



Progressive Behavioral Practices

2022 -2023

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Introduction

Right to a High-Quality Education

All students have a right to a high-quality education in a safe learning environment. School disciplinary measures at Innovations will not be used to exclude students from school or deprive them of an education unless it is necessary to preserve the safety of students and staff.

General Principles

The goal of student discipline is to assist teachers and students with modifying and monitoring their behaviors in ways that contribute to academic achievement and school success. By integrating Restorative Practices, the school will seek to repair relationships that have been damaged, including those damaged through bullying. The emphasis will be to develop a strong learning community while managing conflict and tensions by repairing harm and building relationships. The five principles included in this process will be:

- Relationship
- Respect
- Responsibility
- Repair
- Reintegration

Successful school discipline is also guided by the following principles.

1. Effective and engaging instruction and classroom management are the foundations of effective discipline.
2. School discipline is best accomplished by preventing poor choices leading to misbehaviors before they happen while using effective and positive restorative practices to mitigate the situation.
3. School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students.
4. School staff promote high standards of behavior by teaching, modeling, and monitoring behavior while fairly and consistently correcting poor choices and misbehaviors as necessary.
5. School discipline paired with meaningful instruction and guidance offers students an opportunity to learn from mistakes and contribute to the school's community.

Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from classrooms due to poor choices and misbehaviors

Innovations will make every reasonable effort to correct student misbehaviors through restorative practices, positive behavioral rewards, and the use of a progressive discipline system. The use of these elements will enhance a positive school learning environment and avoid a negative behaviorally focused school. Most behavioral issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

Assembly Bill 521 (Temporary Removal of Student)

The Innovations International Charter School of Nevada's Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn.

Restorative Justice Discipline will be followed within the classroom as explained, and may include such things as: verbal warning, parent contact, restorative intervention, counselor referral, restorative action plan, and administrator's referral. If a student is removed by teacher, the administrator will explain to the student the reason for the removal and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement will be given to the student unless the student is suspended or expelled for disciplinary action. A suspension may be conducted in the form of online learning from home during a determined period of time to allow the student the ability to remain current with his/her academic work. An expulsion will follow the school's procedure of investigation, suspension while amid investigation, and then a presentation to Innovations' Governing Body the evidence collected while allowing the student and his/her parents to advocate the child's rights and thought process during the offense constituting expulsion. Expulsion may only be granted by the Governing Body.

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher who requested the removal of the student, not the administrator, during the conference, the teacher must provide an explanation of the reasons for the removal request and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which he/she was removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately contact the Governing Body. The parent will be informed of the meeting.

The Governing Body will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The Governing Body will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation 1) Direct that the student be returned to the classroom from which he was removed; 2) Assign the student to another classroom; 3) Assign the student to an alternative form of instruction; 4) Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action against the student that the committee deems necessary.

Assembly Bill 14 – Students with Special Education Needs

If a student has a disability who is at least 11 years old and is participating in special education, the student may be suspended or expelled from school in the same manner as a student without a disability if the behavior is NOT a manifestation of his/her disability. This suspension or expulsion may occur only after the Governing Body has reviewed the circumstances and determined the action is in compliance with the Individuals with Disabilities Education Act (IDEA). Additionally, Part B of the Individual with Disabilities Education Act (IDEA) and established disciplinary procedures will be met when declaring a special

education student, a Habitual Disciplinary Problem as well as reflect the changes outlined in AB 168 and SB 89.

The exemption to this may be in the case of possession of a firearm or dangerous weapon by a student. Suspension of a student with an Individualized Education Plan (IEP) is limited to 1-5 days for each occurrence on misconduct. Only under extraordinary circumstances may a student with an IEP under the age of 11 be expelled. This exemption can be requested by Innovations International from its Governing Body.

The Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, any other federal law applicable to children with disabilities, and the procedures adopted by the Governing Body will be reviewed for students with disabilities and/or participating in special education pursuant to NRS 388.440 to 388.520 to be removed under AB 168.

Battery or Sale/Distribution of Controlled Substances (NRS 392.466.1)

If a student with an IEP has committed battery of an Innovations employee, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) the Governing Body has reviewed the circumstances and determined the appeal is in compliance with Individuals with Disabilities Education Act (IDEA)

Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

A student with an IEP who is at least 11 years' old who is found to be in possession of a firearm, or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for their removal and pending proceedings. A student with an IEP who is 10 years old or younger cannot be removed from school immediately; this age limitation does not apply to general education students.

Use of Suspension and Expulsion

The use of measures such as out-of-school suspensions and expulsions that exclude students from school will be minimized. These punitive measures result in a loss of valuable instructional time and will be preserved for infractions that cannot be appropriately address through other interventions used within the learning environment.

Restorative Justice (NRS 392.472)

Except as other wise provided in NRS 392.466 and to the extent possible, a public school shall provide a plan of action based on restorative justice before expelling a student from school. Restorative justice means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student. This plan must include, without limitation:

- Positive behavioral interventions and support
- A plan for behavioral intervention
- A referral to a team of student support

- A referral to an individualized education program team
- A referral to appropriate community-based services; and
- A conference with the principal of the school or his or her designee and any other appropriate personnel

Restorative disciplinary practices are an alternative to exclusionary disciplinary practices or removal from the academic environment, instead, restorative disciplinary practices help students establish respect for one another, take responsibility for their actions and behaviors, repair the harm that their behavior may have caused, reestablish positive relationships, and reintegrate back into the school community. Each School Performance Plan shall include restorative disciplinary practices, a multi-tiered system of supports, and culturally inclusive teaching practices.

A restorative culture seeks to address the missing piece of teaching social-emotional and conflict-resolution skills by turning behaviors into learning opportunities. Accepting responsibility for behaviors and making right what has been wronged is the goal of a restorative learning community. As much as possible, students are responsible to their teachers for classroom expectations and behavior. When working within the classroom does not work, a student may be referred to the counselor for an intervention aimed at helping him/her make better choices. The ultimate goal is to ensure a supportive and stable learning environment while encouraging growth toward self-discipline, acceptance of responsibility, and appreciating the rights of others.

Reasonable Consequences

Innovations will make every reasonable effort to correct student misbehaviors through restorative practices, positive behavioral rewards, and the use of a progressive discipline system. The use of these elements will enhance a positive school learning environment and avoid a negative behaviorally focused school. Most behavioral issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

Establishing Structures to Support Restorative Practices

1. Role of Administration

Innovations' administration will play a lead role in implementing restorative practices at the school. These members must be willing to work towards a strong belief in restorative practices and ensure this new approach to school-wide discipline becomes the expectation for dealing with student and/or staff behaviors. To implement and maintain restorative practices, a Behavior Team must be organized within the school members of this team may include the following:

1. Administrator or designee
2. Counselor
3. Support Staff
4. Educator
5. Security
6. Facilitator

7. Other

2. Role of Behavior Team

The Behavior Team brings together the various supports that students might need and streamlines communication between educators, support staff, and administration. The Behavior Team meets frequently to review punitive and restorative discipline data and address concerning trends/needs. This team also helps develop individualized behavior plans for students of concern and communicate this plan/concern to parents/guardians. Questions of concern for the Behavior Team are:

1. Which students, addressing both individuals and larger demographics are being referred most often? What are the root causes? What supports can be offered?
2. Which students, addressing both individuals and larger demographics are being referred that were not before? What are the root causes of this change in behavior? What supports can be offered?
3. What are the rising behaviors seen throughout the school? What are the root causes? What is the plan to address this rising behavior?

3. Restorative Practices Coordinator

A restorative practices coordinator's responsibilities can be divided into three categories: (a) reactive restorative practices, (b) proactive and preventative restorative practices and (c) restorative practices training/professional development.

Reactive restorative practices phase involves the support of students and teachers the coaching, modeling, and debriefing to students and staff members when an incident involves action. The proactive and preventative practices phase is the time where the school climate is improved, and further behavior issues are abated when possible. Finally, the professional development phase is the continued modeling, refining, and training/use of restorative practices so that a common school language and procedures are developed to produce meaningful restorative practices that validate and reshape poor behavior choices.

While it is suggested that the restorative practices coordinator be a full-time staff member, it can also involve a team approach at Innovations involving:

1. Administration
2. Counseling
3. Impact Team Leaders
4. Social Workers
5. Other

Multi-tiered Approach

Innovations utilizes a multi-tiered instructional support model with a focus on positive, progressive disciplinary procedures to deter negative student behavior while empowering students to make appropriate behavior choices. If student behavior falls outside school wide expectations, state 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, Innovations will provide restorative disciplinary practices which include 1) holding a student accountable for his/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.

In all circumstances, school administrators will make decisions based upon the health, safety, and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status with a focus on student success and their pathway to graduation.

Three Tiers of Restorative Justice

Tier #1: Prevention of the problem behavior

Tier #2: Prevent the development and escalation of problem behaviors for students who are identified as at risk for chronic behavior problems

Tier #3: Reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced based interventions

Innovations' teachers and administrators will be using different types of strategies, or multiple strategies simultaneously to deal with poor choices or misbehaviors. From a restorative justice standpoint, this multi-tiered intervention usage could be:

1. **Investigation Phase:** soliciting stakeholders' interests and involvement in the event
2. **Supervision Phase:** conferences with the victims and offenders to coordinate and collaborate what responsible members and leaders of a community do
3. **Mediation Phase:** supports the healing process by bringing all members to use "I" statements to note the effect the incident had on all members while providing a chance for all members to mutually accept a responsibility for any harm committed
4. **Restitution Phase:** the offender accepts accountability for the harm he/she caused to others with a 'payment' or good choice to be given to develop responsibility for his/her actions
5. **Community Service Phase:** the offender is given an opportunity to make things right. Community service is meant to help develop a citizenship or participation-based experience to solve problems created by the offender so the behavior does not repeat itself.
6. **Counseling Phase:** is an intervention with the counselor to discuss strengths and shortcomings to help make a connection to cause-effect relations and to setting and obtaining goals. This phase is meant to help prevent further poor choices and behaviors.

Role of Law Enforcement

Innovations seeks to avoid unnecessary criminalization of our students. Involvement of law enforcement officials should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior of individuals other than students. Law enforcement should not be requested in a situation that can safely and appropriately be handled by the school's administration.

Non-Discrimination

Innovations staff are responsible for implementing policies without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

Due Process

The failure to provide students and parents/guardians with due process has resulted in a breakdown of trust between schools and communities they serve. To restore trust, Innovations will be respectful of: (a) parents'/guardians' rights to be immediately notified when their children face disciplinary action, (b) students' rights to a fair hearing of their side of the story before suspension/expulsion; and (c) students' rights to appeal suspensions/expulsions are addressed.

Staff Training

Innovations is committed to ensuring all staff employed by the school are trained yearly in its progressive disciplinary process. Additionally, staff will receive extensive training in restorative practices and positive behavioral supports. Every classroom within the school shall make an annual allocation of professional development time to ensure that disciplinary programs are effective and relevant policies are utilized and enforced.

Community Involvement

Meaningful parent, student, and community involvement in the creation and application of this student code of conduct is essential for building an effective, school-wide discipline plan. As such, Innovations' parents, students, and community members will have input into the development of the discipline rules used in the classrooms and throughout the school.

Distribution of Policy

The school will ensure that a copy of this Student Code of Conduct is distributed to all its families and staff members. It will be made available in English and Spanish. It will be posted on the school's website and in an easily visible place within the school.

Control of Dangerous and Antisocial Behavior

The law charges every teacher and administrator with maintaining order and discipline among pupils and provides that pupils who do not comply with reasonable rules may be recommended for disciplinary action. Action taken to control and correct undesirable pupil behavior should take individual circumstances into account. Concern for the safety and educational welfare of all pupils must be the major priority. Pupils receiving, and pupils who have been identified as disabled or qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

It is the principal's responsibility to take actions necessary to protect the welfare of all students and staff members from dangerous or socially detrimental actions of students.

The following acts constitute dangerous or antisocial behavior:

- Assault/battery on a school employee
- Verbal abuse/intimidation/cyber bullying
- Racial/sexual harassment
- Physical abuse on any person/bullying
- Violations of authority and behavioral guidelines
- Immoral conduct
- Arson
- Weapons/simulated weapons
- Drugs- use/possession/distribution
- Alcohol – use/possession/distribution
- Tobacco – use/possession/distribution
- Robbery/theft/extortion
- Disruption of the flow of instruction
- Gang/criminal activity
- Vandalism – destruction of school property
- Habitual disciplinary status

There are some offenses sufficiently serious or dangerous to justify possible permanent removal from campus by way of expulsion. These include, but are not limited to:

- Possession of guns or other dangerous weapons
- Possession/use/distribution of drugs or alcohol
- Assault/battery on students or others
- Assault/battery on a school employee
- Habitual disciplinary status

Any student who engages in such behavior, will be:

- Referred to the appropriate law enforcement agency,
- Immediately removed from campus
- Placed on suspension pending an investigation, and/or recommended for expulsion.

Expulsion proceedings for the school may include a hearing before a panel of the board of trustees who will have the authority to determine whether the expulsion is limited or permanent. The board will recommend to the administrator what corrective action is necessary and recommend that those actions be carried out immediately.

At the high school level, no academic credit will be earned for the remainder of the school year if the student is permanently expelled, unless the student works with a teacher and completes the required work assigned.

When a student is admitted on a trial enrollment, the educational records for that student will be made available to the student's teachers while confidentiality is protected and maintained.

Parent Advisory Meeting

A Parent Advisory Meeting is an effective communication system between the families and the school whereby critical issues are discussed with the parents concerning their children. This meeting can take on a positive/celebratory nature or can be used to discuss discipline issues that have arisen. The initial Parent Advisory Meeting will take place with the school's Assistant Principal. Parents and the administrator will discuss the nature of the meeting and work together to set a positive plan of action in place for the student.

The school will work with the parent to accommodate schedules and meeting times.

Violation of Rules

Violation of the rules listed, or the commission of any act defined as dangerous or antisocial pupil behavior, may result in the pupil being suspended, or recommended for expulsion, unless otherwise provided for in this policy, or other disciplinary action when occurring:

1. At any time on school grounds, whether or not school is in session.
2. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.
3. Off school grounds but within sufficient proximity to the school that the conduct may have a direct impact on the school, a school sponsored activity, function, or event, or upon the health, welfare and safety of pupils or school employees.
4. Off school grounds by a pupil who is truant and whose conduct may impact the school, a school sponsored activity, function or event, or the health, welfare, and safety of pupils or school employees.
5. At any time on or off school grounds when the conduct has a direct impact on the health, welfare, and safety of pupils or school employees.

Discipline Procedures

If a pupil is suspended or expelled from Innovations, the charter school will provide appropriate education in the least restrictive environment possible. Every attempt will be made to deal with inappropriate behavior or problems using Restorative Justice measures (NRS 392.466, 392.467 and 392.472), and through pupil and parent/guardian conferences, unless the pupil is an unaccompanied pupil or a pupil in foster care. A parent/guardian may appeal the suspension or expulsion in accordance with AB 194 (2021) unless the pupil is an unaccompanied pupil or a pupil in foster care. However, state law requires the following procedures be taken for certain actions or behaviors by pupils.

Immediate removal of the pupil from the school, upon explanation of reasons and pending procedures, for the following situations:

- Poses a danger to persons or property
- Is an ongoing threat for the disruption of the academic process.
- Is in possession, selling or distributing any controlled substance, or alcohol.
- Is in possession of a dangerous weapon (as defined in NRS 392.466)

Student Discipline

Classroom/Teacher Discipline

- (a) If a pupil requires disciplinary action in the classroom, it should, in most instances, be handled by the teacher.
- (b) If the teacher is confronted with a serious situation or is confronted with a situation specified in Innovations' guidelines as unacceptable behavior, the teacher should immediately notify administration.
- (c) Disciplinary action should be taken as soon as possible. When appropriate the pupil shall be returned to the classroom, or the behavior may warrant a future conference.

Corporal Punishment: Corporal punishment is prohibited (NRS 392.465) - which is defined as the intentional infliction of physical pain or the physical restraint of a pupil for disciplinary purposes. The term does not include the use of reasonable and necessary force:

Exceptions:

- Attempt to quell disturbance which is threatening physical injury to any person or destruction of property;
- Attempt to obtain possession of a weapon or other dangerous object within a pupil's control;
- Self-defense or defense of others; or
- Escorting a disruptive pupil who refuses to go voluntarily with proper authorities.

Detaining Students

Students are not to be deprived of 30 minutes to eat lunch, either for punishments or for special help. When it is necessary for pupils to make up time or receive special help, the teacher may request them to detain them after school for not more than one hour.

Anticipating the natural concerns of parents/guardians for immediate student return to home, no kindergarten through fifth grade students will be detained without prior notification. All students regardless of grade level, shall have the privilege of going home the first day to inform parents/guardians that they will be detained the following day or days if the student is to be detained more than 15 minutes. The office will communicate the need for after school detention to the parent to maintain a safe relinquishment of the student once the detention is completed.

Suspension and Expulsion (reference: NRS 392.466)

Suspension is the temporary removal of a student from school for any of the reasons outlined in Innovations' discipline policy for not more than one semester. Students may be suspended, expelled, exempted, or excluded from school in accordance with Innovations' regulations. Students receiving, and students who have been identified as disabled or qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Suspensions may be "significant" which means the school in which the student is enrolled:

1. Prohibits the student from attending school for 3 or more consecutive days; and
2. Requires a conference or some other form of communication with the parent(s)/guardian(s) of the student before the he/she is allowed to return to school.

Exemption is the release from the legal obligation to attend school.

Exclusion is the temporary interruption of enrollment due to medical reasons or other conditions such that the student's continued enrollment would be detrimental to the student, to other students, or to the educational program.

Expulsion is the disciplinary removal of a student from school in which he/she is currently enrolled for more than one semester for any of the applicable offenses outlined in this policy. Expulsion may be permanent or limited.

Permanent Expulsion - Permanent expulsion means permanent removal of a student from the Innovations campus with no option to return to Innovations or another public school within the school district. The student may enroll in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

Limited Expulsion - Limited expulsion allows a student to return to Innovations, on a trial enrollment following a successful period of alternative school placement.

Limitations:

A. Suspensions, Exemptions, and Exclusions - Students may only be suspended, exempted, or excluded from school in accordance with provisions of Nevada Revised Statutes and Innovations' policies and regulations.

B. Expulsion - Only the Innovations Governing Board or its designee has the authority to expel a student from school.

Elementary and middle school pupils are only subject to a limited expulsion recommendation. In extraordinary circumstances, Innovations may request a permanent expulsion exception from the Governing Board for a student under eleven (11) years of age.

Harassment/Bullying/Discrimination Based on Race

It is the policy of Innovations International Charter School to maintain a learning and working environment that is free from harassment or violence. Per NRS 388.122 – 388.125, NRS 388.129, and NRS 388.132 – NRS.388.135, and AB 371 (2021) Bullying, Cyber-Bullying, Discrimination Based on Race, Harassment, and Intimidation are prohibited in public schools. This includes but is not limited to those of a religious, racial, or sexual nature.

Harassment is any action that makes another person uncomfortable or creates an intimidating, hostile, or offensive school atmosphere, and can be verbal, visual, cyber, electronic, written, pictorial or physical. Common types of conduct, but not limited to, that may show evidence of harassment are: unwanted touching, blocking a person's normal movements, threats, slurs, epithets, verbal abuse, derogatory comments, profanity, drawings, pictures, or gestures, unwelcome jokes, teasing or propositions, graphic comments about an individual's body, spreading rumors about a person, displaying sexually suggestive objects, or any act of retaliation against an individual who reports a violation of the school's policy or who participates in the investigation of a sexual harassment complaint.

Cyber-bullying means bullying using electronic communication with the use of electronic devices, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.

Discrimination Based on Race means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic - race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and that occurs in person, online or in any other setting including, without limitation, in a course of distance education.

Retaliatory behavior against any complainant or participant in the complaint process is prohibited and is considered to be a type of harassment itself. Harassment, whether it is by pupils, staff, or third parties in the community, is strictly prohibited and will subject the perpetrator to disciplinary action. Harassment, regardless of its basis, is strictly prohibited.

Innovations will act to investigate all complaints, formal or informal, verbal or written, of harassment and will discipline any pupil or staff member who harasses a pupil or staff member. The student or staff member will be warned to discontinue behaviors that cause discomfort for others; if they choose to continue, they may

face suspension. Intentional or vagrant harassment may result in immediate suspension, pending expulsion or loss of employment.

General Disciplinary Actions

It is the administrator's responsibility to take actions as necessary to protect pupils and school personnel from dangerous or socially detrimental actions of pupils.

Any student who is considered a danger to persons or property may be suspended and removed from school subject to the following conditions:

- * The student is given an explanation of the reasons for their suspension and removal;
- * The student is afforded an opportunity to explain their behavior;
- * The recommendation for suspension or expulsion of the student is initiated;
- * A hearing with the Governing Board is conducted as soon as practicable thereafter, but in no case more than three school days after the student has been suspended and removed and a written decision if the decision is to recommend expulsion, is issued within two (2) school days after the hearing is conducted.

The following considerations are also considered by the Governing Board Members.

- The student is at least (11) year of age for a recommendation for expulsion, excluding a recommendation for expulsion for the offense of possession of a firearm or dangerous weapon;
- Innovations shall provide a restorative plan of action to the parent(s)/guardian(s), unless the student is an unaccompanied student or a student in foster care, of the student, if recommending expulsion; and
- No student with disabilities or receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 is to be placed on suspension for more than five (5) school days per occurrence.

Suspensions more than ten (10) days for general education students, or five (5) days for any student with disabilities or for children who are impaired, either emotionally or mentally in growth or development, are not effective until the Governing Board or its designee, reviews the circumstances involving the violation and approves the recommendation. The Chief Educational Officer is authorized to act for the Governing Board and shall consider the nature of the offense and the student's disciplinary history for one calendar year prior to the recommendation for expulsion. If recommended for expulsion, the parent(s)/guardian(s), unless the student is an unaccompanied student or a student in foster care, may request a hearing with the Innovations' Governing Board.

The time and actions needed to resolve problems that appear on campus depend on the individual circumstances of the issue. The need for or duration of an in-house or out-of-school suspension will in all cases, be related to the course of action needed to resolve the problem. Once the suspension has been completed, the student will be readmitted to class to resume his/her normal schedule.

Any student that is removed from a classroom for more than 2 school days will be offered:

- (a) Education services to prevent the student from losing academic credit or becoming disengaged from school during the period the student is removed from a classroom or any other premises of the school; and
- (b) Appropriate positive behavioral interventions and support, trauma-informed support, and a referral to a school counselor.

When circumstances permit, students who must be removed from a classroom or a playground should remain at school, when possible, to engage in restorative practices and participate in as much of the educational program as possible. The parent(s)/guardian(s), unless the student is an unaccompanied student or a student in foster care, must be notified in writing of each suspension. Reasonable effort will be made to contact the parent(s)/guardian(s), unless the student is an unaccompanied student or a student in foster care, regarding the impending suspension before the end of the current school day.

Students on suspension are not permitted on school property or at any school sponsored event with the expressed prior permission of the administration. Students suspended for violence/harm to a school employee using, selling, or attempting to sell alcohol or a controlled substance, threat to school, possession of a weapon as prohibited by NRS 392.466 or Gun Free School Act, or sexual assault as it pertains to sexual behavior between individuals, are not allowed on a school campus or at any school sponsored event for any reason.

Per NRS 3881.495, if the suspension or expulsion of a student is used as a punishment for a violation of the rules, the charter school will ensure that before the suspension or expulsion, the student, and if the student is under 18 years of age, the parent/guardian of the students, unless the student is an unaccompanied student or student in foster care, may appeal the suspension or expulsion in accordance with the provisions of section 5 of AB 194. The charter school will ensure that a student who is suspended or expelled and is appealing the suspension or expulsion or a student who is being considered for suspension or expulsion continues to attend school and receives an appropriate education in the least restrictive environment possible as required by section 6 of AB 194.

Before removing a pupil who may be homeless or in foster care from a classroom or any other premises of a school for more than 1 school day, the principal must contact the liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at the school, including, without limitation, a school counselor to make a determination of whether the pupil is a homeless pupil. "Homeless Pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a (2). If the pupil is a homeless pupil, the conference with the parent/guardian, unless the pupil is an unaccompanied pupil, must include consideration of and interventions to mitigate the impact of homelessness on the behavior of the pupil.

A homeless pupil or a pupil in foster care who is at least 11 years of age may be suspended or expelled from school only if a determination is made that the behavior that led to the consideration for suspension or expulsion was not caused by homelessness or being in foster care. The person responsible for making a determination of whether the behavior was caused by homelessness or being in foster care shall presume that the behavior was caused by homelessness or being in foster care unless the person determines that the behavior was not caused by homelessness or being in foster care. A determination that the behavior

was not caused by homelessness must be made in consultation with the liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at the school, including, without limitation, a school counselor. A determination that the behavior was not caused by being in foster care must be made in consultation with an advocate for pupils in foster care or the school counselor.

The school will notify the student, and if the student is under 18 years of age, the parent/guardian of the student, unless the student is an unaccompanied student or a student in foster care, who is suspended or expelled of:

- The decision for suspension/expulsion
- The right to appeal the suspension/expulsion to Innovations' Governing Board
- Information on the appeal process

Innovations' Governing Board will schedule a hearing/appeal of the suspension/expulsion decision with the student within a timeline established by the Nevada Department of Education. After conducting the appeal hearing, the Governing Board may not increase the initial suspension or expulsion of the student. Open meeting laws do not apply to this hearing as such hearings must be closed to the public.

Due process rights are available to the parent/guardian of the student and to the student unless the student is an unaccompanied student or a student in foster care. The due process rights are available for students as they communicate the particulars of the disciplinary event. These rights are especially critical to those who are being recommended for expulsion.

Expulsion is the removal of a student from school for any of the applicable offenses outlined in the Innovations policy concerning discipline. Students receiving and students who have been identified as disabled or qualify for special educational services and/or 504 services, shall be disciplined in accordance with the provision of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The procedures for determining whether a student will be recommended for expulsion are:

* The administration will suspend the student pending further investigation by administration and the review of fact, which may lead to a recommendation for expulsion

* Within three (3) school days of suspension, the administration or his/her designee must conduct a hearing with the student and his/her parent/guardian, unless the student is an unaccompanied student or a student in foster care to discuss the investigation of the incident, the violation of school rules and/or regulations, and the student's prior disciplinary history, as well as any information submitted that the parent/guardian, unless the student is an unaccompanied student or in a student in foster care, would like the administration to consider as it relates to the suspension or possible recommendation for expulsion

At the end of the hearing, the administrator will make a decision regarding the disciplinary action. The administration and/or his/her designee must recommend expulsion if it is determined at the hearing the student has or is believed to have committed the offense of possession of a firearm or dangerous weapon as defined by the Nevada Revised Statute (NRS) 392.466 while on school property or at a school sanctioned event that requires a mandatory recommendation for expulsion.

If the student is to be recommended for expulsion, the parent/guardian unless the student is an unaccompanied student or a student in foster care, must be informed of the due process right/procedures available. The parent/guardian unless the student is an unaccompanied student or a student in foster care, must decide to contest or uphold the recommendation for expulsion. The hearing/appeal of the decision will be conducted with the Governing Board of Innovations.

The decision of the board to uphold the expulsion will be decided upon by using one of the following:

- Permanent Expulsion: permanent removal of the student from the school
- Limited Expulsion: removal of the student from the school for up to one semester
- A modified plan for school placement: (ex: distance education for a determined period of time)

School officials have the authority to discipline students by exclusion, suspension, or expulsion. In addition, in the case of clear and present danger to the student, other students, or staff members, emergency procedures may be followed. Note the following terms:

Emergency Exclusion: immediate exclusion if the student presents a clear threat to self or others.

Short Term Suspension: up to and including five (5) days of school.

Long Term Suspension: more than five (5) days but less than twenty (20) days of school.

Limited Expulsion: removal of the student from class for more than twenty days (20) days and up to the equivalent of one semester (18 weeks) of school.

Expulsion: removal of a student from school with loss of credit.

Commit these crimes and you will be subject to

Expulsion

Threats to School

Intention to inflict pain, injury, death, damage, or other hostile action against the school or occupants of the school

Violence/Harm to Staff

Physical abuse and/or threats of physical abuse directed at school staff

Possession/Use of a Controlled Substance

Sale or possession with the intent to distribute a controlled and/or illicit substance or any substance represented to be such

Sexual Assault

Weapons

Possession, use transmittal, or concealment of ANY operable or inoperable weapon. Weapons are defined as firearms, knives, explosives, inflammable materials, or other items that may cause bodily injury or death. BB and pellet guns, pocketknives, and fireworks are considered to be weapons. The Gun Free Schools Act and NRS 392.466 specify expulsion requirements based on typed of weapon and /or circumstances surround the infraction.

Students found to be in violation of the above will be referred for prosecution to the fullest extent of the law

Disciplinary Interventions

Types of Interventions

There are three types of intervention strategies available to teachers and administrators. See them outlined below.

1. Administrative Strategies: these are statutory, rule-based, or contract-base interventions done “to” the offender. (ex: detention, suspension, expulsion)
2. Restorative Strategies: are problem solving interventions done “with” the offender. They focus on the harm caused and how it will be repaired. Examples may be:
 - a. Group work with the counselor
 - b. Victim-offender mediation
 - c. Classroom peace circles
3. Therapeutic Strategies: are done ‘by’ the offender and require intrinsic motivational behavior change. Such interventions include:
 - a. Mental health counseling
 - b. Anger management classes
 - c. Informal mentoring and behavior coaching

Strategies in Using Interventions

Innovations’ teachers and administrators will be using different types of strategies, or multiple strategies simultaneously to deal with poor choices or misbehaviors, especially for 2nd or 3rd instances of the same disruptive or inappropriate behavior. Three types of interventions may be used in the following ways:

- a. Independently (ex. 1-day after-school detention)
- b. Alternatives to each other (ex: peer mediation or 1-day detention)
- c. Alignment with each other (ex. 2-day in-school suspension with mediation)

Relevant Factors in Making Discipline Decisions

When selecting consequences for students’ poor choices leading to misbehaviors, Innovations’ teachers, administrators, and staff must consider the following factors:

- d. Age, health, disability, or special education status of the student
- e. Appropriateness of student’s academic placement
- f. Student’s prior conduct and behavior record
- g. Student’s attitude
- h. Student’s willingness to repair the harm
- i. Seriousness of the offense and the degree of harm caused
- j. Impact of the incident on the overall school community

Disciplinary Consequences Matrix

The following is the Disciplinary Consequences Matrix that contains a list of potential inappropriate choices leading to disruptive behaviors and the appropriate interventions or consequences. While this chart contains many inappropriate or disruptive behaviors, it may not be inclusive of all types or categories of what may be seen throughout the school year.

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5
Academic Dishonesty (ex. Cheating or plagiarizing)	●	●	●		
Alcohol: Under the influence (using or possessing)			●	●	
Alcohol: Selling				●	
Assault or Battery: Simple assault or battery				●	
Assault or Battery: Assault with a weapon or battery causing serious injury					●
Bullying			●	●	●
Classroom Disruptions that keep others from learning	●	●	●		
Defiance of Authority and/or Insubordination	●	●	●		
Disrespectful Behavior	●	●	●		
Dress Code Violation	●	●			
Fighting / Physical Aggression		●	●	●	
Hallway Misbehavior	●	●	●		
Harassment		●	●	●	
Drugs or Controlled Substances (using or possessing)			●	●	
Drugs or Controlled Substances (selling)					●
Lying to, Giving False Information, or Misleading School Personnel	●	●	●		
Breaking Electronics Use Policy	●	●	●		
Vandalism / Property Damage		●	●	●	
Sexually Based Behaviors		●	●	●	●
Persistent Tardiness	●	●	●		
Theft		●	●	●	●
Trespassing				●	●
Tobacco / Vaping Possession or Use		●	●	●	
Unauthorized Use of School Equipment	●	●	●		
Cutting Class / Leaving Class/ Unauthorized Absence from School	●	●	●		
Weapons/Firearms and Explosives (use, possession, distribution)					●

Levels of Interventions and Disciplinary Responses

Each of the levels indicated in the Matrix above corresponds to a set of possible interventions and disciplinary responses. Administration reserves the right to make changes to the information contained in this document to maintain order, safety, and discipline. All discipline consequences are at the discretion of the school's administrators.

Levels of Interventions and Disciplinary Responses		
Level 1	<ul style="list-style-type: none"> • Teacher/Student Conference • Reminders and Re-direction • Teaching of Expectations and Skills • Written Apology 	<ul style="list-style-type: none"> • Reflective Essay and other Reflective Activity • Independent Study • Role Play
Level 2	<ul style="list-style-type: none"> • Any Lower-Level Intervention • Parent/Guardian Outreach • In-class Time Out • Seat Change • Self-Charting Behaviors • Daily Report Card on Behavior, Task Completion, and Achievement 	<ul style="list-style-type: none"> • Reprimand by Administrator • Removal from Class to Supervised Time-Out in Another Classroom • Loss of Privileges • Mini-Course/Training (conflict resolution, anger management, social skills, or appropriate behavior)
Level 3	<ul style="list-style-type: none"> • Any Lower-Level Intervention • Student/Teacher/Parent Conference • Referral to Support Staff (counselor, social worker, etc.) • Short-Term Behavioral Progress Reports • Behavioral Intervention Plan • Change in Schedule/Class • Referral to After School Program • In-School Suspension – 1 day 	<ul style="list-style-type: none"> • Community Service • Mentoring Program • Peer Mediation • Functional Behavioral Assessment • Referral to School-Based Services • Referral to Community-Based Services • Substance Abuse Treatment Services • Modification of IEP if applicable • Referral to RTI if applicable
Level 4	<ul style="list-style-type: none"> • Any Lower-Level Intervention • Detention • Restorative Practices • In-School Suspension (1-3 days) 	<ul style="list-style-type: none"> • Referral and Services with Counselor • Restitution • Out-of-School Suspension (refocus day)
Level 5	<ul style="list-style-type: none"> • Any Lower-Level Intervention • Out-of-School Suspension (3-5 days or more) • Parent Advisory Meeting 	<ul style="list-style-type: none"> • Alternative Educational Placement • Recommendation for Expulsion (if needed) • Arrest or Referral to law enforcement (if needed)

Progressive Discipline/Possible Progressive Consequences for Repeated Infractions

- Step 1: Non-verbal redirection – eye contact and/or moving close to the student
- Step 2: Verbal redirection – redirect the student back on task
- Step 3: Change of seat (if necessary)
- Step 4: In-class time out – student will be moved away from others, for a brief time, depending on the severity of the disruption
- Step 5: Lunch detention – 10 – 15 minutes of the student’s lunch time will be used to complete a reflection assignment
- Step 6: Teacher conference with student to discuss causes of continued disruptive behavior, how it effects the other students, and positive solutions for change
- Step 7: Time out – student will be assigned a time out/cool down in another teacher’s classroom not to exceed 30 minutes
- Step 8: Parent contact – attempt to call the parent and/or mail home a student report of conduct
- Step 9: Request a parent-teacher conference
- Step 10: Student Behavior Agreement – student will work with the teacher to write a list of behavior goals (at least 3) then write a list of clearly understood consequences if the behavior is not successfully managed
- Step 11: Parent contact again – request for a Parent – Teacher conference
- Step 12: Referral to counselor
- Step 13: Referral to administration

All students are bound by the policies and regulations set forth by the IICSN Governing Board, the administrative regulations of the school, and the Nevada Revised Statutes. All students are expected to demonstrate respect for the community property, teachers, administrators, staff members, and all students. Disciplinary actions are measures taken for the purpose of correcting student behavior and for deterring the continuation of inappropriate conduct.

Expectations of Students

The following are considerations for the school's approach to managing student behavior.

- Establish systematic school-wide structures and procedures for teachers and students to facilitate teaching and learning
- Encourage and engage students in managing their own behaviors to enhance the learning environment
- Minimize student behaviors that inhibit teaching and learning interactions
- Help students realize they are responsible for their own actions
- Help student to become accountable and responsible for their own actions and consequences for making poor choices
- Uphold the dignity and rights of every individual to help the school develop an academic atmosphere of mutual respect and trust that can be established and maintained by all
- Encourage students to demonstrate respect for self and others
- Encourage students to demonstrate courtesy to others
- Encourage students, parents, and staff members to behave in a responsible manner
- Expect that students will attend school and class regularly
- Expect that students will arrive prepared for class
- Motivate students to take seriously the course of study they select for College and Career Readiness
- Expect staff and students to follow the school's dress code
- Encourage students to cooperate with school staff, administration, and support staff
- Expect students, staff, and parents to respect other's property
- Avoid altercation and actions that violate the Student Code of Conduct or endanger the safety of others
- Encourage parent, community, staff, and student support through communication and through the support for the school's policies and procedures

Student Responsibilities

- Students have the responsibility to participate in the learning process
- Students are mandated to attend school and to attend all scheduled classes on time, prepared with appropriate supplies, and prepared to work
- Students are expected to pay attention to instruction, complete assignments to the best of their ability, and request help when needed
- Students are expected to accept the challenges of their classroom work and give their best efforts to complete assignments in timely and meaningful manner

- Students have the responsibility to speak up for themselves and to advocate their needs in the classroom
 - Students have the responsibility to reasonably avoid any behavior that is detrimental to their learning or the learning of others in the classroom
 - Students have the responsibility to care for the learning materials, technology, and textbooks provided by the school for learning
 - Students must refrain from engaging in behavior that violates the elements of the Student Code of Conduct – illegal conduct on the school’s property or at school sanctioned events may result in disciplinary action and/or criminal prosecution
 - Students have the responsibility of showing respect for the knowledge and authority of school staff through their personal hygiene, dress, and behavior
 - Students have the responsibility for demonstrating respect for others using appropriate language, avoiding profanity, racial and ethnic slurs; or otherwise derogatory comments or actions both verbally and nonverbally
 - Students are to follow reasonable directions and requests made by the staff using only acceptable and courteous language and avoiding actions that show insubordination or contempt
 - Students have the responsibility to refrain from bullying, cyberbullying, and harassment of fellow students and/or school staff
- * Students have the responsibility to offer their opinions, ask clarifying questions, and actively participate in their education

Innovations’ Staff Responsibilities

1. Teachers will teach, and students will learn.
2. Teachers and staff will work collaboratively with each other, with families, and with the students.
3. Teachers and staff will demonstrate empathetic listening, critical thinking, and problem solving.
4. Teachers and staff will recognize and produce high-quality performance standards for instruction and assessing student academic achievement.
5. Teachers and staff will communicate effectively with parents, families, students, staff, and community members.
6. Teachers will use a variety of textbooks, learning materials, and technology effectively and ethically to produce high-quality instruction for students.
7. Teachers and staff will consider student needs and individualize instruction to the extent possible to meet the needs of the learners in their care.
8. Teachers and staff will always maintain professionalism and confidentiality when dealing with staff, students, and family member.
9. Teachers and staff will utilize positive behavioral supports to acknowledge and celebrate students’ academic, social, and emotional learning.