



# Progressive Behavioral Practices

**2023 -2024**

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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 misbehavior.

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.

The Innovations International Charter School of Nevada's Progressive Behavioral Practices Policy 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
- administrator's referral

Innovations International Charter School of Nevada will 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

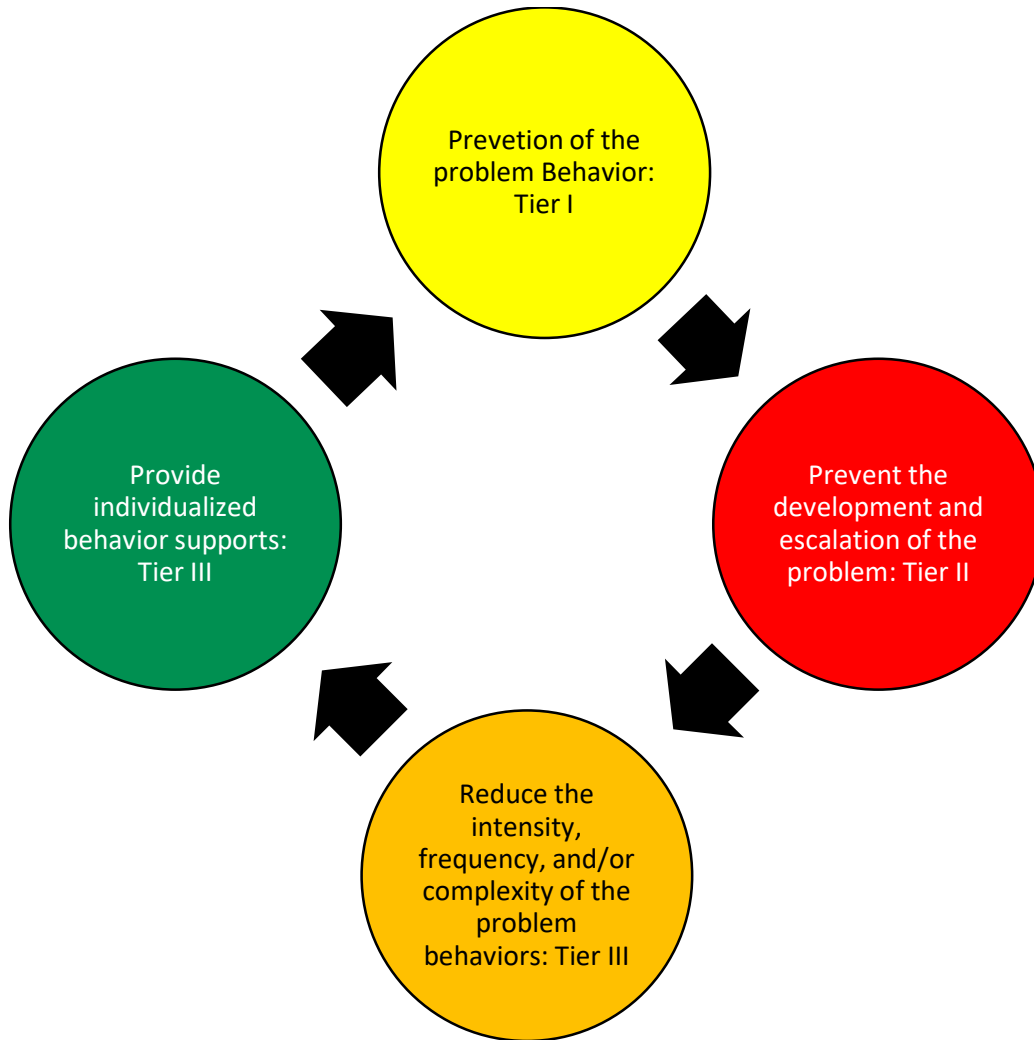
### **Multi-tiered Approach**

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



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.

Comparison of Restorative Practices and Positive Behavioral Supports and Practices

Restorative Practices	Positive Behavioral Supports and Practices
Tier 1: <ul style="list-style-type: none"> <li>• Morning meetings</li> <li>• Classroom procedures</li> <li>• Social/emotional groups</li> <li>• Counselor sessions</li> <li>• Social worker sessions</li> </ul>	Tier 1: <ul style="list-style-type: none"> <li>• Teach expectations</li> <li>• Establish consequences</li> <li>• Teacher feedback to students</li> <li>• Role play mediation/resolution skills</li> <li>• Follow school-wide progressive discipline</li> </ul>
Tier 2: <ul style="list-style-type: none"> <li>• Peer mediation</li> <li>• Conflict resolution</li> <li>• Do It, Own It, Fix It</li> </ul>	Tier 2: <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Counselor sessions</li> <li>• School social worker sessions</li> </ul>
Tier 3: <ul style="list-style-type: none"> <li>• Administrative action</li> <li>• Family meetings</li> <li>• Victim/offender meeting</li> </ul>	Tier 3: <ul style="list-style-type: none"> <li>• Wraparound support</li> <li>• Peer mediation</li> <li>• Conflict resolution</li> </ul>

**Purpose of Restorative Practices**

1. Hold a student accountable for his/her behavior
2. Remediate the behavior of a student
3. Relief for any victim of the student
4. Change the behavior of the student

**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 Progressive Behavioral Practices document 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 administrators and teachers to create a safe learning environment to effectively and efficiently deliver high-quality instruction. Students who act out in class, have problem behaviors, break rules, or commit serious school offenses can disrupt the safe learning environment. Innovations works to develop community, manage conflict, repair harm, and restore relationships to help students be successful in school.

Antisocial behaviors can be both hostile and aggressive. These behaviors are patterns that include other negative behaviors such as rule-breaking, defying authoritative figures, lying, cheating, engaging in reckless behaviors, and displaying a total disregard for people. If discovered and remediated early, these behaviors can be corrected so young people can grow into well-adjusted, appropriate adults.

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.

### **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.

## Student Discipline

For more in-depth information concerning student discipline, please refer to pages 78-82 in the Parent and Student Handbook. This can be viewed through the school's website at [www.iicsn.org](http://www.iicsn.org).

## 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 2<sup>nd</sup> or 3<sup>rd</sup> 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

**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.

<b>Levels of Interventions and Disciplinary Responses</b>		
<b>Level 1 – Teacher Directed Intervention</b>	<ul style="list-style-type: none"> <li>• Teacher/Student Conference</li> <li>• Parent Notification</li> <li>• Reminders and Re-direction</li> <li>• Teaching of Expectations and Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective Essay and other Reflective Activity</li> <li>• Independent Study</li> <li>• Written Apology</li> <li>• Role Play</li> </ul>
<b>Level 2 – Teacher Directed Intervention</b>	<ul style="list-style-type: none"> <li>• Any Lower-Level Intervention</li> <li>• Parent/Guardian Outreach</li> <li>• In-class Time Out</li> <li>• Seat Change</li> <li>• Self-Charting Behaviors</li> <li>• Daily Report Card on Behavior, Task Completion, and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from Class to Supervised Time-Out in Another Classroom – not to exceed 5 minutes</li> <li>• Loss of Privileges</li> <li>• Review of rules and expectations</li> <li>• Referral to RTI if applicable</li> </ul>
<b>Level 3 – Counselor or Social Worker Directed Intervention</b>	<ul style="list-style-type: none"> <li>• Any Lower-Level Intervention</li> <li>• Student/Teacher/Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Community Service</li> <li>• Mentoring Program</li> <li>• Peer Mediation</li> <li>• Functional Behavioral Assessment</li> <li>• Referral to Community-Based Services</li> </ul>

	<ul style="list-style-type: none"> <li>• Short-Term Behavioral Progress Reports</li> <li>• Behavioral Intervention Plan</li> <li>• Change in Schedule/Class</li> <li>• Referral to After School Program</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to RTI if applicable</li> </ul>
<b>Level 4- Administration Directed Intervention</b>	<ul style="list-style-type: none"> <li>• Any Lower-Level Intervention</li> <li>• Detention</li> <li>• Restorative Practices</li> <li>• Suspension (1-3 days)</li> <li>• Parent Conference</li> <li>• Recommendation for change of classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Referral and Services with Counselor and/or Social Worker</li> <li>• Restitution</li> <li>• Out-of-School Suspension (refocus day)</li> <li>• Referral to RTI if applicable</li> <li>• Written Behavior Plan if applicable</li> </ul>
<b>Level 5 – Administration Directed Intervention</b>	<ul style="list-style-type: none"> <li>• Any Lower-Level Intervention</li> <li>• Out-of-School Suspension (3-5 days or more)</li> <li>• Required Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Educational Placement</li> <li>• Recommendation for Expulsion (if needed)</li> <li>• Arrest or Referral to law enforcement (if needed)</li> <li>• Restitution</li> </ul>

### **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)					●

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