

Carson City School District Plan for Restorative Discipline



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

SAFE AND CONNECTED SCHOOLS

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

- Experience a positive, safe, and respectful learning environment.
- Learn from a highly qualified staff who do their best every day.
- Expect patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make and learn from their mistakes.
- Learn from motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Be surrounded by caring adults who support and respect them for who they are individually.
- Be provided equitable and diverse education with the appropriate resources to be successful.
- Engage as active members of their school and community.

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- Be heard and have a voice in all aspects of their education.
- Understand existing rules, their purposes, and the opportunity to express concerns with perceived inequities.
- Be open, honest, and express themselves in a respectful manner.
- Be exposed to authentic, real world learning opportunities that will prepare them for their future.

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS):

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

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

- Are we consistently providing Tier 1 (school-wide) behavioral support?
- Can the student consistently exhibit problem-solving, conflict resolution skills with peers and/or adults?
- How is the student achieving academic success at the expected level?
- Has the parent/family/caregiver of the student been informed and involved in the problem-solving process?
- What prosocial and evidence-based interventions have been implemented?
 - Was the intervention implemented with fidelity?
- What setting events (i.e., environmental factors) at school may be contributing to the challenging behavior(s)?
- What is the hypothetical function of challenging behavior? What might the student be trying to access or escape from adults, peers, or objects?

- What level of engagement has the Native American liaison, school counselor, school social worker and/or school psychologist been involved with the student?
- Has the student engaged in any specific behavioral skill training (such as anger management, conflict resolution) intervention?
- Has the student accessed mental health/wrap around supports through Project AWARE or outside agencies?
- Who does the student have a strong adult relationship with a staff member on site?
- Does the student have a behavior contract, behavior support plan, or a functional behavioral assessment with a paired behavior intervention plan?
- Has the student been referred to the site Intervention Assistance Team and/or the District Intervention Assistance Team?
- Has the student been diagnosed with a medical/psychiatric condition which requires medication?
 - If so, does the student require a 504 plan?
- Does the student have an Individualized Education Plan (IEP)? If so, are the students' needs being adequately addressed through the IEP?

Tier One Behavior Supports	Tier Two Behavior Supports	Tier Three Behavior Supports
• Implementation of PBIS (Positive Behavior Interventions Supports) • Universal expectations clearly defined and posted • Procedures and routines in place • Teach and re-teach expectations • Pre-correct by explaining what the expectation will look like. • Provide specific and brief correction of behavior • Provide choice(s) • Continuum of Supporting and Responding to Challenging Behavior • School-Wide Acknowledgement System • School-Wide Social Skills Instruction • Active Supervision • Enforcement of Expectations • Data-Based Decision Making • Safe and Welcoming Climate • Implementation of Community Building practices (e.g., SEL (Social Emotional Learning) curriculum or Restorative Community Circles). • After school programs, organizations, clubs, and athletics • Open and consistent parent communication	Implementation of PBIS Strategic Skill Development • School Success • Attendance Contracts • Behavior Contracts • Classroom Survival Skills • Interacting with Confidence • Organization • Targeted Skill Development • Anti-Social • Conflict with Authority • Drug/Alcohol • Impulse Control • Problems with Peers • Withdrawal Function-Based Intervention • Gain ○ Check In/Check Out or Mentoring • Escape ○ Academic support and/or Accommodations School-Based Network of Support • Planned staff collaboration • Intentional staff/student interactions and/or mentoring • Increased monitoring & feedback	Implementation of PBIS • Analysis of Behavior Function & Creation of Behavior Support Plan • Environmental modifications • Replacement Behaviors • Curriculum modifications • Reinforcement system • Proactive strategies • Reactive strategies • Behavior goals • Communication systems Wrap Around Support(s) • School-based network of support • Inter-agency collaboration • Continuous monitoring & feedback District-Based Structured Alternative/Resource Setting • School-wide Behavior Management System • Proactive supervision and monitoring. On-site community agency personnel (School resource officer, social worker, mental health)

Annual awareness/prevention intervention, <i>The Week of Respect</i> (first week of October)	Re-entry plans to support student integration back into school after a suspension	District Intervention Assistance Team (DIAT)
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RESTORATIVE PRACTICES:

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

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

Examples of restorative processes include:

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

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

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

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

Examples of practices and interventions:

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

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

Restorative Chats/Questions	
Responding for those who caused harm:	Responding for those who have been harmed:
○ What happened? ○ What were you thinking at the time? ○ What have you thought about since? ○ Who has been affected by what you have done? In what way? ○ What do you think you need to do to make things right?	○ What happened? ○ What did you think when you realized what had happened? ○ What impact has this incident had on you and others? ○ What has been the hardest thing for you? ○ What do you think needs to happen to make things right?

RESTORATIVE DISCIPLINE MATRIX

Key:		
ADEP - Alcohol & Drug Education Program ASC - Administrator/Student Conference BIP - Behavior Intervention Program CSC – Counselor or SSW/Student Conference DH - Discipline Hearing (district committee) EXP – Expulsion from school per NRS IC - Infinite Campus ILE - Involvement of Law Enforcement	ISP - In-School Procedures ISS - In-School Suspension NIAA - Nevada Interscholastic Activities Association NRS - Nevada Revised Statute OSS (SUS) – Out-of-School Suspension PN - Parent Notification RBP – Restorative Behavior Plan	RPA – Restorative Plan of Action RW - Ron Wood Resource Center SARB- Student Attendance Review Board SST - School Safety Team SRO - School Resource Officer SSW - School Social Worker SSS - Student Support Services
X – required actions O – optional actions (depending on severity and/or frequency)		

ATTENDANCE AND TRUANCY													
Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches	
- Board Policy 506 - NRS 392.040 - NRS 392.130 IC (Infinite Campus) will notify any parent/guardian who has chosen to receive attendance notifications.	ATTENDANCE – TRUANCY All unverified absences (AUKs) will be treated as truanancies. A student is considered truant if he/she is absent from school without permission from either the school or his/her parent/guardian. Unless he/she is physically or mentally unable to attend school, a student may be considered truant for missing all or part of a day without permission The teacher or principal shall give written approval for a student to be absent if an emergency exists or upon the request of a parent or legal guardian of the student. Before a student may attend or participate in school activities outside the classroom during regular classroom hours, he/she must receive the teacher or principal's approval. 1ST TRUANCY & 2ND TRUANCY	X	X	O	O	O						X	Restorative Chats/Questions
- Board Policy 506 - NRS 392.040 - NRS 392.130 - NRS 392.140	ATTENDANCE – HABITUAL TRUANCY A Habitual Truant is one declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant. 3RD TRUANCY	X	X	O	O	O						X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 506 - NRS 392.040 - NRS 392.130 - NRS 392.140	ATTENDANCE – HABITUAL TRUANCY CONTINUED SARB (STUDENT ATTENDANCE REVIEW BOARD) Hearing required 4TH TRUANCY	X	X	O	O	O		O				X	Restorative Chats/Questions Responsive Circles Restorative Conf.
Board Policy 506 Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.	Attendance - TARDY/MISSED INSTRUCTION Arriving late to class or leaving early Infinite Campus will notify any parent/guardian who has chosen to receive attendance notifications.	O	O	O	O	O						X	Restorative Chats/Questions Responsive Circles

BULLYING, CYBER-BULLYING, DISCRIMINATION BASED ON RACE

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 543 - Board Policy 525 - Board Policy 547 - NRS 388.121-388.145 Flowchart Page 25	ADMINISTRATIVE INVESTIGATION – BULLYING Use as place-keeper in IC when conducting a bullying investigation. Change to actual offense event type or “administrative investigation” when investigation completed. - See Page 23 for Bullying Flowchart.	X	X	O	O			O				Restorative Chats/Questions Safety Plan based on outcome
- Board Policy 543 - Board Policy 525 - Board Policy 547 - NRS 388.121-388.145 Flowchart Page 25	BULLYING <u>NRS 388.121 Definition.</u> Written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and; (a) have the effect of: (1) physically harming a person or damaging the property of a person; or (2) placing a person in reasonable fear of physical harm to the person or damage to the property of a person; or (b) interfering with the rights of a person by: (1) creating an intimidating or hostile educational environment for the person; or (2) substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or (c) are acts or conduct described in paragraph (a) or (b) and are based upon the: (1) actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or (2) association of a person with another person having one or more of those actual or perceived characteristics. See Board Policy 543 for full definition and investigation process. The following behaviors are considered subcategories of bullying: - Harassment - Hazing - Intimidation - Fighting (as a result of bullying behavior) - Verbal Threats NOTIFY PRINCIPAL/DESIGNEE DURING THE SAME DAY BULLYING IS WITNESSED OR INFORMATION IS RECEIVED.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Safety Plan

- Board Policy 525 - Board Policy 543 - Board Policy 547 - NRS 388.121-388.145 - Flowchart Page 25	CYBER-BULLYING <u>NRS 388.123 Definition.</u> Bullying through electronic communication. The term includes the use of electronic communications to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal. <u>NRS 388.124 Definition.</u> Electronic communication means the communication of any written, verbal, or pictorial information using an electronic device, including, without limitation, a telephone, a cellular phone, or any similar means of communication. See Board Policy 543 for full definition and investigation process. NOTIFY PRINCIPAL/DESIGNEE DURING THE SAME DAY CYBER-BULLYING IS WITNESSED OR INFORMATION IS RECEIVED.	X	X	O	X	O	O	O	O	O	O	X	Restorative Chats/Questions
- Board Policy 525 - Board Policy 543 - Board Policy 547	DISCRIMINATION BASED ON RACE 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: - 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 - That occurs in person, online or in any other setting including, without limitation, in a course of distance education.	X	X	O	X	O	O	O	O	O	O	X	Restorative Chats/Questions
													Safety Plan
													Safety Plan

OTHER PROHIBITED CONDUCT													
Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches	
Site Based	ADMINISTRATIVE INVESTIGATION When a student is held, detained, or removed from class for questioning by a school administrator during instructional time.	O	X	O				O			O	Restorative Chats/Questions	

	Use to determine whether further investigation and/or disciplinary consequences are needed.											Safety Plan based on outcome
- Board Policy 525 - Board Policy 518 - Board Policy 534 Confiscation; ADEP Referral	ALCOHOL, POSSESSION OF The possession of alcohol on school property or at a school sponsored activity.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Board Policy 518 - Board Policy 534 Confiscation; ADEP Referral	ALCOHOL, USE OF The use of alcohol, to include being under the influence of alcohol, on school property or at a school sponsored activity.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525NRS 205.005 - NRS 205.055 Restitution	ARSON Intentionally setting fire, or attempting to set fire, or intentionally engaging in conduct which may be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Safety Plan
Board Policy 525 NRS 392.466(2)	BATTERY AGAINST EMPLOYEE A battery which results in the bodily injury of an employee of the school. Battery means any willful and unlawful use of force or violence upon the person of another. Bodily injury means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.	X	X	O	X	X	O	X	O	O	X	Restorative Chats/Questions, Responsive Circles, Restorative Conf. Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - NRS 392.466(3)	BATTERY AGAINST EMPLOYEE WITH INTENT TO RESULT IN BODILY INJURY A battery which results in the bodily injury of an employee of the school when the student intended to injure the employee. Battery means any willful and unlawful use of force or violence upon the person of another. Bodily injury means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature. Depending on age, students must be suspended, expelled or permanently expelled. OSS and EXP are both indicated as mandatory, but specific length of removal will depend upon circumstances.	X	X	O	X	X	X	X	X	X	X	Restorative Chats/Questions, Responsive Circles, Restorative Conf. Restorative BP
- Board Policy 525 - NRS 202.840	BOMB THREAT Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any bomb threat, knowing it to be false.	X	X	O	X	O	O	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Policy 538 - NRS 392.461 - Nevada Code of Honor - Educational Involvement Accord	CHEATING/PLAGIARISM- Teacher handles first offense (C) The improper taking of information from and/or giving of information to another student, individual or other source. (P) Representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.	X	O	O	X	O	O				X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 202.253 - NRS 202.262 - Confiscation	COMBUSTIBLES/INCENDIARY/EXPLOSIVE DEVICE The possession, use or sale of explosive or incendiary devices.	X	X	O	X	O	O	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - NRS 392.466 - NRS 453.510-550 Confiscation; ADEP Referral	CONTROLLED SUBSTANCES, SALE OR DISTRIBUTION OF The exchange of controlled substances, or items represented to be controlled substances, between two or more parties. Controlled substances are defined elsewhere in state law at NRS 453.510-550, described in Schedules I-V.	X	X	O	X	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
- Board Policy 525 - NRS 393.410 Restitution	DAMAGE TO/OR DESTRUCTION OF SCHOOL PROPERTY (Less than \$500) Willfully and maliciously destroying or injuring the real or individual property of another in an amount totaling less than \$500.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 393.410 Restitution	DAMAGE TO/OR DESTRUCTION OF SCHOOL PROPERTY (\$500 or greater) Willfully and maliciously destroying or injuring real or individual property of another, in an amount equal to or greater than \$500.	X	X	O	X	O	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 392.466 - NRS 202.350 - NRS 202.265 - Federal Gun-Free Schools Act Confiscation Superintendent & Board Approved for Final Outcome	DANGEROUS WEAPON OTHER THAN A FIREARM, POSSESSION OF Dangerous weapon includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in <u>NRS 202.350</u>, a butterfly knife or any other knife described in <u>NRS 202.350</u>, a switchblade knife as defined in <u>NRS 202.265</u>, 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.	X	X	O	X	O	O	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - Board Policy 546 - Site Based Rules Published in Site Student/Parent Handbook, Student Planner, etc.	DISREGARD FOR SCHOOL RULES Violations of the rules of the school as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher, or coach. - Cell Phone Violation - Communicating False Information (spoken or written) - Forgery - Inappropriate Language (including use of obscene language and gestures) - Inappropriate Behavior - Presence in Unauthorized Area - Technology Violation (including cell phone use violations) - Traffic Violation - Unacceptable Items	X	X	O	X	O	O	O			X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Site Based Rules Published Site Student/Parent Handbook, Student Planner, etc.	DISRESPECT/INSUBORDINATION Disrespect: Use of inappropriate language, conduct, and demeanor when addressing another individual or group of individuals. Insubordination: Behavior that is disobedient, insubordinate, or defiant toward school employees, either in language or action. "Inappropriate" is defined by the reasonable person standard.	X	X	O	X	O	O	O			X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 392.910	DISTURBANCE OF SCHOOL ACTIVITIES-DISTURBING THE PEACE Conduct which interferes with the educational process. Willfully disturbing the peace of any person; intentionally and willfully interfering with or disturbing people in the school.	X	X	O	X	O	O	O			X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Site Based Rules Published Site Student/Parent Handbook, Student Planner, etc.	DRESS CODE VIOLATION* Violations of the dress code as outlined in Policy/Regulation 519 and/or individual school rules. This includes violations of the standard student attire policy and regulation. *As applicable, students will comply with all school procedures and policies relating to standard student attire -See School Handbook for further information.	O	X	O	X	O					X	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - Board Policy 534 - NRS 453.554 Confiscation; ADEP Referral	DRUG PARAPHERNALIA, POSSESSION OR SALES OF The possession or sale, furnishing or use of, items that are used to inhale, ingest, or by any other means introduce a prohibited substance into the body on school property or at a school sponsored activity at any time.	X	X	O	X	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 200.490	FIGHTING - INSTIGATION / PROMOTION OF FIGHTING/ VIOLENCE The willful act of provoking or facilitating fighting between two or more students by using a variety of communications aimed at causing or resulting in a physical altercation. Note: Administrators will need to determine whether the students' behaviors constitute bullying. If the fight is a result or manifestation of bullying, bullying investigation procedures must be followed.	X	X	O	X	X	O	O			X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
- Board Policy 525 - NRS 392.466	FIGHTING/PHYSICAL AGGRESSION The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching or other actions of a physically aggressive nature. Note: Administrators will need to determine whether the students' behaviors constitute bullying. If the fight is a result or manifestation of bullying, bullying investigation procedures must be followed.	X	X	O	X	X	X	O	O	O	X	Restorative Chats/Questions Restorative BP
- Board Policy 525 - NRS 392.466 - NRS 202.265 - Federal Gun-Free Schools Act Confiscation Superintendent & Board Approved for Final Outcome	FIREARM, POSSESSION OF 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. Depending on age, students must be suspended, expelled or permanently expelled. OSS and EXP are both indicated as mandatory, but specific length of removal will depend upon circumstances.	X	X	O	X	X	X	X	X	X	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - NRS 392.4635	GANG RELATED BEHAVIOR OR ACTIVITY Involvement or potential involvement in any activity representing a group involved in illegal actions. Wearing any clothing or carrying any symbol on District property that denotes membership in or an affiliation with a criminal gang.	X	X	O	X	X	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
- Board Policy 525 - NRS 392.4655 - Suspension not to exceed one school semester.	HABITUAL DISCIPLINARY PROBLEM A principal of a school shall deem a student a habitual disciplinary problem if a school has written evidence documenting that in one school year: (a) The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school two or more times, or the student has a record of five suspensions (of at least three days each) from the school for any reason; and (b) The student has not entered and participated in a plan of behavior.	X	X	X	X	X	O	O	X	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
- Board Policy 525 - Teacher handles initial offenses	INTERFERENCE WITH INSTRUCTION Disruptive conduct in the classroom disrupts the instruction of other students but does not result in a large-scale disturbance.	X	O	O	X	O	O				X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Board Policy 534 - NIAA Policy	NIAA SUBSTANCE ABUSE VIOLATION See NIAA Substance Abuse Policy. Log event as possession/use of drug paraphernalia, alcohol, controlled substance, or tobacco	X	X	O	X	X	O				X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - NRS 392.466	POSES CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS Permits removal for students under age 11 for conduct that might otherwise be described elsewhere, but note that misconduct must be persistent (e.g., “continuing danger,” “ongoing threat”).	X	X	O	X	X	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf

Implementation Documents & Guidelines	Infinite Campus Event Types and Descriptors	PN	ASC	CSC	ISP	ISS	OSS	ILE	DH	EXP	RPA	Restorative Approaches
- Board Policy 525 - Board Policy 518 - Board Policy 534 - NRS 453.336 Confiscation; ADEP Referral	PROHIBITED SUBSTANCES, POSSESSION OF The possession of marijuana, narcotics, illegal substances, or legal substances (such as prescription drugs not prescribed to the student).	X	X	O	X	X	O	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Board Policy 518 - Board Policy 534 - NRS 453.336 Confiscation; ADEP Referral	PROHIBITED SUBSTANCES, USE OF The use of marijuana, narcotics, illegal substance, or legal substances (such as prescription drugs) on school campus or at school sponsored activities at any time.	X	X	O	X	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf
- Board Policy 525 - Board Policy 534 - NRS 392.466 - NRS 453.338 Confiscation; ADEP Referral	PROHIBITED SUBSTANCES, SALE OR DISTRIBUTION OF The exchange of prohibited substances, or items represented to be prohibited substances, between two or more parties.	X	X	O	X	X	X	X	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Restorative BP
Board Policy 525 NRS 205.0832 Restitution	THEFT / POSSESSION OF STOLEN PROPERTY Intentionally receiving, taking, or possessing property of another without the owner's permission.	X	X	O	X	X	O	O	O	O	X	Restorative Chats/Questions Responsive Circles Restorative Conf Safety Plan
Board Policy 525 NRS 392.915	THREATS TO STAFF Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to school district personnel.	X	X	O	X	X	X	X	O	O	X	Restorative Chats/Questions Safety Plan
Board Policy 525 NRS 202.2491 NIAA Policy Confiscation	TOBACCO VIOLATION Possession or use of any nicotine delivery device which includes without limitation, cigars, cigarettes, electronic cigarettes, vape device, chew, snuff, pipes, hookahs, etc. NIAA Rules apply.	X	X	O	X	O	O				X	Restorative Chats/Questions

DOCUMENTATION:

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

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

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

FUNCTIONAL BEHAVIORAL ASSESSMENT:

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

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

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

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

Additional support/services will be provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided with their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension.

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

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

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

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

Bordewich Bray Elementary

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

Empire Elementary

Raegan Virgil and Nate Brigham	Principal and Vice Principal
Katie Hollowell	Teacher
Isabella Manzano	Teacher
Kellie Purdue	Teacher
Charlotte Beam	Teacher
Amy Bradshaw	Teacher
Matt Adkins	Teacher
Mark Gardner	Alt Teacher
Sylvia Isom	Alt Staff

Fritsch Elementary

Dan Brown	Principal
Gina Hoppe	Vice Principal
Rachael Overstreet	Teacher
Nicole Whitsett	Teacher

Sara Bogotch, Kristy Wertz, Sara Russell	Alt Teacher
Nicole Sitton, School Social Worker	Staff
Lacey Carey	Alt Staff

Fremont Elementary

Jennifer Ward	Principal
Jeff Hurzel	Vice Principal
Amanda Bodenstein	Teacher
Sarah Quisenberry	Teacher
Ashley Potter and Isreal Guzman	Alt Teacher
Heather Horigan	Staff
Vasillia Rodriguez	Alt Staff

Mark Twain Elementary

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

Seeliger Elementary

Ryan Icanberry	Vice Principal
Carol Reed	Alt Staff
Toni Neilson	Teacher
Taylor Mandelli	Teacher
Stephanie Navidad-Marcos	Alt Staff
Marison Sherlock	Staff
Christine Sylvester	Parent

Carson Middle

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

Eagle Valley Middle

Lois Linehan	Dean of Students
Brent McIntosh	Teacher

Stacey Talhelm	Alt Teacher
Amanda Chambers, Counselor	Staff
Tara Swartz	Alt Staff

Carson High

Shauna Wooldridge	Dean
Sherri Louthan	Dean
Tamara Turnbeaugh	Teacher
Matt Morgan	Teacher
Adam Domitrovich	Staff
Kamaile Ronk	Alt Staff

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

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

TRUANCY PROCEDURES

TRUANCY

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

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

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

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

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

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

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

FIRST TRUANCY

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

SECOND TRUANCY

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

THIRD TRUANCY

- Students may have a conference with a site administrator or counselor and assigned a consequence more severe than for the 2nd occurrence.
- Students will now be considered “Habitual Truants” per NRS 392.140.
- Parents will be notified in writing of the truancy and provided a copy of this Policy.
- This notification will indicate that the next truancy will require that parents or guardians and students have a School Attendance Review Board Hearing.
- School personnel may develop an intervention plan.
- Documentation regarding this truancy will be sent to the Student Attendance Review Board Chair and School Resource Officer.

FOURTH TRUANCY

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

School Restorative Plan of Action

Student Number:

Student Name:

DOB:

Grade:

Region:

Discipline

Administrator:

Restorative Interventions and Explanation:

Support by Community:

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

Support by Social & Emotional Learning:

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

Reintegration by Accountability:

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

Restoration by Healing and Repairing Harm:

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

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

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

Seeking a Change in Placement: No

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

Principal's Signature: _____ Date: _____

BULLYING FLOWCHART

