it requires immediate attention of the teacher and calls for immediate correction.

Level 1: Productive Personal Environment. A Level 1 behavior is one that occurs in the classroom and interferes only with the learning of the student who demonstrates the behavior. Such behaviors can usually be corrected without disrupting the learning of others, and the teacher should not stop the learning activity to correct the behavior. For example:

- Not having appropriate equipment, supplies, and/or materials

- Sleeping
- Being off task, but not disrupting others
- Failing to turn in homework/failing to complete assignments
- Failing to dress out for PE

Range of Possible Consequences:

The challenge of determining a range of potential consequences is to develop a means for staff to be consistent in dealing with unacceptable behavior and yet, retain the flexibility to decide what type of response would be the most appropriate and effective. With that in mind and with a commitment to a progressive discipline plan, the following list of consequences is given as a general guideline.

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Informal talk
- Verbal reprimand
- Isolation
- Teacher-parent conference
- Referral to counselor (behavior contract)
- Referral to principal
- Schedule change if needed
- Principal-teacher-parent-student conference
- In-school suspension
- Out-of-school suspension – short term
- Long-term suspension or expulsion and placement in an alternative educational setting.

Habitual disciplinary problems will be dealt with pursuant to NRS 392.4655 and/or AB521.

Non-Negotiable School Rules and Consequences

Regarding all disciplinary matters, Lincoln County High School will adhere to all state statutes and School District policies where applicable.

A. Possession and/or use of a Weapon

Definition: as per state statutes and School District policy.

Consequences: as per state statutes and School District Policy

B. Other Objects used as a Weapon

Definition: The use of objects that are not weapons, but are used for the purpose of inflicting bodily harm or cause a person to be placed in fear of bodily harm is prohibited at all times on school premises before, during, or after school or at any school-sponsored activity, regardless of where held. Examples include belts, combs, pens, pencils, files, compasses, scissors, and bats.

Consequences: Up to ten (10) days out-of-school suspension and possible notification of the police. If deemed necessary, a due process hearing for possible expulsion.

C. Involvement in a Fight

Definition: Two or more individuals engaged in any physical contact that expresses anger with the intent to cause physical harm.

Consequences: Out-of-school suspension for at least one (1) day with the possibility of five (5) days suspension, possible notification of the police, and, if deemed necessary, a due process hearing for possible expulsion.

D. Assault or Intimidation of an Individual(s)

Definition: Any physical attack or threat of a physical attack on another individual to extort items or favors, induce fear, or for any other reason.

Consequences: Out-of-school suspension for at least one (1) day with the possibility of five (5) days suspension, possible notification of the police, and, if deemed necessary, a due process hearing for possible expulsion.

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Some of the concepts, definitions, and wording in this school wide discipline plan are adapted from “School-wide Discipline Strategies That Make a Difference in Teaching and Learning” by Larry Dixon, PhD, and are used by permission of The Master Teacher, Inc. aking@masterteacher.com (06/23/03)

LCHS Progressive Discipline Plan Checklist

Student	School Year
Subject / class period	Teacher
<u>Step</u>	<u>Date</u>
1. Verbal warning	_____
2. Removal to the hall –(if a discipline notice is sent to the office teacher must call parent or guardian asap)	_____
3. In-school suspension	_____
4. Referral to administration and request for Parent/teacher/principal conference	_____
5. Out of school suspension as per NRS 392.4657	1)_____
	2)_____
	3)_____
	4)_____
	5)_____
6. Pupil deemed a habitual disciplinary problem as per NRS. 392.4655	_____
7. Expulsion request sent to the school board as per NRS 392.466	_____