

School Progressive Discipline Plan 2017-18

Due: June 16, 2017

School: Eagle Valley Middle School Principal: Lee Conley

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:

Cherie Mathis	Counselor
Maria Schofield	Counselor
Jeremy Lewis	Implementation Specialist
Thomas Chandler	Teacher
Sue Moulden	Assistant Principal
Carol Earle	Parent

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 teachers to help students begin to take responsibility for their own actions right off the bat. At EVMS, education on this process is the key to the success of a positive student-centered learning environment. As of the 2017-18 school year, Social Emotional Learning will be provided on a daily basis 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. Verbal Warnings. The student is reminded about the desired behavior on a first infraction (no documentation, no phone call, and no consequence).

Step 2. First 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. Documented under Infraction #1 on the EVMS Progressive Discipline Action Form (green form) or in Infinite Campus.

Step 3. Second 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 #2 on the EVMS Progressive Discipline Action Form or in Infinite Campus.

Step 4. Third Documented Offense. Teacher/Student conference. Desired behavior is reviewed with student input and signature of understanding. Required parental contact is made. Documentation on the EVMS Progressive Discipline Action Form or 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 a 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 outlined in the Student Planner and distributed to all students on the first day of school, in which all students and parents are required to read and sign off on all information. 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 submit their classroom behavior plan which will include their well-defined expectations, rules, and procedures that will be taught, reviewed and practiced with all of their classes during the first week of school, as well as several times throughout the school year. As an added bonus, the principal and assistant principal will be conducting 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 staff members will receive training at the beginning of the school year with regard to the Progressive Discipline Plan. Data will be shared from the previous school year, as well as a refresher on how to fill out the progressive discipline form and in Infinite Campus during the training. In addition, all staff members will receive training on the first day back for all teachers on the history of Social Emotional Learning from the Nevada Department of Education, as well as training on the SEL competencies and strategies, in conclusion, what the expectations will be from the first day of school and for what they will be teaching on a daily basis during their Advisory Period. Training will continue throughout the school year during early release days.

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. Each teacher's progressive discipline steps are posted in all classrooms, attached to classroom rules requiring parent and student signatures, published in the student handbook and planner, and are discussed with students whenever 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 392.4645 whereby students will be placed in a supervised area where school work can be completed. Additional support/services are also provided to the student(s) if they have an IEP while in temporary alternative placement. Parents are made aware through phone, email and/or conferences of the temporary removal of the student immediately.

NRS 392.4644

On or before November 1st – Associate Superintendent submits a compilation of all site plans to the Board of Trustees.

On or before November 30th – Associate Superintendent submits written reports to Superintendent of Public Instruction on behalf of the Board of Trustees.