

School Progressive Discipline Plan 2018-19

Due: September 15, 2018

School: Principal:

Individuals responsible for developing site Progressive Discipline Plan.

Per NRS 392.4644, plans are to be developed with input/participation from teachers & parents of enrolled pupils.

Name:

Title:

Abrams, Daphne	Implementation Specialist
Billhimer, Helen	Teacher
Chandler, Thomas	Teacher
Cimino, Lauren	Teacher
Hagen, Andy	Teacher
Hankins, Chris	Teacher
Hunter, Mary	Teacher
McMillen, Amanda	Teacher
Mejia Alvarez, Aracely	Para Professional
Moulden, Sue	Assistant Principal
Reid, Julie	Teacher
Sanchez, Tina	Parent
Talhelm, Stacey	Teacher
Valencia, Yhoesvelia	Para Professional
Wallace, Brian	Teacher

Prevention:

How does the school use prevention to deter inappropriate behavior.

For this progressive discipline plan, a conflict or misconduct is defined as anything that detracts from the learning environment. Therefore, Eagle Valley Middle School will use the following Progressive Discipline to prevent and deter inappropriate behavior that detracts learning from occurring. All teachers are required to have at least one conversation with all students to discuss the expected behaviors at the beginning of school each year. Students will be directed to the behavior management process in their planner so that they can see what will happen if they demonstrate undesirable behavior. This is a chance for all teachers to help students begin to take responsibility for their own actions at the beginning of the school year. At EVMS, education on this process is the

key to the success of a positive student-centered learning environment. As of the 2018-19 school year, Social Emotional Learning/Growth Mindset lessons will be provided on a regular basis during the Advisory class with the goal of helping students make better decisions by having better self-awareness, self-management, social-awareness, relationship skills, and responsible decision making skills. Once the educational instruction is provided, It is important that the words "First Offense" refer to the first "documented" offense. Listed below is the process that will be followed for any discipline issue:

Step 1. First Documented Offense of a Verbal Warning, which will be documented in Infinite Campus. The student is reminded about the desired behavior and the Progressive Discipline Plan on a first infraction (no phone call and no consequence).

Step 2. Second Documented Offense. Desired behavior is discussed and modeled with student input and signature of understanding. Possible parental contact (teacher choice) is made. Teacher consequence may or may not be assigned. Documentation is conducted through Infinite Campus and identified as Infraction #2.

Step 3. Third Documented Offense. Desired behavior is discussed with student input and signature of understanding. Required parental contact is made. Teacher Consequence is assigned. Documented under Infraction #3 in Infinite Campus.

Step 4. Fourth Documented Offense. Teacher/Student conference. Desired behavior is reviewed with student input and signature of understanding. Required parental contact is made. Documentation in Infinite Campus, which is then sent to the office as a Major Offense.

Administrative recourse. Consequences will be handed down based on the infraction. Additional consequences may be addressed through a boy/girl's group offered by the Counseling Department or referral made to the School Social Worker.

Behavior Management:

How is the behavior plan distributed to pupils and their families? Where it available at the site?

The EVMS behavior plan is posted on the school website, outlined in the Student Planner and distributed to all students on the first day of school. The Student Progressive Discipline/Behavior Plan is also available in the Attendance Office for parents and students to review. If desired, parents and students may set up an appointment with the appropriate administrator to discuss the Discipline Plan at any time. In addition, all teachers are required to post the school-wide Progressive

Discipline/Behavior Plan in their classroom. Teachers are also expected to share their additional classroom expectations, rules, and procedures with all of their classes during the first week of school, as well as several times throughout the school year. The principal and assistant principal also conduct grade level assemblies on the first day of school to reinforce the behavior expectations of the school in order to maintain a positive, safe and respectful environment on campus throughout the school year.

Staff training as it refers to the Progressive Discipline Plan:

All EVMS new staff members receive training before the beginning of the school year with regard to the Progressive Discipline Plan. All returning EVMS staff members are also updated before school starts. Data is shared from the previous school year, as well as a refresher is provided on how to fill out the Progressive Discipline form on Infinite Campus and on paper during the training.

Show evidence the site's Progressive Discipline Plan is consistent with written rules of behavior prescribed in accordance with NRS 392.463:

Ex: list rules, progressive discipline steps, consequences, etc.

EVMS' Progressive Discipline Plan is consistent with NRS 392.463. The school-wide Progressive Discipline steps are posted in all classrooms, published in the student planner, on the school website, and is discussed with students whenever they are sent to the office for disciplinary reasons and/or consequences.

Plan for temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

The temporary removal of a student from any classroom is in accordance with NRS 392.4644 whereby students will be placed in a supervised area where school work can be completed for up to 3 days. Additional support/services are also provided to the student(s) if they have an IEP while in temporary alternative placement, and these students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights, as placement in this setting will count against the school's 10 days of discretionary suspension. Parents are made aware through phone or email of the temporary removal of the student and a conference will be scheduled. During the conference, the principal/assistant principal will share all information leading up to the conference, as well as notify the pupil and their parent/guardian that if

the behavior continues upon return to the classroom that the committee listed above will conduct a meeting to review the circumstances of the pupil's removal from the classroom and the pupil's behavior that caused the removal from the classroom. Based upon its review, the committee shall assess the best placement available for the pupil and shall, without limitation:

1. Direct the pupil be returned to the classroom from which he or she was removed. In addition, the student will be assigned lunch detention, loss of dance/sports privileges, and loss of pride badge;
2. If the pupil acts out again, administration will make a request for all teachers of the student to obtain classroom behavior input. In addition, the Committee will gather to;
 - a. Assign the pupil to another appropriate classroom; AND
 - b. Assign the pupil to Saturday School for a period of 4 hours over a 3-week period. During the 4 hours, the pupil will be engaged in 2 hours of academics, 1 hour of Social Emotional Learning, and 1 hour of school beautification, AND initiate a formal Behavior Plan;
3. If the pupil does not comply, Committee will re-evaluate, thus;
 - a. Cite pupil for Disturbance of School NRS 392.910, which will require both pupil and parent to appear in court with possibility of fine; OR
 - b. Recommend the suspension or expulsion of the pupil in accordance with NRS 392.467.

NRS 392.4644

On or before October 15th – Associate Superintendent submits a compilation of all site plans to the Board of Trustees.

On or before November 15th – Associate Superintendent submits written reports to Superintendent of Public Instruction on behalf of the Board of Trustees.