

Douglas County School District

District Level Progressive Discipline Plan

2024-2025

This progressive discipline plan was reviewed by school teams according to AB 285. It reflects the comments provided by “teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school, and, if applicable, organizational teams established pursuant to NRS 388G.700.” It includes recommendations and guidance from the Nevada Department of Education’s Office of Safe and Respectful Learning Environment. The plan was then modified by the district personnel to reflect the comments and recommendations from the school teams.

DCSD School Board of Trustees approved: October 8, 2024

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Restorative Questions I & II

Prior to implementing consequences and restorative supports all schools will develop and maintain a positive school climate and safe and respectful learning environment. This will be achieved through a focus on making connections with students, building relationships, and facilitating family and community engagement. In addition, all schools will have a Multi-Tiered Systems of Support team that will facilitate the development of individual behavior plans that include restorative strategies including but not limited to those mentioned in the interventions and best practices section of this document to change the inappropriate behaviors of the student.

Restorative Questions I¹

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ Why did this happen?
- ★ What do you think you need to do to make things right?

Restorative Questions II²

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact did this incident have on you and others?
- ★ How are you doing?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

All restorative justice plans developed to support students should address the following:

1. Holding the pupil accountable for their behavior;
2. Restoration or Remedies related to their behavior;
3. Relief for the victim;
4. Intervention for changing their behavior

¹ From International Institute for Restorative Practices, www.iirp.org

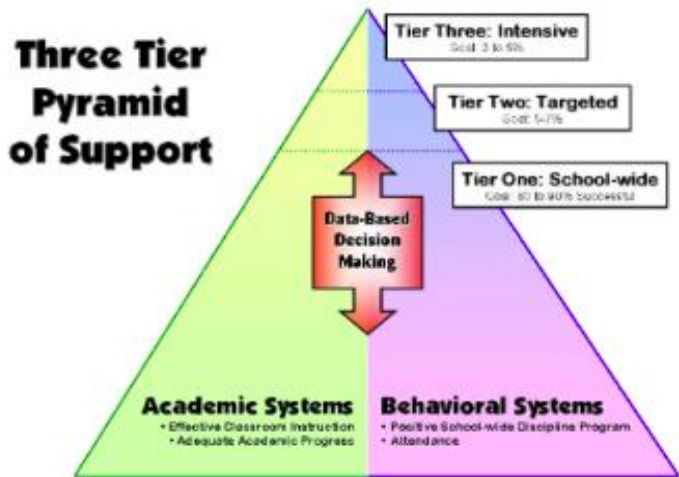
² From International Institute for Restorative Practices, www.iirp.org

Tier One, Two, & Three Behavior Supports

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
<ul style="list-style-type: none"> ● Commitment to PBIS ● Universal Expectations & Rules ● Office Referral Procedures ● School-Wide Acknowledgement System ● School-Wide Social Skills Instruction ● Active Supervision ● Enforcement of Expectations ● Data-Based Decision Making ● Safe and Welcoming Climate 	<p>Strategic Skill Development</p> <ul style="list-style-type: none"> ● School Success <ul style="list-style-type: none"> ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization ● Targeted Skill Development <ul style="list-style-type: none"> ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal <p>Function-Based Intervention</p> <ul style="list-style-type: none"> ● Gain <ul style="list-style-type: none"> ○ Check In/Check Out ○ Mentoring ● Escape <ul style="list-style-type: none"> ○ Academic support ○ Accommodations <p>School-Based Network of Support</p> <ul style="list-style-type: none"> ● Planned staff collaboration ● Intentional staff/student interactions <p>Increased monitoring & Feedback</p>	<p>Analysis of Behavior Function & Creation of Behavior Support Plan</p> <ul style="list-style-type: none"> ● Environmental modifications ● Replacement Behaviors ● Curriculum modifications ● Reinforcement system ● Proactive strategies ● Reactive strategies ● Behavior goals ● Communication systems <p>Wrap Around Support(s)</p> <ul style="list-style-type: none"> ● School-based network of support ● Inter-agency collaboration ● Continuous monitoring & feedback <p>District-Based Structured Alternative/Resource Setting</p> <ul style="list-style-type: none"> ● School-wide Behavior Management System <ul style="list-style-type: none"> ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

Adapted from LCSD

Three Tier Pyramid of Support



Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from LCSD

Interventions and Best Practices

- **Clearly define/post** the behavioral expectations.
- **Implement procedures** for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct** . Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up.”
- **Cue/Prompt/Remind**. Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who appropriately demonstrate the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”
- **Provide a warning**. “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”
- **Check for student understanding of the behavioral expectations**. “Please summarize what we discussed so I ensure there is no confusion.”
- **Evaluate the student’s skill repertoire**. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- **Determine the FUNCTION** of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- **Provide a structured choice**. Clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences**: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
- **Evaluate the effectiveness of consequences**. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- **Involve a problem-solving team**
- **Peer Mediation/Restorative Circles**

Adapted from LCSD

ELEMENTARY EDUCATION

Early Childhood – 5th Grade

Restorative Disciplinary Matrix

LEVEL 1 Incidental Violations Non-Referred	Possible Resolutions	LEVEL 2 Minor Violations (not a safety concern) Might be Referred, and Recorded in IC	Possible Resolutions	LEVEL 3 Major Violations (safety concern) Referred and Recorded in Infinite Campus	Possible Resolutions	LEVEL 4 Illegal Violation Referred and Recorded in IC	Required Resolutions
<ul style="list-style-type: none"> ● Running ● Yelling ● Off-task behavior ● Name calling ● Noise making ● Out of seat ● Missing homework ● Disruptive ● Breaking cafeteria rules ● Breaking playground rules ● Inappropriate behavior in the bathrooms ● Tattling ● Tardy 	<ul style="list-style-type: none"> ● Conference with student ● Restore relationship with individual ● Teacher communicates with home ● Tier 1 SEL ● Tier 1 PBIS 	<ul style="list-style-type: none"> ● Disrespect ● Disruption ● Physical contact ● Inappropriate language ● Property misuse ● Dress code violation ● Technology violation ● Lying ● Cheating ● Forgery 	<ul style="list-style-type: none"> ● Conference with student ● Restore relationship with individual ● Tier 1 SEL ● Tier 1 PBIS ● Teacher communicates with home ● Detention ● Conduct grade lowered ● Minor/Major referral completed ● Admin communicated with parents ● Minor/Major MTSS Team for support ● Community Service 	<ul style="list-style-type: none"> ● Multiple minor violations ● Defiance ● Physical Aggression ● Disruption - severe (other students can't work) ● Disrespect ● Abusive/ Inappropriate language ● Harassment ● Sexual Harassment (AR 112 & AR 113) ● Bullying ● Fighting ● Inappropriate language / profanity ● Truancy ● Theft ● Technology violation ● Property damage/ vandalism 	<p>Level 1 OR 2 Resolutions AND:</p> <ul style="list-style-type: none"> ● Positive Behavior Intervention Plan ● Detention ● Loss of privilege ● Parent conference <p>Tier II Referral</p> <ul style="list-style-type: none"> ● Bullying report ● Major office referral ● In School Support (ISS) ● Admin communicated with parents ● Connecting students to peer/ staff mentors/ or school clubs ● Referral to MTSS Team for support 	<ul style="list-style-type: none"> ● Drug use and/or possession ● Weapon use/possession ● Truancy ● Arson ● Bomb threat ● Extreme property damage/ vandalism ● Combustibles ● Assaults/threats/bullying <p>In accordance with NRS 392.466 & 392.467, a student may be suspended or expelled under extraordinary circumstance for:</p> <ul style="list-style-type: none"> ● Battery on an employee ● Possession of firearm or dangerous weapon ● Sale or distribution of controlled substance ● Habitual disciplinary problem 	<ul style="list-style-type: none"> ● Revisit Positive Behavior Intervention Plan <p>Level 2 AND 3 Resolutions AND:</p> <ul style="list-style-type: none"> ● Out-of-School suspension with Board approval ● Bullying Report (BP543) ● Refer to AR 523(a), BP 529, BP 529(b) ● Refer to SRO ● Administrator communicated with parents ● Referral to District Threat Assessment Team <p>Restorative practices must be used here and for all progressive discipline tiers</p>

SECONDARY EDUCATION

6th - 12th Grade

Restorative Disciplinary Matrix

LEVEL 1 Incidental Violations Non-Referred	Possible Resolutions	LEVEL 2 Minor Violations (not a safety concern) Might be Referred, and Recorded in IC	Possible Resolutions	LEVEL 3 Major Violations and Repeated minors (safety concern) Referred and Recorded in Infinite Campus	Possible Resolutions	LEVEL 4 Illegal Violation Referred and Recorded in IC	Required Resolutions
<ul style="list-style-type: none"> ● Cutting class ● Defiance/Disrespect/Misbehavior ● Inappropriate language, gesture, writing, etc. (general use) ● Inappropriate drawings (drugs, symbols, etc.) ● Cafeteria disruption ● Use of bikes, skateboards, rollerblades, scooters, etc. on campus ● Dress code violation ● Inappropriate displays of affection 	<ul style="list-style-type: none"> ● Conference with student ● Restore relationship with individual ● Teacher communicates with home ● Tier 1 SEL ● Tier 1 PBIS 	<ul style="list-style-type: none"> ● Repeated class disruption including defiance/disrespect/ misbehavior/ non-compliance ● Willful Defiance/ Disrespect ● Violation of closed campus ● Inappropriate use of the internet/school electronics ● Vape Device/ Tobacco/lighters/ matches/etc. ● No show detention (must make-up detention + consequence) ● Failure to identify to staff, report to office, giving false information to staff ● Inappropriate touching/contact of non-sexual nature ● Plagiarism/Cheating/ Forgery Level 2 and 3 	<ul style="list-style-type: none"> ● Conference with student ● Restore relationship with individual ● Tier 1 SEL ● Tier 1 PBIS ● Teacher communicates with home ● Detention ● Conduct grade lowered ● Minor/Major referral completed ● Admin communicated with parents ● Referral to MTSS Team for support ● Community service 	<ul style="list-style-type: none"> ● Threat to safety and order/Dangerous Behavior ● Physical aggression ● Multiple minor violations ● Possession or use of a controlled substance without intent to sell and/or distribute ● Bullying/intimidation/ harassment ● Theft/stealing ● Plagiarism/Cheating/ Forgery Level 2 and 3 ● Inappropriate language to staff/obscene gesture to students or staff ● Inappropriate touch of a sexual nature ● Use of an electronic device to record fights, bullying, etc. 	<p>Level 1 OR 2 Resolutions AND:</p> <ul style="list-style-type: none"> ● Positive Behavior Intervention Plan ● Detention ● Loss of privilege ● Parent conference <p>Tier II Referral</p> <ul style="list-style-type: none"> ● Bullying report ● Major office referral ● In School Support (ISS) ● Out-of-School Suspension ● Admin communicated with parents ● Connecting students to peer/ staff mentors/ or school clubs ● Referral to MTSS Team for support ● Community service ● Possible Expulsion depending on severity 	<ul style="list-style-type: none"> ● Guns/Firearms/Dangerous Weapons/Explosives/ Knives (NRS 392.466 and Board Policy 529A) ● Battery to Staff (NRS 392.466 and Board Policy 529A) ● Possession or use of a controlled substance with the intent to sell and/or distribute ● Sale of an/or distribution of a controlled substance (NRS 392.466 and Board Policy 529A) ● Sexual Harassment (NRS 392.463 and NRS 200.571) ● Habitual Discipline Problem (NRS 392.4655 and Board Policy 529(a)) 	<ul style="list-style-type: none"> ● Revisit Positive Behavior Intervention Plan <p>Level 2 AND 3 Resolutions AND:</p> <ul style="list-style-type: none"> ● Out-of-School Suspension or Expulsion with Board approval ● Bullying Report (BP 543) ● Refer to AR 523(a), BP 529, 529(a), 529(b) ● Refer to SRO ● Administrator communicated with parents ● Referral to District Threat Assessment Team <p>Restorative practices must be used here and for all progressive discipline tiers</p>

*Tier 1, Tier 2, and Tier 3 Strategies from the Multi-Tiered System of Support, which include Social Emotional Academic Learning Strategies, Restorative Justice Strategies, Positive Behavioral Intervention Supports, etc., can be used individually or woven together to provide the level of support the pattern of behavior warrants.

CAMPUS Resolution Menu

If a student is issued a suspension of 3 or more days or has reached a cumulative 5 days or has been expelled the team is required to create a plan based on Restorative Justice.

In accordance with BP529 (e) and NRS 392.4612 to 392.472 Parents/guardians or students, if the student is of the age of 18, has 5 (five) days from the date of the issuance to appeal any suspension or expulsion.

When developing individual plans for students based on restorative practices, relief for the victim should be considered as part of the plan.

Level 1 Discipline Menu

- Warning - Restorative Conference
- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice

Level 2 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)

Level 3 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (if offenses meet criteria established in NRS 392.466 and Board Policy 529(a))

Level 4 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (Refer to NRS 392.466 and Board Policy 529(a))

Changes to Suspension & Expulsion Guidelines (23-24)

Ages 11 and Under

Reference Graphic for Suspension & Expulsion Guidelines

According to NRS 392.466 [2023 Revisions]

Violation	Age											DCSD Policy or Regulation
	-3	4	5	6	7	8	9	10	11	12	13 +	
Distribution of a Controlled Substance	May suspend with supt. approval		May suspend					May expel				BP 529 (b)
Battery of a School Employee	May suspend with supt. approval		May suspend			May expel						BP 529 (a)
Battery of a School Employee with Intent to Result in Bodily Injury	May suspend with supt. approval		Must suspend			Must suspend, expel, or permanently expel						BP 529 (a)
Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process	May suspend with supt. approval		May suspend					May expel				BP 529 (a)
Possession of a Dangerous Weapon Other Than a Firearm	May suspend with supt. approval		May suspend					May expel				BP 529 (a)
Possession of a firearm	May suspend with supt. approval		May suspend			Must suspend or expel		May suspend			BP 529 (a)	
	May not expel		May not expel			May not permanently expel		Must suspend, expel, or permanently expel				

Temporary Alternative Placement

This is a plan for the temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

When a student engages 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, the student may be removed from the classroom pursuant to NRS 392.4645. School administration shall 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 principal's office shall 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 supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided 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. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Temporary Alternative Placement (TAP) listed below will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

Temporary Alternative Placement (TAP) Members: Administrator, 2 teachers, 1 alt teacher, 1 staff, 1 alt staff (teachers and staff members to be selected by peers and serve two-year terms).

Disclosures

Please note the following disclosures in regards to the DCSD Progressive Discipline Plan:

- The severity of some discipline infractions may dictate more serious consequences
- All consequences are administered at the discretion of the DCSD designated administrator
- Criminal offenses will be reported to the Douglas County Sheriff's Office (DCSO)
- The School and/or District is not responsible for lost or stolen items
- Bus/transportation -student may not be removed from bus on the same trip of infraction
- The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)
- The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable
- School's progressive discipline plan addresses all incidents as outlined in DCSD Board Policy 525 and 529
- Please note that this is a supplementary document to DCSD Board Policy 525
- For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to DCSD Board Policy 529, 529(a), 529(b), and 543
- All infractions and consequences require parent/guardian notification
- All consequences are administered at the discretion of the school administrator(s) and in accordance with DCSD Board Policy
- Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)
- As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student
- Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.
- This plan utilizes behavior categories recognized by the state
 - ISS = In School Suspension / OSS = Out of School Suspension /APEP = Alternative Placement Education Program
 - Alternative Placement (AP) = ISS/APEP/OSS (administrator discretion)
- Early out may be revoked in addition to other consequences

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- Recipients will be treated with compassion and respect for their dignity
- Steps will be taken to minimize re-traumatization
- They are entitled to redress for the harm that they may have suffered
- They will have access to school counselors and other professionals as needed and available
- They will be given the opportunity to participate in restorative conferences

DOCUMENTATION

Accurate documentation of student behavior within Infinite Campus is mandatory. Documentation allows schools and the school district to track trends and behaviors to provide focused supports, interventions and training. Documentation of events and use of the associated data is required under federal regulations and civil rights laws.

DATA COLLECTION AND REPORTING

In accordance with NRS 392.4644(1)(h) Each school will collect, report and review data on the occurrences of the suspension, expulsion, or removal from school that disproportionately affect students who belong to a group listed in NRS 385.A250.2.

These reports will include data on: the implementation of the plan, number of student suspensions and expulsions, number of vacant positions, average class size for each grade in the school, training received by teachers and administrators regarding each plan, number of placement of pupils in another school, and the ratio of pupils to school counselors, school psychologists, and school social workers.

After each quarterly review of the above data school administration and staff will work with District administration to design and implement training for teachers, administrators and staff to address the occurrences of the suspension, expulsion, or removal of students from school that disproportionately affect students who belong to a group of pupils listed in NRS 385A.250.2.

DISCRETION FOR RESOLVING INCIDENT

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make in accordance with Douglas County School District Board Policies and Administrative Regulations related to:

- Tobacco Free Schools – Board Policy [106](#)
- Use of Medications – Board Policy [508](#)
- Drug-Alcohol Abuse - Board Policy [523](#)
- Student Discipline - Board Policy [525](#)
- Suspension and Expulsion - Board Policy [529](#)
- Safe Schools Weapons-Fighting-Intimidation – Board Policy [529\(a\)](#)
- Safe and Drug Free Environment - Board Policy [529\(b\)](#)
- Gang Affiliation and Activity – Board Policy [540](#)
- Safe and Respectful Learning Environments – Bullying - Board Policy [543](#)
- Reference: [NRS 392.466](#), [NRS 392.4645](#), [NRS 392.467](#), [NRS 392.4612 to 392.472](#)

ACRONYM KEY

NRS- Nevada Revised Statute	Tier- Referring to a level in the MTSS
NAC- Nevada Administrative Code	ISS- In School Support
MTSS- Multi-Tiered System of Supports	OSS- Out of school suspension

Appendix A: Examples of School Sites Written Rules of Behavior

Examples of school sites “Written Rules of Behavior.” NRS 392.463 These are examples as every school modifies them to meet the unique needs of the specific school site.

Douglas High School (DHS) Behavior Expectations

We all make decisions about our behavior on a daily basis. The choices we make have consequences. Because we have high expectations for DHS students, we support all healthy and positive choices you make about your behavior. Students demonstrating inappropriate behavior will be referred by staff to administration. These students will receive due process and a consequence determined through the school’s progressive discipline policies, district policies, and state laws. It is important that you know you are accountable for your behavior. Listed below are some basic rules to guide Douglas High School students. Violations of any of the following school rules will result in disciplinary action:

1. Students are expected to treat members of the school staff with respect.
2. Students must carry and provide proper identification to school personnel upon request.
3. Visitors are not allowed to attend classes without prior approval. No visitors will be allowed during the week of finals. Only staff, parents/guardians, and enrolled students attending scheduled classes are allowed on school grounds. A trespass warning will be issued to unauthorized individuals on a first offense; on a second offense individuals will be subject to arrest per NRS 207.200.
4. Students must obtain administrative approval for any meeting or assembly held on school property and any printed matter they wish to distribute or post on school property.
5. No student may leave a classroom without the permission of the teacher.
6. No student may leave the campus for any reason during the school day without obtaining a pass from the attendance office. Permission from a teacher to leave is not sufficient.
7. Leaving campus at lunch is a privilege granted to most juniors and seniors. Upperclassmen may have their privilege revoked based on grades or behavior.
8. Eighteen-year-old students must conform to the same requirements as all other students if they attend the regular day classes.
9. The school does not assume responsibility for lost, stolen, or confiscated items, which may include money, electronic equipment, PE clothes, or school-issued supplies.
10. Students representing the school in school-affiliated groups or clubs, co-curricular activities, and extracurricular activities must conform to the standards established by the coaches or sponsors of the activities, district policy and by the Nevada Interscholastic Activities Association, as applicable.
11. Items that can affect student and staff safety are prohibited. Prohibited items will be confiscated. This includes any inhalants that cause a mind altered state.
12. Unless a student has permission from a staff member, cell phones and all other electronic devices must be turned off and put away (not visible) during instructional time, including in hallways and in restrooms. This includes but is not limited to cell phones, iPods, earphones/earbuds, and gaming devices.
13. Skateboards, skate shoes, and roller blades may not be ridden on school property except as part of club activities.
14. Acceptable Use Policy (AUP): In order to use any school computer, students must have on file an AUP agreement signed by both the student and his/her parent or guardian.
15. Food and drink are not permitted in any of the school’s computer labs.
16. Lockers are school property and may be searched at any time. School officials may search students, their backpacks, purses, and vehicles if there is reasonable suspicion that the student has violated school rules or civil laws.
17. Douglas County School District prohibits behavior that is bullying, intimidating, harassing, hazing, threatening, or disruptive. It also prohibits behavior associated with gang activity or affiliation. This also includes texting and social media that affects students’ ability to function and be safe at school.
18. Students are expected to clean up any messes they create. We expect our campus to stay clean.
19. It is inappropriate for students to gather in a manner that obstructs the orderly movement of pupils and staff.
20. Couples should demonstrate proper respect for each other by avoiding excessive and/or offensive displays of affection on school property or at school-sponsored activities.
21. Students should not engage in any behavior that threatens the safety or welfare of themselves or others. 17 22. Douglas High School’s campus will be closed for all Freshmen, Sophomores, and any students determined to not be in good standing. Juniors and Seniors must have a parent/guardian signed consent form to be allowed to leave campus and remain in good standing.

Gardnerville Elementary School (GES) PBIX Expectation Matrix

	All Areas	Restrooms	MPR	Arrival/ Departure	Hall	Recess/ Playground
BE Safe	Body to self Eyes forward Don't open doors to strangers	Keep feet on floor Wash hands after use Keep water & soap in sink	Walk, use proper doors when entering/ leaving Sit on bottom facing table	Stay on sidewalks and crosswalks Walk scooters, bikes, etc. Avoid parking lots	Walk on right side of hall in line Calm body to self	Body to self Use equipment correctly
BE Respectful	Use kind words Quiet Feet Follow adult directions	Give people privacy Use posted voice level	Include others Use your manners Use quiet voice	Be courteous Obey adults on duty and bus drivers	Silent voice Quiet feet	Follow adult directions Use kind words Wait your turn
BE Responsible	Follow adult directions Take care of your belongings Be honest	Put paper towels in garbage can Return to room promptly	Get all utensils, milk, etc. when first going through the line Clear table and wait to be excused Pick up trash	Leave immediately after the bell rings Arrive and leave on time Go directly to where you belong	Don't open outside doors Keep hallways clear	Put equipment away Follow playground rules
STAFF Expectations	Have high expectations for ALL students Refrain from using anger or sarcasm Model positive behavior using the matrix and carry blue tickets at ALL times	Use a positive approach to discipline Have a routine for bathroom usage	Walk students to the lunch line at your assigned time. Circulate and help students as needed.	Arrive on time and pick your students up on time Make yourself present in hallways after school Arrive to duty location at 8:30 or 3:10	WALK class to recess and lunch the entire way STAY with class as you travel	Pick up class on time Reinforce positive expectations prior to recess/lunch Communicate with all adults about behaviors/concerns

Appendix B: Individual Student Progressive Discipline Plan



**Douglas County
School District**

EMPOWER • PREPARE • INSPIRE • CONNECT

Progressive Discipline Plan based on Restorative Justice **Individual Student Plan**

The Individual Progressive Discipline Plan Based on Restorative Justice shall be developed in consultation with the student and the parent/guardian of the student.

School: [Click to select](#)

Date: [Click to enter a date.](#)

Student Information

First Name: [Enter First Name of Student](#)

Last Name: [Enter Last Name of Student](#)

Student Number: [Enter Student Number](#)

DOB: [Enter Student DOB](#)

Incident and Discipline Consequence

This conference will focus on the incident that occurred on [Click to enter a date](#) for the behavior(s) outlined in the Behavior Detail Report (attach additional documentation as needed).

- A copy of the **Behavior Detail Report** logged for this incident in the student information system (Infinite Campus) is included with this plan.
- Appeal Notice** – A notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671 was provided. The parent has five school days to file an appeal.

Parent/Guardian Agreement Statement

I, _____, the parent/guardian of _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on [Click to enter a date](#).

Parent/Guardian Signature: _____ Date: _____

Student Agreement Statement

I, _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on [Click to enter a date](#).

Student Signature: _____ Date: _____

Disciplinary Practices Based on Restorative Justice

Student Accountability (Student Account)

- What happened? [Enter Student Response Here.](#)
- What were you thinking about at the time? [Enter Student Response Here.](#)
- What have you thought about since the incident? [Enter Student Response Here.](#)
- Who do you think has been affected by your actions? [Enter Student Response Here.](#)
- How have they been affected? [Enter Student Response Here.](#)
- Is there anything you want to say at this point? [Enter Student Response Here.](#)
- What can you do to repair the harm that was done? [Enter Student Response Here.](#)

Relief for Victim (Victim/Individual harmed)

Have the person harmed respond to each of the following questions during a separate meeting. This should be done at the discretion of the student who was harmed, parents/guardians, and the administrator.

- What happened? [Enter Student Response Here.](#)
- What was your reaction at the time of the incident? [Enter Student Response Here.](#)
- How do you feel about what happened? [Enter Student Response Here.](#)
- What has been the hardest thing for you? [Enter Student Response Here.](#)
- Relief for student harmed? [Enter Student Response Here.](#)

Restoration of Remedies

Behavior Change Checklist

The elements below must be included in every individualized plan. Please confirm the inclusion of each by checking the box and including evidence of support or intervention.

- Referral to School Psychologist for PBIS, MTSS, BIP, SIT, and IEP considerations: [Enter Comments Here](#)
- Support by Social and Emotional Learning: [Enter Comments Here](#)
- Referral to appropriate community-based support: [Enter Comments Here](#)
- A conference with the principal/designee and any other appropriate personnel: [Enter Comments Here](#)
- A determination of the need for a referral to a school social worker: [Enter Comments Here](#)
- A plan for reinstatement and guidelines for the provision of notice to a pupil to initiate their reinstatement: [Enter Comments Here](#)

Reintegration by Accountability

On [Click to enter a date](#), [Enter Name of Student](#) participated in Restorative Conversations with [Enter Name of Supporting Staff Member](#) to discuss the events leading up to the incident, how he/she was thinking and feeling at the time of the incident, who they impacted with their choices, and what they need to do to make things right. Expectations for classroom and/or school behavior were clearly explained and had the opportunity to ask clarifying questions as necessary.

Meeting Participants

_____	_____
Student	Parent/Guardian
_____	_____
Administrator	Other
_____	_____
Other	Other