

School Progressive Discipline Plan 2011-2012

Due: October 1st

School:	Eagle Valley Middle School	Principal:	Lee Conley
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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:

Lee Conley	Principal
Karen Simms	Vice Principal
Cherie Mathis	Counselor
Donna Campbell	Counselor
Travis Lee	Teacher
Noel Hazard	Teacher
Yvette Griffith	Teacher
Fran McDowell	Teacher
Ralph Myrehn	Teacher
Barbara Guggia	Teacher
Becky Ritter	Grandparent

Prevention:

How does the school use prevention to deter inappropriate behavior.

Eagle Valley Middle School uses such techniques as one-on-one counseling with students, small group settings, conflict mediation, behavior plans, behavior contracts, parent/teacher/administration/student conferences, and outside resources such as Juvenile Probation counseling and services rendered by Mr. Doug Leet.
Each case is handled individually depending on the student and the student's history as well as the situation at hand.

Behavior Management:

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

Behavior plans and expectations are distributed through the student handbook as well as each teacher developing a set of behavior expectations based on the school goal of "Safe, Responsible, Respectful". These behavior expectations are sent home for parent signature at the beginning of the school year. Within the student handbook, disciplinary procedures are published and each teacher is assigned to go over the procedures within specified classes. The students take the student planner home for the parent and student to read together. Parents receive copies of specific behavior plans and behavior contracts depending on the student and the situation. Behavior plans may be used for IEP and non-IEP students. The behavior contract is generally used for non-IEP students and is signed by the parent during a parent/student/administrator conference. If necessary, a behavior contract may be modified for an IEP student and is signed by the parent during a parent/student/administrator conference.

Staff training as it refers to the Progressive Discipline Plan:

Staff training for Progressive Discipline is completed at the beginning of the school year during the staff training days. When necessary, Progressive Discipline is revisited on an individual teacher basis. This training is conducted by the principal or the vice principal of the school.

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

Each teacher designs class rules such as "come to class prepared", "be on time to class", "respect yourself and others", etc. These class rules are posted in classrooms as well as handed out to the students, signed by the student and the parent, and placed in the students' notebooks. The steps for progressive discipline and consequences for students who violate class rules on either minor or major offenses are outlined on the "EVMS Progressive Discipline Classroom Disciplinary Action Form". For minor infractions the teacher conferences with the student two times before sending the student to the office for administrative action. The first infraction is to redirect student behavior with the consequence for further infractions made clear to the student. For the second infraction the teacher conferences with the student, implements a specific action, contacts the parent, and has the student sign off understanding what further consequences will be. Parent contact is made by the teacher at

this time to discuss the discipline concern as well as the consequences for the infraction. On the third infraction, the teacher conferences with the student, contacts the parent, and sends the student to the office for an administrative conference. Appropriate disciplinary action will be taken by the administrator along with contact with the student's parent. If a student commits a major infraction which is basically anything considered dangerous to the well being of the student and school population, immediate action is taken by the administrator and the student's parent is contacted.

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

Students who are temporarily removed from the classroom are placed in an isolated area of another classroom for in-school suspension or in the office in an area away from other students. These students have access to their school work, and may ask for assistance at any time. The in-school suspension is a temporary removal extended to no more than three school days.

Parents are notified by either the principal and vice principal depending on who was involved with the student and the decision made.

Notification may either be done through a phone call to the parent or a parent conference. Students take home an in-school suspension form for the student and the parent to sign outlining the expectations for behavior during the temporary removal of the pupil from the classroom.

NRS 392.4644

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

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