

# Carson City School District Plan for Restorative Discipline



This Restorative Discipline Plan was developed by the Carson City School District's (CCSD) District Intervention Assistance Team (DIAT) with feedback from site-based school safety teams that include students, parents/guardians, community members, educators, and administrators.

## SAFE AND CONNECTED SCHOOLS

The Carson City School District Board of Trustees recognizes that maintaining a safe and productive learning environment is essential to its mission to empower students with the skills, knowledge, values, and opportunities to thrive. Necessary and appropriate disciplinary measures, including restorative practices and interventions, will be taken to address the misconduct of students who engage in behaviors that distract and disrupt the mission of the District. CCSD believes all students have the right to:

- Experience a positive, safe, and respectful learning environment.
- Learn from a highly qualified staff who do their best every day.
- Expect patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make and learn from their mistakes.
- Learn from motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Be surrounded by caring adults who support and respect them for who they are individually.
- Be provided equitable and diverse education with the appropriate resources to be successful.
- Engage as active members of their school and community.
- Be heard and have a voice in all aspects of their education.
- Understand existing rules, their purposes, and the opportunity to express concerns with perceived inequities.
- Be open, honest, and express themselves in a respectful manner.
- Be exposed to authentic, real world learning opportunities that will prepare them for their future.

CCSD Board Adoption 9.26.23

All students are expected to follow District policies and regulations, school rules of conduct, and city, state, and federal law. Students who disregard established policies, rules, regulations, or laws are subject to behavioral intervention and progressive discipline. All students are expected to adhere to appropriate standards of conduct while at school, traveling to and from school, during lunch, and while involved in school sponsored activities. Students representing the school in athletics, band, drill team, and other school groups must conform to standards established by their coaches or sponsors in accordance with policy and regulations established by the District, as well as the Nevada Interscholastic Activities Association (NIAA) and any other athletic or activity association to which their school belongs.

### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS):**

CCSD employs a Multi-Tiered System of Supports model with a focus on prevention to deter negative student behaviors. Through the MTSS (Multi-Tiered System of Support) structure, teams utilize the Problem-Solving Model to identify students who engage in challenging behaviors, develop a plan for how school staff will reteach/support the students, implement the plan, and analyze implementation results for effectiveness. If student behavior falls outside district expectations, district established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level, and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and 4) changing the behavior of the student.

Questions for school/district teams to consider with habitual challenging behaviors:

- Are we consistently providing Tier 1 (school-wide) behavioral support?
- Can the student consistently exhibit problem-solving, conflict resolution skills with peers and/or adults?
- How is the student achieving academic success at the expected level?
- Has the parent/family/caregiver of the student been informed and involved in the problem-solving process?
- What prosocial and evidence-based interventions have been implemented?
  - Was the intervention implemented with fidelity?
- What setting events (i.e., environmental factors) at school may be contributing to the challenging behavior(s)?
- What is the hypothetical function of challenging behavior? What might the student be trying to access or escape from adults, peers, or objects?
- What level of engagement has the Native American liaison, school counselor, school social worker and/or school psychologist been involved with the student?
- Has the student engaged in any specific behavioral skill training (such as anger management, conflict resolution) intervention?
- Has the student accessed mental health/wrap around supports through Project AWARE or outside agencies?

- Who does the student have a strong adult relationship with a staff member on site?
- Does the student have a behavior contract, behavior support plan, or a functional behavioral assessment with a paired behavior intervention plan?
- Has the student been referred to the site Intervention Assistance Team and/or the District Intervention Assistance Team?
- Has the student been diagnosed with a medical/psychiatric condition which requires medication?
  - If so, does the student require a 504 plan?
- Does the student have an Individualized Education Plan (IEP)? If so, are the students' needs being adequately addressed through the IEP?

Tier One Behavior Supports	Tier Two Behavior Supports	Tier Three Behavior Supports
<ul style="list-style-type: none"> <li>• Implementation of PBIS (Positive Behavior Interventions Supports)</li> <li>• Universal expectations clearly defined and posted</li> <li>• Procedures and routines in place</li> <li>• Teach and re-teach expectations</li> <li>• Pre-correct by explaining what the expectation will look like.</li> <li>• Provide specific and brief correction of behavior</li> <li>• Provide choice(s)</li> <li>• Continuum of Supporting and Responding to Challenging Behavior</li> <li>• School-Wide Acknowledgement System</li> <li>• School-Wide Social Skills Instruction</li> <li>• Active Supervision</li> <li>• Enforcement of Expectations</li> <li>• Data-Based Decision Making</li> <li>• Safe and Welcoming Climate</li> <li>• Implementation of Community Building practices (e.g., SEL (Social Emotional Learning) curriculum or Restorative Community Circles).</li> <li>• After school programs, organizations, clubs, and athletics</li> <li>• Open and consistent parent communication</li> <li>• Annual awareness/prevention intervention, <i>The Week of Respect</i> (first week of October)</li> </ul>	<p>Implementation of PBIS</p> <p>Strategic Skill Development</p> <ul style="list-style-type: none"> <li>• School Success               <ul style="list-style-type: none"> <li>• Attendance Contracts</li> <li>• Behavior Contracts</li> <li>• Classroom Survival Skills</li> <li>• Interacting with Confidence</li> <li>• Organization</li> </ul> </li> <li>• Targeted Skill Development               <ul style="list-style-type: none"> <li>• Anti-Social</li> <li>• Conflict with Authority</li> <li>• Drug/Alcohol</li> <li>• Impulse Control</li> <li>• Problems with Peers</li> <li>• Withdrawal</li> </ul> </li> </ul> <p>Function-Based Intervention</p> <ul style="list-style-type: none"> <li>• Gain               <ul style="list-style-type: none"> <li>○ Check In/Check Out or Mentoring</li> </ul> </li> <li>• Escape               <ul style="list-style-type: none"> <li>○ Academic support and/or Accommodations</li> </ul> </li> </ul> <p>School-Based Network of Support</p> <ul style="list-style-type: none"> <li>• Planned staff collaboration</li> <li>• Intentional staff/student interactions and/or mentoring</li> <li>• Increased monitoring &amp; feedback</li> </ul> <p>Re-entry plans to support student integration back into school after a suspension</p>	<p>Implementation of PBIS</p> <ul style="list-style-type: none"> <li>• Analysis of Behavior Function &amp; Creation of Behavior Support Plan</li> <li>• Environmental modifications</li> <li>• Replacement Behaviors</li> <li>• Curriculum modifications</li> <li>• Reinforcement system</li> <li>• Proactive strategies</li> <li>• Reactive strategies</li> <li>• Behavior goals</li> <li>• Communication systems</li> </ul> <p>Wrap Around Support(s)</p> <ul style="list-style-type: none"> <li>• School-based network of support</li> <li>• Inter-agency collaboration</li> <li>• Continuous monitoring &amp; feedback</li> </ul> <p>District-Based Structured Alternative/Resource Setting</p> <ul style="list-style-type: none"> <li>• School-wide Behavior Management System</li> <li>• Proactive supervision and monitoring. On-site community agency personnel (School resource officer, social worker, mental health)</li> </ul> <p>District Intervention Assistance Team (DIAT)</p>

## RESTORATIVE PRACTICES:

The Carson City School District Board of Trustees believes that genuine relationships and a sense of safety are at the heart of a positive school climate. To promote and support schools in building a positive climate for students and staff, the district employs restorative practices to address student misconduct.

Restorative practices in schools are strategies that use the underlying principles of restorative justice instead of traditional punishment measures. They represent a positive step forward in helping all students—from elementary school through middle school and high school—learn how to navigate conflict resolution, take ownership of their behavior, and practice empathy, perspective-taking, and forgiveness. Demonstrated through research, “human beings are happier, more cooperative, and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to them* or *for them*” (Wachtel, 2014).

Examples of restorative processes include:

- Affective Statements
- Community-building Circles
- Restorative Chats/Questions
- Responsive Circles
- Restorative Conferencing

\*\*\*Note: Responsive Circles and/or Restorative Conferencing should be used with caution and all contexts taken into consideration prior to placing victim and offender together in a space. Individual Responsive Circles or Restorative Conferences may need to be utilized for restoration. Please use restorative philosophies of doing *WITH* rather than *TO* or *FOR* and continued demonstration of dignity, respect, and mutual concern for all involved.

Restorative approaches are designed to build community by empowering students to learn from their mistakes, understand the impact of their actions, and grow personally in their ability to problem-solve and make responsible decisions. The goal of any restorative practice is to build a sense of community in the classroom by:

- Providing pathways to repair harm
- Bringing together individuals impacted by an issue in a dialogue
- Achieving a mutual understanding
- Coming to an agreement about resolving the conflict and moving forward

Examples of practices and interventions:

	Climate Practices	Interventions		
	When classrooms, school and the district engage in climate practices, solid trauma responsive environments are created and established.	Tier 1	Tier 2	Tier 3
Classroom	Building relationships, community building circles, teaching/re-teaching expectations, reinforcing prosocial behavior, responding to challenging behavior through a continuum of supports	Teach/Reteach Expectations Reinforce Expectations Restorative Chat/Question Conflict mediation SEL Activities	Teach/Reteach Expectations Reinforce Expectations Writing exercise Parent Conference Restorative Plan Skill Building	Alternative placement in another classroom
School	Building relationships, community building circles, teaching/re-teaching expectations, reinforcing prosocial behavior, responding to challenging behavior through a continuum of supports	Teach/Reteach Expectations Reinforce Expectations Restorative Chat/Question	Restore at Door Responsive Circles Restorative Safety Plan Parent Conference Restorative plan	Alternative placement within school building Restorative Conference Suspension Threat Assessment Restorative Safety Plan Outside referrals
District	Building relationships, professional learning opportunities around PBIS, SEL and RP (Restorative Practices), site coaching, and metric units for evaluating practices (e.g., Tiered Fidelity Inventory)			Behavior Support Modeling DIAT Hearing Officer Referrals

Restorative Chat/Questions—should include separate conversations with each party; may bring each party together with professional judgement for appropriate and low-level incidents:

Restorative Chats/Questions	
Responding for those who caused harm:	Responding for those who have been harmed:
<ul style="list-style-type: none"> <li>○ What happened?</li> <li>○ What were you thinking at the time?</li> <li>○ What have you thought about since?</li> <li>○ Who has been affected by what you have done? In what way?</li> <li>○ What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>○ What happened?</li> <li>○ What did you think when you realized what had happened?</li> <li>○ What impact has this incident had on you and others?</li> <li>○ What has been the hardest thing for you?</li> <li>○ What do you think needs to happen to make things right?</li> </ul>

## RESTORATIVE DISCIPLINE MATRIX

Key:		
<p>ADEP - Alcohol &amp; Drug Education Program</p> <p>ASC - Administrator/Student Conference (admin. or designee met with student one-on-one)</p> <p>BIP - Behavior Intervention Program</p> <p>CSC - Counselor/Student Conference (counselor, SSW (School Social Worker), or designee met with student one-on-one)</p> <p>DH - Discipline Hearing (district committee)</p> <p>EXP - Expulsion- removal from school per NRS (Nevada Revised Statute) with services</p> <p>EWO - Expulsion without services</p> <p>IC - Infinite Campus (student information system)</p>	<p>ILE - Involvement of Law Enforcement (sheriff's dept. – level of involvement is discretion of officer)</p> <p>ISP - In-School Procedures (use of site-based intervention structure)</p> <p>ISS - In-School Suspension</p> <p>NIAA - Nevada Interscholastic Activities Association</p> <p>NRS - Nevada Revised Statute</p> <p>NV - No Suspension or Expulsion</p> <p>OSS – Out-of-School Suspension</p> <p>PN - Parent Notification (phone, email, message of an event)</p> <p>RBP – Restorative Behavior Plan</p>	<p>RPA – Restorative Plan of Action</p> <p>RPC - Required Parent Conference (can be phone or in person- two-way communication)</p> <p>RW - Ron Wood Resource Center</p> <p>Programming SARB- Student Attendance Review Board</p> <p>SST - School Safety Team</p> <p>SRO - School Resource Officer</p> <p>SSW - School Social Worker</p> <p>SSS - Student Support Services</p> <p>SUS - Suspension</p>
<p>X – required action</p> <p>O – additional actions</p> <p>(Depending on severity and/or frequency)</p>		

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
Site Based	<b>ADMINISTRATIVE INVESTIGATION</b> When a student is held, detained, or removed from class for questioning by a school administrator during instructional time. Use to determine whether further investigation and/or disciplinary consequences are needed.	O	X	O				O				Restorative Chats/Questions  Safety Plan based on outcome
<ul style="list-style-type: none"> <li>Board Policy 543</li> <li>Board Policy 525</li> <li>Board Policy 547</li> <li>NRS 388.121-388.145</li> <li><b>Flowchart Page 23</b></li> </ul>	<b>ADMINISTRATIVE INVESTIGATION – BULLYING</b> Use as place-keeper in IC when conducting a bullying investigation. Change to actual offense event type or “administrative investigation” when investigation completed. - See Page 23 for Bullying Flowchart.	X	X	O				O				Restorative Chats/Questions  Safety Plan based on outcome
<ul style="list-style-type: none"> <li>Board Policy 543</li> <li>Board Policy 525</li> <li>Board Policy 547</li> <li>NRS 388.121-388.145</li> <li><b>Flowchart Page 23</b></li> </ul>	<b>BULLYING</b> <u>NRS 388.121 Definition.</u> Written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and; (a) have the effect of: (1) physically harming a person or damaging the property of a person; or (2) placing a person in reasonable fear of physical harm to the person or damage to the property of a person; or (b) interfering with the rights of a person by: (1) creating an intimidating or hostile educational environment for the person; or (2) substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or (c) are acts or conduct described in paragraph (a) or (b) and are based upon the: (1) actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or (2) association of a person with another person having one or more of those actual or perceived characteristics. See Board Policy 543 for full definition and investigation process. <b>NOTIFY PRINCIPAL/DESIGNEE DURING THE SAME DAY BULLYING IS WITNESSED OR INFORMATION IS RECEIVED.</b>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan

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<ul style="list-style-type: none"> <li>Board Policy 543</li> <li>Board Policy 525</li> <li>Board Policy 547</li> <li>NRS 388.121-388.145</li> <li><b>Flowchart Page 23</b></li> </ul>	<p><b>CYBER-BULLYING</b>  <u>NRS 388.123 Definition.</u> Bullying through electronic communication. The term includes the use of electronic communications to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.  <u>NRS 388.124 Definition.</u> Electronic communication means the communication of any written, verbal, or pictorial information using an electronic device, including, without limitation, a telephone, a cellular phone, or any similar means of communication.  See Board Policy 543 for full definition and investigation process.  <b>NOTIFY PRINCIPAL/DESIGNEE DURING THE SAME DAY CYBER-BULLYING IS WITNESSED OR INFORMATION IS RECEIVED.</b></p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 543</li> <li>Board Policy 547</li> <li>Title II of the Americans with Disabilities Act</li> <li>Section 504 of Rehabilitation Act of 1973</li> <li>Individuals with Disabilities Education Act</li> <li><b>Log event type as bullying or cyber-bullying</b></li> </ul>	<p><b>HARASSMENT OR BULLYING ON BASIS OF DISABILITY</b> Intimidation or abusive behavior toward a student on a disability (physical, emotional, intellectual) that creates a hostile environment by interfering with or denying a student's right to participate in or receive the benefits of the District.  <b>OCR (Office for Civil Rights) Data Collection Definition.</b> Harassment or bullying based on disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on disability constitutes disability harassment. [Definition from <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf</a>.] <b>NOTIFY SRO (School Resource Officer) and Student Support Services.</b></p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Title VI, Civil Rights Act of 1964. See <a href="https://www.justice.gov/crt/combating-religious-discrimination-and-protecting-religious-freedom-20">https://www.justice.gov/crt/combating-religious-discrimination-and-protecting-religious-freedom-20</a></li> <li>Log event type as bullying or cyber-bullying</li> </ul>	<p><b>HARASSMENT OR BULLYING ON BASIS OF RACE, COLOR OR NATIONAL ORIGIN</b></p> <p>Treating an individual unfavorably because of membership in a certain race or because personal characteristics associated with race (skin color, hair texture, etc.). May include racial slurs, offensive or derogatory remarks or display of racially offensive pictures or symbols.</p> <p><u>OCR Data Collection Definition.</u> Harassment or bullying based on race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on race, color, or national origin constitutes racial harassment. [Definition from <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf</a>.] NOTIFY SRO.</p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 543</li> <li>Board Policy 547</li> <li>NRS 388.121-388.145</li> <li>Free Exercise Clause of the First Amendment of the U.S. Constitution</li> <li>Title VI, Civil Rights Act of 1964. See <a href="https://www.justice.gov/crt/combating-religious-discrimination-and-protecting-religious-freedom-20">https://www.justice.gov/crt/combating-religious-discrimination-and-protecting-religious-freedom-20</a></li> <li>Log event type as bullying or cyber-bullying</li> </ul>	<p><b>HARASSMENT OR BULLYING ON BASIS OF RELIGION</b></p> <p>Treating an individual unfavorably because of membership in a certain religion. May include religious slurs, offensive or derogatory remarks or display of religiously offensive pictures or symbols.</p> <p><u>OCR Data Collection Definition.</u> Harassment or bullying based on religion refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Religious bullying constitutes religious harassment. [Definition from <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf</a>.] NOTIFY SRO.</p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan

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<ul style="list-style-type: none"><li>Board Policy 525</li><li>Board Policy 543</li><li>Board Policy 547</li><li>NRS 388.121-388.145</li><li>Title IX of the Educational Amendments Act</li><li>Title IX, Education Amendments of 1972</li><li>Log event type as bullying or cyber-bullying</li></ul>	<p><b>HARASSMENT OR BULLYING ON BASIS OF SEX</b></p> <p>Sex or gender-based harassment, discrimination or violence includes unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, to include stalking.</p> <p><b>OCR Data Collection Definition.</b> Harassment or bullying based on sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying based on sex, and the harasser or bully and the victim can be of the same sex. Bullying based on sex constitutes sexual harassment. [Definition from <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf</a>.] NOTIFY SRO.</p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"><li>Board Policy 525</li><li>Board Policy 543</li><li>Board Policy 547</li><li>Title IX</li></ul>	<p><b>HARASSMENT OR BULLYING ON BASIS OF SEXUAL ORIENTATION</b></p> <p><b>OCR Data Collection Definition.</b> Harassment or bullying based on sexual orientation refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on sexual orientation constitutes sexual orientation harassment. [Definition from <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf</a>.] NOTIFY SRO.</p>	X	X	O	X	X	O	O	O	O	O	Restorative Chats/Questions  Safety Plan

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<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 543</li> <li>Board Policy 547</li> </ul>	<b>RETALIATION</b> To do something bad to someone who has hurt you or treated you badly; to get revenge against someone.	X	X	O	X	X	O	O			O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 519</li> <li>NRS 205.320-322</li> <li>NRS 388.121-388.145</li> <li><b>Restitution</b></li> </ul>	<b>EXTORTION OR THREAT OF EXTORTION</b> Obtaining something, especially money, through force or threats.  NOTE: NRS 388.122.2(e) defines bullying as including “blackmail, extortion or demands for protection money or involuntary loans or donations.” Under certain circumstances, extortion may constitute bullying.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525Board Policy 543</li> <li>Board Policy 547</li> <li>NRS 388.121-388.145</li> </ul>	<b>INTIMIDATION</b> To use harm or threat of harm to compel a person to abstain from doing, or to do, any act which he/she has a right to do.  NOTE: NRS 388.122.2(c) defines bullying as including “repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures.” Under certain circumstances, extortion may constitute bullying.	X	X	O	X						O	Restorative Chats/Questions  Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525NRS 205.005</li> <li>NRS 205.055</li> <li><b>Restitution</b></li> </ul>	<b>ARSON</b> Intentionally setting fire, or attempting to set fire, or intentionally engaging in conduct which may be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.	X	X			X	X	X		X	O	Restorative Chats/Questions  Safety Plan

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 506</li> <li>NRS 392.040</li> <li>NRS 392.130</li> <li><b>IC (Infinite Campus) will notify any parent/guardian who has chosen to receive attendance notifications.</b></li> </ul>	<b>ATTENDANCE – TRUANCY</b> All unverified absences (AUKs) will be treated as truanancies. A student is considered truant if he/she is absent from school without permission from either the school or his/her parent/guardian. Unless he/she is physically or mentally unable to attend school, a student may be considered truant for missing all or part of a day without permission The teacher or principal shall give his written approval for a student to be absent if an emergency exists or upon the request of a parent or legal guardian of the student. Before a student may attend or participate in school activities outside the classroom during regular classroom hours, he/she must receive the teacher or principal's approval. <b>1<sup>ST</sup> TRUANCY &amp; 2<sup>ND</sup> TRUANCY</b>	X	X	O	O	O					O	Restorative Chats/Questions
<ul style="list-style-type: none"> <li>Board Policy 506</li> <li>NRS 392.040</li> <li>NRS 392.130</li> <li>NRS 392.140</li> </ul>	<b>ATTENDANCE – HABITUAL TRUANCY</b> A <b>Habitual Truant</b> is one declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant. <b>3<sup>RD</sup> TRUANCY</b>	X	X	O	X	X					O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 506</li> <li>NRS 392.040</li> <li>NRS 392.130</li> <li>NRS 392.140</li> </ul>	<b>ATTENDANCE – HABITUAL TRUANCY CONTINUED</b> SARB (STUDENT ATTENDANCE REVIEW BOARD) Hearing required <b>4<sup>TH</sup> TRUANCY</b>	X	X	O							O	Restorative Chats/Questions Responsive Circles Restorative Conf.
<ul style="list-style-type: none"> <li>Board Policy 506</li> <li>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.</li> </ul>	<b>Attendance - TARDY/MISSED INSTRUCTION</b> Arriving late to class or leaving early  <b>Infinite Campus will notify any parent/guardian who has chosen to receive attendance notifications.</b>	O	O	O	O	O					O	Restorative Chats/Questions Responsive Circles
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Policy 538</li> <li>NRS 392.461</li> <li>Nevada Code of Honor</li> <li>Educational Involvement Accord</li> </ul>	<b>CHEATING/PLAGIARISM- Teacher handles first offense</b> (C) The improper taking of information from and/or giving of information to another student, individual or other source. (P) Representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.	X	O	O	X	O	O	O	O		O	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 202.840</li> </ul>	<b>BOMB THREAT</b> Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any bomb threat, knowing it to be false.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 202.253</li> <li>NRS 202.262</li> <li>Confiscation</li> </ul>	<b>COMBUSTIBLES/INCENDIARY/EXPLOSIVE DEVICE</b> The possession, use or sale of explosive or incendiary devices.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 393.410</li> <li>Restitution</li> </ul>	<b>DAMAGE TO/OR DESTRUCTION OF SCHOOL PROPERTY (Less than \$500)</b> Willfully and maliciously destroying or injuring the real or individual property of another in an amount totaling less than \$500.	X	X	O	O	X	O	O		O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 393.410</li> <li>Restitution</li> </ul>	<b>DAMAGE TO/OR DESTRUCTION OF SCHOOL PROPERTY (\$500 or greater)</b> Willfully and maliciously destroying or injuring real or individual property of another, in an amount equal to or greater than \$500.	X	X	O	O	X	O	O	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 546</li> <li>Site Based Rules Published in Site Student/Parent Handbook, Student Planner, etc.</li> </ul>	<b>DISREGARD FOR SCHOOL RULES</b> Violations of the rules of the school as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher, or coach. <ul style="list-style-type: none"> <li>Cell Phone Violation</li> <li>Communicating False Information (spoken or written)</li> <li>Forgery</li> <li>Inappropriate Language (including use of obscene language and gestures)</li> <li>Inappropriate Behavior</li> <li>Presence in Unauthorized Area</li> <li>Technology Violation (including cell phone use violations)</li> <li>Traffic Violation</li> <li>Unacceptable Items</li> </ul>	X	X	O	X	O	O	O			O	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Site Based Rules Published Site Student/Parent Handbook, Student Planner, etc.</li> </ul>	<b>DISRESPECT/INSUBORDINATION</b> Disrespect: Use of inappropriate language, conduct, and demeanor when addressing another individual or group of individuals. Insubordination: Behavior that is disobedient, insubordinate, or defiant toward school employees, either in language or action. "Inappropriate" is defined by the reasonable person standard.	X	X	O	O	X	O	O			O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.910</li> </ul>	<b>DISTURBANCE OF SCHOOL ACTIVITIES-DISTURBING THE PEACE</b> Conduct which interferes with the educational process. Willfully disturbing the peace of any person; intentionally and willfully interfering with or disturbing people in the school.	X	X	O	O	X	O	O			O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Site Based Rules Published Site Student/Parent Handbook, Student Planner, etc.</li> </ul>	<b>DRESS CODE VIOLATION*</b> Violations of the dress code as outlined in Policy/Regulation 519 and/or individual school rules. This includes violations of the standard student attire policy and regulation. *As applicable, students will comply with all school procedures and policies relating to standard student attire -See School Handbook for further information.	O	X	O	X	O					O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 200.490</li> </ul>	<b>FIGHTING - INSTIGATION / PROMOTION OF FIGHTING/ VIOLENCE</b> The willful act of provoking or facilitating fighting between two or more students by using a variety of communications aimed at causing or resulting in a physical altercation.	X	X	O	O	X	O	O			X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.466</li> </ul>	<b>FIGHTING/PHYSICAL AGGRESSION</b> The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching or other actions of a physically aggressive nature.	X	X	O	O	X	X	O	O	O	X	Restorative Chats/Questions Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.4635</li> </ul>	<b>GANG RELATED BEHAVIOR OR ACTIVITY</b> Involvement or potential involvement in any activity representing a group involved in illegal actions. Wearing any clothing or carrying any symbol on District property that denotes membership in or an affiliation with a criminal gang.	X	X	O	X	X	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.4655</li> <li>Suspension not to exceed one school semester.</li> </ul>	<b>HABITUAL DISCIPLINARY PROBLEM</b> A principal of a school shall deem a student a habitual disciplinary problem if a school has written evidence documenting that in one school year: (a) The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school two or more times, or the student has a record of five suspensions (of at least three days each) from the school for any reason; and (b) The student has not entered and participated in a plan of behavior.	X	X	X		X	O	O	X	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 547</li> </ul>	<b>HAZING</b> Any action taken or situation created that causes, or is likely to cause, harassment, bodily danger, or physical harm, serious mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with the school.	X	X	X	O	X	O	O	O	O	O	Restorative Chats/Questions Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Teacher handles initial offenses</li> </ul>	<b>INTERFERENCE WITH INSTRUCTION</b> Disruptive conduct in the classroom disrupts the instruction of other students but does not result in a large-scale disturbance.	X	O	O	O	O	O				O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 534</li> <li>NIAA Policy</li> </ul>	<b>NIAA SUBSTANCE ABUSE VIOLATION</b> See NIAA Substance Abuse Policy. <b>Log event as possession/use of drug paraphernalia, alcohol, controlled substance, or tobacco</b>	X	X	O		X	O				O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 534</li> <li>NRS 453.554</li> <li>Confiscation; ADEP Referral</li> </ul>	<b>POSSESSION OF DRUG PARAPHERNALIA</b> The possession of, or sale, furnishing or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, whether the student is under the influence of alcohol or a controlled substance on school property or at a school sponsored activity at any time.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 518</li> <li>Board Policy 534</li> <li><b>Confiscation; ADEP Referral</b></li> </ul>	<b>POSSESSION/USE OF ALCOHOL</b> The possession of, sales, furnishing or use of alcohol, to include being under the influence of alcohol on school property or at a school sponsored activity.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 518</li> <li>Board Policy 534</li> <li>NRS 453.336</li> <li><b>Confiscation; ADEP Referral</b></li> </ul>	<b>POSSESSION / USE OF A CONTROLLED SUBSTANCE</b> The possession of, sales, furnishing or use of marijuana, vape device, narcotics, illegal substance, or legal substances (such as prescription drugs) possessed to be used as intoxicants, whether the student is under the influence on school property or at a school sponsored activity at any time.	X	X	O		X	X	X	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.466</li> <li>NRS 202.265</li> <li>Federal Gun-Free Schools Act</li> <li><b>Confiscation</b></li> <li><b>Superintendent &amp; Board Approved for Final Outcome</b></li> </ul>	<b>POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM</b> The possession, use, transmittal, or concealment of ANY operable or inoperable weapon or simulated look-alike weapon. Weapons are defined as firearms, including but not limited to pistol, revolver, rifle, zip gun, shot gun, BB gun, pellet gun; explosive, explosive propellant, destructive device, or ammunition, and any other item included within the definition of a "firearm" in 18 U.S.C, Sec 921, as it existed on July 1, 1995; a dangerous weapon, including but not limited to a blackjack, sling shot, Billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku, switch blade, blade, knife, pen knife, pocket knife, hunting knife, trefoil, or butterfly knife, as defined in NRS 202.350, and similar objects such as razor blades, ice picks, sharp instruments to be used as weapons, pipes, Chinese stars, and machetes; explosive or inflammable materials including but not limited to bombs, fireworks, or firecrackers; or any other items that may cause bodily injury or death. All weapons listed herein are similarly prohibited. The use of any normally non-dangerous implement such as a stone, table, board, stick, or baseball bat as a weapon, shall come under the provisions in this section.	X	X	O		X	O	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li><a href="#">NRS 392.4645- 392.4646</a></li> <li><b>See Page 22</b></li> </ul>	<b>REMOVAL (TEMPORARY) FROM CLASSROOM / REASSIGNMENT TO DIFFERENT CLASSROOM</b> See Implementation of NRS 392.4645 (pg. 24)	X	X	O	O						O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>Board Policy 534</li> <li>NRS 392.466</li> <li>NRS 453.338</li> <li><b>Confiscation; ADEP Referral</b></li> </ul>	<b>SALES / DISTRIBUTION OF A CONTROLLED SUBSTANCE</b> The exchange of controlled substances, or items represented to be controlled substances, between two or more parties.	X	X	O		X	X	X	O	X	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Individuals with Disabilities Education Act (IDEA)</li> <li><b>Contact Director of SSS; IEP Revision</b></li> </ul>	<b>SPECIAL EDUCATION STUDENT REMOVED FOR OTHER REASON</b> *Manifestation determination must be conducted.	X	X	O	O	X	O	O	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf
<ul style="list-style-type: none"> <li>Individuals with Disabilities Education Act (IDEA)</li> <li>34 CFR 300.530(g)(1)-(3)</li> <li><b>Contact Director of SSS; IEP Revision/ Meeting</b></li> </ul>	<b>SPECIAL EDUCATION STUDENT REMOVED TO INTERIM ALTERNATIVE EDUCATION SETTING (IAES) FOR ILLEGAL DRUGS/CONTROLLED SUBSTANCES AS DEFINED IN IDEA</b> * Removal to IAES (INTERIM ALTERNATIVE EDUCATION SETTING) may be made for up to 45 school days regardless of outcome of manifestation determination, but manifestation determination must be conducted.  <b>IDEA Definitions:</b> “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). “Illegal drug” means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.	X	X	O	O	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li><a href="#">Individuals with Disabilities Education Act</a> (IDEA) 34 CFR 300.530(g)(1)-(3)</li> <li><b>Contact Director of SSS; IEP Revision/ Meeting</b></li> </ul>	<b>SPECIAL EDUCATION STUDENT REMOVED TO INTERIM ALTERNATIVE EDUCATION SETTING (IAES) FOR WEAPONS AS DEFINED IN IDEA</b> * Removal to IAES may be made for up to 45 school days regardless of outcome of manifestation determination, but manifestation determination must be conducted.  1. <b>IDEA Definition:</b> “Weapon” is defined in the IDEA as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.	X	X	O	O	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Individuals with Disabilities Education Act (IDEA) 34 CFR 300.530(g)(1)-(3) Contact Director of SSS; IEP Revision/ Meeting</li> </ul>	<b>SPECIAL EDUCATION STUDENT REMOVED TO INTERIM ALTERNATIVE EDUCATION SETTING (IAES) FOR INFLICTION OF SERIOUS BODILY INJURY UPON ANOTHER PERSON AS DEFINED IN IDEA</b> * Removal to IAES may be made for up to 45 school days regardless of outcome of manifestation determination, but manifestation determination must be conducted. <b>IDEA Definition:</b> "Serious bodily injury" is defined in the IDEA as a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.	X	X	O	O	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
<ul style="list-style-type: none"> <li>Individuals with Disabilities Education Act (IDEA)</li> <li>Contact Director of SSS; IEP Revision/ Meeting</li> </ul>	<b>SPECIAL EDUCATION STUDENT REMOVED TO INTERIM ALTERNATIVE EDUCATION SETTING (IAES) BASED ON HEARING OFFICER DETERMINATION THAT STUDENT IS SUBSTANTIALLY LIKELY TO INJURE SELF OR OTHERS</b> *Any such removal must be ordered by a due process hearing officer appointed by the Nevada Department of Education after a request by the CCSD for a due process hearing.	X	X	O	O	X	X	X	O	X	O	Restorative Chats/Questions Responsive Circles Restorative Conf Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 205.0832</li> <li>Restitution</li> </ul>	<b>THEFT / POSSESSION OF STOLEN PROPERTY</b> Intentionally receiving, taking, or possessing property of another without the owner's permission.	X	X	O		X	O	O	O	O	O	Restorative Chats/Questions Responsive Circles Restorative Conf Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.915</li> </ul>	<b>THREATS TO STAFF</b> Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to school district personnel.	X	X	O		X	X	X	O	X	O	Restorative Chats/Questions Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.915</li> </ul>	<b>THREATS TO STUDENTS</b> Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to students.	X	X	X	O	X	X	O	O	O	O	Restorative Chats/Questions Safety Plan
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 202.2491</li> <li>NIAA Policy</li> <li>Confiscation</li> </ul>	<b>TOBACCO VIOLATION</b> Possession or use of any nicotine delivery device which includes without limitation, cigars, cigarettes, electronic cigarettes, vape device, chew, snuff, pipes, hookahs, etc. NIAA Rules apply	X	X	O	X	O	O				O	Restorative Chats/Questions

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	RPC	SUS	ILE	DH	EXP	RPA	Restorative Approaches
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.466(2)</li> </ul>	<b>VIOLENCE OR HARM TO STAFF</b> A battery which results in the bodily injury of an employee of the school. Battery: Unlawful and offensive hitting or touching of another person, a person's clothes, or anything attached or held by him/her.	X	X	O		X	X	X	O	O	X	Restorative Chats/Questions, Responsive Circles, Restorative Conf. Restorative BP
<ul style="list-style-type: none"> <li>Board Policy 525</li> <li>NRS 392.466(1)</li> </ul>	<b>VIOLENCE OR HARM TO STUDENTS</b> A battery which results in the bodily injury of a student. Battery: Unlawful and offensive hitting or touching of another person, a person's clothes, or anything attached or held by him/her.	X	X	O		X	X	X	O	O	X	Restorative Chats/Questions, Responsive Circles, Restorative Conf Restorative BP

## **DOCUMENTATION:**

Accurate documentation of student misconduct within Infinite Campus is crucial for many reasons. Documentation allows the District to track trends and behaviors to provide focused support, interventions, and training.

Documentation of events and the data gained from such documentation is a requirement under civil rights laws.

To properly document an incident, use the five Essential Elements of Compliance: (1) Reporting (who, what, where, when); (2) Investigation (who, how); (3) Efforts to stop behaviors; (4) Remedies used; and (5) Prevention of Recurrence.

## **FUNCTIONAL BEHAVIORAL ASSESSMENT:**

**\*\*For additional statutory and criminal offenses, consult with District resources such as law enforcement behavioral programs and counseling. Contingent upon the severity and frequency of all behaviors, a Functional Behavioral Assessment and Behavior Restorative Action Plan should be developed. For students with disabilities, the components of a Functional Behavioral Assessment are defined in NAC (Nevada Administrative Code) 388.386.**

## **PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS 392.4645, 392.4646, 392.4647, and 392.4648:**

When a student engages in behavior that seriously interferes with the ability of the teacher to instruct the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration will provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the school administrator will notify the parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

Additional support/services will be provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided with 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 as a suspension.

Within 3 days of the student's temporary removal, a conference will be scheduled with them and their parent/guardian. During the conference, the teacher or staff member who removed the student from the classroom will provide the student and the parent/guardian with an explanation of the reason for the removal of the student from the classroom or other premises. The student will be granted a chance to respond and indicate whether the removal was appropriate based on their behavior. If the student is homeless, the conference must include consideration of and interventions to mitigate the impact of homelessness on their behavior. Upon conference conclusion, the school administrator will recommend returning the student to the classroom or other premises or continuing ISS.

If the teacher or other staff member who removed the student from the classroom or other premises does not agree with the recommendation of the school administrator, the administrator will convene a meeting of the school's Restorative Behavior Committee hereafter referred to as "Committee." The administrator will tell the student's parent/guardian that the Committee will be meeting. The Committee will review the circumstances of the student's removal from the classroom or other premises of the school and the student's behavior that caused the student to be removed from the classroom or other premises. Based upon its review, the Committee will assess the best placement available for the student and will either direct that the student be returned to the classroom or other premises from which he or she was removed; assign the pupil to another appropriate classroom or other premises; assign the pupil to an alternative program of education, if available; recommend the suspension or expulsion of the pupil in accordance with NRS 392.467; or take any other appropriate disciplinary action against the pupil that the Committee deems necessary.

The principal will report to the school district each time a committee created pursuant to NRS 392.4647 is convened and, upon the conclusion of the Committee's review of a placement, will supplement the report with the result of the assessment of the Committee.

Committee Members: principal, 2 teachers, 1 alternate teacher, 1 staff, 1 alternate staff (teachers and staff members to be selected by peers and serve two-year terms)

#### **Bordewich Bray Elementary**

Cheryl Richetta	Principal
Lyndsay Evans	Teacher
Jennifer Locke	Teacher
Mimi Loflin	Alt Teacher
Haley Brown, SSW	Staff
Brittani Worstell	Alt Staff

#### **Empire Elementary**

Shelby Tuttle	Principal
Brittany Kane	Teacher
Joshlyn Jensen	Teacher
Erica Meisler	Alt Teacher
Patricia Hernandez Juarez	Staff
Vickie Estes	Alt Staff

#### **Fritsch Elementary**

Dan Brown	Principal
Gina Hoppe	Vice Principal
Rachael Overstreet	Teacher
Nicole Witkowski	Teacher
Sara Bogotch, Kristy Wertz, Sara Russell	Alt Teacher
Nicole Sitton, School Social Worker	Staff

Lacey Carey	Alt Staff
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**Fremont Elementary**

Jennifer Ward	Principal
Amanda Bodenstein	Teacher
Sarah Quisenberry	Teacher
Ashley Potter and Isreal Guzman	Alt Teacher
Heather Horigan	Staff
Denise Hanby	Alt Staff

**Mark Twain Elementary**

Marc Rodina	Vice Principal
Amy Nutter	Teacher
Sheila Ono	Teacher
Alyson Haas	Alt Teacher
Julie Klanke	Staff
Fabricia Quirarte	Alt Staff

**Seeliger Elementary**

Paula Zona	Principal
Toni Nelson	Teacher
Claudia Rubio	Teacher
Carol Reed	Alt Teacher
Marisol Sherlock	Staff
Stephanie Navidad-Marcos, SSW	Alt Staff

**Carson Middle**

Amy Robinson	Principal
DeAnna LeBlanc	Teacher
Eleanor Whitehead	Teacher
Tiffany Rankin	Alt Teacher
Molly McGregor, SSW	Staff
Jeremy Batten, Counselor	Alt Staff

**Eagle Valley Middle**

Lois Linehan	Dean of Students
Rod Butler	Teacher
Brent McIntosh	Teacher
Stacey Talhelm	Alt Teacher
Amanda Chambers, Counselor	Staff
Mary Hurst	Alt Staff

**Carson High**

Dan Carstens	Principal
Daphne Abrams	Teacher
Monica Flinchum	Teacher
Jim Bean	Alt Teacher
Rheyanna McCoy	Staff
Cathy Atchian	Alt Staff

**Pioneer High**

Jason Zona	Principal
Amy Strom	Teacher
Julie Gingrich	Teacher
Jillian Shufelt and Rebecca Allen	Alt Teacher
Cary Jordan, Counselor	Staff
Danielle Langum, School Social Worker	Alt Staff
Jill Council, Online Ed Coord.	Alt Staff

**PLAN FOR PLACEMENT OF A PUPIL IN A DIFFERENT SCHOOL WITHIN THE DISTRICT IN ACCORDANCE WITH NRS 392.466:**

If a school cannot retain a student in the school for the safety of anyone or would not be in the best interest of the student, they may be suspended, expelled, or placed in another school. If a student is placed in another school, the current school of the student shall explain what services will be provided to the student at the new school that the current school is unable to provide to address the specific needs and behaviors of the pupil. The current school and new school shall create a plan of action based on restorative justice for the student and ensure that any resources required to execute the plan are available at the new school.

**TRUANCY PROCEDURES****TRUANCY**

The Board of Trustees believes to graduate high school and be career and/or college ready, all students must have positive learning conditions. Good attendance is crucial for optimal learning. The attendance policy is designed to keep students in school and provide them with access to the curriculum. Policy 506 and the associated documents shall describe the guidelines set forth regarding student attendance.

All unverified absences (AUKs) will be treated as trancies. A student is considered truant if he/she is absent from school without permission from either the school or the parent/guardian. A student may be considered truant for missing all or part of a day without permission.

A pupil shall be deemed truant who is absent from school without the written approval of his teacher or the principal of the school unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or principal. (NRS 392.130)

A **Habitual Truant** is one declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant.

The Carson City School District will not suspend students from school for truancy. Students will be allowed to make up work missed because of truancy, provided the student requests the make-up work ON THE DAY he/she returns to school after the truancy and completes/returns the work according to the District homework timeline.

It is the school's responsibility to inform parents/guardians of all the rules governing attendance and truancy and to provide written notice of any truancy. As per the CCSD School Attendance Review Board Truancy Procedures, the school is required by law to report any student who is a truant or habitual truant. After attempts at site intervention, the school may also refer any student who has excessive absences or chronic attendance problems other than truancy to the Student Attendance Review Board Chair for investigation and disposition.

NOTE: A School Attendance Review Board is created by state statute to, among other things, help identify factors that contribute to truancy and help reduce the rate of truancy in the district.

### **FIRST TRUANCY**

- Students may have a conference with a site administrator or counselor and may be assigned a consequence by the school.
- Parents will be notified in writing of the truancy and provided a copy of this Policy.
- School personnel may develop an intervention plan.
- Documentation regarding this truancy will be sent to the Student Attendance Review Board Chair and School Resource Officer.

### **SECOND TRUANCY**

- Students may have a conference with a site administrator or counselor and may be assigned a consequence by the school.
- Parents will be notified in writing of the truancy and provided a copy of this Policy.
- School personnel may develop an intervention plan.
- Documentation regarding this truancy will be sent to the Student Attendance Review Board Chair and School Resource Officer.

### **THIRD TRUANCY**

- Students may have a conference with a site administrator or counselor and assigned a consequence more severe than for the 2nd occurrence.
- Students will now be considered "Habitual Truants" per NRS 392.140.

- Parents will be notified in writing of the truancy and provided a copy of this Policy.
- This notification will indicate that the next truancy will require that parents or guardians and students have a School Attendance Review Board Hearing.
- School personnel may develop an intervention plan.
- Documentation regarding this truancy will be sent to the Student Attendance Review Board Chair and School Resource Officer.

#### **FOURTH TRUANCY**

- Upon the 4th truancy, parents or guardians will be notified through the Carson City Student Attendance Review Board Chair by certified mail of the time and place of their School Attendance Review Board Hearing. The School Attendance Review Board Hearing will be conducted by the Carson City Student Attendance Review Board Chair. The goal of the School Attendance Review Board will be to understand the truancy problem and to develop a plan and/or consequence that will improve students' attendance. At the School Attendance Review Board Hearing, the school administrator will show cause for the students being labeled Habitual Truants. Parents or guardians will explain the situation from their perspective. They can clarify the educational goals they have for their children and the commitment of the student to regular school attendance. All deliberation, findings, and determinations of the School Attendance Review Board shall remain confidential.
- Upon being declared a habitual truant pursuant to NRS 392.140, the student must surrender his/her driver's license to the School Resource Officer in attendance at the hearing who will write the citation. The driver's license will be suspended for at least 30 days but not more than 6 months. The length of the suspension shall be determined by the Student Attendance Review Board. If the student does not have a driver's license, the order must provide that they are prohibited from applying for one for 30 days after they become eligible to apply for one. If it is the second time or subsequent time that administrative sanctions have been issued because the student is a habitual truant, the suspension of the driver's license will be for at least 60 days but not more than 1 year. The length of the suspension shall be determined by the Student Attendance Review Board. If the student does not have a driver's license, the order must provide that they are prohibited from applying for one for 60 days after the date they are eligible to apply for one. 4824-9430-5329. v. 4

### **School Restorative Plan of Action**

Student Number:

Student Name:

DOB:

Grade:

Region:

Discipline

Administrator:

#### **Restorative Interventions and Explanation:**

#### **Support by Community:**

- Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 at other times as needed.
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

#### **Support by Social & Emotional Learning:**

- Zed-1 will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
- This intervention was selected to intentionally teach Zed-1 self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

#### **Reintegration by Accountability:**

- On [date] and [date], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained, and Zed-1 could ask clarifying questions as needed.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

#### **Restoration by Healing and Repairing Harm:**

- On [date], Zed-1 elected to write a letter of apology to Teach-1, the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1.
- Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 declined then.
- We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

**How will the interventions work together to provide the student with support to be successful?**

The rules and expectations of behavior have been clearly explained to Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 has talked about alternate ways of handling a comparable situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement: No

Provide justification for removal - what interventions or supports are needed not available at this school site?

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## BULLYING FLOWCHART

