



CHURCHILL COUNTY SCHOOL DISTRICT

Restorative Discipline Plan

Behavioral Matrix and Progressive Discipline Actions

Early Childhood: Northside Early Learning Center

Elementary Schools: Lahontan Elementary School, E.C. Best Elementary School, and Numa Elementary School

Middle School: Churchill County Middle School

High School: Churchill County High School

Categories of Behavior

1. ATTENDANCE RELATED BEHAVIORS

- a. Excessive Tardies (minor)
- b. Truancy (minor)
- c. Habitual Truancy (major)

2. BULLYING BEHAVIOR

- a. Bullying (minor or major)
- b. Cyber Bullying (minor or major)
- c. Discrimination Based on Race (minor or major)

3. DISRUPTION OF CLASS/SCHOOL ACTIVITIES

- a. Disregard for School Rules/Interference with Instruction (minor)
- b. Disruption of School Activities (major)

4. VIOLATION OF SCHOOL RULES

- a. Cheating/Plagiarism (minor or major)
- b. Dress Code Violation (minor)
- c. Inappropriate Language (minor)
- d. Insubordination (major)
- e. Technology Violation (minor)

5. PROHIBITED BEHAVIORS

- a. Arson (minor or major)
 - b. Bus/Transportation (minor)
 - c. Damage To or Destruction of Property on School Grounds (minor or major)
 - d. Gang Related Behavior/Activity (major)
 - e. Habitual Disciplinary Problem (major)
 - f. Sexual Assault (major)
 - g. Sexual Misconduct/Harassment (major)
 - h. Theft/Possession of Stolen Property (major)
 - i. Trespassing (minor or major)
- 6. SUBSTANCE ABUSE RELATED BEHAVIORS**
- a. Alcohol- Possession Use of (minor)
 - b. Drug Paraphernalia - Possession of (minor)
 - c. Possession/Use of a Controlled Substance (major)
 - d. Tobacco Violation (minor)
- 7. THREAT BEHAVIORS**
- a. Threat to School (major)
 - b. Threat to Staff (major)
 - c. Threat to Student (major)
- 8. VIOLENT BEHAVIORS**
- a. Violence/Harm to Staff (major)
 - b. Violence/Harm to Student (major)
- 9. WEAPONS INVOLVED BEHAVIORS**
- a. Possession/Use of a Dangerous Weapon (major)

Churchill CSD Discipline Policy Statement

SAFE AND CONNECTED SCHOOLS

The Churchill County School District and the Board of Trustees are fully committed to a quality education. The Churchill County School District commits to the vision of “Everyone Always Learning” through the commitment to develop “life ready” learners who develop as a whole person through intentional experiences that lead to engaged citizens and formalizes internal and external communication structures between students, teachers, leadership, families and the community. One of the strategic goals of Churchill County School District is to develop a Modern School Culture that provides intentional opportunities that lead to a healthy and rewarding life. Hence, we are committed to create and maintain safe learning environments free from violence and disruption. Violent and disruptive behavior will be addressed immediately to ensure the safety of the school community, and to ensure the opportunity to learn for all students. Churchill County School District is steadfast on our commitment to be accountable, through succinct training of all staff and accurately monitoring our behavior processes.

RESTORATIVE PRACTICES (RP)

While a primary purpose of this document is to outline the restorative discipline actions that will be taken in Churchill CSD, we believe that restorative discipline practices are the end result of a much larger system of restorative justice upon which our school cultures should center. After all, restorative discipline practices strive to restore relationships that were broken. Therefore, our system must invest in the time and tools necessary to develop positive relationships at all levels to have something to restore to. Churchill County School District supports the data and the belief that removing students from the educational setting promotes negative effects of discipline that include increasing the likelihood students will end up in the juvenile justice system and also increases the likelihood for negative outcomes pertaining to school (including school attendance and the ability to earn a high school diploma). Alternative forms of discipline recognize that all behaviors are a form of communication and that our duty, as members of a school community, is to recognize behaviors and treat them as teaching opportunities. These are opportunities where we hold the students accountable for their actions (including providing consequences) and we try to understand the behavior and teach the child how to deal with the root cause of the behavior. This helps our classrooms and schools to maintain a climate of respect and promote successful lifelong learning.

Key Principles of Restorative Practices

The fundamental hypothesis of RP is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Adults know this

from their own experiences, and it holds just as true for students. The aim of RP is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. Relationships can only be restored if they are there to begin with; this is why building relationships is the foundational work that needs to happen in schools.

- A school is a COMMUNITY. Relationships are the heart of school communities, and we must work diligently to build, strengthen, and restore these relationships. We cannot “restore” a peaceful community when the peace was not built in the first place.
- Students need SOCIAL & EMOTIONAL LEARNING to succeed in school, college, career, and life. Our schools and our disciplinary systems must intentionally teach students self-awareness, self- management, social awareness, relationship skills, and responsible decision making.
- ACCOUNTABILITY is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. Adults help students hold themselves accountable by both setting high expectations and providing high levels of support.
- When someone does something that harms a community, the goal of an effective response is to HEAL AND REPAIR HARM. In order to do so, it is essential to identify the needs of all parties involved and provide them with opportunities to voice those needs.
- Restorative Practices require RESTORATIVE SYSTEMS AND MINDSETS. We must align our school policies, procedures, and culture to a restorative philosophy that values every member of the community.

Questions to Consider When Helping Students with Chronic Misbehavior

- o **Is the student consistently receiving Tier I behavior support?**
- o **Have you exhausted all resources within the classroom setting?**
 - ✓ Use of PBIS strategies
 - ✓ Teaching expectations
 - ✓ Re-teaching and practicing expected behaviors
 - ✓ Positive reward for expected behaviors
 - ✓ Use of a class-wide behavior management system
 - ✓ Classroom incentives
 - ✓ Use of PBIS strategies
 - ✓ Fix-it plans
 - ✓ Mindfulness strategies
 - ✓ Preferential/flexible seating
 - ✓ Use of a safe place
 - ✓ Brain Breaks
 - ✓ Classroom environment (physical layout, relationships)
 - ✓ Building a relationship with students and parents
 - ✓ Parent contact/parent involvement
- o **Does the student possess the skills necessary to:**
 - ✓ Appropriately resolve conflicts with peers and/or adults?
 - ✓ Successfully complete academic requirements?
 - ✓ Resist peer pressure to join in problem behaviors/activities (drugs, gangs, hazing, harassment, etc.)
 - If not, what targeted skill development is necessary?
- o **What interventions have been implemented to address these behaviors?**
- o **What environmental factors at school might be contributing to/triggering the misbehavior?**

- ✓ What is missing or present in the environment that contributes to the behavior continuing to occur?
- o **What FUNCTION does the behavior serve?**
 - ✓ Escape/Avoidance
 - ✓ Attention
 - ✓ Tangible
 - ✓ Sensory
- o **Has the student been seen by the school counselor or other support personnel?**
- o **Has the student been provided with targeted skill development?**
- o **Has the student been seen by any outside agencies?**
- o **Has the student been paired with an adult mentor to build positive school relationships?**
- o **Does the student have a behavior contract or Positive Behavior Support Plan?**
- o **Has the student been referred to the MTSS Team?**
- o **Has the student been diagnosed with a medical/psychiatric condition that requires medication?**

Important Note: Students that demonstrate a pattern of inappropriate behavior require interventions that are thoughtfully constructed and consistently evaluated for effectiveness. Punishment is considered one of the *least effective* responses to chronic behavior issues.

Restorative Questions to Use with Students

<p>Restorative Questions (To respond to challenging behavior):</p> <ul style="list-style-type: none"> ● What happened? ● What were you thinking at the time? ● Who has been affected by what you have done? ● In what way? ● What do you think you need to do to make things right? <p>*From: International Institute for Restorative Practices (IIRP) www.iirp.org</p>	<p>Restorative Questions (To help those harmed by another's actions):</p> <ul style="list-style-type: none"> ● What did you think when you realized what had happened? ● What impact did this incident have on you and others? ● What has been the hardest thing for you? ● What do you think needs to happen to make things right? <p>*From: International Institute for Restorative Practices (IIRP) www.iirp.org</p>
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Best Practices and Interventions

- Explicitly TEACH and RETEACH the behavior expectations and SOPs using various instructional practices, including role-playing and modeling the expected behavior or SOP. Do not model, role-play, or describe the behavior you don't want to see. Clearly define and post school-wide and classroom behavior expectations
- Clearly define all Standard Operating Procedures (SOPs) for all classroom/school-wide procedures
- Use visuals for behavior expectations, SOPs, and schedules whenever needed.
- Front Loading Expectations - provide students with specific details of what the expected behavior will look like. "We will be done with our math assignment in two minutes. When you hear the timer, I want you to quietly put your pencils away and pass your papers to the table leader to turn into the box."
- Acknowledge students who appropriately demonstrate the expected behavior instead of correcting those that aren't whenever possible.
- Explain HOW the behavior didn't meet the taught expectation. "You are not being responsible when you _____. Can you show me or tell me HOW you could be responsible?"
- Provide a verbal warning. "Students at our school are expected to use kind words and appropriate language when talking to other students and staff. This is your official warning."
- Check for student understanding of the behavioral expectations - "Can you tell me in your own words what expectations you need to follow and how you could do that expectation in the future?"
- Determine if the student can demonstrate the expected behavior expectation.
 - Do they have any social, emotional or behavioral skill deficits that impede their ability to follow school-wide/classroom behavior expectations?
- Determine if the student has any academic deficits or needs contributing to classroom misbehavior.
- CHOICES - provide students with clearly defined choices and state the consequences for each choice. "When you do _____, you _____"
- Determine the *Function of the Behavior*. All behavior occurs to obtain or avoid something.
 - Obtain attention, access to a tangible, or access to a sensory.
 - Avoid: escape or avoid something you find aversive.
- Observe to try to determine environmental factors that contribute to the misbehavior. Can you make changes in the environment to help decrease the occurrence of undesired behavior?
- Review data sources and collaborate with others to identify behavior patterns and trends (class to class, year to year, etc.).
- Use a variety of consequences
 - Positive Reinforcement - any process that involves rewarding or reinforcing a desired behavior to increase the likelihood that it will be repeated in the future.
 - Negative Reinforcement - any process that encourages a desired behavior by removing or avoiding something undesirable. Example: Teacher takes away homework for class, because they are so well behaved.
 - Penalties and Punishment
- Evaluate the effectiveness of consequences. An effective consequence should decrease the occurrence of misbehavior and/or increase the occurrence of the expected behavior. If it doesn't, the consequence needs to be reviewed and modified/changed altogether.
- Involve your school's MTSS Team to help determine how to support the best student's behavioral, SEL, and/or academic needs.

Churchill County School District BEHAVIOR MATRIX/PROGRESSIVE DISCIPLINE PLAN

Churchill County School District engages in a Multi-Tiered Instructional Support model focusing on restorative practices and prevention through Positive Behavioral Intervention and Supports including positive reinforcement to deter negative student behaviors. If student behavior falls below expectations, the following behavioral guidelines will be used by school administrators to determine consequences and/or interventions for student behavior violations. In all instances, these guidelines may be modified contingent upon the incident's severity level and aligned with age, developmental level, and other extenuating circumstances. The guidelines apply to an incident that occurs at school, travel to and from school, during lunch, and while involved in school-sponsored activities. In all circumstances, school administrators will make decisions based on the health, safety, and welfare of all students while focusing on student success and the goal of graduation. Churchill County School District also recognizes that any behavioral or disciplinary-related consequences being taken with any student participating in a program of Special Education/Section 504 must comply with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, as applicable, and all state and federal laws and regulations.

ATTENDANCE

The District schools operate on an alternative calendar for 166 days in 2024-2025. Nevada law (NRS 392.040) requires school age children to be enrolled in public school and attend on a regular basis. Except as otherwise provided by law, each parent, guardian, or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all the time the public school is in session in the school district in which the child resides. Absences should be pre-arranged when possible. Students must attend ninety percent (90%) of the time they are enrolled.

Excessive Tardies (minor)

School tardiness is defined as arriving late to class after the school day has officially begun or 10 minutes after class has begun during the school day, as applicable. A student has been marked tardy five or more times in a school semester. All tardies marked during the day will count as one tardy. See also [NRS 392.122](#), [NRS 392.463](#), CCSD POL 5119.1, CCSD REG 5119.1, and CCSD Student Handbook.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Parent/Guardian Notified	Parent/Guardian Notified Student/Parent Conference with Teacher In-School Procedure	Required Parent Conference Student/Parent Conference with Counselor, Safe School Professional, or Admin In-School Procedure	Tier 1
				<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors
				Tier 2
Middle	Parent/Guardian Notified - Infinite Campus, if the parent has selected to receive these notices	Parent/Guardian Notified Student Conference with Teacher In-School Procedure	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor, Safe School Professional, or Admin In-School Procedure	Tier 2
				<ul style="list-style-type: none"> ● Re-teaching expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team ● Student Conference with Admin/SRO ● Time for Time
				Tier 3
High	Parent/Guardian Notified - Infinite Campus, if the parent has selected to receive these notices	Parent/Guardian Notified Student Conference with Teacher In-School Procedure	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor, Safe School Professional or Admin In-School Procedure	Tier 3
				<ul style="list-style-type: none"> ● Functional Behavior Assessment ● Positive Behavior Support Plan

				<ul style="list-style-type: none"> • Student Escort between classes or to and from school
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ATTENDANCE (continued)

TRUANCY (minor)

All unverified absences (AUKs) will be treated as truanancies. A student is considered truant if he/she is absent from school the entire day or for a class period without permission from either the school or his/her parent/guardian. See also [NRS 392.130](#), [NRS 392.140](#), CCSD POL 5119.1, CCSD REG 5119.1, and CCSD Student Handbook.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementar y Middle High	Parent/Guardian Notified - Attendance Letter	Parent/Guardian Notified - Attendance Letter	Parent/Guardian Notified - Attendance Letter	<div style="background-color: #00FF00; text-align: center; padding: 5px;">Tier 1</div> <ul style="list-style-type: none"> • Classroom lessons • School-wide interventions/programs • Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 5px;">Tier 2</div> <ul style="list-style-type: none"> • Re-teaching expectations • Student Conference with Counselor or SSP • Referral to MTSS Team- small-group evidence based intervention • Make-up assignment • Make-up lost time • Educational Project • Restorative Circle • Restorative Conference/Mediation • Student Conference with Admin or FPO • Time for Time • Campus Beautification • Check In/Check Out <div style="background-color: #FF0000; text-align: center; padding: 5px;">Tier 3</div>
	Student Conference with Counselor, SSP, or Admin	Student Conference with Counselor, SSP, or Admin	Student Conference with Counselor, SSP, or Admin	
	In-School Procedure/Intervention Plan	In-School Procedure/Intervention Plan	In-School Procedure & Intervention Plan	
	Student Attendance Review Board - notified	Student Attendance Review Board - notified	Student Attendance Review Board - notified	

				<ul style="list-style-type: none"> • MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed • Functional Behavior Assessment • Positive Behavior Support Plan • Law Enforcement Involvement • JPO <p>*Note: 4th+ Truancy = Student Attendance Review Board Hearing for student and parent/guardian. The student may be determined to be a "Habitual Truant" at a hearing.</p>
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ATTENDANCE (continued)

HABITUAL TRUANCY (major)
 A Habitual Truant is one who has been declared a truant three or more times within one school year ([NRS 392.040](#)). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant. See also [NRS 392.140](#), CCSD POL 5119.1, CCSD REG 5119.1, and CCSD Student Handbook.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Middle High	Parent/Guardian Notified - School Attendance Review Board Hearing Notification	Parent/Guardian Notified - School Attendance Review Board Hearing Notification	Parent/Guardian Notified - School Attendance Review Board Hearing Notification	Tier 1
	Student Conference with Counselor, SSP, or Admin	Student Conference with Counselor, SSP, or Admin	Student Conference with Counselor, SSP, or Admin	<ul style="list-style-type: none"> • Classroom lessons • School-wide interventions/programs • Acknowledgement for expected behaviors
	In-School Procedure & Intervention Plan	In-School Procedure & Intervention Plan	In-School Procedure & Intervention Plan	Tier 2
	Student & parent required to attend School Attendance Review Board Hearing	Student & parent required to attend School Attendance Review Board Hearing	Student & parent required to attend School Attendance Review Board Hearing	<ul style="list-style-type: none"> • Student Conference with Counselor or SSP • Referral to MTSS Team - small-group evidence-based intervention
	Citation and suspension of student driver's license for at least 30 days	Citation and suspension of student driver's license for at least 60 days	Citation and suspension of student driver's license for at least 60 days	

	<p>but not more than 6 months or student may not be able to apply for driver's license for 30 days after student becomes eligible to apply for driver's license</p>	<p>but not more than 1 year or student may not be able to apply for driver's license for 60 days after student becomes eligible to apply for driver's license</p>	<p>but not more than 1 year or student may not be able to apply for driver's license for 60 days after student becomes eligible to apply for driver's license</p>	<ul style="list-style-type: none"> ● Educational Project ● Attendance Improvement Plan <div style="background-color: red; color: white; text-align: center; padding: 5px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Law Enforcement Involvement ● JPO
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BULLYING BEHAVIORS

BULLYING (minor or major)

[NRS 388.122](#) "Bullying" defined.

1. "Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
 - a. Have the effect of:
 1. Physically harming a person or damaging the property of a person; or
 2. Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
 - a. Interfere with the rights of a person by:
 1. Creating an intimidating or hostile educational environment for the person; or
 2. Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
 - b. Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 1. Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
 2. Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation: Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;

- a. Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
- a. Repeated or pervasive nonverbal threats or intimidation, such as the use of aggressive, menacing, or disrespectful gestures;
- b. Threats of harm to a person, to his or her possessions, or to other persons, whether such threats are transmitted verbally, electronically or in writing;
- c. Blackmail, extortion or demands for protection money or involuntary loans or donations;
- d. Blocking access to any property or facility of a school;
- e. Stalking; and
- f. Physically harmful contact with or injury to another person or his or her property.

(Added to NRS by [2009, 687](#); A [2011,2245](#); [2013, 1655, 2138](#); [2015, 411](#))

See also: [NRS 388.121](#) Definition, [NRS 200.571](#) Harassment, [NRS 200.605](#) Hazing, [NRS 200.575](#) Stalking, CCSD POL 5410.0, CCSD REG 5410.0, and CCSD REG 5410.01 Hazing Code.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice
Elementary	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 5px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 5px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor, SSP, or Admin ● Referral to MTSS Team - small-group evidence-based intervention/social skills groups ● Restorative Circle ● Restorative Conference/Mediation <div style="background-color: #FF0000; text-align: center; padding: 5px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment (FBA)
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Admin	
	Student Conference with Admin	Student Conference with Admin	Out of School or Expulsion	
	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Alternative Placement	
Law Enforcement Involvement	Alternative Environment	Law Enforcement Involvement		
	Law Enforcement Involvement			

<p>Middle</p>	<p>Parent/Guardian Notified</p> <p>Student Conference with Teacher or Trusted Adult</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Parent/Guardian Notified or Required Parent Conference</p> <p>Student Conference with Counselor</p> <p>In-School Suspension or Out-of-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Alternative Environment</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Alternative Placement</p> <p>Law Enforcement Involvement</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement </div> <p>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</p> <p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
<p>High</p>	<p>Parent/Guardian Notified</p> <p>Student Conference with Teacher or Trusted Adult</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Parent/Guardian Notified or Required Parent Conference</p> <p>Student Conference with Counselor</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Alternative Environment</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Alternative Placement</p> <p>Law Enforcement Involvement</p>	

BULLYING BEHAVIORS (continued)

CYBERBULLYING (minor or major)

[NRS 388.123](#) “Cyber-bullying” defined. “Cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in [NRS 200.737](#). (Added to NRS by 2009, 687; A 2011, 1062) See also: [NRS 200.571](#) Harassment: Definition; penalties. [NRS 200.605](#) Penalties; definition. (Hazing), [NRS 200.575](#) Stalking: Definitions; penalties; entry of finding in judgment of conviction or admonishment of rights. Example: Includes the following when the behavior is perpetrated via electronic means: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice				
Elementary	Parent/Guardian Notified Student Conference with Teacher or Trusted Adult In-School Procedures or In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor In-School Suspension or Out-of-School Suspension Re-entry/Restorative Plan Alternative Environment Law Enforcement Involvement	Required Parent Conference Student Conference with Admin Out-of-school Suspension or Expulsion Re-entry/Restorative Plan Alternative Placement Law Enforcement Involvement	<table border="1"> <tr> <td data-bbox="1226 605 1986 667" style="background-color: #00FF00; text-align: center;">Tier 1</td> </tr> <tr> <td data-bbox="1226 667 1986 794"> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors </td> </tr> <tr> <td data-bbox="1226 794 1986 855" style="background-color: #FFFF00; text-align: center;">Tier 2</td> </tr> <tr> <td data-bbox="1226 855 1986 1110"> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor, SSP, or Admin ● Referral to MTSS Team - small-group evidence-based intervention/social skills groups ● Restorative Circle ● Restorative Conference/Mediation </td> </tr> </table>	Tier 1	<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors 	Tier 2	<ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor, SSP, or Admin ● Referral to MTSS Team - small-group evidence-based intervention/social skills groups ● Restorative Circle ● Restorative Conference/Mediation
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<ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor, SSP, or Admin ● Referral to MTSS Team - small-group evidence-based intervention/social skills groups ● Restorative Circle ● Restorative Conference/Mediation 								
Middle	Parent/Guardian Notified Student Conference with Teacher or Trusted Adult In-School Procedures or In-School Suspension Re-entry/Restorative Plan	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor In-School Suspension or Out of School Suspension	Required Parent Conference Student Conference with Admin Out of School or Expulsion	<table border="1"> <tr> <td data-bbox="1226 1117 1986 1179" style="background-color: #FF0000; text-align: center;">Tier 3</td> </tr> <tr> <td data-bbox="1226 1179 1986 1433"> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment (FBA) ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement </td> </tr> </table>	Tier 3	<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment (FBA) ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement 		
Tier 3								
<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment (FBA) ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement 								

	Law Enforcement Involvement	Re-entry/Restorative Plan Alternative Environment Law Enforcement Involvement	Re-entry/Restorative Plan Alternative Placement Law Enforcement Involvement	<p>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</p> <p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
High	Parent/Guardian Notified Student Conference with Teacher or Trusted Adult In-School Procedures or In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor In-School Suspension or Out of School Suspension Re-entry/Restorative Plan Alternative Environment Law Enforcement Involvement	Required Parent Conference Student Conference with Admin Out of School or Expulsion Re-entry/Restorative Plan Alternative Placement Law Enforcement Involvement	

BULLYING BEHAVIORS (continued)

DISCRIMINATION BASED ON RACE (minor or major)
[NRS 388.1235](#) “Discrimination based on race” defined. “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 identified in subsection. 1) Regarding the 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 2) That occurs in person, online or in any other setting including, without limitation, in a course of distance education. See also [NRS 388.122](#) Bullying and [NRS 388.123](#) Cyberbullying.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice
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Elementary	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 5px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 5px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor, SSP, or Admin ● Referral to MTSS Team - small-group evidence-based intervention/social skills groups ● Restorative Circle ● Restorative Conference/Mediation <div style="background-color: #FF0000; text-align: center; padding: 5px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community Support as needed ● Functional Behavior Assessment (FBA) ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Admin	
	Student Conference with Admin	Student Conference with Counselor	Out of School or Expulsion	
	In-School Procedures or In-School Suspension	Student Conference with Admin	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	In-School Suspension or Out of School Suspension	Alternative Placement	
	Law Enforcement Involvement	Re-entry/Restorative Plan	Law Enforcement Involvement	
Middle	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference	
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Admin	
	Student Conference with Admin	Student Conference with Counselor	Out of School or Expulsion	
	In-School Procedures or In-School Suspension	Student Conference with Admin	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	In-School Suspension or Out of School Suspension	Alternative Placement	
	Law Enforcement Involvement	Re-entry/Restorative Plan	Law Enforcement Involvement	
	Alternative Environment	Alternative Environment		

		Law Enforcement Involvement		
High	Parent/Guardian Notified Student Conference with Counselor	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference Student Conference with Admin	
	Student Conference with Admin	Student Conference with Counselor	Out of School or Expulsion	
	In-School Procedures or In-School Suspension	Student Conference with Admin	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	In-School Suspension or Out of School Suspension	Alternative Placement	
	Law Enforcement Involvement	Re-entry/Restorative Plan	Law Enforcement Involvement	
		Alternative Environment		
		Law Enforcement Involvement		

DISRUPTION OF CLASS/SCHOOL ACTIVITIES

DISREGARD FOR SCHOOL RULES AND/OR INTERFERENCE WITH INSTRUCTION (minor)
 Violations of the rules of the school as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher or coach. It also includes disruptive conduct in the classroom, which has the effect of disrupting the instruction of other students and which are violations of the Written Rules of Behavior adopted by the school

district pursuant. It includes horseplay/pushing, unacceptable classroom/school behavior, nuisance items, public displays of affection, throwing substances at a vehicle (if no damage), and class disruption. See [NRS 392.463](#), CCSD POL 5135.1, CCSD Student Handbook, and School/classroom behavior expectations.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice
Elementary	Warning	Parent/Guardian Notified Student Conference with Teacher In-School Procedures	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor or Admin In-School Procedures	Tier 1
				<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school
				Tier 2
Middle	Warning	Parent/Guardian Notified Student Conference with Teacher In-School Procedures	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor or Admin In-School Procedures	<ul style="list-style-type: none"> ● Re-teaching expectations ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Educational Project ● Referral to MTSS Team- small-group evidence-based intervention ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or Fallon Police Officer ●
				Tier 3
				<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized evidence-based intervention with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Re-entry/Restorative Plan ● Academic Plan
High	Warning	Parent/Guardian Notified Student Conference with Teacher In-School Procedures	Parent/Guardian Notified or Required Parent Conference Student Conference with Counselor or Admin In-School Procedures	<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized evidence-based intervention with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Re-entry/Restorative Plan ● Academic Plan <p>*Note: 4th Incident of behavior = "Insubordination" behavior referral. Note "Disregard for School Rules and/or Interference with Instruction" in the referral.</p>

				<p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
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DISRUPTION OF CLASS/SCHOOL ACTIVITIES (continued)

DISRUPTION OF SCHOOL ACTIVITIES (major)
 Willfully interfering with or disturbing persons in the **general educational activities of the school** through violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. It includes disturbing the peace, riot/brawl, false fire alarm, and false reporting of weapon among other behaviors.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 5px;">Tier 1</div> <ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 5px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team- small-group evidence-based intervention Restorative Circle Restorative Conference/Mediation Student Conference with Admin. School Resource Officer (SRO), or Fallon Police Officer <div style="background-color: #FF0000; text-align: center; padding: 5px;">Tier 3</div>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	In-School Suspension or Out of School Suspension	
	Law Enforcement Involvement	Law Enforcement Involvement	Alternative Placement Law Enforcement Involvement	
Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference	
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	

	In-School Procedures or In-School Suspension Law Enforcement Involvement	In-School Suspension or Out of School Suspension Law Enforcement Involvement	In-School Suspension or Out of School Suspension Alternative Placement Law Enforcement Involvement	<ul style="list-style-type: none"> • MTSS Team Referral - Tier 3 individualized, evidence-based intervention with Community support as needed • FBA • Positive Behavior Support Plan • Restorative Conference/Mediation • Re-entry/Restorative Plan • Academic Plan
High	Required Parent Conference Student Conference with Admin In-School Procedures or In-School Suspension Law Enforcement Involvement	Required Parent Conference Student Conference with Admin In-School Suspension or Out-of-School Suspension Law Enforcement Involvement	Required Parent Conference Student Conference with Admin In-School Suspension or Out-of-School Suspension Alternative Placement Law Enforcement Involvement	<p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>

VIOLATION OF SCHOOL RULES

CHEATING/PLAGIARISM (minor or major)
 A violation of the Code of Honor related to cheating established pursuant to [NRS 392.461](#). In general, cheating is improperly taking of information from and/or giving of information to another student, individual, or source. Plagiarism is representing another person’s work or ideas as your own without credit to the proper source and submitting it for any purpose. This can include the use of AI technology. It includes altering records, communicating false information (written or spoken), dishonesty, and forgery.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion)	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference Student required to redo assignment (Grading at Teacher discretion)	<p style="text-align: center;">Tier 1</p> <ul style="list-style-type: none"> • Classroom lessons • School-wide interventions/programs • Acknowledgement for expected behaviors

	Student Conference with Teacher	Student required to redo assignment (Grading at Teacher discretion) Student Conference with Counselor In-School Procedures	Student Conference with Admin In-School Procedures	<ul style="list-style-type: none"> ● Use of SOPs within classroom/school <p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> ● Re-teaching expectations ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on cheating/plagiarism and effects on student success ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin or School Resource Officer (SRO) <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 supports ● FBA ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p><i>*Note: 4th Incident of behavior = "Insubordination" behavior referral. Note "Cheating/Plagiarism" in referral.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
Middle	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Teacher	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Counselor In-School Procedures	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Admin In-School Procedures	
High	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Teacher	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Counselor In-School Procedures	Parent/Guardian Notified Student required to redo assignment (Grading at Teacher discretion) Student Conference with Admin In-School Procedures	

VIOLATION OF SCHOOL RULES (continued)

DRESS CODE VIOLATION (minor)

Violations of the dress code as outlined in the parent-student handbook and/or individual school rules. This includes violations of a school uniform policy adopted pursuant to [NRS 386.855](#). It includes non-dress for Physical Education (PE) and any clothing that does not meet the requirements of written policy. See also: CCSD POL 5135.10, CCSD REG 5135.10 and student handbook.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Required Parent Conference Student Conference with Admin MUST change into appropriate clothes - parent will provide if unavailable at school In-School Procedures	Tier 1
				<ul style="list-style-type: none"> Teach what is allowed by school dress code Acknowledgement for wearing appropriate attire
Middle	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Required Parent Conference Student Student Conference with Admin Student MUST change into appropriate clothes - parent will provide if unavailable at school In-School Procedures	Tier 2
				<ul style="list-style-type: none"> Re-teaching/reviewing Dress Code Front Loading Expectations Student Conference with Admin
High	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Parent/Guardian Notified Student MUST change into appropriate clothes - parent will provide if unavailable at school	Required Parent Conference Student Student Conference with Admin Student MUST change into appropriate clothes - parent	Tier 3
				<ul style="list-style-type: none"> Re-review Dress Code Morning Check-In to make sure clothing is appropriate prior to starting day <p>*Note: Any refusal to change = "Insubordination" behavior referral. Note "Dress Code Violation" in referral.</p> <p>4th Incident of behavior = "Insubordination" behavior referral. Note "Dress Code Violation" in referral.</p>

			will provide if unavailable at school	
			In-School Procedures	

VIOLATION OF SCHOOL RULES (continued)

INAPPROPRIATE LANGUAGE (minor)
 Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) pertaining to spoken language or other communications. It includes foul/unacceptable language, disrespect/swearing, inappropriate language), profanity, obscene language and gestures, and verbal abuse. See also: CCSD POL 5135.1

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Warning	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 5px;">Tier 1</div> <ul style="list-style-type: none"> Classroom lessons Acknowledgement for expected behaviors
		Student Conference with Teacher	Student Conference with Counselor or Admin	
		In-School Procedures	In-School Procedures or In-School Suspension	<div style="background-color: #FFFF00; text-align: center; padding: 5px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team- small-group evidence-based intervention to teach alternative skills/behaviors Restorative Circle Restorative Conference/Mediation Student Conference with Admin
			Re-entry/Restorative Plan	
Middle	Warning	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	<div style="background-color: #FF0000; text-align: center; padding: 5px;">Tier 3</div> <ul style="list-style-type: none"> MTSS Team Referral - Tier 3 supports to provide evidence-based intervention to teach alternative skills/behaviors
		Student Conference with Teacher	Student Conference with Counselor or Admin	
		In-School Procedures	In-School Procedures or In-School Suspension	
			Re-entry/Restorative Plan	

High	Warning	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	<ul style="list-style-type: none"> ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p style="color: red; font-weight: bold; margin-top: 10px;">*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
		Student Conference with Teacher	Student Conference with Admin	
		In-School Procedures	In-School Procedures or In-School Suspension	
			Re-entry/Restorative Plan	

VIOLATION OF SCHOOL RULES (continued)

INSUBORDINATION (major)
 Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have been taught, retaught, and student has been provided additional prompting. It also includes no show - detention/ISS, resisting an Officer, and refusal to comply with adult directives. See [NRS 392.463](#), [CCSD POL 5135.1](#), Student Handbook, and School/Classroom Expectations.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	Tier 1
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	<ul style="list-style-type: none"> ● Classroom lessons ● Acknowledgement of expected behaviors
	In-School Procedures	In-School Suspension	In-School Suspension or Out of School Suspension	Tier 2
		Re-entry/Restorative Plan	Re-entry/Restorative Plan	<ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - Small-group evidence-based intervention to teach alternative skills and behaviors ● Educational Project ● Restorative Circle ● Restorative Conference/Mediation
		Alternative Environment	Alternative Placement	

Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference	<ul style="list-style-type: none"> ● Student Conference with Admin or LEI (based on seriousness/severity of behavior) <div style="background-color: red; color: white; text-align: center; padding: 5px;">Tier 3</div> <ul style="list-style-type: none"> ● Referral to MTSS Team - individualized evidence-based intervention to teach alternative skills and behaviors ● Functional Behavior Assessment (FBA) ● Positive Behavior Support Plan (PBSP) ● Re-entry/Restorative Plan ● Academic Plan ● Law Enforcement Involvement ● JPO
	Student Conference with Admin In-School Procedures	Student Conference with Admin In-School Suspension Re-entry/Restorative Plan Alternative Environment	Student Conference with Admin In-School Suspension or Out of School Suspension Re-entry/Restorative Plan Alternative Placement	
High	Required Parent Conference	Required Parent Conference	Required Parent Conference	<p style="color: red;">*Note: Age and developmental level as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event.</p> <p style="color: red;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
	Student Conference with Admin In-School Procedures	Student Conference with Admin In-School Suspension Re-entry/Restorative Plan Alternative Environment	Student Conference with Admin In-School Suspension or Out of School Suspension Re-entry/Restorative Plan Alternative Placement	

VIOLATION OF SCHOOL RULES (continued)

TECHNOLOGY VIOLATION (minor)
 Violations of the policy concerning the use and possession of electronic devices adopted by the board of trustees pursuant to [NRS 392.4637](#). It includes cell phone use violation, electronic device violation, inappropriate use of technology violation, internet violation, and personal communication device violation. See also: CCSD POL 5137.1 and CCSD REG 5137.2, Student Handbook, and the CCSD Acceptable Use Policy.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Parent/Guardian Notified	Parent/Guardian Notified	Required Parent Meeting	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> Teach what is allowed or acceptable behavior when using technology using the Student Handbook and/or CCSD Acceptable Use Policy. Acknowledgement for appropriate use of technology. <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching/reviewing appropriate use of technology Front Loading Expectations Student Conference with Admin <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> Re-review appropriate use of technology Skill building - use of technology Checking In/Checking Out technology until able to demonstrate appropriate use. <p><i>*Note: Behavior events severe enough to warrant a major should be put under the category that best describes the behavior event. Ex. inappropriate access to XXX websites would be "Sexual Misconduct/Harassment."</i></p> <p><i>4th Incident = "Insubordination" behavior referral. Please note "Technology Violation" in referral.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
	Warning	Student Conference with Counselor	Student Conference with Admin	
	Use of device only under adult supervision/Loss of Device	Loss of Device	In-School Procedures	
Middle	Parent/Guardian Notified	Parent/Guardian Notified	Required Parent Meeting	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> Teach what is allowed or acceptable behavior when using technology using the Student Handbook and/or CCSD Acceptable Use Policy. Acknowledgement for appropriate use of technology. <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching/reviewing appropriate use of technology Front Loading Expectations Student Conference with Admin <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> Re-review appropriate use of technology Skill building - use of technology Checking In/Checking Out technology until able to demonstrate appropriate use. <p><i>*Note: Behavior events severe enough to warrant a major should be put under the category that best describes the behavior event. Ex. inappropriate access to XXX websites would be "Sexual Misconduct/Harassment."</i></p> <p><i>4th Incident = "Insubordination" behavior referral. Please note "Technology Violation" in referral.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
	Warning	Student Conference with Counselor	Student Conference with Admin	
	Use of device only under adult supervision/Loss of Device	Loss of Device	In-School Procedures	
High	Parent/Guardian Notified	Parent/Guardian Notified	Required Parent Meeting	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> Teach what is allowed or acceptable behavior when using technology using the Student Handbook and/or CCSD Acceptable Use Policy. Acknowledgement for appropriate use of technology. <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching/reviewing appropriate use of technology Front Loading Expectations Student Conference with Admin <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> Re-review appropriate use of technology Skill building - use of technology Checking In/Checking Out technology until able to demonstrate appropriate use. <p><i>*Note: Behavior events severe enough to warrant a major should be put under the category that best describes the behavior event. Ex. inappropriate access to XXX websites would be "Sexual Misconduct/Harassment."</i></p> <p><i>4th Incident = "Insubordination" behavior referral. Please note "Technology Violation" in referral.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
	Warning	Student Conference with Counselor	Student Conference with Admin	
	Use of device only under adult supervision/Loss of Device	Loss of Device	In-School Procedures	

PROHIBITED BEHAVIORS

ARSON (minor or major)

Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct. See: [NRS 205.005](#).

School Level	Offense	Offense	Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> Classroom lessons on school-wide expectations Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Referral to MTSS Team Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or Fallon Police Officer <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> MTSS Team Referral - Tier 3 with Community support Functional Behavior Assessment Positive Behavior Support Plan Restorative Conference/Mediation Re-entry/Restorative Plan Academic Plan
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin	
Middle	In-School Procedures	In-School Procedures or In-School Suspension	Out of School Suspension or Expulsion	<p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine whether minor or major and what the</i></p>
	Required Reimbursement for Damages	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Law Enforcement Involvement	Required Reimbursement for Damages	Required Reimbursement for Damages	
		Law Enforcement Involvement	Law Enforcement Involvement	
	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference	
	Student Conference with Admin or Counselor	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures	In-School Procedures or In-School Suspension	Out of School Suspension or Expulsion	

	<p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	<p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	<p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	<p>appropriate consequences are for the behavior event. It will also help determine the need to involve Law Enforcement.</p> <p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
High	<p>Required Parent Conference</p> <p>Student Conference with Admin or Counselor</p> <p>In-School Procedures</p> <p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for Damages</p> <p>Law Enforcement Involvement</p>	

PROHIBITED BEHAVIORS				
BUS/TRANSPORTATION (minor)				
A violation of the transportation policy adopted by the board of trustees pursuant to NRS 392.4636 . See also: CCSD Transportation Manual and CCSD REG 5144.2.				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Elementar y Middle High	Warning	Warning	Parent Notification (email/phone) or Required Parent Conference Conference with Admin Possible removal from bus	Tier 1
				<ul style="list-style-type: none"> ● Teach behavior expectations ● Acknowledgement for expected behaviors ● Use of SOPs on bus
				Tier 2
				<ul style="list-style-type: none"> ● Re-teaching behavior expectations ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Student Conference with Admin
				Tier 3
				<ul style="list-style-type: none"> ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation between student and bus driver ● Re-entry/Restorative Plan
<p style="color: #A52A2A; font-weight: bold;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>				

PROHIBITED BEHAVIORS (continued)

DAMAGE TO OR DESTRUCTION OF PROPERTY ON SCHOOL GROUNDS (minor or major)						
Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 393.410 relating to the willful or malicious destruction of or injury to real or personal property of another. See also: CCSD POL 5136.4, Student Handbook, and School/Classroom Behavior Expectations.						
School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice		
	Parent/Guardian Notified	Parent/Guardian Notified or Required Parent Conference	Required Parent Conference	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #00FF00; text-align: center;"> Tier 1 </td> </tr> <tr> <td> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs </td> </tr> </table>	Tier 1	<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs
Tier 1						
<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs 						

<p>Elementary</p>	<p>Student Conference with Counselor</p> <p>In-School Procedures</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<ul style="list-style-type: none"> • Acknowledgement for expected behaviors • Use of SOPs within classroom/school <p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> • Re-teaching expectation • Front Loading Expectations • Student Conference with Counselor or SSP • Referral to MTSS Team - small-group evidence-based intervention/skill development • Educational Project <ul style="list-style-type: none"> o Research on legal ramifications and potential effect on student's future • Restorative Circle • Restorative Conference/Mediation • Student Conference with Admin, School Resource Officer (SRO), or LEI <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> • MTSS Team Referral - Tier 3 evidence-based intervention/skill development with Community Support as needed • Functional Behavior Assessment • Positive Behavior Support Plan • Restorative Conference/Mediation • Re-entry/Restorative Plan • Academic Plan
<p>Middle</p>	<p>Parent/Guardian Notified</p> <p>Student Conference with Counselor</p> <p>In-School Procedures</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Parent/Guardian Notified or Required Parent Conference</p> <p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine whether minor or major and what the appropriate consequences are for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
<p>High</p>	<p>Required Parent Conference</p>	<p>Required Parent Conference</p>	<p>Required Parent Conference</p>	

	<p>Student Conference with Counselor</p> <p>In-School Procedures</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Required Reimbursement for damages</p> <p>Law Enforcement Involvement</p>	
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PROHIBITED BEHAVIORS (continued)

GANG RELATED BEHAVIOR/ACTIVITY (major)

Violations of the policy established by the board of trustees for the prohibition of activities of criminal gangs on school property pursuant to [NRS 392.4635](#).

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	<p>Parent/Guardian Notified</p> <p>Student Conference with Admin</p> <p>In-School Procedures</p>	<p>Parent/Guardian Notified or Required Parent Conference</p> <p>Student Conference with Counselor</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Student Conference with Counselor</p>	<p>Tier 1</p>
				<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors
				<p>Tier 2</p>
				<ul style="list-style-type: none"> ● Re-teaching expectation

		<p>Student Conference with Admin</p> <p>In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<ul style="list-style-type: none"> ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student's future ● Informal and proactive Student Conference with Admin, School Resource Officer (SRO), or FPO <div style="background-color: red; color: white; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 with Community support as needed ● Student Conference with Counselor or SSP ● Restorative Conference/Mediation ● Re-entry/Restorative Plan ● Academic Plan ● Formal and proactive Student Conference with Admin, School Resource Officer (SRO), or FPO Gang Unit ● JPO <p><i>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, will help determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
Middle	<p>Parent/Guardian Notified</p> <p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Parent/Guardian Notified or Required Parent Conference</p> <p>Student Conference with Counselor</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Student Conference with Counselor</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	
High	<p>Parent/Guardian Notified</p>	<p>Parent/Guardian Notified or Required Parent Conference</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p>	

	<p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Counselor</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Counselor</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	
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PROHIBITED BEHAVIORS (continued)

HABITUAL DISCIPLINARY PROBLEM (major)

NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning the content of plan or action taken pursuant to plan.

1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in **1 school year**:
 - a. The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times or the pupil has a record of five significant suspensions from the school for any reason;
 - a. The pupil has not entered into and participated in a plan of behavior pursuant to subsection [.] 6; and

- b. The behavior of the pupil was not caused by homelessness, as determined in consultation with the local educational agency 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 a school, including, without limitation, a school counselor or school social worker.
- c. A principal of a school shall presume that the behavior of the pupil was caused by homelessness unless the principal determines the behavior was not caused by homelessness pursuant to subsection 1.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Middle High	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> Re-teaching expectations Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill building Educational Project Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or LEI Small-group evidence based intervention <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> MTSS Team Referral - Tier 3 Referral to MTSS Team - individualized, evidence-based intervention/skill building with Community support as needed Functional Behavior Assessment Positive Behavior Support Plan Restorative Conference/Mediation Alternative Placement - RESET/OTI Room to develop skills and behaviors needed for success in the classroom Re-entry/Restorative Plan Academic Plan Law Enforcement Involvement JPO
	Student Conference with Counselor or SSP	Student Conference with Admin	Student Conference with Admin	
	Student Conference with Admin	In-School Suspension or Out of School Suspension	Out of School Suspension or Expulsion	
	In-School Suspension	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	Alternative Environment	Alternative Placement	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	

				<p>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, will help determine appropriate consequences for the behavior event. It will also help determine the need to involve law enforcement.</p> <p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
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PROHIBITED BEHAVIORS (continued)

SEXUAL ASSAULT (major)
 See: [NRS 200.366](#) Sexual assault: Definition; penalties; exclusions, [NRS 62F.100](#) "Sexual offense" defined, [NRS 62A.320](#) "Sexually motivated act" defined, and [NRS 62F.010](#) District attorney may request hearing after adjudication of delinquency in certain circumstances to determine whether the unlawful act was sexually motivated; evidence; juvenile court to enter finding.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Middle High	Required Parent Conference			Tier 1
	Student Conference with Admin			<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school
	Discipline Hearing: In-School Suspension, Out of School Suspension, or Expulsion			Tier 2
	Re-entry/Restorative Plan			<ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student's future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI ● Community support
	Law Enforcement Involvement			Tier 3

				<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 Community support ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Re-entry/Restorative Plan ● Academic Plan <p style="color: red; font-weight: bold;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
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PROHIBITED BEHAVIORS (continued)

SEXUAL MISCONDUCT/HARASSMENT (major)
 Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) relating to behavior or harassment that is sexual in nature. Examples may include but are not limited to: unwelcome sexual advances or propositions; using electronic devices or technology to record or transmit nudity or sexual acts; unwanted touching; threatening to harm someone sexually; consensual sexual activity between two (2) or more students; and inappropriate or suggestive sexual behavior involving one or more students. See also: [NRS 200.571](#) Harassment: Definition; penalties.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Middle High	Parent Notification (email/phone): investigation and then results of investigation	Parent Notification (email/phone): investigation and then results of investigation	Required Parent Conference: investigation and then results of investigation	Tier 1
	Student Conference with Counselor or Admin	Student Conference with Counselor and Admin	Student Conference with Admin	<ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school
	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	Out of School Suspension or Expulsion	Tier 2
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	<ul style="list-style-type: none"> ● Re-teaching expectations ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - skill development ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or Fallon Police Officer ● Community support
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	Tier 3

				<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 with Community support ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Re-entry/Restorative Plan ● Academic Plan <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, will help determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
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PROHIBITED BEHAVIORS (continued)				
<p>THEFT/POSSESSION OF STOLEN PROPERTY (major)</p> <p>Stealing or taking the property of another individual, or being in the possession of property that has been stolen, based on statutory definitions for such actions, and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach. See also: NRS 205.0832 Actions which constitute theft, NRS 205.060 Residential burglary, burglary of a business, burglary of a motor vehicle and burglary of a structure: Definitions; penalties; venue. [Effective July 1, 2020], NRS 200.380 Definition; penalty. (Robbery), and NRS 205.220 Grand larceny: Definition. [Effective July 1, 2020.]</p>				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - small-group evidence-based interventions ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and the potential effect on student's future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or FPO <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized evidence-based intervention with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Student Student Conference with Admin and SRO or FPO. <p><i>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures Required Reimbursement for Property and/or Restitution	In-School Procedures or In-School Suspension Required Reimbursement for Property and/or Restitution	In-School Suspension Required Reimbursement for Property and/or Restitution	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Law Enforcement Involvement	Re-entry/Restorative Plan Law Enforcement Involvement	Law Enforcement Involvement	
Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized evidence-based intervention with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation ● Student Student Conference with Admin and SRO or FPO. <p><i>*Note: Age and developmental level as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures	In-School Suspension	In-School Suspension or Out of School Suspension	
	Required Reimbursement for Property and/or Restitution	Required Reimbursement for Property and/or Restitution	Required Reimbursement for Property and/or Restitution	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement		
	Required Parent Conference	Required Parent Conference	Required Parent Conference	

High	<p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Required Reimbursement for Property and/or Restitution</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Required Reimbursement for Property and/or Restitution</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>Out of School Suspension</p> <p>Required Reimbursement for Property and/or Restitution</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	
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PROHIBITED BEHAVIORS (continued)

TRESPASSING (minor or major)
 Trespassing or presence in an unauthorized area by a student and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#); a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach; and which includes previous or repeated communication to the student that the area is off-limits to students. See also: [NRS 207.200](#) Unlawful trespass upon land; warning against trespassing.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	<p>Required Parent Conference</p> <p>Student Conference with Admin</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p>	<p>Tier 1</p> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors

	In-School Procedures Law Enforcement Involvement	In-School Procedures or In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	<ul style="list-style-type: none"> ● Use of SOPs within classroom/school <p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> ● Re-teaching expectations ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student's future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or Fallon Police Officer <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determines whether a minor or major and appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
Middle	Required Parent Conference Student Conference with Admin In-School Procedures Law Enforcement Involvement	Required Parent Conference Student Conference with Admin In-School Procedures or In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	Required Parent Conference Student Conference with Admin In-School Suspension or Out of School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	
High	Required Parent Conference Student Conference with Admin In-School Procedures or In-School Suspension	Required Parent Conference Student Conference with Admin In-School Procedures or In-School Suspension	Required Parent Conference Student Conference with Admin In-School Suspension or Out of School Suspension	

	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	

SUBSTANCE ABUSE RELATED BEHAVIORS

ALCOHOL - POSSESSION/USE OF (minor)
 A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of an alcoholic beverage. See also: [NRS 392.464](#) Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of the school.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice						
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Tier 1</td> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school </td> </tr> <tr> <td style="text-align: center;">Tier 2</td> </tr> <tr> <td> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or LEI </td> </tr> <tr> <td style="text-align: center;">Tier 3</td> </tr> <tr> <td> <ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based interventions with Community support Restorative Conference/Mediation </td> </tr> </table>	Tier 1	<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school 	Tier 2	<ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or LEI 	Tier 3	<ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based interventions with Community support Restorative Conference/Mediation
	Tier 1									
	<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school 									
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Tier 3										
<ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based interventions with Community support Restorative Conference/Mediation 										
Student Conference with Admin	Student Conference with Admin	Student Conference with Admin								
Student Conference with Counselor	Student Conference with Counselor	Student Conference with Counselor								
In-School Procedures or In-School Suspension	In-School Suspension	In-School Suspension or Out of School Suspension								
Re-entry/Restorative Plan	Substance Abuse Intervention Re-entry/Restorative Plan	Re-entry/Restorative Plan Substance Abuse Intervention with Community support								
Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference							

	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	<ul style="list-style-type: none"> Adult/peer support system put in place for student. <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Counselor	
	In-School Suspension	In-School Suspension	In-School Suspension or Out of School Suspension	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
High	Required Parent Conference	Required Parent Conference	Required Parent Conference	
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Counselor	
	In-School Suspension	In-School Suspension	In-School Suspension or Out of School Suspension	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	

SUBSTANCE ABUSE RELATED BEHAVIORS (continued)

DRUG PARAPHERNALIA - POSSESSION OF (minor)
 A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of drug paraphernalia.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Parent Notification or Required Parent Conference	Required Parent Conference	Tier 1
				<ul style="list-style-type: none"> Classroom lessons

	<p>Student Conference with Counselor</p> <p>In-School Procedures</p>	<p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	<p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	<ul style="list-style-type: none"> ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student’s future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> ● Conference with Counselor to help determine potential need for additional supports ● Conference with Admin ● Restorative Conference/Mediation
Middle	<p>Required Parent Conference</p> <p>Student Conference with Counselor</p> <p>In-School Procedures</p>	<p>Required Parent Conference</p> <p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	<p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
High	<p>Required Parent Conference</p> <p>Student Conference with Counselor</p> <p>In-School Procedures</p>	<p>Required Parent Conference</p> <p>Student Conference with Counselor or Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p>	

SUBSTANCE ABUSE RELATED BEHAVIORS (continued)

POSSESSION/USE OF A CONTROLLED SUBSTANCE (major)

A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of a controlled substance. See also: [NRS 392.464](#) Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> • Classroom lessons • School-wide interventions/programs • Acknowledgement for expected behaviors • Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> • Re-teaching expectation • Front Loading Expectations • Student Conference with Counselor or SSP • Referral to MTSS Team - small-group evidence-based intervention on substance abuse • Educational Project <ul style="list-style-type: none"> o Research on legal ramifications and potential effect on student's future • Referral to MTSS Team • Restorative Circle • Restorative Conference/Mediation • Student Conference with Admin, School Resource Officer (SRO), or LEI • Small-group evidence based intervention <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> • Referral to MTSS Team - individualized, evidence-based intervention on substance abuse with Community Support • Restorative Conference/Mediation <p style="color: #FF0000; font-size: small; margin-top: 10px;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Counselor	
	In-School Suspension	In-School Suspension	In-School Suspension or Out of School Suspension	
	Substance Abuse Intervention	Substance Abuse Intervention	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Substance Abuse Intervention with Community support	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	
Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> • Referral to MTSS Team - individualized, evidence-based intervention on substance abuse with Community Support • Restorative Conference/Mediation <p style="color: #FF0000; font-size: small; margin-top: 10px;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	Student Conference with Counselor	Student Conference with Counselor	Student Conference with Counselor	
	In-School Suspension	In-School Suspension	In-School Suspension or Out of School Suspension	

	<p>Substance Abuse Intervention</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Substance Abuse Intervention</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Re-entry/Restorative Plan</p> <p>Substance Abuse Intervention with Community support</p> <p>Law Enforcement Involvement</p>	
High	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Student Conference with Counselor</p> <p>In-School Suspension</p> <p>Substance Abuse Intervention</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Student Conference with Counselor</p> <p>In-School Suspension or Out of School Suspension</p> <p>Substance Abuse Intervention</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Student Conference with Counselor</p> <p>Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Substance Abuse Intervention with Community support</p> <p>Law Enforcement Involvement</p>	

SUBSTANCE ABUSE RELATED BEHAVIORS (continued)

TOBACCO VIOLATION (minor)
 A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of tobacco or tobacco related products.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - small-group evidence-based intervention/skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on potential health issues from tobacco use and the potential effect on students now and in the future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized evidence-based intervention/skill building on substance abuse/addiction with Community Support ● Restorative Conference/Mediation <p style="color: #FF0000; font-size: small; margin-top: 10px;">*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures or Confiscation	In-School Procedures or In-School Suspension	In-School Procedures or In-School Suspension	
Middle	Parent Notification or Required Parent Conference	Required Parent Conference	Required Parent Conference	
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Procedures or Confiscation	In-School Procedures or In-School Suspension	In-School Procedures, In-School Suspension, or Out of School Suspension	
High	Required Parent Conference	Required Parent Conference	Required Parent Conference	
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	

	In-School Procedures Re-entry/Restorative Plan Confiscation	In-School Procedures or In-School Suspension Re-entry/Restorative Plan Confiscation	In-School Procedures, In-School Suspension, or Out-of-School Suspension Re-entry/Restorative Plan Confiscation	
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THREAT BEHAVIORS

THREAT TO SCHOOL (major)

A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a specific school or the occupants of a specific school. **Bomb threat** means willfully conveying by mail, written notes, telephone, texting, internet, radio, or any other means of communication, any bomb threat, knowing it to be false.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice				
Elementary	Parent Notification Student Conference with Admin In-School Procedures Law Enforcement Involvement	Parent Notification or Required Parent Conference Student Conference with Admin In-School Procedures or In-School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	Required Parent Conference Student Conference with Admin In-School Suspension or Out of School Suspension Re-entry/Restorative Plan Law Enforcement Involvement	<table border="1"> <tr> <td style="background-color: #00FF00; text-align: center;">Tier 1</td> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school </td> </tr> <tr> <td style="background-color: #FFFF00; text-align: center;">Tier 2</td> </tr> <tr> <td> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Referral to MTSS Team Restorative Circle Restorative Conference/Mediation </td> </tr> </table>	Tier 1	<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school 	Tier 2	<ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Referral to MTSS Team Restorative Circle Restorative Conference/Mediation
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Middle	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference					

	<p>Student Conference with Admin</p> <p>In-School Procedures</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Suspension or Out-of-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<ul style="list-style-type: none"> ● Student Conference with Admin, School Resource Officer (SRO), or LEI <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
High	<p>Parent Notification</p> <p>Student Conference with Admin</p> <p>In-School Procedures</p> <p>Law Enforcement Involvement</p>	<p>Parent Notification or Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Procedures or In-School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	

THREAT BEHAVIORS (continued)

THREAT TO STAFF (major)
[NRS 392.915](#) Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice
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Elementary	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - small-group evidence-based intervention/skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and the potential effect on student's future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI ● Small-group evidence based intervention <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin	
	In-School Procedures	In-School Procedures or In-School Suspension	In-School Suspension or Out-of-School Suspension	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	
Middle	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference	<div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community Support as needed ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin	
	In-School Procedures	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	
High	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference	<p>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</p> <p>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</p>
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin	
	In-School Procedures	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	

THREAT BEHAVIORS (continued)

THREAT TO STUDENT (major)

[NRS 392.915](#) Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties.

School Level	1st Offense (low level seriousness/severity)	2nd Offense (mid level seriousness/severity)	3rd Offense (high level seriousness/severity)	Restorative Practice						
Elementary	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference	<table border="1"> <tr> <td style="background-color: #00FF00; text-align: center;">Tier 1</td> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school </td> </tr> <tr> <td style="background-color: #FFFF00; text-align: center;">Tier 2</td> </tr> <tr> <td> <ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or LEI Small-group evidence based intervention </td> </tr> <tr> <td style="background-color: #FF0000; text-align: center;">Tier 3</td> </tr> <tr> <td> <ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community support as needed Functional Behavior Assessment Positive Behavior Support Plan Restorative Conference/Mediation </td> </tr> </table>	Tier 1	<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school 	Tier 2	<ul style="list-style-type: none"> Re-teaching expectation Front Loading Expectations Student Conference with Counselor or SSP Referral to MTSS Team - small-group evidence-based intervention/skill development Educational Project <ul style="list-style-type: none"> Research on legal ramifications and potential effect on student's future Restorative Circle Restorative Conference/Mediation Student Conference with Admin, School Resource Officer (SRO), or LEI Small-group evidence based intervention 	Tier 3	<ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community support as needed Functional Behavior Assessment Positive Behavior Support Plan Restorative Conference/Mediation
	Tier 1									
<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs Acknowledgement for expected behaviors Use of SOPs within classroom/school 										
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Tier 3										
<ul style="list-style-type: none"> MTSS Team Referral - Tier 3 individualized, evidence-based intervention/skill building with Community support as needed Functional Behavior Assessment Positive Behavior Support Plan Restorative Conference/Mediation 										
Middle	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference							
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin							
	In-School Procedures	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension							
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement							

High	Parent Notification	Parent Notification or Required Parent Conference	Required Parent Conference	<p>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</p> <p>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</p>
	Student Conference with Counselor	Student Conference with Counselor or Admin	Student Conference with Admin	
	In-School Procedures	In-School Procedures or In-School Suspension	In-School Suspension or Out of School Suspension	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	

VIOLENT BEHAVIORS

VIOLENCE/HARM TO STAFF (major)

Violence/Harm to Staff is committing “assault” or “battery” on school personnel. Assault is defined in [NRS 200.471](#) as the unlawful attempt to use physical force against another person or intentionally placing another person in reasonable apprehension of immediate bodily harm. “Battery” is defined pursuant [NRS 200.481](#) as the willful and unlawful use of force or violence upon the person of another. [NRS 392.910](#) further defines the battery or assault as occurring a) within the building or grounds of the school; b) on a bus, van, or any other motor vehicle owned, leased, or chartered by a school district to transport pupils or school employees; or c) at a location where the pupil or school employee is involved in an activity sponsored by a public school.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	Tier 1
				<ul style="list-style-type: none"> Classroom lessons School-wide interventions/programs

	<p>Student Conference with Counselor or Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<ul style="list-style-type: none"> ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - small-group evidence based intervention/skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student's future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI <p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 with Community support ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation
Middle	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
High	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p>	

	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	

VIOLENT BEHAVIORS (continued)

VIOLENCE/HARM TO STUDENT (major)

Violence/harm to a student is an individual committing “battery” or “assault” on a student. “Battery” is defined pursuant NRS [200.481](#) as the willful and unlawful use of force or violence upon the person or another. Assault is defined in [NRS 200.471](#) as the unlawful attempt to use physical force against another person or intentionally placing another person in reasonable apprehension of immediate bodily harm. [NRS 392.910](#) further defines the battery or assault as occurring a) within the building or grounds of the school; b) on a bus, van, or any other motor vehicle owned, leased, or chartered by a school district to transport pupils or school employees; or c) at a location where the pupil or school employee is involved in an activity sponsored by a public school.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - small-group evidence based intervention/skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student’s future ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	In-School Suspension or Out of School Suspension	In-School Suspension or Out of School Suspension	Out of School Suspension or Expulsion	
	Re-entry/Restorative Plan	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Law Enforcement Involvement	Law Enforcement Involvement	Law Enforcement Involvement	
Middle	Required Parent Conference	Required Parent Conference	Required Parent Conference	

	<p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 with Community support ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event, determines appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may list it as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or on the severity or seriousness of the behavior event.</i></p>
High	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>In-School Suspension or Out of School Suspension</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	<p>Required Parent Conference</p> <p>Student Conference with Admin</p> <p>Out of School Suspension or Expulsion</p> <p>Re-entry/Restorative Plan</p> <p>Law Enforcement Involvement</p>	

WEAPONS INVOLVED BEHAVIORS

POSSESSION/USE OF A DANGEROUS WEAPON (major)

A pupil who is found in possession of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus, where dangerous weapon and firearm are defined as (see [NRS 392.466](#)): **“Dangerous weapon”** includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in [NRS 202.350](#), a butterfly knife or any other knife described in [NRS 202.350](#), a switchblade knife as defined in [NRS 202.265](#), or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person (see [NRS 392.466](#)). **“Firearm”** includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995 (see [NRS 392.466](#)).

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Middle High	Required Parent Conference	Required Parent Conference	Required Parent Conference	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Tier 1</div> <ul style="list-style-type: none"> ● Classroom lessons ● School-wide interventions/programs ● Acknowledgement for expected behaviors ● Use of SOPs within classroom/school <div style="background-color: #FFFF00; text-align: center; padding: 2px;">Tier 2</div> <ul style="list-style-type: none"> ● Re-teaching expectation ● Front Loading Expectations ● Student Conference with Counselor or SSP ● Referral to MTSS Team - skill development ● Educational Project <ul style="list-style-type: none"> ○ Research on legal ramifications and potential effect on student's future ● Referral to MTSS Team ● Restorative Circle ● Restorative Conference/Mediation ● Student Conference with Admin, School Resource Officer (SRO), or LEI ● Small-group evidence based intervention <div style="background-color: #FF0000; text-align: center; padding: 2px;">Tier 3</div> <ul style="list-style-type: none"> ● MTSS Team Referral - Tier 3 with Community support ● Functional Behavior Assessment ● Positive Behavior Support Plan ● Restorative Conference/Mediation <p><i>*Note: Age and developmental level, as well as the severity and seriousness of the behavior event determine appropriate consequences for the behavior event. It will also help determine the need to involve Law Enforcement.</i></p> <p><i>*Note: Although it may be listed as the same consequence, it is important to note that the intensity of the consequence WILL CHANGE depending on the tiered level intervention and/or the severity or seriousness of the behavior event.</i></p>
	Student Conference with Admin	Student Conference with Admin	Student Conference with Admin	
	Student Conference with Counselor	In-School Suspension or Out of School Suspension	Out of School Suspension or Expulsion	
	In-School Suspension or Out of School Suspension	Re-entry/Restorative Plan	Re-entry/Restorative Plan	
	Re-entry/Restorative Plan	Confiscation	Confiscation	
	Confiscation	Law Enforcement Involvement	Law Enforcement Involvement	
	Law Enforcement Involvement			

Churchill County School District Discipline Flowchart

Positive Behavior and Restorative Practices
 Consistently Teach and Reteach School-Wide Behavior Expectations
 Be Fair and Consistent
 Build, Maintain, and Repair Relationships and Positive supportive Cultures

Observe and Identify Problem Behavior

Teacher/Staff

Reteach appropriate behavior expectations.
Document Minor

Reteach & Verbal Reflection
(Discuss behavior one-on-one, review expectations)
Document Minor

Teachers and Counselors work with student to reteach behavior and help teach strategies for success.

Follow Discipline Levels with Consequences, Interventions, & Restorative Strategies
Document Minor

Did the behavior change?

YES

NO

Notice and reward the behavior

Follow Discipline Levels with Consequences, Tiered Interventions, & Restorative Strategies
Document Major

Administrator Managed

Follow Discipline Levels with Consequences, Interventions, & Restorative Strategies

Administrative Action

Major/Action Documented Into IC

Parent/Guardian Notified (as appropriate)

Teacher/Staff Managed vs. Administrator Managed

- | | |
|--|--|
| <ul style="list-style-type: none"> • Cheating/Plagiarism • Damage To or Destruction of Property on School Grounds (minor) • Disregard for School Rules and/or Interference with Instruction • Dress Code Violation • Inappropriate Language • Technology Violation | <ul style="list-style-type: none"> • Alcohol • Arson • Bullying • Cyberbullying • Discrimination Based on Race • Damage To or Destruction of Property on School Grounds (major) • Disruption of School Activities • Drug Paraphernalia • Gang Related Behavior/Activity • Habitual Disciplinary Problem • Insubordination • Possession/Use of a Controlled Substance • Possession/Use of a Weapon • Sexual Assault • Sexual Misconduct • Theft/Possession of Stolen Property • Threat Behaviors • Trespassing • Violent Behaviors |
|--|--|

Suspension and Appeals Process

If a student faces suspension or expulsion due to severe or persistently disruptive behavior in Churchill County School District, a Discipline Hearing Panel will be convened, following Restorative Justice practices. Parents will receive written notice of the hearing, and both the student and their parent/guardian must attend. The hearing procedures will be clearly explained before the meeting begins.

During the hearing, all parties will have the opportunity to present their perspectives, submit evidence, and question witnesses in an organized manner. The process ensures equal time for all participants, promotes mutual respect, and provides ample opportunity for everyone to speak. Once all evidence has been presented, the Discipline Hearing Panel will deliberate privately to determine the appropriate consequence for the student's behavior. The decision will be communicated to the student and their parent/guardian in writing at the end of the meeting.

For behaviors that are not deemed serious or do not pose a significant threat to school safety, alternative placement options may be offered instead of suspension or expulsion. Additionally, students who are suspended or expelled will receive a plan outlining how they will continue to access educational services to avoid academic credit loss.

If the decision of the Discipline Hearing Panel is disputed, the student or their parent/legal guardian (if the student is under 18) may appeal. A written appeal request must be submitted to the Superintendent within five days of receiving the panel's decision. Upon receiving the appeal, the Superintendent will schedule a hearing, either in person or virtually, within five days. The decision made by the Superintendent or their designee following this hearing is final.

Appeal requests should be sent to:

Superintendent
690 S. Maine St.
Fallon, NV 89406

[NRS 392.4674(1), NRS 392.4644(1)(a), NRS 392.4674(1)(b), NRS 392.4674(2), NRS 392.4674(3), NRS 392.4674(4)(a)(1), NRS 392.4674(4)(a)(2), and NRS 392.4674(4)(b)]

Disproportionality Data and Review

Disproportionality in student behavior is monitored through several key reports that are sent to MTSS (Multi-Tiered Systems of Support) teams and administrators.

1. **Monthly Majors Behavior Reports:** These reports track significant behavioral incidents and include details such as the behavior type, involved student(s), location, time of day, and month. They also focus on potential disproportionality in terms of grade, gender, race, and special education status. These reports are crucial for intervention planning.
2. **Big 5 Behavior Reports:** Used for minor behavior incidents, these reports provide data on minor behaviors, involved student(s), location, month, day of the week, and time. They support data-driven decision-making for addressing minor behavioral concerns.

Both the Majors and Big 5 Behavior Reports have built-in Action Plans to guide intervention efforts. The admin and MTSS teams review these reports to develop specific action steps or goals to address identified issues. This collaborative approach involves both the team and staff to ensure effective responses to behavior concerns.

The Churchill County School District Leadership Team plays an active role in monitoring and addressing student discipline and behavior trends across the district. During their monthly meetings, the Leadership Team reviews discipline and behavior data from each school, including data on suspensions, expulsions, and student removals. This data-driven approach enables the team to identify patterns, trends, and areas of concern that may require targeted interventions.

These thorough discussions and data reviews guide the Leadership Team in creating action plans aimed at improving student behavior and discipline practices both at the individual school level and district-wide. By regularly analyzing this information, the District Leadership Team ensures that schools are implementing effective strategies to address student behavior while promoting positive school climates. This process also allows for adjustments to district policies and practices to better support students, staff, and families.

NRS 392.4644(1(h)) and NRS 392.462

Restorative Practice 4 Stage Roll Out



Stage 1 October 2024 - May 2025

- Trainers trained for the district
- Materials are reviewed for use by Trainers for curriculum development.
- Restorative Practices/Restorative Justice Coaching roles are clearly defined and SOPs are developed by Trainers.
- Restorative Practices Foundation building for RP/RJ trainers and teams: SOPs/Roles Responsibilities, etc.
- District RP/RJ Curriculum Development begins for use in future.
- District Leadership, Admin, MTSS Team Leaders, and CCSD Clinicians trained in Fundamentals of Restorative Practices and Restorative Justice Conferencing

Stage 2

August 2025 - December 2025

- ALL staff is trained in Fundamentals of Restorative Practices by RP/RJ Trainers.
- RP/RJ Trainers and MTSS Team Leaders transition to coaching/support roles as staff begin using RP in the classrooms.
- RP/RJ District Team continues developing the curriculum.



Curriculum Components

- Restorative Practices Fundamentals
- Use of Circles to Build Community
- Restorative Justice
- Restorative Justice Conferences
- Restorative Practices/Restorative Justice District Coaches
- Restorative Practices/Restorative Justice District Teams
- SOPS and Roles and Responsibilities Framework
- Data and Data Decision Making



Stage 3

January 2026 - May 2026

- RP/RJ teams are formed at each school. It should be merged with an MTSS Team at each school.
- All MTSS/RP/RJ team members are trained in Restorative Justice Conferencing.
- MTSS (RP/RJ) Teams meet monthly and help support school and staff with RP/RJ practices.
- MTSS/RP/RJ Team facilitates the use of RJ conferences within the schools.
- RP/RJ Coaches continue to support teams and staff on the use of RP and RJ in school and classrooms.
- District RP/RJ curriculum finished and submitted for approval.

Stage 4

June 2026 - September 2026

- District RP/RJ curriculum with all necessary components revised as needed and approved (June 2026).
- August 2026 and beyond ALL Staff trained in Churchill CSD RP/RJ curriculum. RP/RJ binders with curriculum available for all staff.
- District Coaches and school teams continue to support use of RP and RJ.



Maintenance

- District RP/RJ curriculum with all necessary components is reviewed every 3 - 5 years to ensure that it meets the most current research and needs of the district.

***Dates are projected and may change.**