



# SIGNATURE PREPARATORY

Signature Preparatory Charter School  
Restorative Justice in Behaving Positively at School

*Revised July 27, 2025*

*Updates for Board Approval: November 6, 2025*

## **Restorative Justice Plan Development**

Signature Preparatory Charter School students live and learn within a community, not in isolation. Therefore, Signature Preparatory Charter School students must learn to become active and responsible individuals within their own community of learners. To support our students in meeting this goal, to maintain a distraction-free as possible learning environment, and to cultivate an extremely positive student culture, Signature Preparatory Charter School devised a set of proactive and restorative practices to be utilized in advance of and throughout our student discipline processes.

Definition of Restorative Justice:

*“Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. (p. 3)”*

Included within Signature Preparatory Charter School’s Restorative Justice Plan are 4 practices: Support by Community, Support by Social and Emotional Learning, Reintegration by Accountability, and Restoration by Healing and Repairing Harm. These practices should prove to not only support our community of learners (students); but guide the mindset of the adults called to care for them.

Underlying these Restorative Justice practices within the progressive discipline process is the school-wide implementation of Positive Behavior Interventions and Supports (PBIS). Signature Preparatory Charter School recognizes that students can only meet behavioral expectations when they know what they are and have had an opportunity to practice them. Signature Preparatory Charter School’s PBIS Guiding Principles:

- Students can learn behavioral expectations for different situations.
- Students learn expected behaviors for each school setting through explicit instruction, opportunities to practice, and receive feedback.
- Early intervention can prevent more serious behavior problems.
- Each student is different, so our school needs to give many kinds of behavior support.
- Track students’ behavioral progress.
- Gather and use data to make decisions about behavior interventions.
- Consistency across staff members in how we encourage expected behavior and discourage infractions.

National Opportunity to Learn Campaign (2014), *Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools, A Guide for Educators*. The Atlantic Philanthropies.

Signature Preparatory has established the following discipline plan for the restorative and progressive discipline of students.

- Restorative justice is an intervention and support provided by the school to assist a student to improve their behavior and simultaneously remedy harms caused by the offending student (AB 168).
- Restorative disciplinary practices include holding a student accountable for their behavior, restoration/remedy the student’s behavior, relief for any victim of the student; and change the behavior of the offending student (SB 89).
- Restorative justice does not apply to significant acts of violence, acts of battery on an employee, the sale/distribution of controlled substances, possession of firearms or dangerous weapons, or habitual disciplinary problems.

This plan has been approved by the Signature Preparatory Board of Directors and developed with the input and participation of school administrators, teachers, and behavior specialists. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463, NRS 392.4644, and NRS 392.466.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of Signature Preparatory. The plan provides for temporary removal of pupils from a classroom in accordance with NRS 392.4645. A copy of this plan is provided for every staff member and is included in the student/parent handbook, which is posted electronically on the school website.

**School Team Members**

Keane Davis	Instructional Assistant
Holly Engelein	Parent Liaison
Tracie Salgado	Data Strategist
Kamille Bryner	Behavior Strategist
Jaymee Pelayo	Teacher
Andrew Saelens	Teacher
Angelique Fiorenza	Teacher
Chelsea Trunnell	Teacher
Lana D’Apriele	Teacher
Ana Madrid	Teacher
Erin Krieger	Teacher
Sarah Myers	Teacher
Jaime Hocker	Teacher
Jessica Walos	Teacher
Joe Rekrut	Dean
Danielle Strough	Assistant Principal

## **Signature Preparatory Mission:**

*The mission of Signature Preparatory is to provide the greatest educational experience in a moral and virtuous environment, to as many students as possible.*

Signature Preparatory holds the following beliefs and policies concerning student disciplinary procedures.

- Each student is deserving of the opportunity to correct and to learn from their mistakes.
- Each staff member develops positive and loving relationships with students, helping to create a respectful and supportive environment where students thrive personally and academically.
- Students are held accountable for their behavior.
- A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense.
- A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense, change and/or improve the behavior of the student and remedy or "make right" harm(s) caused by the student to others.
- The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.
- Continued support will be provided to both the person harmed and the offender.
- There are zero perceived rights to privacy for personal property brought to our campus, including bags, purses, clothing, cars, electronic devices. These items are subject to search and seizure at any time in the sole discretion of the school's administration.
- The Restorative Plan of Action, including progressive disciplinary action, must be commensurate with the severity of the offense(s).
- A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- The school's administration is authorized and has the discretion to make and implement disciplinary decisions and interventions, including but not limited to, suspension and recommendations for expulsion or permanent expulsion, except for mandatory expulsion offenses required by Nevada Revised Statutes, for all general education students who are at least the age of eleven (11).
- A student with a disability who is at least 11 years of age and who is enrolled at Signature Preparatory may be suspended for each occurrence of conduct after the governing body or its designee has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.
- A student with a disability who is at least 11 years of age and who is enrolled at Signature Preparatory may be expelled after the governing body has reviewed the circumstances and determined the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

- A student who is less than 11 years of age must not be permanently expelled from school. \*In extraordinary circumstances, a school may request an exception to this prohibition against permanently expelling a pupil who is less than 11 years of age from school from the Signature Preparatory Board of Directors. The Board of Directors must review the circumstances and approve expulsions of students with disabilities and students under the age of eleven (11).
- Such interventions may include, but are not limited to, the following: Restorative Plan of Action; behavior contract; group and individualized counseling; Required Parent Conferences (RPC); temporary assignment to an alternative placement; intervention with behavior specialist or social worker; parent conferences; and attendance notification(s).
- RPC is a parent-administrator conference. At the time of RPC notice, the school administrator will specify if the required meeting must be held prior to the student's return to campus OR if the student may continue to attend school on campus until the meeting is held.
- All parent conferences held because of a student's behavior/choices will include students/parents being given notice of the infraction(s), an explanation of evidence, and opportunity for the administrator to hear information/explanation from the student/parent.
- TAP means Temporary Alternative Placement, can be an onsite remote location with access to an online environment under the supervision of a teacher, the school behavior specialist, school social worker, or school administrators. A TAP will not include the use of technology if the disciplinary issue has violated Signature Preparatory's Acceptable Use Policy. Students who violate the Acceptable Use Policy will access the curriculum offline until such time it is approved by the school administration to return to the online educational setting.
- Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for Restorative Plans of Action and disciplinary actions.
- If a school administrator believes that a crime has been committed, law enforcement will be notified. Records of police involvement must be requested and maintained. Any actions taken by law enforcement is separate of the school, and in alignment with the administrative actions taken by the school.
- For special education and 504 students, IEP behavior plans, and other modifications must be followed in accordance with state and federal law. Additionally, a manifestation determination and functional behavioral assessment must be conducted if the student's behavior is, or will potentially, inhibit the student's access to FAPE.
- Signature Preparatory does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in disciplinary decisions, access to, treatment, or participation in its programs and activities pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

Discipline practices are aligned to the Mission and Vision of Signature Preparatory. Restorative practices and ongoing data analysis is conducted as situated within a Multi-Tiered System of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) as required by NRS 392.4644(1)(b) and NRS 392.462 (collecting, reporting, analyzing, and making data-informed decisions using the following: discipline incidents, vacant positions, average class sizes, teacher and administrator training, placement of pupils in another school, and ratio of school counselors/psychologists/social workers to students). Findings are used to implement progressive discipline and restorative justice policies. PBIS Team meets monthly to review monthly/quarterly data to determine if discipline practices are disproportionately affecting various student groups as noted in NRS 385A.250.2.

### **Multi-Tiered System of Support (MTSS) – Positive Behavior Interventions and Supports (PBIS)**

*Tier I:* Tier I is set of proactive practices that center on the prevention of problematic behaviors through a system of universal supports.

Tier I supports include but are not limited to:

- School-wide expectations: hallway, cafeteria, bathroom, and playground
- School-wide systems of positive reinforcement and behavior-specific praise

*Tier II:* Tier II is a set of supports designed to diminish the development and escalation of problematic behaviors for students who have been identified “at risk” for developing unproductive, chronic behaviors. Targeted supports are provided for students who have proven unsuccessful with only Tier I, universal procedures. These supports are based on behavior data and documentation.

Tier II supports include but are not limited to:

- Behavior contracts
- Small group social skills instruction
- Meditation/Restorative justice circles
- Treatment agreement

*Tier III:* Tier III is a set of supports designed to diminish the intensity, frequency, and/or complexity of problematic behaviors through individualized support using evidence-based interventions. Individualized interventions are aimed to reduce the occurrences and/or intensity of undesirable behaviors. Tier III support are referred to our Behavior Specialist.

Tier III supports include but is not limited to:

- Mentoring
- Check -in/out
- Behavior contracts
- Behavior tracking chart for progress monitoring
- Small group social skills instruction

- Meditation/Restorative justice circles
- Treatment agreement
- Mediation/Restorative Conversations
- Progress Monitoring by the Behavior Specialist

### **Classroom Teacher Interventions**

Teachers will develop and implement a comprehensive classroom discipline and restorative justice management plan. Students, parents, and administration will be informed of each teacher’s management plan and classroom expectations.

Restorative Justice practices will include community-building circles, norm-setting activities, and restorative conversations. Teachers will also use proactive strategies such as establishing routines, using silent signals, maintaining proximity, providing quiet corrections, assigning purposeful tasks, offering short breaks, using positive phrasing, clearly stating expected behaviors, and incorporating tangible reinforcers.

Teachers will apply restorative practices consistently to address and reduce undesired behaviors. They will foster strong relationships with students and families to reinforce expectations and repair harm when necessary. Minor behaviors will be managed by the classroom teacher using a progressive discipline approach, while repeated minor incidents may escalate to major behaviors. Teachers will collaborate closely with families and administration to address these situations.

Major behaviors will be documented formally according to the Restorative Discipline Matrix, and when appropriate, the student will be placed on a Restorative Action Plan.

*Examples:*

<b>Minor Infractions</b>	<b>Major Infractions</b>
Off-Task	Habitual minor infractions
Not following instructions/directions	Vandalism
Classroom disruption	Inappropriate sexual behavior
Inappropriate voice level	Bullying
Unprepared	Harassment
Academic dishonesty	Discrimination
Name calling	Threats
Misuse of classroom materials	Physical aggression
Dishonesty	Persistent/significant classroom or campus disruption
	Inappropriate language

## **Suspension/Expulsion Appeal Process**

If a student has been suspended or has been suspended pending the recommendation for expulsion from Signature Preparatory, the board of directors shall provide, on the same day that the student is suspended or recommended for expulsion, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671.

The notice will provide the following:

- Include information regarding the timelines for appealing the suspension or expulsion.
- Be written clearly and in a manner that allows a student and parent or legal guardian to understand each provision of the policy; and
- Be provided in as many languages as possible, to the extent practicable.
- The student and/or parent/guardian has five school days to file an appeal pursuant to the policy adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils.

Not later than five school days after receiving notification of the appeal of a suspension or recommendation of expulsion, the board of directors must schedule a hearing.

The student who is suspended or recommended for expulsion:

- Must be provided education services to prevent the pupil from losing academic credit during the period of suspension or expulsion; and
- Must be considered for temporary alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:
  - The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4673; and the student does not pose a serious threat to the safety of the school.
  - If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Signature Preparatory by contacting Mr. Gabe Shirey.

Mr. Gabe Shirey  
[gabe@signatureprep.org](mailto:gabe@signatureprep.org)  
702-224-2809

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.
- Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

### **Board Involvement within Suspension/Expulsion Appeals**

- Expulsions will be reviewed by a panel consisting of at least Executive Director, School Assistant Principal, Dean of Students, and/or any additional designees.
- Appeals to an expulsion require Board of Directors review of circumstances and determination that action follows IDEA.
- Board of Directors action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

### **Discipline Limits for Special Education Students**

- Age 11+ Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.
- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1)

### **Possession of a Firearm or Dangerous Weapon**

- A student, to include students of any age, including, without limitation, a student with a disability, who is found to be in possession of a firearm or dangerous weapon will be removed from the school immediately upon being given an explanation of the reason for the removal and pending proceedings.

- The occurrence of possession of a firearm or dangerous weapon (as defined in NRS 392.466.11 (b) and (c)) may require permanent expulsion from Signature Preparatory. A second occurrence requires a permanent expulsion from the school. (NRS 392.466.3).

### **Students Charged with a Crime**

- If a student has been charged with a crime, the Signature Preparatory Board of Directors may authorize the expulsion, suspension, or removal of a student regardless of the outcome of criminal or delinquency proceedings. The school will (1) conduct an independent investigation of the student's conduct, AND (2) give notice to the student of the charges brought by the school against the student.

### **HABITUAL DISCIPLINARY PROBLEM CRITERIA**

- A student will be deemed a Habitual Disciplinary Problem if the school has written evidence which documents that in one school year the student has:
  - Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
  - Has a record of five suspensions/Required Parent Conferences for any reason
- If a student is suspended, the school shall develop a plan of behavior (plan of action based on restorative justice) for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to attempt to prevent the student from being deemed a habitual disciplinary problem.
- A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem.
- If a student is deemed to be a habitual disciplinary problem and is at least 11 years old, the student may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline, or expelled from school under circumstances as determined by the principal of the school, if the school has made a reasonable effort to complete a plan of action based on restorative justice.

### **Habitual Disciplinary Declaration**

If at least one elementary school teacher of a student or two middle school teachers of a student enrolled at Signature Preparatory request that the principal of the school deem a student a Habitual Disciplinary Problem, the principal will meet with each teacher to review the student's discipline record. If, after the review, the principal determines the

student does not meet the criteria of a Habitual Disciplinary Problem, the teacher(s) submitting the request may appeal that determination to the Executive Director or to the Signature Preparatory Board of Directors.

### **Procedures for Criteria # 1**

Signature Preparatory will process threats, extortion incidents, or any attempt thereof using existing bullying and expulsion procedures. However, to be considered a Habitual Disciplinary Problem under current statute, the act of threatening or extorting, or attempting to threaten or extort, must have been documented at least twice during one school year. Habitual Disciplinary Problem language will be included in addition to identifying the infraction when preparing expulsion paperwork. Signature Preparatory will provide a written notice seven days prior to declaring a student a Habitual Disciplinary

Problem to the parent or legal guardian that contains:

- A description of the act(s).
- Dates on which the act(s) were committed.
- An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under certain circumstances as determined by the principal and the Executive Director of Signature Preparatory.

A student who is determined to have documented infractions in the progression of those identified under statute relevant to Habitual Disciplinary Problem may enter into a voluntary plan of behavior (restorative plan of action) designed to prevent the student from being deemed a Habitual Disciplinary Problem and may include, without limitation:

- A voluntary agreement by the student and parent/guardian to attend counseling, therapy

If the student commits the same act for which the notice was provided after he/she enters into a plan of behavior (restorative plan of action), the student shall be deemed to have not successfully completed the plan of action and may be deemed a Habitual Disciplinary Problem.

### **Procedures for Criteria #2**

Following a student's fourth suspension, Signature Preparatory will provide written notice to the parent or legal guardian that contains:

- Description of the act committed by the student.
- Date the act was committed.
- An explanation that if the student is suspended five times within one school year, the student will be deemed a Habitual Disciplinary Problem.

- An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under certain circumstances as determined by the principal of the school.

If the referral is contested, due process will occur. The last level of appeal for these students is the Executive Director of Signature Preparatory.

### **Plan of Behavior/Restorative Plan of Action Prior to Declaration**

Before a student is deemed a Habitual Disciplinary Problem, if, within one school year, a student is suspended one time for threatening or extortion, or attempting to threaten or extort, another student or school employee; or if the student has been suspended four times, a plan of behavior/restorative plan of action will be developed with the parent and student. A student may enter one plan of action per school year. The plan, without limitation, may include a voluntary agreement for:

- Information on alternative schools
- A voluntary agreement by the student and parent/guardian to attend counseling or therapy

If the student violates the conditions of the plan of behavior/restorative plan of action or commits the same act for which notice was provided (ex: commits a second extortion or attempted extortion; or receives a fifth significant suspension) after he/she enters into a plan of action, the student shall be deemed a Habitual Disciplinary Problem.

The parent/legal guardian of a student who has entered a plan of action may appeal the contents of the restorative plan of action to the Executive Director of Signature Preparatory.

### **Due Process Notification**

Signature Preparatory will provide due process notification to each parent at least seven days before the school deems the student a Habitual Disciplinary Problem.

### **AB 521 REFERRAL**

AB 521 is an option teachers have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through intervention and progressive discipline. According to AB 521, progressive discipline must be followed in the classroom before requesting that a student be temporarily removed. Teachers will complete the following interventions before submitting an AB 521 referral:

- Conference with the student.
- Parent contact by phone/email
- Behavior Specialist/Social Worker referral.
- Referral to school administrator for disruptive behavior.

### **Assembly Bill 521 (Temporary removal of a student)**

Signature Preparatory Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that severely interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn.

Progressive discipline will be followed within the classroom as explained and may include such things as verbal warning, parent contact, behavior specialist/school social worker referral, and/or administrative referral. If a student is removed by the teacher, the administrator will explain to the student the reason for the removal, and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement will be onsite with the direct supervision of a teacher, the school behavior strategist/school social worker, or the school administrator will be given to the student unless the student is suspended or expelled for disciplinary action.

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher that ordered the removal of the student, not the administrator, during the conference, the teacher must provide a rationale for the reasons for the removal, and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which they were removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately convene a meeting of the AB 521 Committee. The parent will be informed of the meeting.

The committee will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The AB 521 Committee will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation

1. Direct that the student be returned to the classroom from which he was removed;
2. Assign the student to another classroom;
3. Assign the student to continue in an alternative placement (TAP)
4. Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action that the committee deems necessary.

### **AB521 Committee Members 2025-2026**

Carey Roybal-Benson (Principal), Joe Rekrut (Dean),  
Kamille Bryner (Behavior Strategist), Monica Sanchez (K-2 Teacher),  
Shameka Jackson (3-5 Teacher), Kristina Anderson (MS Teacher),  
Christina Nantas (SPED Teacher)

## **Signature Preparatory Restorative Plan of Action**

Restorative disciplinary practices include the following:

- (1) alternate conflict resolution, interventions, and Social Emotional Learning;
- (2) holding a student accountable for their behavior;
- (3) restoration and/or remedy related to the student's behavior;
- (4) relief for any victims; and
- (5) changing the student's behavior.

The below serves as a guideline for the school's response for the Restorative Plan of Action and Progressive Discipline issued for a student(s) misconduct. Each infraction will be investigated, and appropriate intervention and consequences will be applied based upon the nature of the misconduct/infraction, the impact of the action on the educational community and the individual community members therein, the behavioral history of the student, and any other relevant circumstances. A single incident/offense by a student may result in a more progressive level of discipline than stated.

*Restorative Plan of Action (RPA) is a list of concrete agreements or actions that attempt to have the offending student take action to repair the harm of their behavior, re-engage in learning, and for the school to provide needed support to accomplish those two tasks. The RPA is developed collaboratively and engages the offending student(s) and their family members. The Restorative Action Plan document has been included below and the document guides school administrators through the RPA development process. The plan includes the following sections:*

**Restorative Interventions and Explanation:** This is an explanation of the context to the on-going issues/infractions and previous interventions implemented (if any) to date.

**Support by Community:** Investigate underlying issues associated with the offense(s) and take action(s) to address them. Actions to be taken to strengthen the connections to supportive persons in the school or community. Actions to be taken to help the wrongdoer and reduce the likelihood of the behavior will be repeated. (For example, scheduled meetings with a social worker, behavior strategist, administrator, etc.)

**Support by Social and Emotional Learning and Restoration:** Actions to be taken to teach self-awareness, self-management, social awareness, relationship skills, responsible decision making, and other skills needed to navigate life as a successful adult. (For example, participate in mentorship, join a club with adult support, meet with a behavior strategist, social worker, administrator, etc.) Identify the needs of all parties involved, address each need, 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. For example, the offender/victim to repair the harm or "make it right" and to address the needs of the victim: for example, write a letter of apology, have a conversation with the person harmed, etc.

**Reintegration with Accountability:** Actions taken to reconnect/re-engage offending students. Through high expectations and providing the necessary supports to hold

student(s) accountable for repairing and learning from the impact of their actions. Student(s) must understand the impact of their choices, take responsibility, and work to repair the harm. (For example, host conversations with a teachers, administrators, behavior strategist, or social worker to discuss the events leading up to the incident, the thought processing of the offending student at the time of the incident, identified impacted with their choices, and what they needed to do to make things right.)

The result is a list of concrete agreements or actions that attempt to have the student take action to repair the harm of their behavior, re-engage in learning, and provide needed support to accomplish those two tasks. These agreements or actions should both bring relief to the victim and provide support and strategies to the harm doer. The relief to the victim will look different for each plan, as each plan will be designed with the exact circumstances, harm and needs in consideration. In the same way, the restorative strategies for changing the behavior of the offending student will be different for each plan, crafted for the unique individual student and support system associated with that student. Please see the following page for a sample RPA.

# Signature Preparatory Charter School Restorative and Safety Plan of Action

Student Number:	Student Name:	DOB:
Discipline Administrator:		Grade

**Restorative Interventions and Explanation:**

**Support by Community:**

1. School Administration met with all involved parties in a joint meeting...
2. School Administration has cooperated with...
3. School Administration will

**Support by Social & Emotional Learning and Restoration by Healing and Repairing Harm:**

1. School Administration will assist students in improving their communication and healing their presently damaged relationships daily for... reintegration during.... This will go to every other day the second week and once a week during the third week following reintegration.

**Reintegration by Accountability:**

1. Student is expected to behave at school in a manner consistent with a respectful and harassment-free learning environment.
2. Student will be expected to report any concerns to School Administration.

**CONSEQUENCES IF GOALS ARE NOT MET:**

I, \_\_\_\_\_, understand that failure to meet the expectations outlined will result in disciplinary consequences set forth by the Administration at SIGNATURE PREPARATORY. Consistent with Nevada Revised Statute 392.4655, if \_\_\_\_\_ reaches 5 suspensions for whatever reasons, they will be deemed a Habitual Disciplinary Problem and \_\_\_\_\_ will be recommended for expulsion. This agreement is binding to all school relation functions before, during, and after school. By signing this contract all parties agree to the stipulations in this Safety and Restorative Plan of Action and will follow accordingly.

This Safety and Restorative Plan of Action was reviewed on \_\_\_\_\_ with the following individuals:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

# Student Behavior Matrix

Incidentals	Minor Citation	Major Referral in IC	Urgent Referral in IC Contact Office
Brief duration, does not interfere with instruction, age appropriate, correctable	Infrequent behaviors against expectations, interrupts instruction	Chronic, disrupts instruction, harmful	Severe, immediate, emergency
<b>Disregard for Rules/Regulations</b> <b>Gum/Candy</b> <b>Horseplay</b> <b>Insubordinate</b> (ignoring/disrespect/talking back) <b>Missing Homework</b> <b>Nuisance Items</b> (i.e. toys, cards) <b>Off-task</b> <b>Out of Seat</b> <b>Running</b> <b>Talking/Noise Making</b> <b>Tattling</b> <b>Unacceptable Language</b> <b>Yelling</b>	<b>Aggressive Behavior</b> (reactionary and/or impulsive) <b>Academic Dishonesty</b> (cheating, forgery, plagiarism) <b>Cellular Device - Unapproved Usage</b> <b>Class Disruption</b> (throwing objects, climbing on furniture) <b>Dress Code</b> (send to the office to notify parent) <b>Hitting</b> (hitting/pushing/kicking- 3 or less consecutive) <b>Insubordinate</b> (only after exhausting staff responses) <b>Misuse of Technology</b> (non-approved internet use) <b>Theft</b> (item value less than \$20) <b>Unacceptable Language</b> (profanity) <b>Verbal Interaction - Inappropriate</b>	<b>Bullying</b> (verbal/physical) <b>Cyberbullying</b> (digital verbal/physical) <b>Fighting without Injury</b> (2 or more people involved) <b>Hitting</b> (3+ consecutive hits) <b>Invasion of Privacy</b> (i.e. recording others) <b>Misuse of Technology</b> (adult content) <b>Threat</b> (not urgent) <b>Unacceptable Language</b> (i.e: racial taunting, verbal abuse) <b>Vandalism</b> (minor monetary damage) <b>Verbal Assault – Staff</b>  <b>3 Citations for Same Offense</b>	<b>Alcohol</b> (possession/use) <b>Arson</b> <b>Assault</b> (attempt to cause harm) <b>Battery - Staff</b> <b>Drug</b> (paraphernalia/possession/use) <b>Electronic Smoking Device</b> <b>Elopement</b> (whereabouts unknown) <b>Fighting with Injury</b> <b>Sexual Harassment</b> <b>Theft</b> (item value exceeds \$20) <b>Threat</b> (immediate danger) <b>Tobacco</b> <b>Vandalism</b> (major monetary damage) <b>Weapon</b>
<b>Staff Response:</b> Classroom Reteaching Modify Environment (i.e. move seat) None (reaction would interrupt or distract) Physical Cue Proximity Timeout in Class Timeout out of class (i.e. partner teacher) Warning	<b>Staff Response:</b> Citation Behavior Contract Conference with Parent Conference with Student Detention (Lunch/Recess) Modify Environment (i.e.move seat) Parent Notification (email/phone) Reflection Sheet in class Timeout in Class Timeout out of class (i.e. partner teacher)	<b>Admin Response:</b> Behavior Contract Conference with Parent Conference with Student Detention (Lunch/Recess) Modify Environment (i.e.move seat) Parent Notification (email/phone) Referral to The Harbor Required Parent Conference Suspension Timeout in Office	<b>Admin Response:</b> Behavior Contract Detention Expulsion Law Enforcement Involvement Referral to The Harbor Required Parent Conference Suspension Timeout in Office