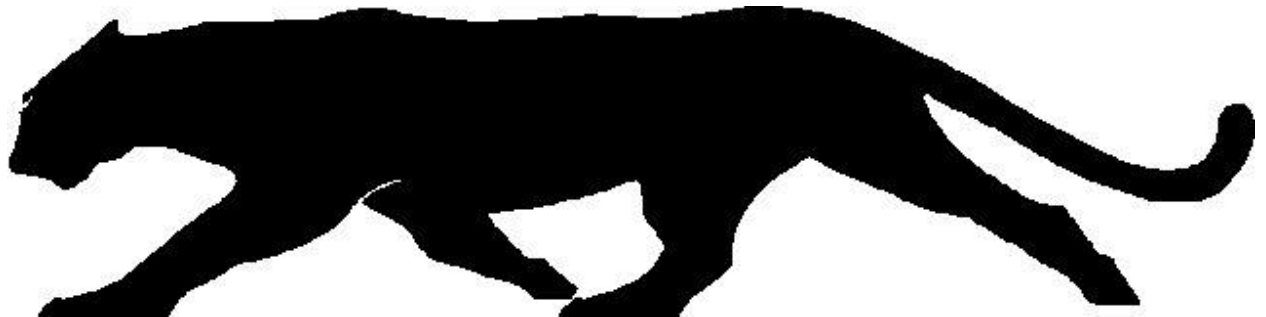


**Pahrnagat Valley Elementary School
Discipline Policy
2014-2015**

As required by NRS 392.463



PAHRANAGAT VALLEY ELEMENTARY SCHOOL PROGRESSIVE DISCIPLINE PLAN

Philosophy: Like everything else we do in education, discipline consists of teaching and learning. We believe in consequence for actions rather than punishment. We believe consequences should be equal to or “match” the degree of the poor decision or the rule that was broken. We believe the safety and learning of students are of primary importance in the school environment.

In Creating the Pahrnagat Valley Elementary Progressive School Discipline Policy, the following input, procedures, and laws were considered:

- PVES Staff
- School Safety Team
- P.T.O (parent teacher organization)
- District Discipline Policy and Procedure
- Nevada Revised Statutes regarding schools

Our policy is available to all interested parties upon request. We review and revise our policy yearly prior to September 15th.

The PVES discipline plan mirrors District policy and also reflects the District and School Mission Statements. Our ultimate goal is to have a safe, effective place to go to school and in order to develop young people that are productive and prepared for life.

(See PVES student handbook available in the front office) (Reference NRS 392.4644)

(Revised 8-1-12)

Roles in the Discipline Process

Teachers: The teachers at Pahrnagat Valley Elementary School will maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes both comprehensive and effective lesson planning and instruction, and the establishment of a positive classroom environment with clear expectations for student behavior. At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing and consistently applying a set of clear consequences for behaviors—**both positive and negative**—in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies.

Teachers must accept responsibility for guiding the behavior of ALL children within the school setting, not just the children enrolled in their classes. Finally, the principal and teachers are encouraged and expected to communicate with parents and students on a

regular basis about student performance and behavior in the classroom, and to document these interactions both positive and negative.

Many of the discipline situations can and will be dealt with at the classroom or teacher level. Teachers have the opportunity to provide immediate and appropriate teaching and consequence for students. Teacher level discipline may include:

- a visit with the student to teach or reinforce a rule
- a loss of certain privileges
- a visit with parents to inform and involve them in the discipline process
- a referral to the office of problems that persist
- other options as required by a particular situation
- change in seating arrangement

Students: Students at Pahrnagat Valley Elementary School are expected to be familiar with the behavioral expectations, both school-wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus or on trips in order to create a safe and productive learning environment.

Parents: Parents at Pahrnagat Valley Elementary School must be familiar with the school's expectation for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur.

Principal: The administrator will deal with discipline situations that are very serious or persistent in nature. This level of discipline may include:

- a visit to instruct or reinforce a rule
- a loss of privileges
- a loss of lunchtime with other students
- "in-school school"
- time before or after school
- a day at home with parents
- a required parent conference
- 1,2,3,5 or 10 day suspension
- the possibility of alternative school
- recommendation for expulsion or exclusion

AB521 Exclusion: A teacher may remove a pupil under AB521 section 4. This level of discipline requires parent notification and scheduling of a conference. It may also include:

- one or more days in “in-school school”
- one or more days at home
- one or more days suspension

If the conference does not resolve the situation, the parent will be notified that a review committee will be conducting a meeting to resolve the situation. A review committee meeting will then be held the same day. If the review committee determines that the child should not return to the regular classroom they may make suggestions for alternate placement such as:

- placement in another classroom
- “in-school, school”
- home school
- the possibility of alternative school
- recommendation for expulsion

Special Education Students: Students under a current IEP will be subject to the same process as any other students with the following exceptions:

- the parent/teacher/administrator conference may become an MDT meeting and an amended or new IEP may result (including a change in placement)
- after one or more days suspension, a MDT meeting may be convened to consider changing the IEP and/or placement

Our Progressive strategies include:

- Classroom management systems
- Time out or loss of privileges
- Office referral sheet: ORS is written documentation and explanation/reason occurred and why behaviors will not occur again.
- Parent contact and conferences
- In and/or out of school suspensions

FOUR LEVELS OF DISCIPLINE

Note: **In the event of extreme behavior, progressive discipline will automatically be suspended.** At the discretion of the Principal, or 2 or more assigned staff, a decision will be made concerning the appropriate placement of the offending student. (NRS 392.4655; 392.466; 392.467)

Alternate placement might include but not be limited to: relocation, in-school suspension, suspension, alternative school setting, etc... (NRS 392.4644; 392.4645; 392.4646)

Note: Per NRS388.122/388.123,388.1345-139, 392.661-467- Safe and Respectful Learning Environments will be maintained and expected. (see policy handbook)

Level One: Discipline begins with Parents and Students

The first level of discipline begins with parents and students themselves. It includes and progressive strategies listed on previous page. Appropriate language, dress, attendance, and actions are the first step towards avoiding the discipline processes that the school must provide. In this setting discipline would largely remain in the parent's hands.

Level Two: Teachers and Staff

Teachers and staff are responsible for discipline in their respective classrooms, in the halls and generally on school property or at all school functions.

Teachers have a clearly thought out discipline philosophy and classroom rules that reflect their philosophy as well as the schools. Individual classrooms write their own classroom rules. A variety of techniques should be used in order to meet the needs of differing students and classroom situations. Modeling of appropriate behavior, altering seating arrangements, time out, one-to-one visits, and progressive discipline are just a few of the tools that staff may use to establish and maintain good classroom discipline.

- If classroom strategies fail to work and a student makes poor choices or violates a Classroom Rule an ORS, or office referral sheet (Incident explanation or documentation of the incident in the teacher and students' own words) This will be sent to the principal so that that he/she is aware of the situation. Student will not be sent to the office at this time.
- If the student chooses to have multiple offences or violates a NRS law the student will not be eligible for reward activities and parents will be visited by the principal and further classroom action will be taken.

Level Three: School Level-Referral to the Principal

When level one (1) and level two (2) strategies and the office referral sheet have been employed and were unsuccessful, the student is to be referred to the Principal. It is at this level that more stringent consequences may be assigned. The hope is that students will solve the problems with the teacher or staff within the positive and proactive strategies and not need to be referred to the office. The principal, depending upon the offense, has several levels of discipline that can be utilized. These levels generally proceed in the following order:

- Warning from principal and reminder of prior visit.
- Principal/student meeting usually with teacher (parents may or may not be notified)
- In-School-School - One day (parental notification)
- In-School-School - Three days (parental notification)
- In-School-School - Five days (parental notification)
- In-School-School - two weeks (parental notification)

Level Four: School Suspension or Expulsion

In the event of an extreme behavior (NRS 392.4655; 392.466; 392.467) or all above fails the principal, depending upon the offense, has several levels of discipline that can be utilized. These levels generally proceed in the following order but not required:

School Suspension - One day

- School Suspension - Three days
- School Suspension - Ten days
- Alternative School Setting -half day attendance
- restricted lunch times
- restriction to the school site
- Home School
- Alternative school setting

Expulsion (NRS 392.4657)--Examples:

Extreme vulgarity towards other students or staff

- Insubordination/Disrespect to staff
- Vandalism to school properties
- Fights with intent to do harm
- Threatening other student(s)
- Other grounds listed specifically in NRS 392

According to NRS 392.4655, any student who shows habitual discipline problems can be suspended.