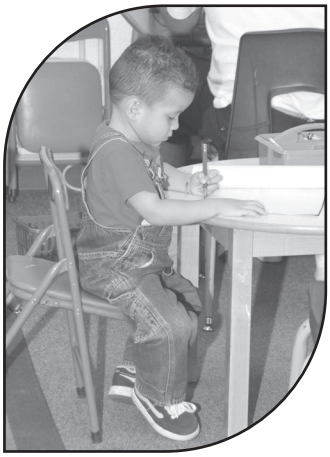
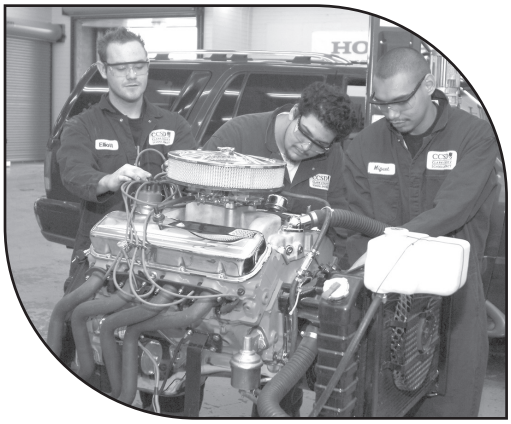
PUB - 776
Rev. 5/22

CLARK COUNTY SCHOOL DISTRICT
PRE-KINDERGARTEN–12 STUDENT CODE OF CONDUCT











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SCHOOL DISTRICT

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • TELEPHONE (702) 799-CCSD (2273)

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Dear Clark County School District Community,

The Clark County School District cares about the safety of every child in our care. We know that maximizing safety on all Clark County School District campuses ensures student success. We are engaging parents/guardians as critical partners in communicating behavioral expectations to all students. Prior to registration for the upcoming school year, we anticipate that you will discuss the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* and review the material herein during conversations at home. After doing so, during registration in Infinite Campus (IC) we ask you to please check the acknowledgement box or submit the Acknowledgement of Receipt and Review Signature Form to your child's school.

We know that students must be in school to optimize learning and succeed in attaining educational goals. Excluding serious disciplinary infractions, every effort will be made to minimize educational disruptions or exclusionary practices for students not following the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*. Our priority is to use positive behavior supports, when possible, to encourage appropriate student behavior. When this is not an option, we are committed to equitable and reasonable consequences to foster improvement in student behavior.

Our goal each day is to ensure students feel safe while attending any Clark County School District school. It should be noted that students possessing weapons, specifically firearms or other dangerous weapons, will be immediately referred to law enforcement. We will not tolerate jeopardizing the safety of our students or the Clark County School District community. More about this policy and the consequences for weapons infractions can be found in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*.

Additionally, along with the safety of our students, we are committed to the safety of our employees. Student behaviors causing harm to our employees may result in expulsion proceedings and/or law enforcement involvement. Additional information about conduct expected in the classroom, on school grounds, school events, or in distance education can all be found in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*.

Thank you for your contributions to assist the Clark County School District with strengthening safety for all. Again, after you have reviewed this document, we ask you to check the acknowledgement box in IC during registration or submit the Acknowledgement of Receipt and Review Signature Form to your child's school. We stand together to create safe and successful schools.

In Partnership,
Dr. Jesus F. Jara
Superintendent of Schools

OFFICE OF THE SUPERINTENDENT
(702) 799-5310 • FAX (702) 799-5125

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PURPOSE OF THE DOCUMENT

The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. Additionally, all employees of the Clark County School District will utilize the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* while determining disciplinary outcomes for students. This document contains all of the individual discipline incident codes with the definitions, Infinite Campus/student accounting code, potential discipline resolution(s), related notes, and resources, if applicable, associated with each behavior incident.

SAMPLE

Definition: This area will provide the meaning of each behavior incident.	
Infinite Campus Code: XYZ	**Staff/Administrative Managed**
Resolutions	
Minor • Listing of potential resolutions utilized by staff	**Major** • Listing of potential disciplinary outcomes for students
Notes: • Specific notes detailing information related to the behavior incident. Additionally, incident notes assist with what additional requirements may relate to the behavior incident.	
Resources • Additional supporting information from Nevada Revised Statutes (NRS) or other resources in relationship to the behavior incident.	

INCIDENT TYPE DEFINITIONS

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define all types of disciplinary incidents. The behavior incident sample table above includes terminology explaining if the behavior incident is staff-managed, office-managed, or administrative-managed referring to the personnel/employees directly addressing the behavior incident.

MINOR BEHAVIOR INCIDENTS Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable. Minor Behavior Incidents violate school or classroom rules or procedures.
MAJOR BEHAVIOR INCIDENTS Major Behavior Incidents are office-managed behavior incidents that are addressed by staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate Clark County School District Policies and Regulations, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.
URGENT BEHAVIOR INCIDENTS Urgent Behavior Incidents are administrative-managed behavior incidents that are addressed by administration only with an immediate response. Urgent Behavior Incidents are identified as expellable offenses per NRS or Clark County School District Policies and Regulations.

DISCIPLINE RESOLUTION CRITERIA

In addition to the type of behavior incidents, educators use a criteria to determine the level of consequence being considered for individual students which may vary in range from Minor to Major. The criteria include sections and considerations for Minor Behavior Incidents, Minor to Major Behavior Incidents, Major Behavior Incidents, and Urgent Behavior Incidents. The application of these criteria are useful for all incidents contained in the Behavior Incident Index located on page 10. Educators will analyze the criteria in connection to an individual behavior incident to ensure safety, optimize equitable application related to Behavior Incident Resolutions, and limit exclusionary discipline practices that cause missed school opportunities for students. The discipline resolution criteria are below:

Minor

The behavior incident resolution determinations within the Minor Resolutions involves an analysis of repeated incidents or violations of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* on CCSD property or at any district/school-sponsored event or activity. Multiple Minor Resolutions may be required to address student behavior incident violations in a proactive manner.

Questions to consider prior to the issuance of Resolutions in the Minor Category:

- *Is the incident isolated to the classroom and easily managed by staff through redirection methods and intervention?*
- *Can student reflection be promoted to ensure future behavior incidents do not occur?*
- *Will the behavior incident create a "teachable moment" between educators and students?*
- *Can the re-engagement of the student to learning happen in the classroom with immediate education professional intervention?*

Minor to Major

The behavior incident resolution determinations within the Minor to Major Resolutions involves an analysis of repeated incidents or violations of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* that may create safety issues for other students, employees, or the individual student initiating the behavior incident.

Questions to consider prior to the issuance of Resolutions in the Minor or Minor to Major Category:

- *Is the educational professional working with the student able to clearly identify, recognize, and prevent unacceptable behavior occurring in the classroom?*
- *Was the Suspension Guidance for Students Under Age 11 criteria implemented prior to Suspension With Instruction (SWI) for the student under age 11?*
- *Can the educational professional working closest with the student promote self-discipline of the individual student while redirecting the minor infraction to ensure that classroom instruction for all students continues?*
- *Has a counselor or other school professional attempted to determine the antecedent of the behavior(s) creating a violation of the Clark County School District Pre-Kindergarten–12 Student Code of Conduct?*
- *How did the student react to positive redirection when violation(s) of the Clark County School District Pre-Kindergarten–12 Student Code of Conduct occurred?*
- *Has the parent/guardian been informed of previous Minor Behavior Incidents? What evidence exists regarding telephone call logs to parents/guardians, meetings, and electronic or written communication to the student's parents/guardians? Has reasonable effort occurred to contact the parent/guardian?*
- *Were any non-exclusionary disciplinary techniques provided to the student(s) to ensure compliance with the Clark County School District Pre-Kindergarten–12 Student Code of Conduct prior to a Major Discipline Resolution?*
- *Was an educational professional able to distinguish between Minor and Major offenses, and account for first time versus repeated offenses?*
- *Can the individual student accept responsibility with a lesser consequence and articulate the harm caused by a behavior incident violation?*
- *After reviewing the discipline referral, is there a more appropriate solution to serve this student and retract the discipline referral?*
- *If removal from school is an appropriate and allowable resolution, how will the school provide Suspension With Instruction (SWI) to ensure that the student is offered instruction, has real-time access to an instructor, and the suspension does not impact chronic absenteeism?*

Major

The consequence level within the Major Resolutions involves frequency of occurrence related to disciplinary incident(s) and behavior incident severity determinations being made after an analysis of historical school counseling and other proactive efforts, and offered wraparound interventions provided to the student at the school.

Questions to consider prior to the issuance of Resolutions in the Major Category:

- *Could a less punitive discipline resolution within the Major Discipline Resolution change the student's behavior in a positive way? Are community service efforts on the school campus available for the student to learn from violations of the Clark County School District Pre-Kindergarten–12 Student Code of Conduct (i.e., school cleanup)?*
- *Were any restorative practices/techniques provided to the student(s) to hold them accountable and assist the student in helping them correct their behavior?*
- *Has parent/guardian contact been ongoing in relationship to previous violations of the Clark County School District Pre-Kindergarten–12 Student Code of Conduct? What documentation exists showing the ongoing communication efforts with parents/guardians? Has reasonable effort occurred to contact parents/guardians?*
- *Did the behavior incident create a substantial disruption on the campus? Did the incident jeopardize the safety/wellbeing of others or the individual student involved in creating the behavior incident?*
- *Based on the behavior incident violation, does the discipline determination impact the culture and climate of the school related to adherence to school rules and expectations?*
- *If removal from school is an appropriate and allowable resolution, in lieu of Suspension, is Suspension With Instruction (SWI) being offered to provide the student with daily, real-time instruction and interaction with licensed personnel?*

In relation to Major Behavior Incidents, the following parameters should be incorporated.

Exclusionary Discipline Review

- *First-level Required Parent Conference (RPC) is set at a one (1) day maximum. Prior to any first-level RPC, previous interventions must include:*
  - *Parent/Guardian Notification*
- *Second-level RPC for recurring discipline is set at a two (2) day maximum. Prior to any second-level RPC, previous interventions must include:*
  - *Parent/Guardian Notification*
  - *Specialized Instructional Support Personnel (SISP) Referral*
- *First-level suspension is set at a two (2) day maximum. Prior to any suspension, previous interventions must include:*
  - *Parent/Guardian Notification*
  - *Review the appeal process rights with Parent/Guardian*
  - *SISP Referral or Harbor Referral*
  - *RPC (two (2) day maximum)*
- *Subsequent suspensions or second-level suspensions are set at two (2) and/or five (5) days depending on behavior incident.*
- *Prior to any recommendation for Academic Center or Alternative Educational Placement (AEP) previous interventions must include:*
  - *Parent/Guardian Notification*
  - *SISP Referral or Harbor Referral*

Urgent

Urgent Behavior Incidents may lead to expulsion recommendations unless the incident involves weapons as defined in Nevada Revised Statutes (NRS 392.466).

BEHAVIOR RESOLUTIONS

MINOR BEHAVIOR INCIDENTS

- Dishonesty
- Dress Code
- Graffiti
- Non-Dress Physical Education
- Nuisance Item/Personal Communication Device
- Tardies and Tardy Lockouts/Sweeps

RESOLUTIONS

Minor

- Non-Verbal Cue
- Proximity
- Redirection
- Student/Teacher Conference
- Warning
- Confiscation
- Parent/Guardian Notification
- Conference with Parent (CWP)
- Peer Mediation
- Individual Counseling Services
- Restorative Disciplinary Practices

MINOR TO MAJOR BEHAVIOR INCIDENTS

Based on incident severity and/or repeated incidents

- Acceptable Use Policy
- Aggressive Behavior
- Cheating/Forgery/Plagiarism
- Class Disruption
- Inappropriate Touching
- Insubordination
- No-Show Detention
- Physical Altercation
- Possession/Use of Tobacco/Electronic Cigarettes
- Theft/Robbery
- Threat
- Unacceptable School Behavior
- Verbal Abuse

RESOLUTIONS

Minor

- Proximity
- Review, Re-teach, and Practice Expectations
- Redirection
- Goal Setting
- Short-term Behavior Progress Reports
- Mentor/Coach Program
- Warning
- Student/Teacher Conference
- Confiscation
- Parent/Guardian Notification
- Redo Assignment
- Reschedule Detention
- Conference with Parent/Guardian
- Peer Mediation
- Conflict Resolution
- Individual Counseling
- Restorative Disciplinary Practices
- Restitution

Major

First-time Offenses and/or Less Severe Incidents
(Minor resolutions may be used.)

- Parent/Guardian Notification
- Individual Counseling Services
- Restorative Disciplinary Practices
- Individual Behavior-Intervention Plan
- Detention

Repeated or More Severe Incidents

- Conference With Parent (CWP) or Required Parent Conference (RPC)
- In-House Suspension
- Suspension With Instruction (SWI) or Suspension (SUS)
- Schools Targeting Alternative Reform Onsite (STAR-On) Programming
- Academic Center Referral
- Discretionary or Recommended Expulsion Referral

MAJOR BEHAVIOR INCIDENTS

- Arson
- Assault - Staff
- Battery - Staff
- Bullying
- Bus Infraction
- Campus Disruption
- Cyberbullying
- Distribution of Controlled Substance
- Drug Paraphernalia
- Fighting
- Gang Involvement
- Habitual Disciplinary Problem
- Habitual Truancy Citation *(Warning, Parent/Guardian Notification, Detention, Citation* and *Department of Motor Vehicle Administrative Sanctions (depending on age)*
- Immoral Conduct
- Over-the-Counter Medication Misuse
- Possession/Use of Controlled Substance
- Possession/Use of Controlled Substance Repeat
- Possession of Controlled Substance with Intent
- Racially Motivated Incident
- Trespassing
- Truancy *(Warning, Parent/Guardian Notification, Detention, In-House Suspension)*
- Vandalism

RESOLUTIONS

Based on incident severity and/or repeated incidents

- Parent/Guardian Notification
- Student, Parent/Guardian, and Staff Conference
- Restitution
- Individual Counseling Services
- Individual Behavior-Intervention Plan
- Assignment of a Mentor/Coach
- Training on Cultural Sensitivity
- Restorative Disciplinary Practices
- Conference with Parent (CWP) or Required Parent Conference (RPC)
- In-House Suspension
- Suspension With Instruction (SWI) or Suspension (SUS)
- Schools Targeting Alternative Reform Onsite (STAR-On) Programming
- Academic Center Referral
- Discretionary Expulsion Referral
- Recommended Expulsion Referral

URGENT BEHAVIOR INCIDENTS

- Battery – Staff*
- Bullying: Battery – Student*
- Bullying: Battery – Student with Injury*
- Distribution of Controlled Substance*
- Possession of Weapon(s)
- Possession/Use of Weapon(s) with Injury
- Possession of Weapon(s) with Threat
- Sexual Assault*

RESOLUTIONS

- Recommended Expulsion Referral*
  - If an incident of sexual assault is confirmed by law enforcement, school administration must submit a recommended expulsion referral.
- Mandatory Expulsion Referral

BEHAVIOR INCIDENT INDEX

Behavior Incident	Type of Incident	Page Number(s)	CCSD Regulations (R)/ Policies (P)	Nevada Revised Statutes (NRS) *(if applicable)*
ACCEPTABLE USE POLICY	MINOR TO MAJOR	13	P-5136, R-3990, R-3991	
AGGRESSIVE BEHAVIOR	MINOR TO MAJOR	13	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	203.010
ARSON	MAJOR	14	R-5141.1 (Dangerous or Antisocial Behavior)	205.005, 205.055
ASSAULT - STAFF	MAJOR	14	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	200.471
BATTERY - STAFF	MAJOR	14	R-5141.1 (Dangerous or Antisocial Behavior)	200.481, 392.466
BULLYING	MAJOR	15	P-5137, R-5141.1 (Dangerous or Antisocial Behavior)	388.121, 388.122, 388.135, 388.1395
BUS INFRACTION	MAJOR	31	R-3533, R-5141.1 (Dangerous or Antisocial Behavior)	
CAMPUS DISRUPTION	MAJOR	33	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	203.010
CHEATING/FORGERY/ PLAGIARISM	MINOR TO MAJOR	33	R-5146 (Positive Student Conduct Character Traits)	
CLASS DISRUPTION	MINOR TO MAJOR	33	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	
CYBERBULLYING	MAJOR	34	P-5137, R-5141.1 (Dangerous or Antisocial Behavior)	388.123, 388.135
DISHONESTY	MINOR	34	R-5141.1 (Dangerous or Antisocial Behavior), R-5146 (Positive Student Conduct Character Traits)	
DISTRIBUTION OF CONTROLLED SUBSTANCE	MAJOR	35	R-5141.1 (Dangerous or Antisocial Behavior)	392.466
DRESS CODE	MINOR	35	R-5131 (Dress and Appearance)	
DRUG PARAPHERNALIA	MAJOR	36	R-5141.1 (Dangerous or Antisocial Behavior)	453.554, 453.566
FIGHTING	MAJOR	37	R-5141.1 (Dangerous or Antisocial Behavior)	203.050
GANG INVOLVEMENT	MAJOR	37	R-5141.1 (Dangerous or Antisocial Behavior)	
GRAFFITI	MINOR	37	R-5141.1 (Dangerous or Antisocial Behavior)	206.005, 206.330
HABITUAL DISCIPLINARY PROBLEM	MAJOR	38	R-5141.1 (Dangerous or Antisocial Behavior)	392.4655
HABITUAL TRUANCY CITATION	MAJOR	38	R-5113 (Attendance Enforcement)	392.144, 392.149
IMMORAL CONDUCT	MAJOR	41	R-5141.1 (Dangerous or Antisocial Behavior)	
INAPPROPRIATE TOUCHING	MINOR TO MAJOR	41	R-5141.1 (Dangerous or Antisocial Behavior)	
INFORMATION ONLY	N/A	41	No Clark County School District Regulation or Policy	

Behavior Incident	Type of Incident	Page Number(s)	CCSD Regulations (R)/ Policies (P)	Nevada Revised Statutes (NRS) *(if applicable)*
INSUBORDINATION	MINOR TO MAJOR	41	R-5141.1 (Dangerous or Antisocial Behavior)	
LEFTOVER STUDENT	N/A	42	No Clark County School District Regulation or Policy	
NO SHOW - DETENTION	MINOR TO MAJOR	42	R-5146 (Positive Student Conduct Character Traits)	
NON - DRESS PHYSICAL EDUCATION	MINOR	42	R-5131 (Dress and Appearance)	
NUISANCE ITEM/ PERSONAL COMMUNICATION DEVICE	MINOR	42	R-5146 (Positive Student Conduct Character Traits) P-5136 (Personal Technology and Communication Devices)	
OUT-OF-DISTRICT REMOVALS	N/A	43	No Clark County School District Regulation or Policy	
OVER-THE-COUNTER MEDICATION MISUSE	MAJOR	43	R-5141.1 (Dangerous or Antisocial Behavior)	
PHYSICAL ALTERCATION	MINOR TO MAJOR	43	R-5141.1 (Dangerous or Antisocial Behavior)	
POSSESSION/USE OF CONTROLLED SUBSTANCE	MAJOR	43	R-5141.1 (Dangerous or Antisocial Behavior)	453.336
POSSESSION/USE OF CONTROLLED SUBSTANCE REPEAT	MAJOR	44	R-5141.1 (Dangerous or Antisocial Behavior)	453.336, 453.337, 453.338
POSSESSION OF CONTROLLED SUBSTANCE WITH INTENT	MAJOR	44	R-5141.1 (Dangerous or Antisocial Behavior)	392.466, 453.337, 453.338
POSSESSION OF WEAPON(S)	URGENT	44	R-5141.1 (Dangerous or Antisocial Behavior)	202.300, 202.350, 392.466
POSSESSION/USE OF WEAPON(S) WITH INJURY	URGENT	46	R-5141.1 (Dangerous or Antisocial Behavior)	202.300, 202.350, 392.466
POSSESSION OF WEAPON(S) WITH THREAT	URGENT	46	R-5141.1 (Dangerous or Antisocial Behavior)	202.300, 202.350, 392.466
POSSESSION/USE OF TOBACCO/ELECTRONIC CIGARETTES	MINOR TO MAJOR	46	R-5141.1 (Dangerous or Antisocial Behavior)	
RACIALLY MOTIVATED INCIDENT	MAJOR	47	P-5137, R-5141.1 (Dangerous or Antisocial Behavior)	388.121, 388.122, 388.135, 388.1395
SEXUAL ASSAULT	URGENT	47	R-5141.1 (Dangerous or Antisocial Behavior)	200.366, 388.121, 388.122, 388.135, 388.1395
TARDIES AND TARDY LOCKOUT/SWEEPS	MINOR	48	R-5113 (Attendance Enforcement)	
THEFT/ROBBERY	MINOR TO MAJOR	48	R-5141.1 (Dangerous or Antisocial Behavior)	205.0832, 205.0835
THREAT	MINOR TO MAJOR	48	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	392.915
TRESPASSING	MAJOR	49	R-5141.1 (Dangerous or Antisocial Behavior)	207.200

Behavior Incident	Type of Incident	Page Number(s)	CCSD Regulations (R)/ Policies (P)	Nevada Revised Statutes (NRS) *(if applicable)*
TRUANCY	MAJOR	49	R-5113 (Attendance Enforcement)	392.130
UNACCEPTABLE SCHOOL BEHAVIOR	MINOR TO MAJOR	49	R-5141.1 (Dangerous or Antisocial Behavior)	
VANDALISM	MAJOR	50	R-5141.1 (Dangerous or Antisocial Behavior)	206.005
VERBAL ABUSE	MINOR TO MAJOR	50	R-5141.1 (Dangerous or Antisocial Behavior), R-5142	203.010

Acceptable Use Policy

Definition: Any unauthorized, unacceptable, or inappropriate use of computer activities, access, software, equipment; and/or any activity that affects or disrupts the school or the Clark County School District computer hardware, software, or computer systems.

Infinite Campus Code: AUP

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Loss of Privilege and Parent/Guardian Notification
- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Minor Offenses: Accessing gaming, music, social media, or non-approved sites using District equipment.
- Major Offenses: Accessing dangerous/violent, illegal, indecent, offensive, pornographic, solicitation, or threatening sites using District equipment; Hacking (altering, destroying, or modifying school or District files, programs, or software); Pirating (copying/downloading school or District programs or software for personal use).
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- The Acceptable Use Policy (AUP) for student-technology use and the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* remains in effect for students enrolled in distance education. Strict adherence to the discipline resolutions outlined in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* will be followed if students are involved in unacceptable or inappropriate use of computer activities, software, or computer systems.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Aggressive Behavior

Definition: Hostile and/or destructive behavior incidents including verbal confrontation that are reactionary and impulsive and/or socially inappropriate.

Infinite Campus Code: DAG

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Warning
- Parent/Guardian Notification
- Detention
- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Arson

Definition: Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.

Infinite Campus Code: DAR

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Restitution for damage may be required as a result of the disciplinary incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Assault - Staff

Definition: Attempt to cause physical injury intentionally or behave in such a way as could reasonably cause physical injury to a Clark County School District employee or group of persons employed by the District.

Infinite Campus Code: DAL

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Battery - Staff

Definition: Any willful and unlawful use of force or violence against a Clark County School District employee or group of persons employed by the District with or without possible injury.

Infinite Campus Code: DBF

Administrative Managed

Resolutions

Major

- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- Recommended Expulsion Referral*

Notes:

- May include law enforcement involvement.
- Citations issued with Battery - Staff incidents will lead to recommended expulsion referral.

Bullying

Definition: Unwanted and repeated 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.

Infinite Campus Code: DB2

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- Recommended Expulsion Recommendation
  - Battery (with a corresponding law enforcement citation)

Notes:

- May include law enforcement involvement.
- Site Administration will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Bullying Incidents:
  - *Bullying - Assault Student (DAJ)*
  - *Bullying - Battery Student (DBD)*
  - *Bullying - Battery Student with Injury (DBC)*
  - *Bullying - Disability (DB8)**
  - *Bullying - Extortion (DEX)*
  - *Bullying - Gender Identification/Sexual Orientation (GID)**
  - *Bullying - Hazing (DHZ)*
  - *Bullying - Race (RCE)*
  - *Bullying - Religion (REL)*
  - *Bullying - Sexual Harassment (SHR)**
  - *Bullying - Stalking (STK)**
- Use *Racially Motivated Incident* guidance on page 47 for bullying infractions related to Bullying - Race (RCE) and Religion (REL).
- For bullying events indicated with an asterisk (*) above, the administrator in charge of the bullying investigation must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance, to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the Clark County School District's obligation to be in compliance with *Title IX*.
- Any action taken after the completion of the investigation to address racially motivated incidents, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the Discipline Resolution Criteria to determine the consequence. See pages 6–7.
- If the incident is high impact (recurring or affecting a large portion of the student body), the Site Administration should contact the Region Superintendent or School Associate Superintendent, and the Education Services Division at (702) 799-9765 or the Equity and Diversity Education Department at (702) 799-8484, if further support is needed.
- Use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Resources

Bullying and Cyberbullying is Prohibited in Public Schools

The Nevada laws related to bullying and cyberbullying were revised during the 2017 Legislative Session by the Nevada Legislature in Senate Bill 225 (SB 225) and Assembly Bill 292 (AB 292). The law requires the District to include the text of the provisions of NRS 388.121 to 388.1395 in verbatim form with a copy of the bullying and cyberbullying policy (P-5137).

PROVISION OF SAFE AND RESPECTFUL LEARNING ENVIRONMENT

GENERAL PROVISIONS

NRS 388.121 Definitions.

As used in NRS 388.121 to 388.1395, inclusive, unless the context otherwise requires, the words and terms defined in NRS 388.1215 to 388.127, inclusive, have the meanings ascribed to them in those sections.

(Added to NRS by 2001, 1928; A 2005, 705; 2009, 687; 2011, 2244; 2013, 1654, 2137; 2015, 411; 2017, 4153; 2019, 3234)

NRS 388.1215 "Administrator" defined.

"Administrator" means the principal, administrator or other person in charge of a school.

(Added to NRS by 2017, 4152)

NRS 388.122 "Bullying" defined.

1. "Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
   (a) Have the effect of:
      (1) Physically harming a person or damaging the property of a person; or
      (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
   (b) Interfere with the rights of a person by:
      (1) Creating an intimidating or hostile educational environment for the person; or
      (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
   (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
      (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
      (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
   (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
   (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
   (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
   (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
   (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
   (f) Blocking access to any property or facility of a school;
   (g) Stalking; and
   (h) Physically harmful contact with or injury to another person or his or her property.

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

NRS 388.123 "Cyber-bullying" defined.

"Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737.

(Added to NRS by 2009, 687; A 2011, 1062)

NRS 388.124 "Electronic communication" defined.

"Electronic communication" means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.

(Added to NRS by 2009, 687)

NRS 388.126 "Governing body" defined.

"Governing body" means the board of trustees of a school district or the governing body of a charter school.

(Added to NRS by 2017, 4152)

NRS 388.127 "School" defined.

"School" means a public school, including, without limitation, a charter school.

(Added to NRS by 2017, 4152)

NRS 388.132 Legislative declaration concerning safe and respectful learning environment.

The Legislature declares that:

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the schools in this State and is necessary for those pupils to achieve academic success and meet this State's high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyber-bullying will be tolerated within the system of public education in this State;
4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:
   (a) The schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;
   (b) All administrators, teachers and other personnel of the school districts and schools in this State demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyber-bullying, and by taking immediate action to protect a victim or target of bullying or cyber-bullying when witnessing, overhearing or being notified that bullying or cyber-bullying is occurring or has occurred;
   (c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, teachers, coaches or other personnel of a school district or school;
   (d) All persons in a school are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying or violence; and
   (e) Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying or violates a provision of NRS 388.121 to 388.1395, inclusive, regarding a response to bullying or cyber-bullying against a pupil will be held accountable; and
7. By declaring this mandate that the schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while at school and that pupils be provided with an environment that allows them to learn.

(Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881; 2017, 4153)

NRS 388.1321 Legislative declaration concerning duty of governing body, administrators and teachers to create and provide safe and respectful learning environment; authority of parent or guardian of pupil to petition court to compel performance of duty; remedy not exclusive.

1. The Legislature hereby declares that the members of a governing body and all administrators and teachers have a duty to create and provide a safe and respectful learning environment for all pupils that is free of bullying and cyber-bullying.
2. A parent or guardian of a pupil may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provisions of NRS 388.121 to 388.1395, inclusive.
3. Nothing in this section shall be deemed to preclude a parent or guardian of a pupil from seeking any remedy available at law or in equity.

(Added to NRS by 2015, 410; A 2017, 4154)

NRS 388.1322 Compliance with provisions relating to safe and respectful learning environment by private school authorized.

A private school, as defined in NRS 394.103, and the governing body and administrator of the private school are authorized to comply with NRS 388.121 to 388.1395, inclusive, wholly or in part. Any such compliance is wholly voluntary, and no liability attaches to any failure to comply on the part of the private school, governing body or administrator.

(Added to NRS by 2017, 4152)

NRS 388.1323 Office for a Safe and Respectful Learning Environment: Creation; appointment and duties of Director.

1. The Office for a Safe and Respectful Learning Environment is hereby created within the Department.
2. The Superintendent of Public Instruction shall appoint a Director of the Office, who shall serve at the pleasure of the Superintendent.
3. The Director of the Office shall ensure that the Office:
   (a) Maintains a 24-hour, toll-free statewide hotline and Internet website by which any person can report a violation of the provisions of NRS 388.121 to 388.1395, inclusive, and obtain information about anti-bullying efforts and organizations; and
   (b) Provides outreach and anti-bullying education and training for pupils, parents and guardians, teachers, administrators, coaches and other staff members and the members of a governing body. The outreach and training must include, without limitation:
      (1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying behaviors;
      (2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying;
      (3) Training regarding methods for reporting violations of NRS 388.135; and
      (4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide, including, without limitation, resources for pupils who are members of groups at a high risk of suicide. Such groups include, without limitation, the groups described in subsection 3 of NRS 388.256.

4. The Director of the Office shall establish procedures by which the Office may receive reports of bullying and cyber-bullying and complaints regarding violations of the provisions of NRS 388.121 to 388.1395, inclusive.
5. The Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, coach or other staff member or member of a governing body has violated a provision of NRS 388.121 to 388.1395, inclusive. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety.

(Added to NRS by 2015, 410; A 2017, 4155; 2019, 1762)

NRS 388.1324 Committee on statewide school safety; membership; duties.

1. The Governor shall appoint a committee on statewide school safety. Appointments must be made to represent each of the geographic areas of the State.
2. The committee must consist of:
   (a) One representative of the Department of Education;
   (b) One representative of the Department of Public Safety;
   (c) One representative of the Division of Emergency Management of the Department of Public Safety;
   (d) One representative of the Department of Health and Human Services;
   (e) One representative who is a licensed teacher in this State;
   (f) One representative who is the principal of a school in this State;
   (g) One superintendent of a school district in this State;
   (h) One school resource officer assigned to a school in this State;
   (i) One person employed as a paraprofessional, as defined in NRS 391.008, by a school in this State;
   (j) One school psychologist employed by a school in this State;
   (k) One provider of mental health other than a psychologist who provides services to pupils at a school in this State;
   (l) The State Fire Marshal or his or her designee;
   (m) One parent or legal guardian of a pupil enrolled in a school in this State;
   (n) At least two pupils enrolled in a school in this State; and
   (o) Any other representative the Governor deems appropriate.
3. The committee shall:
   (a) Establish methods which facilitate the ability of a pupil enrolled in a school in this State to express his or her ideas related to school safety and the well-being of pupils enrolled in schools in this State;
   (b) Evaluate the impact of social media on school safety and the well-being of pupils enrolled in schools in this State; and
   (c) Discuss and make recommendations to the Governor and the Department related to the findings of the committee.
4. As used in this section, "social media" has the meaning ascribed to it in NRS 232.003.

(Added to NRS by 2019, 3232)

NRS 388.1325 Bullying Prevention Account: Creation; acceptance of gifts and grants; credit of interest and income; authorized uses by school district that receives grant.

1. The Bullying Prevention Account is hereby created in the State General Fund, to be administered by the Director of the Office for a Safe and Respectful Learning Environment appointed pursuant to NRS 388.1323. The Director of the Office may accept gifts and grants from any source for deposit into the Account. The interest and income earned on the money in the Account must be credited to the Account.
2. In accordance with the regulations adopted by the State Board pursuant to NRS 388.1327, a school district that applies for and receives a grant of money from the Bullying Prevention Account shall use the money for one or more of the following purposes:
   (a) The establishment of programs to create a school environment that is free from bullying and cyber-bullying;
   (b) The provision of training on the policies adopted by the school district pursuant to NRS 388.134 and the provisions of NRS 388.121 to 388.1395, inclusive; or
   (c) The development and implementation of procedures by which the public schools of the school district and the pupils enrolled in those schools can discuss the policies adopted pursuant to NRS 388.134 and the provisions of NRS 388.121 to 388.1395, inclusive.

(Added to NRS by 2011, 2242; A 2013, 1655, 2755; 2015, 413)

NRS 388.1327 Regulations.

The State Board shall adopt regulations:

1. Establishing the process whereby school districts may apply to the Department for a grant of money from the Bullying Prevention Account pursuant to NRS 388.1325.
2. As are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive.

(Added to NRS by 2011, 2244; A 2013, 2755; 2015, 413; 2017, 4155)

NRS 388.133 Policy by Department concerning safe and respectful learning environment.

1. The Department shall, in consultation with the governing bodies, educational personnel, local associations and organizations of parents whose children are enrolled in schools throughout this State, and individual parents and legal guardians whose children are enrolled in schools throughout this State, prescribe by regulation a policy for all school districts and schools to provide a safe and respectful learning environment that is free of bullying and cyber-bullying.
2. The policy must include, without limitation:
   (a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, coaches and other personnel of a school district or school;
   (b) Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions;
   (c) Requirements and methods for restorative disciplinary practices; and
   (d) A policy for use by school districts and schools to train members of the governing body and all administrators, teachers and all other personnel employed by the governing body. The policy must include, without limitation:
      (1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying so that pupils may realize their full academic and personal potential;
      (2) Training in methods to prevent, identify and report incidents of bullying and cyber-bullying;
      (3) Training concerning the needs of persons with diverse gender identities or expressions;
      (4) Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder;
      (5) Methods to promote a positive learning environment;
      (6) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
      (7) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

(Added to NRS by 2005, 704; A 2009, 687; 2013, 1656, 2138; 2015, 881; 2017, 4155; 2019, 3234)

NRS 388.134 Policy by governing bodies for provision of safe and respectful learning environment and policy for ethical, safe and secure use of computers; provision of training to governing bodies and school personnel; posting of policies on Internet website; annual review and update of policies.

Each governing body shall:

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to subsection 2 of NRS 389.520. The governing body may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to NRS 388.133 or pursuant to subsection 2 of NRS 389.520, as applicable.
2. Provide for the appropriate training of members of the governing body and all administrators, teachers and all other personnel employed by the governing body in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the governing body who have not previously served on the governing body or for employees of the school district or school who have not previously been employed by the district or school, the training required by this subsection must be provided within 180 days after the member begins his or her service or after the employee begins his or her employment, as applicable.
3. Post the policies adopted pursuant to subsection 1 on the Internet website maintained by the school district or school.
4. Ensure that the parents and legal guardians of pupils enrolled in the school district or school have sufficient information concerning the availability of the policies, including, without limitation, information that describes how to access the policies on the Internet website maintained by the school district or school. Upon the request of a parent or legal guardian, the school district or school shall provide the parent or legal guardian with a written copy of the policies.
5. Review the policies adopted pursuant to subsection 1 on an annual basis and update the policies if necessary. If the governing body updates the policies, the governing body must submit a copy of the updated policies to the Department within 30 days after the update.

(Added to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138; 2017, 4156)

NRS 388.1341 Development of informational pamphlet by Department; annual review and update; posting on Internet website; development of tutorial.

1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall, to the extent money is available, develop an informational pamphlet to assist pupils and the parents or legal guardians of pupils enrolled in schools in this State in resolving incidents of bullying or cyber-bullying. If developed, the pamphlet must include, without limitation:
   (a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.1395, inclusive;
   (b) A description of practices which have proven effective in preventing and resolving violations of NRS 388.135 in schools, which must include, without limitation, methods to identify and assist pupils who are at risk for bullying and cyber-bullying; and
   (c) An explanation that the parent or legal guardian of a pupil who is involved in a reported violation of NRS 388.135 may request an appeal of a disciplinary decision made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by a governing body.
2. If the Department develops a pamphlet pursuant to subsection 1, the Department shall review the pamphlet on an annual basis and make such revisions to the pamphlet as the Department determines are necessary to ensure the pamphlet contains current information.

3. If the Department develops a pamphlet pursuant to subsection 1, the Department shall post a copy of the pamphlet on the Internet website maintained by the Department.
4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.

(Added to NRS by 2011, 2241; A 2013, 1656; 2015, 414; 2017, 4157)

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and governing bodies; completion of certain programs by school district and school personnel; annual review and update of programs of training.

1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall establish a program of training:
   (a) On methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the State Board.
   (b) On methods to prevent, identify and report incidents of bullying and cyber-bullying for the members of a governing body.
   (c) For school district and school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.1395, inclusive.
   (d) For school district and school personnel in the prevention of violence and suicide, including, without limitation, violence and suicide associated with bullying and cyber-bullying, and appropriate methods to respond to incidents of violence or suicide. Such training must include, without limitation, instruction concerning the identification of:
      (1) Appropriate mental health services at the school and in the community in which the school is located and how and when to refer pupils and their families for such services; and
      (2) Other persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to a suicide.
   (e) For school district and school personnel concerning the needs of persons with diverse gender identities or expressions.
   (f) For school district and school personnel concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.
2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.
3. Except as otherwise provided in NRS 388.134, each member of a governing body shall, within 1 year after the member begins his or her service on the governing body, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the governing body.
4. Each administrator of a school shall complete the program of training established pursuant to paragraphs (d), (e) and (f) of subsection 1:
   (a) Within 90 days after becoming an administrator;
   (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
   (c) At least once during any school year within which the program of training is revised or updated.
5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.
6. The governing body may allow school personnel to attend the program established pursuant to paragraph (c), (d), (e) or (f) of subsection 1 during regular school hours.
7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.

(Added to NRS by 2011, 2242; A 2013, 1657, 2139; 2015, 414; 2017, 4157; 2019, 1762)

SCHOOL SAFETY TEAM

NRS 388.1343 Establishment by administrator of each school; duties of administrator.

The administrator of each school or his or her designee shall:

1. Establish a school safety team to develop, foster and maintain a school environment which is free from bullying and cyber-bullying;
2. Conduct investigations of violations of NRS 388.135 occurring at the school; and
3. Collaborate with the governing body and the school safety team to prevent, identify and address reported violations of NRS 388.135 at the school.

(Added to NRS by 2011, 2243; A 2013, 1658; 2017, 4158)

NRS 388.1344 Membership; chair; duties.

1. Each school safety team established pursuant to NRS 388.1343 must consist of the administrator of the school or his or her designee and the following persons appointed by the administrator:
   (a) A school counselor, school psychologist or social worker if the school employs a person in such a position full-time;
   (b) At least one teacher who teaches at the school;
   (c) At least one parent or legal guardian of a pupil enrolled in the school;

(d) A school police officer or school resource officer if the school employs a person in such a position full-time;

(e) For a middle school, junior high school or high school, one pupil enrolled in the school; and

(f) Any other persons appointed by the administrator.

2. The administrator of the school or his or her designee shall serve as the chair of the school safety team.

3. The school safety team shall:

(a) Meet at least two times each year;

(b) Identify and address patterns of bullying or cyber-bullying;

(c) Review and strengthen school policies to prevent and address bullying or cyber-bullying;

(d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying; and

(e) To the extent money is available, participate in any training conducted by the school district or school regarding bullying and cyber-bullying.

(Added to NRS by 2011, 2243; A 2013, 1658; 2017, 4159; 2019, 3235)

PROHIBITION OF BULLYING AND CYBER-BULLYING; REPORTING AND INVESTIGATION OF VIOLATIONS

NRS 388.135 Bullying and cyber-bullying prohibited.

A member of a governing body, any employee of a governing body, including, without limitation, an administrator, teacher or other staff member, a member of a club or organization which uses the facilities of any school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in bullying or cyber-bullying on the premises of any school, at an activity sponsored by a school or on any school bus.

(Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658; 2017, 4159)

NRS 388.1351 Staff member required to report violation to administrator; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action; reassignment of pupil who is victim of bullying or cyber-bullying; reports.

1. Except as otherwise provided in NRS 388.13535, a teacher, administrator, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not have access to the reported victim of the alleged violation of NRS 388.135, the administrator or designee may wait until the next school day when he or she has such access to take the action required by this subsection.

3. The investigation conducted pursuant to subsection 2 must include, without limitation:

(a) Except as otherwise provided in subsection 4, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the bullying or cyber-bullying. The notification must be provided:

(1) If the bullying or cyber-bullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the bullying or cyber-bullying is reported; or

(2) If the bullying or cyber-bullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the bullying or cyber-bullying is reported.

(b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such parents and guardians.

4. If the contact information for the parent or guardian of a pupil in the records of the school is not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to paragraph (a) of subsection 3.

5. Except as otherwise provided in this subsection, an investigation required by this section must be completed not later than 2 school days after the administrator or designee receives a report required by subsection 1. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 2 school days after making a good faith effort, 1 additional school day may be used to complete the investigation. The time for completing an investigation into a report of cyber-bullying may also be extended to not more than 5 school days after the report is received with the consent of each reported victim of the cyber-bullying or, if a reported victim is under 18 years of age and is not emancipated, the parent or guardian of the reported victim.

6. An administrator or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred:

(a) The report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 3 as part of the investigation; and

(b) Any action taken after the completion of the investigation to address the bullying or cyber-bullying must be carried out in a manner that causes the least possible disruption for the victim or victims. When necessary, the administrator or his or her designee shall give priority to ensuring the safety and well-being of the victim or victims over any interest of the perpetrator or perpetrators when determining the actions to take.

7. If a violation is found not to have occurred, information concerning the incident must not be included in the record of the reported aggressor.
8. Not later than 10 school days after receiving a report required by subsection 1, the administrator or designee shall meet with each reported victim of the bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported bullying or cyber-bullying, as applicable, is not continuing.
9. To the extent that information is available, the administrator or his or her designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost and may be provided in person or by electronic or regular mail. If such a list is provided, the administrator, his or her designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.
10. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the administrator or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.
11. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a pupil who is a victim of bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil, assign the pupil to a different school.
12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of:
    (a) Reports received pursuant to subsection 1;
    (b) Times in which a violation of NRS 388.135 is found to have occurred; and
    (c) Times in which no violation of NRS 388.135 is found to have occurred.
13. A direct supervisor who receives a monthly report pursuant to subsection 12 shall, each calendar quarter, submit a report to the Office for a Safe and Respectful Learning Environment that includes, for the schools for which the direct supervisor has received a monthly report in the calendar quarter, the:
    (a) Total number of reports received pursuant to subsection 1;
    (b) Number of times in which a violation of NRS 388.135 is found to have occurred; and
    (c) Number of times in which no violation of NRS 388.135 is found to have occurred.
14. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.
15. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

(Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069; 2017, 1488, 4159; 2019, 1307, 1913)

NRS 388.1352 Establishment of policy by governing body for employees to report violations to law enforcement.

A governing body, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district or school, shall establish a policy for the procedures which must be followed by an employee of the school district or school when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency.

(Added to NRS by 2011, 2244; A 2017, 4161)

NRS 388.13535 Deferral of required investigation of bullying or cyber-bullying; actions by administrator or designee if investigation is deferred; exemption from certain requirements if violation committed by certain pupils.

1. If a law enforcement agency is investigating a potential crime involving an alleged violation of NRS 388.135, the administrator or his or her designee may, after providing the notification required by paragraph (a) of subsection 3 of NRS 388.1351, defer the investigation required by that section until the completion of the criminal investigation by the law enforcement agency. If the administrator or his or her designee defers an investigation pursuant to this subsection, the administrator or designee shall:
    (a) Immediately develop and carry out a plan to protect the safety of each pupil directly involved in the alleged violation of NRS 388.135; and
    (b) To the extent that the law enforcement agency has provided the administrator or designee with information about the projected date for completion of its investigation, provide the parents or guardians of each pupil directly involved in the alleged violation of NRS 388.135 with that information.
2. Except as otherwise provided in this section, the deferral authorized by subsection 1 does not affect the obligations of the administrator or designee pursuant to NRS 388.121 to 388.1395, inclusive.
3. Any plan developed pursuant to subsection 1 must be carried out in a manner that causes the least possible disruption for the reported victim or victims of bullying or cyber-bullying. When necessary, the administrator or his or her designee shall give priority to protecting the reported victim or victims over any interest of the reported perpetrator or perpetrators when determining how to carry out the plan.

4. If the administrator or designee determines that a violation of NRS 388.135 was caused by the disability of the pupil who committed the violation:
   (a) The provisions of NRS 388.1351 do not apply to the same or similar behavior if the behavior is addressed in the pupil's individualized education program; and
   (b) The administrator or designee shall take any measures necessary to protect the safety of the victim of the violation.
5. The provisions of NRS 388.1351 do not apply to a violation of NRS 388.135 committed by:
   (a) A pupil who is enrolled in prekindergarten if the behavior is addressed through measures intended to modify the behavior of the pupil.
   (b) An employee of a school or school district against another employee of a school or school district.
   (c) An adult who is not a pupil or employee of a school or school district against another such adult.

(Added to NRS by 2017, 4153; A 2019, 1310)

NRS 388.1354 Disciplinary action against administrator or designee who fails to comply with certain provisions.

If an administrator or his or her designee knowingly and willfully fails to comply with the provisions of NRS 388.1351, the superintendent of the school district or governing body, as applicable, or the designee of either:

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and
2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the governing body that the governing body submit a recommendation to the State Board for the suspension or revocation of the license.

(Added to NRS by 2015, 410; A 2017, 4161)

NRS 388.136 School officials prohibited from interfering with disclosure of violations.

1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of NRS 388.135.
2. As used in this section, "school official" means:
   (a) A member of a governing body; or
   (b) A licensed or unlicensed employee of a school district or school.

(Added to NRS by 2005, 705; A 2017, 4161)

NRS 388.137 Immunity for reporting of violations; exceptions; recommendation for disciplinary action if person who made report acted with malice, intentional misconduct, gross negligence or violation of law.

1. No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of NRS 388.135 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
2. If an administrator determines that a report of a violation of NRS 388.135 is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the administrator may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the governing body.

(Added to NRS by 2005, 705; A 2013, 2140; 2017, 4161)

RULES OF BEHAVIOR; WEEK OF RESPECT

NRS 388.139 Text of certain provisions required to be included in rules of behavior.

Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading "Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

(Added to NRS by 2001, 1929; A 2005, 706; 2009, 688; 2011, 2246; 2013, 1659; 2015, 417)

NRS 388.1395 Requirements for delivery of information during annual "Week of Respect."

The governing body of each school shall determine the most effective manner for the delivery of information to the pupils of the school during the "Week of Respect" proclaimed by the Governor each year pursuant to NRS 236.073. The information delivered during the "Week of Respect" must focus on:

1. Methods to prevent, identify and report incidents of bullying and cyber-bullying;
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
3. Methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying.

(Added to NRS by 2013, 2137; A 2017, 4162) — (Substituted in revision for NRS 388.145)

CLARK COUNTY SCHOOL DISTRICT POLICY 5137: SAFE AND RESPECTFUL LEARNING ENVIRONMENT: DISCRIMINATION BASED ON RACE, BULLYING, OR CYBERBULLYING

I. Introduction

The Clark County School District (District) is committed to providing a safe, secure, and respectful learning environment for all students and employees at all District facilities, school buildings, in school buses, on school grounds, and at school-sponsored activities. The District strives to address discrimination based on race, bullying, or cyberbullying to ensure there is no disruption to the learning environment.

II. Definitions

A. Definition of Bullying

1. Under Nevada Revised Statutes (NRS) 388.122, "bullying" means written, verbal, or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
    a. Have the effect of:
        (1) Physically harming a person or damaging the property of a person; or
        (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
    b. Interfere with the rights of a person by:
        (1) Creating an intimidating or hostile educational environment for the person; or
        (2) Substantially interfering with the academic performance of a 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 Section (II.A.1.a.) or Section (II.A.1.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.
2. The term includes, without limitation:
    a. Repeated or pervasive taunting, name-calling, belittling, mocking, or use of put-downs or demeaning humor regarding the 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, language, legal status, or any other distinguishing characteristics or background of a person.
    b. Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors.
    c. Repeated or pervasive nonverbal threats or intimidation, such as the use of aggressive, menacing, or disrespectful gestures.
    d. Threats of harm to a person, to his or her possessions, or to other individuals, whether such threats are transmitted verbally, electronically, or in writing.
    e. Blackmail, extortion, or demands for protection money or involuntary loans or donations.
    f. Blocking access to any property or facility of a school.
    g. Stalking.
    h. Physically harmful contact with or injury to another person or his or her property.

B. Definition of Cyberbullying

1. Under NRS 388.123, "cyberbullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737, 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.
2. Under NRS 388.124, "electronic communication" means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.
3. A student who is a minor who knowingly and willfully transmits or distributes an image that is racially motivated or illustrates bullying, electronically or using another means, with the intent to encourage, further, or promote racially motivated behavior or bullying:
    a. For a first violation is considered a child in need of supervision, as that term is used in Title V of the NRS.
    b. For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

C. Definition of Discrimination Based on Race

1. Under Assembly Bill 371 of the 81st Session of the Nevada Legislature, "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 person's demographic identified in subsection a;
    a. 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
    b. That occurs in person, online, or in any other setting, including without limitation, in a course of distance education.

D. Definition of Restorative Disciplinary Practices

1. An alternative to exclusionary disciplinary practices or removal from the academic environment; instead, restorative disciplinary practices help students establish respect for one another, take responsibility for their actions and behaviors, repair the harm that their behavior may have caused, reestablish positive relationships, and reintegrate back into the school community. Each School Performance Plan shall include restorative disciplinary practices, Multi-Tiered System of Supports, and culturally inclusive teaching practices.

III. Discrimination Based on Race, Bullying, or Cyberbullying are Prohibited in Public Schools

A. No member of the Board of School Trustees, employee of the District, member of a club or organization which uses District facilities (regardless of whether the club or organization has any connection to the District), or any student shall tolerate or engage in discrimination based on race, bullying, or cyberbullying at any District facilities, school buildings, in school buses, on school grounds, or at school-sponsored activities. This includes classrooms, hallways, locker rooms, cafeterias, restrooms, gymnasiums, playgrounds, athletic fields, school buses, parking lots, and other areas on school premises.

B. The provisions of the discrimination based on race, bullying, or cyberbullying law do not apply to a violation committed by:

1. An employee of a school or school district against another employee of a school or school district;
2. An adult who is not a student or employee of a school or school district against another such adult;
3. A student who is enrolled in pre-kindergarten if the behavior is addressed through measures intended to modify the behavior of the student; or
4. A student who was determined to have previously violated the discrimination based on race, bullying, or cyberbullying law as a result of their disability, and who subsequently displays the same or similar behavior if the behavior is addressed in the student's individualized education program (IEP) and the school takes measures to protect the safety of the alleged victim and provide parent/guardian notification.

C. For purposes of the discrimination based on race, bullying, or cyberbullying law and this policy, school hours and school days are determined by the schedule established by the Board of School Trustees.

IV. Reporting of Discrimination Based on Race, Bullying, or Cyberbullying

A. Students

It is the policy of the District to encourage students who are subjected to, witness, or overhear incidents of discrimination based on race, bullying, or cyberbullying to report such incidents. Students should report any incident(s) of discrimination based on race, bullying, or cyberbullying to a teacher, counselor, or school administrator. Students are also encouraged to report knowledge of discrimination based on race, bullying, or cyberbullying via the SafeVoice website that allows individuals to anonymously report unlawful activities.

B. Employees

Any District administrator, principal, educator, support professional, or other employee who witnesses or receives information about an incident of discrimination based on race, bullying, or cyberbullying at any District facility, on school grounds, in school buildings, on school buses, or at school-sponsored activities shall report it to the principal or the principal's designee as soon as practicable, but not later than a time during the same day on which the administrator, principal, educator, support professional, or other employee witnesses or receives information about the incident.

C. The principal or designee must categorize an incident of discrimination based on race as a racially motivated incident in the student information system; document the date, time, subject, and content of each interview conducted; and maintain the documentation in a manner that is consistent with the policy governing maintenance of student disciplinary records.

D. No cause of action may be brought against a student, an employee, or volunteer of a school who reports a discrimination based on race, bullying, or cyberbullying incident unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

E. If the principal or designee determines that the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal or designee may recommend the imposition of disciplinary action or other measures against the person in accordance with District policies that govern disciplinary action.

V. Investigation of Reported Violation

A. Upon receiving a report of discrimination based on race, bullying, or cyberbullying, the principal or designee shall immediately take any necessary action to stop the discrimination based on race, bullying, or cyberbullying and ensure the safety and wellbeing of the reported victim(s) of the discrimination based on race, bullying, or cyberbullying by taking the following actions:

1. Categorize the discrimination based on race behavior as a racially motivated incident in the student information system.
2. Develop an Individual Safety Plan for the reported victim and offender to ensure the behavior that caused harm to the reported victim is not repeated during the time of the investigation.
    a. To the extent practicable, parents/guardians of the victim and offender of the student(s) involved in a racially motivated incident shall be involved in the development of the Individual Safety Plan which outlines identified areas of support to ensure a safe and respectful learning environment.
3. Begin an investigation of the report.

    If the principal or designee does not have access to the reported victim of the alleged violation, the principal or designee may wait until the next school day when he or she has such access to the reported victim to take the action required set forth in Section V.A.

    When ensuring the safety and wellbeing of the reported victim, the principal or designee will not take action to cause harm to the reported victim, such as requiring the reported victim to change classrooms or isolating the reported victim from his/her peers.

B. Notification of Reported Violation of Discrimination Based on Race, Bullying, or Cyberbullying Prohibition

1. The investigation must include notification provided by telephone, electronic mail or other electronic means, or provided in person to the parents/guardians of all students directly involved in the reported discrimination based on race, bullying, or cyberbullying, as applicable, either as a reported offender or a reported victim of the discrimination based on race, bullying, or cyberbullying. The notification must be provided:
    a. If the discrimination based on race, bullying, or cyberbullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying, or cyberbullying is reported; or

b. If the discrimination based on race, bullying, or cyberbullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the discrimination based on race, bullying, or cyberbullying is reported.

2. If the incident of discrimination based on race, bullying, or cyberbullying was reported via the SafeVoice website, the principal or designee shall be deemed to have received information about the incident on the next school day after which the student or parent/guardian reports the incident using the SafeVoice website. After the principal or designee is deemed to have received the information, the regular timelines set forth in Section (V.B.1.) commence.
3. The notification may not include personally identifiable student information other than the name of the parent's/guardian's child to whom the notice is addressed, and is not required to label the student's alleged role in the incident.
4. The notification must include a statement that the principal or designee will be conducting an investigation of the reported violation and that the parent/guardian may discuss with the principal or designee any counseling or intervention services that are available to the student.
5. If the parent/guardian contact information is inaccurate, a good faith effort to notify the parent/guardian shall be deemed sufficient to meet the notification requirements of Section (V.B.1.). The principal or designee must maintain a record of each notification made pursuant to Section (V.B.1.), including all good faith efforts to notify a parent/guardian if the contact information for the parent/guardian is inaccurate.

C. Investigation

1. Each investigation of a report of discrimination based on race, bullying, or cyberbullying must be conducted thoroughly and impartially in a manner that does not further traumatize the reported victim and must include, without limitation, an interview with:
   a. Each person involved in the reported discrimination based on race, bullying, or cyberbullying incident(s), including without limitation, the reported offender, the reported victim, and relevant witnesses; and
   b. The parent/guardian of the reported offender and the reported victim.
2. To the extent practicable, the identities of the persons interviewed and the content of the interviews must remain confidential.
3. The principal or designee must document the date, time, subject, and content of each interview conducted and maintain the documentation in a manner that is consistent with the policy governing maintenance of disciplinary records.

D. Timeline for Investigation

1. The investigation must be completed no later than two (2) school days after the principal or designee receives a report of discrimination based on race, bullying, or cyberbullying. If extenuating circumstances prevent the principal or designee from completing the investigation within two (2) school days after making a good faith effort, one (1) additional school day may be used to complete the investigation.
2. If a law enforcement agency is investigating a potential delinquent act or crime involving an alleged violation of the discrimination based on race, bullying, or cyberbullying law, the principal or designee may, after providing the notification required by Section (V.B.1.), defer the discrimination based on race, bullying, or cyberbullying investigation until the completion of the criminal investigation by the law enforcement agency. If the discrimination based on race, bullying, or cyberbullying investigation is deferred, the principal or designee shall immediately develop an Individual Safety Plan to protect each student directly involved in the alleged violation. If law enforcement has provided a projected date for completion of the criminal investigation, the principal or designee shall provide that time estimate to the parent/guardian of the students directly involved.

E. Written Report

1. A principal or designee who conducts an investigation shall complete a Written Report of the findings and conclusions of the investigation.
2. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with Clark County School District (CCSD) Regulation 5141.1.
3. A violation of discrimination based on race shall be categorized as a racially motivated incident in the student information system.
4. If a violation is found not to have occurred, information concerning the incident must not be included in the permanent record of the reported offender. Due to data reporting requirements, the unsubstantiated reports will be expunged from the reported offender's discipline record following data reporting requirements.
5. Subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, a principal or designee must fulfill the following requirement, within 24 hours after completion of the written report:
   a. Provide to the parent/guardian of the reported offender a copy of the written report that does not contain the personally identifiable information of any other student.
   b. Notify the parent/guardian of any other student directly involved in the incident of the outcome of the investigation and make available upon request to any such parent/guardian a copy of the report that does not contain the personally identifiable information of any student other than the student to whose parent/guardian the report is provided.
   c. Notify the parent/guardian of each student directly involved in the incident that the parent/guardian may:
      (1) Submit to the principal or designee a complaint or concern regarding the conduct or outcome of the investigation.
      (2) Request a meeting with the principal or designee to discuss the outcome of the investigation.
      (3) Appeal the outcome of the investigation or disciplinary decision made against the student in the manner prescribed in Section VII below.
6. Restorative Disciplinary Practices

   In accordance with the provisions of NRS 388.133 and Assembly Bill 371 of the 81st Session of the Nevada Legislature, any action taken after the completion of the investigation to address the discrimination based on race, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim(s). When necessary, the principal or designee shall give priority to ensuring the safety and wellbeing of the victim(s) over any interest of the offender(s) when determining the actions to take.

a. The principal or designee must utilize restorative disciplinary practices to focus on correcting harm and repairing damage that has occurred. The goal is to place value on relationships and focus on repairing and restoring relationships that have been damaged by using protocols to engage students in reflection to develop respect for other students and take responsibility for their behavior and actions and develop an agreement to ensure the inappropriate behaviors are not repeated. The victim and the offender are provided with opportunities to share how they were impacted and how they will resolve or repair the harm caused.

b. The principal or designee must develop a Restorative Conference Agreement to ensure the inappropriate behaviors are not repeated.

F. Healing and Recovery Culture

1. The District will develop and implement restorative practices for both victims and offenders of discrimination based on race, bullying, or cyberbullying.
   a. When it is determined that an incident of discrimination based on race, bullying, or cyberbullying has occurred, the offender shall be provided the opportunity to learn about the impact of their actions on others through the implementation of restorative disciplinary practices.
   b. When it is determined that a student(s) is the target of discrimination based on race, bullying, or cyberbullying the student will be provided an Individual Safety Plan; Restorative Conference Agreement; and access to mental health services, counseling, and other resources to assist in recovering and healing from the incident.
2. The District shall implement alternative discipline processes, including restorative disciplinary practices, to reduce racial disparities in exclusionary discipline outcomes.
   a. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative discipline, educational mediation, or educational opportunities.
3. Victims and offenders involved in or associated with discrimination based on race shall have sufficient opportunities to work in consultation with a school counselor. Supports shall be provided to the student(s), as well as the parent(s)/guardian(s) of the student(s) to promote healing and a safe and respectful learning environment.

G. Follow-Up

Not later than ten (10) school days after receiving a report required by Section (V.E.5.), the principal or designee shall meet with each reported victim of the discrimination based on race, bullying, or cyberbullying and each reported offender, regardless of the outcome of the investigation, to inquire about the wellbeing of the reported victim and to ensure that the reported discrimination based on race, bullying, or cyberbullying, as applicable, is not continuing.

H. To the extent information is available, the principal or designee must provide, to a parent/guardian of a student to whom notice of a reported discrimination based on race, bullying, or cyberbullying violation was provided a list of resources that may be available in the community to assist a student, as soon as practicable, and which may be provided in person or by electronic or regular mail. If a list is provided, the principal or designee, or any employee of the school or the District, is not responsible for providing the resources to the student or ensuring the student receives the resources.

I. If a violation of the discrimination based on race, bullying, or cyberbullying law is found to have occurred, the parent/guardian of the student who is a victim may request to be assigned to a different school. Upon receiving such a request, and after consultation with the parent/guardian, the District will assign the student to a different school.

VI. Discipline

A. Student Discipline

1. Discipline for a violation of the discrimination based on race, bullying, or cyberbullying policy for students is imposed in accordance with CCSD Regulation 5141 and must include restorative disciplinary practices to address the behavior.
2. The parent/guardian of a student involved in the reported discrimination based on race, bullying, or cyberbullying violation may appeal a disciplinary decision of the principal or designee made against the student as a result of the violation in accordance with District policies as set forth in Section VII below.
3. Not later than thirty (30) days after receiving the disciplinary decision, the parent/guardian may submit a complaint to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education.

B. Employee Discipline

1. The provisions of the discrimination based on race, bullying, or cyberbullying law do not apply to a violation committed by an employee of a school or District against another employee of a school or District. However, if applicable, the District will comply with Regulation 4110, Employment Discrimination, Harassment, and Sexual Harassment: All Employees; administrative procedures; any applicable collective bargaining agreement; and other applicable laws. Also refer to District Policy 5139, Anti-Racism, Equity, and Inclusion.
2. Any District employee who violates this discrimination based on race, bullying, or cyberbullying policy shall be subject to discipline, if appropriate.
3. An administrator, including the principal or designee of a school, or assigned to a central services, department, or division:
   a. Shall be disciplined by written admonishment, demotion, suspension, dismissal, or refusal to re-employ for knowingly and willfully failing to comply with the provisions of NRS 388.1351.
   b. May be demoted, suspended, dismissed, or not re-employed for knowingly and willfully failing to comply with the provisions of NRS 388.1351 or an intentional failure to report a violation of NRS 388.135 if the administrator witnessed the violation.
4. An educator may be suspended, dismissed, or not re-employed if knowingly and willfully failing to comply with the provisions of NRS 388.1351 or an intentional failure to report a violation of NRS 388.135 if the educator witnessed the violation.
5. If an employee is the holder of a license issued pursuant to NRS 391.320, the Superintendent of Schools may recommend to the Board of School Trustees that the Board of School Trustees submit a recommendation to the State Board of Education for the suspension or revocation of the license for knowingly and willfully failing to comply with the provisions of NRS 388.1351.

VII. Appeal Process

A. Appeal Process for the Alleged Offender

1. The parent/guardian of the alleged offender has ten (10) school days to appeal the outcome of the bullying investigation and/or appeal the disciplinary decision the principal or designee made against the student as a result of the violation.
2. If the assistant principal or student success coordinator issued the initial student discipline, the parent/guardian may appeal to the principal. In these cases, there is no right to another appeal with the region superintendent/school associate superintendent.
3. If the principal issued the initial student discipline, then the parent/guardian may appeal to the region superintendent/school associate superintendent assigned to that school.
4. Upon receiving an appeal request, the principal/school associate superintendent/region superintendent (as applicable) must contact or meet with the parent/guardian to hear their concern(s) within five (5) school days from the date of the request. Within ten (10) school days following the contact/meeting, the principal/school associate superintendent/region superintendent must inform the parent/guardian of his/her decision: uphold, modify, or rescind. Extensions of this timeline may be made by the District if needed, and parents/guardians will be notified of any extension via telephone, email, or in person.
5. For discipline that does not result in a recommendation for behavior school or expulsion, the decision of the principal/school associate superintendent/region superintendent (as applicable) is the final level of appeal at the District.
6. If a student is referred to a behavior school or for expulsion, the same process outlined above should occur; however, the process will continue through the appeal process administered by the Education Services Division (ESD). After the ESD appeal is complete, the District's decision is final.
7. Not later than thirty (30) days after receiving notification of the final decision of the District, the parent/guardian may submit a complaint/appeal to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education concerning the outcome of the appeal or an alleged violation of the discrimination based on race, bullying, or cyberbullying laws. The procedures for submitting a complaint/appeal are set forth in Chapter 388 of the Nevada Administrative Code (NAC), a copy of which is distributed annually to all parents/guardians of students enrolled in the District.
8. This appeal process applies to school issued discrimination based on race, bullying, or cyberbullying disciplinary action only. It does not apply to any citation or action imposed by CCSD Police Services or local law enforcement when the conduct also involves a criminal offense.

B. Appeal Process for the Alleged Victim

1. The parent/guardian of the alleged victim may appeal a determination that the discrimination based on race, bullying, or cyberbullying was "unsubstantiated" within ten (10) school days of the issuance of the initial determination contained in the discrimination based on race, bullying, or cyberbullying Written Report.
2. The level of discipline imposed/not imposed is not subject to appeal by the victim at the local level given that the District cannot disclose those details to the parent/guardian of the alleged victim under FERPA.
3. If the assistant principal or student success coordinator issued the initial finding/decision contained in the discrimination based on race, bullying, or cyberbullying Written Report, the parent/guardian of the alleged victim may appeal to the principal. In these cases, there is no right to another appeal with the school associate superintendent/region superintendent.
4. If the principal issued the initial finding/decision contained in the discrimination based on race, bullying, or cyberbullying Written Report, the parent/guardian of the alleged victim may appeal to the school associate superintendent/region superintendent.
5. Upon receiving an appeal request, the principal/school associate superintendent/region superintendent (as applicable) must contact or meet with the parent/guardian to hear their concern(s) within five (5) school days from the date of the request. Within ten (10) school days following the contact/meeting, the principal/school associate superintendent/region superintendent must inform the parent/guardian of his/her decision: uphold, modify, or rescind. Extensions of this timeline may be made by the District, if needed, and parents/guardians will be notified of any extension via telephone, email, or in person.
6. The decision of the principal/school associate superintendent/region superintendent (as applicable) constitutes the final decision at the district level.
7. Not later than thirty (30) days after receiving notification of the final decision of the District, the parent/guardian may submit a complaint/appeal to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education concerning the outcome of the appeal or an alleged violation of the discrimination based on race, bullying, or cyberbullying laws. The procedures for submitting a complaint/appeal are set forth in NAC Chapter 388, a copy of which is distributed annually to all parents/guardians of students enrolled in the District.

C. When a staff member is involved in the alleged discrimination based on race, bullying, or cyberbullying of a student, the District will follow the bullying process. However, there are other labor and employment law implications. These procedures are addressed in separate administrative guidelines.

VIII. School Safety Team

A. To the extent practicable, the principal of each school shall develop a school safety team to help develop, foster, and maintain a school environment which is free from discrimination based on race, bullying, or cyberbullying. The school safety team shall:

1. Include a diverse group of employees representative of the school's demographics, including the school principal or designee and the following persons appointed by the principal: a school counselor; at least one educator from the school; at least one parent/guardian of a student enrolled in the school; and any other person appointed by the principal. The principal has discretion to limit the number of additional persons appointed to the safety team so that it does not become too large or unmanageable.
2. Meet at least two (2) times each year.
3. Identify and address patterns of discrimination based on race, bullying, or cyberbullying.

4. Assist the principal in reviewing and strengthening school policies to prevent and address discrimination based on race, bullying, or cyberbullying.
5. To the extent practicable, work with members of the community with expertise in cultural competency.
6. Assist the principal in providing information to school employees, students, and parents/guardians about methods to address discrimination based on race, bullying, or cyberbullying.
7. Not have access to personally identifiable student information related to discrimination based on race, bullying, or cyberbullying, unless a member of the school safety team is a school official with a legitimate educational interest, and then only that particular member may have access.
8. Participate in District professional learning sessions regarding discrimination based on race, bullying, or cyberbullying, to the extent that funds are available.

B. The work of the school safety team must be outlined in each school's annual School Performance Plan which is conveyed to the Nevada Department of Education.

IX. Professional Learning

The District will provide for the appropriate professional learning of all administrators, principals, educators, and other employees of the District as prescribed by this policy.

A. The District shall develop methods of discussing this policy with staff in order to help prevent discrimination based on race, bullying, or cyberbullying. This will also include methods for addressing the rights and needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination based on race, bullying, or cyberbullying.

B. In addition to informing employees and students about the policy, the District shall develop a plan, including requirements and procedures, to assure that the following professional learning be provided to all administrators, principals, educators, support professionals, and other personnel employed by the Board of School Trustees of the District:

1. Awareness concerning the various types of discrimination based on race, bullying, or cyberbullying; how the discrimination based on race, bullying, or cyberbullying manifests itself; and the devastating emotional and educational consequences of discrimination based on race, bullying, or cyberbullying.
2. Appropriate methods to facilitate restorative disciplinary practices and positive human relations without the use of discrimination based on race, bullying, or cyberbullying so that students and employees may realize their full academic and personal potential.
3. Methods to prevent, identify, and report incidents of discrimination based on race, bullying, or cyberbullying.
4. Needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination based on race, bullying, or cyberbullying.
5. Needs of students with disabilities and students with autism spectrum disorder.
6. Methods to promote a culturally inclusive, positive learning environment.
7. Culturally inclusive teaching and restorative disciplinary practices so that students and employees are able to replace inappropriate behaviors with positive actions.

C. The Superintendent of Schools shall work with the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education to access available outreach and restorative disciplinary practices education and professional learning materials, if appropriate.

X. Disclosure, Public Reporting, and District Accountability

A. This policy and the portion of NAC Chapter 388 related to discrimination based on race, bullying, or cyberbullying will be distributed annually to all students enrolled in the District, their parents/guardians, and employees. It will also be made available upon request to any person, including organizations in the community having cooperative agreements with the District.

B. As required by NRS 385.3483, the following statistics regarding discrimination based on race, bullying, or cyberbullying will be included in the District's annual report of accountability:

1. The number of reported violations of the discrimination based on race, bullying, or cyberbullying policy occurring at each school, or otherwise involving a student enrolled at the school, regardless of the outcome of the investigation conducted.
2. The number of incidents determined to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted.
3. The number of incidents resulting in suspension or expulsion for discrimination based on race, bullying, or cyberbullying.
4. Any actions taken to reduce the number of incidences of discrimination based on race, bullying, or cyberbullying, including without limitation, professional learning that was offered or other policies, practices, and programs that were implemented, including actions taken for the Week of Respect.

C. Personally identifiable student information related to discrimination based on race, bullying, or cyberbullying must not be included in the annual report of accountability.

D. No member of the Board of School Trustees, administrator, principal, educator, support professional, or other staff member may interfere with the reporting of statistics concerning violations of the discrimination based on race, bullying, or cyberbullying law.

E. As required by NRS 388.1351, central services will act as the school principal or designee to generate and submit monthly statistical reports to region superintendents and the Equity and Diversity Education Department to make recommendations for intervention or professional learning to address discrimination based on race, bullying, or cyberbullying in schools based on the data. For each school, the report shall include the number of reported discrimination based on race, bullying, or cyberbullying incidents; the number of incidents determined to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted; and the number of incidents determined not to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted. The Education Services Division will submit a quarterly report with these statistics to the Nevada Department of Education, Office for a Safe and Respectful Learning Environment.

F. The annual Anti-Racism, Equity, and Inclusion Report, in alignment with Policy 5139, provided to the Board of School Trustees, which includes trends in discrimination based on race, bullying, or cyberbullying incidents and recommendations on how to further reduce discrimination based on race, bullying, or cyberbullying incidents. The annual report will be available to the public. The annual report will include statistical information and will not include personally identifiable student information.

Legal References:	NRS Chapter 200, Crimes Against the Person NRS Chapter 385, State Administrative Organization NRS Chapter 388, System of Public Instruction NRS Chapter 613, Employment Practices
Review Responsibility:	Equity and Diversity Education Department, Education Services Division
Adopted:	[5137: 7/13/06]
Revised:	(3/11/10; 7/12/12; 2/4/15; 9/14/17, 11/18/21)

Bus Infraction

Definition: Receiving an official bus citation for refusal to obey District established conduct (Clark County School District Regulation 3533), or committing any act which creates a safety hazard or distracts the attention of the driver.

Infinite Campus Code: DBI

Administrative Managed

Resolutions

Major

- Detention
- Possible Loss of Bus Privilege
- CWP or RPC
- In-House Suspension
- Bus Suspension/SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Category I & II Offense Resolutions: See Clark County School District School Bus Offenses/Resolutions in the *Resources* section on page 32.
- Category III Offense Resolutions: In addition to possible loss of bus riding privileges, the resolutions for the specific behavior incident will be followed (*Arson, Battery - Staff, Bullying - Battery Student, Vandalism, Possession of Weapon(s),* etc.). See *Resources* section on page 32.
- Misconduct may be cause to deny the privilege of transportation to the student for a limited, specified time. Continued misconduct may result in extended or permanent loss of riding privileges.
- Parents/Guardians will be held responsible for any bus damage resulting from misconduct.
- Minimum administrative disciplinary resolutions are in the *Resources* section on page 32.
- Minor infractions may be addressed by the bus driver prior to being classified a major infraction.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

RULES OF CONDUCT FOR SCHOOL BUS RIDERS

RULES OF CONDUCT

The students on the bus are in the immediate supervision of the bus driver and are, thus, subject to the rules set by the Clark County School District Board of School Trustees and the State of Nevada. Any offense of these rules by a student is to be documented on a School Bus Incident Report to Parents issued by the bus driver concerning the disciplinary offense with copies distributed to the principal or designee, the parent/guardian, and the Clark County School District Transportation Office.

- Bus students must stand in an orderly manner at pickup points until the bus comes to a complete stop.
- Students must board the bus in a single file line and go directly to a seat.
- All students must remain seated while the bus is in motion. Students must remain seated until the bus has fully stopped, then enter the aisle and go directly to the front exit door. Students must exit through the front exit door after the bus has come to a complete stop. If a student must cross the road, walk forward ten (10) feet or more; wait for the driver's signal, then cross when it is safe to do so.
- Any distracting action by a student that creates a safety hazard by demanding unnecessary attention of the driver may result in disciplinary action (loud talking, use of profanity, fighting, throwing objects, smoking, standing, eating, drinking, and/or damaging the bus or bus seats).

In conformance with the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*, the site administrator will address bus misconduct in the following manner:

1. Confer with the student, the parent/guardian, or appropriate transportation staff, as necessary, to resolve student conduct problems.
2. Designate students as ineligible for transportation services when warranted and notify the Clark County School District Transportation Department and the parent/guardian of the action taken.

SCHOOL BUS OFFENSES/RESOLUTIONS

CATEGORY I OFFENSES	CATEGORY II OFFENSES	CATEGORY III OFFENSES
• Deliberate littering • Excessive noise/outbursts • Continuous eating/drinking • Failing to sit in assigned seat • Failing to remain seated • Rude, discourteous conduct • Riding unauthorized bus • Getting on or off the bus at an unassigned stop • Repeatedly late to the bus • Other behavior that has not improved after driver has given several verbal warnings	• Hanging out of window and/or door • Refusing to obey driver • Improper boarding and/or departing • Bringing unauthorized objects aboard the bus • Inappropriate language • Other behavior resulting in the drivers attention being taken off the road	• Possession of a weapon • Arson or smoking on bus • Fighting • Pushing • Tripping • Destruction of property • Tampering with bus equipment • Verbal or physical assault • Indecent exposure

MINIMUM ADMINISTRATIVE RESOLUTIONS

(In accordance with Clark County School District Regulation 3533 Safety of Students: Transportation Vehicles)

	CATEGORY I OFFENSES	CATEGORY II OFFENSES	CATEGORY III OFFENSES
First Offense	Student-School Conference and Parent/Guardian Notification	Student-School Conference and Parent/Guardian Notification	Three-day Bus Suspension and Required Parent Conference (RPC)
Second Offense	Student-School-Driver Conference and Detention or In-House Suspension	Three-day Bus Suspension Conference (RPC)	Loss of Riding Privileges for Remainder of School Year
Third Offense	Three-day Bus Suspension and Required Parent Conference (RPC)	Loss of Riding Privileges for Remainder of School Year	
Fourth Offense	Loss of riding privileges for remainder of school year		

Campus Disruption

Definition: Participating in or causing a disturbance at school or a school-related activity that significantly disrupts learning, threatens the safety of others, and/or causes a lockdown or school evacuation (i.e., bomb threat, brawl, false call to emergency services, picketing, riot, sit-in, automobile misuse, fire alarm pull, major fights that cause a disruption to the campus, students who have been in multiple fights on campus, students who encourage facility access by non-enrolled students during instances, and/or similar disturbance).

Infinite Campus Code: DCR

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Recommended Expulsion Referral

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Cheating/Forgery/Plagiarism

Definition: Obtaining, attempting to obtain, or aiding another student to obtain credit for work by a dishonest or deceptive means. The creation of a false written document or alteration of a genuine document and/or writing and using the signature or initials of another person with the intent to defraud. Representing another person's work or ideas as your own without giving credit to the proper source and submitting it for any purpose.

Infinite Campus Code: CFP

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Warning
- Parent/Guardian Notification
- Detention
- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming

Notes:

- May result in a failing grade or loss of credit for the assignment or task.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Class Disruption

Definition: Causing or participating in an event or action, which interrupts or disrupts instruction and/or the learning opportunities of others.

Infinite Campus Code: DCD

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Warning
- Parent/Guardian Notification
- Detention
- CWP or RPC
- In-House Suspension
- SWI/SUS

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Most classroom disruptions are minor in nature requiring no or minimized exclusionary practices.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Cyberbullying

Definition: Bullying through the use of electronic communication.

Infinite Campus Code: DC2

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- Recommended Expulsion Recommendation
  - Battery (with a corresponding law enforcement citation)

Notes:

- May include law enforcement involvement.
- Site Administration will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Cyberbullying Incidents:
  - *Cyberbullying - Assault Student (DAJ)*
  - *Cyberbullying - Battery Student (DBD)*
  - *Cyberbullying - Battery Student with Injury (DBC)*
  - *Cyberbullying - Disability (DB8)**
  - *Cyberbullying - Extortion (DEX)*
  - *Cyberbullying - Gender Identification/Sexual Orientation (GID)**
  - *Cyberbullying - Hazing (DHZ)*
  - *Cyberbullying - Race (RCE)*
  - *Cyberbullying - Religion (REL)*
  - *Cyberbullying - Sexual Harassment (SHR)**
  - *Cyberbullying - Stalking (STK)**
- Use *Racially Motivated Incident* guidance on page 47 for bullying infractions related to Bullying - Race (RCE) and Religion (REL).
- For bullying events indicated with an asterisk (*) above, the administrator in charge of the bullying investigation must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance, to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the Clark County School District's obligation to be in compliance with *Title IX*.
- Any action taken after the completion of the investigation to address racially motivated incidents, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the Discipline Resolution Criteria to determine the consequence. See pages 6–7.
- If the incident is high impact (recurring or affecting a large portion of the student body), the Site Administration should contact the Region Superintendent or School Associate Superintendent, and the Education Services Division at (702) 799-8630 or the Equity and Diversity Education Department at (702) 799-8484, if further support is needed.
- Use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Dishonesty

Definition: A fraudulent or deceitful act or statement.

Infinite Campus Code: DDD

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences not mentioned in the resolutions section.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Distribution of Controlled Substance

Definition: Any sale, distribution, or sharing of any form or amount of drugs/controlled substances/alcoholic beverages or substances represented to be drugs/controlled substances/alcoholic beverages on Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DPS2 **Administrative Managed**

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Recommended Expulsion Referral

Notes:

- May include law enforcement involvement.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).

Dress Code

Definition: Failure to observe the school's dress code as defined in Clark County School District Regulation 5131 Dress and Appearance.

Infinite Campus Code: DDC **Staff Managed**

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- See Student Dress Code in the Resources section below.
- Schools should not use exclusionary discipline resolutions for this behavior incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the Discipline Resolution Criteria to determine the consequence. See pages 6–7.
- If student refuses to comply see also *Insubordination* behavior incident for certain instances.

Resources

STUDENT DRESS CODE

- The Clark County School District Basic Dress Code serves to provide guidelines for student dress and appearance at all District schools (whether or not they adopt Standard Student Attire). Students are to be dressed in such a manner that their appearance in the school contributes to the learning environment. Exemption from the Clark County School District Basic Dress Code may be permitted for medical or religious reasons. Students have a responsibility to dress in alignment with the Clark County School District dress and appearance guidelines.
- Require the wearing of shoes with soles. House slippers and shoes with wheels are not permitted.
- All clothing must be sufficient to conceal any and all undergarments. No skin will show between bottom of shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches wide. Prohibited tops include, but are not limited to, crop tops, tank tops, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.
- Require that all shorts, skorts, skirts, and jumpers/dresses must be at fingertip length.
- All jeans, pants, and trousers must be secured at waist level. Sagging is strictly prohibited. Jeans, pants, and trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.
- Headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) is not permitted on campus except for designated school approved uniforms, special events, authorized athletic practices, documented medical conditions, bona fide religious reasons, or Clark County School District/school sanctioned activities.
- CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, protective hairstyle (to include without limitation, hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks, and twists).
- Slogans or advertising on clothing, jewelry, buttons, and/or accessories, which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting, are prohibited.
- Any clothing, jewelry, buttons, and/or accessories that promote illegal or violent conduct, or affiliation with groups that promote illegal or violent conduct such as, but not limited to, the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats are prohibited.
- Spiked or studded clothing, jewelry, and/or accessories are prohibited.
- Outerwear such as coats, mittens, and scarves must be removed upon entering the classrooms/buildings. Administrators, teachers, and staff may use their discretion as appropriate based on the temperature in the facility.
- The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard. The principal shall retain the authority to grant exceptions for spirit days, special event dress days, and schoolwide free dress days. On those Clark County School District/school sanctioned exception days, schools will notify the students and parent/guardian of the unique dress provisions. Additional information regarding student dress and appearance, including Standard Student Attire, is contained in the Clark County School District Regulation 5131 Dress and Appearance.

Drug Paraphernalia

Definition: Equipment, products, and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, concealing, containing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance on Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DPH

Administrative Managed

Resolutions

Major

- Site determination for first offense (excluding an Academic Center Referral or Discretionary Expulsion Recommendation)
- Academic Center referral (only applicable for subsequent/repeated offenses)
- Discretionary Expulsion Recommendation (only applicable for subsequent/repeated offenses)

Notes:

- May include law enforcement involvement.
- The principal or designee, will for the first incident, take appropriate disciplinary action other than recommending removal from school.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Fighting

Definition: Engaging in physical contact for the purpose of inflicting harm on another person.

Infinite Campus Code: DFH

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral

Notes:

- Engaging in pushing, shoving, or altercations that stop upon a verbal command may be a *Physical Altercation*.
- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.
- Refer to the *Campus Disruption* behavior incident for major fights that cause a disruption on campus or for students involved in multiple fights on campus.

Gang Involvement

Definition: Wearing any clothing or displaying any symbol on Clark County School District property or at any district/school-sponsored event or activity that denotes membership in or an affiliation with a gang, or engaging in activity that promotes or encourages participation in a gang, or facilitates illegal acts of a gang.

Infinite Campus Code: DGI

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Graffiti

Definition: Markings, symbols, or words drawn, scribbled, scratched, or sprayed illicitly on Clark County School District property or the property of another while on Clark County School District property or at any district/school-sponsored events or activities.

Infinite Campus Code: DGT

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See also *Vandalism* behavior incident.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Habitual Disciplinary Problem

Definition: After behavior planning to prevent deeming habitual disciplinary status, a legal definition applied to a student who may be recommended for expulsion if involved in the threatening or extortion of others two (2) times or more during a school year or suspended five (5) times or more during a school year.

Infinite Campus Code: HDP

Administrative Managed

Resolution

Major

- Discretionary Expulsion Recommendation per NRS 392.4655 and Clark County School District Regulation 5141.1

Notes:

- Habitual disciplinary expulsion procedures may be implemented if a principal has written evidence which documents that within one (1) school year:
  - A student threatened or extorted, or attempted to threaten or extort, another student, teacher or other staff member two (2) or more times; and
  - A specific plan of behavior to prevent the student from being deemed a Habitual Disciplinary Problem (HDP) was created and implemented (a school-wide Behavior Contract does not fulfill this NRS requirement).
    OR
  - A student has a record of five (5) suspensions (each suspension being at least three (3) consecutive days) for any reason, with each suspension requiring parent/guardian communication, or a conference before the student may return to school;
  - Each suspension includes a parent/guardian notification with a description of each incident, date each incident was committed, explanation that five (5) suspensions could lead to HDP designation, and final notice provided at least seven (7) days before designating a student HDP (CCF-806-Notice of Suspension does not fulfill this NRS requirement); and
  - A specific plan of behavior to prevent the student from being deemed a HDP was created and implemented (a school-wide Behavior Contract does not fulfill this NRS requirement).
- Administrators should consult with the Education Services Division at 702-855-9765 regarding any habitual disciplinary problem recommendations.

Habitual Truancy Citation

Definition: Three (3) or more unapproved/unexcused absences on separate school days.

Infinite Campus Code: DTZ

Administrative Managed

Resolutions

Major

- Warning
- Parent/Guardian Notification
- Detention
- Citation and Department of Motor Vehicle Administrative Sanctions (depending on age)

Notes:

- Habitual truants may be referred to law enforcement for the issuance of a citation (14–17 year olds cited for *Habitual Truancy* will also receive Department of Motor Vehicles (DMV) Administrative Sanctions).
- Discipline resolution may not involve school removal or exclusionary disciplinary resolutions. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Resources

DMV dmvnv.com

Reno/Sparks/Carson City (775) 684-4DMV (4368)
Las Vegas Area (702) 486-4DMV (4368)
Rural Nevada (877) 368-7828
Website: www.dmvnv.com

Certification of Attendance (NRS 392)

This form is used for the purpose of a person between the ages of 14 and 18 years, and is enrolled in school, to obtain an instruction permit or driver's license. This form certifies that the person is either meeting or exempt from Nevada school attendance requirements. This form is also used by the schools to suspend a student's instruction permit or driver's license or deny future privileges if the student is declared as a habitual truant. This form is only valid 60 days from which it is signed and dated.

Student Information (MUST BE COMPLETED)

LAST NAME (PRINT)	FIRST NAME (PRINT)	MIDDLE NAME
DATE OF BIRTH	DRIVER'S LICENSE/INSTRUCTION PERMIT # (If applicable)	STUDENT ID #
PRIMARY PHYSICAL ADDRESS		

Sample

DMV-301 (1/2018)

Signatures must be originals. Photocopies are not acceptable.

Certification of Attendance - DMV-301

Habitual Truant, Attendance Verification, Administrative Sanctions

CCSD Policy 5113

CCSD Regulation 5113

In accordance with NRS 392.144 and 392.148, effective January 1, 2015, all persons under the age of 18 years old must provide attendance verification on the DMV-301 to the Department of Motor Vehicles in order to apply for an instruction permit or driver's license. All students declared habitual truant are subject to suspension of driving privileges through administrative sanctions imposed by the District.

DMV-301 Guidelines

Section 1 - School Use Only

- Student presents the DMV-301 to school official to verify 90% attendance requirement
- School official researches attendance and verifies student has seven (7) or fewer unapproved absences for a block school or ten (10) or fewer unapproved absences for a non-block school
- The school official will sign and stamp the DMV-301 and return to the student within five (5) school days if they are in compliance
- The school official will note - "Not in compliance" and return the form to the student along with an attendance printout within five (5) school days if they are not in compliance

Section 2 - Exemptions

- Student who are under the age of eighteen (18) but exempt from attendance requirements complete this section
- Exempt students have either earned their high school diploma or Certificate of High School Equivalency (HSE)
- Requires no action from the school

Section 3 - School Use Only

- Students who are determined to be habitually truant are subject to administrative sanctions
- Once the school identifies a student as a habitual truant, an attendance investigation must take place to verify attendance and excuses
- A hearing must be set with the student and parent/guardian
- Written notification of the hearing must be sent to the parent/guardian
- Following the hearing, an outcome must be provided to the student and parent/guardian within five (5) school days
- If a student remains a habitual truant, the Clark County School District Police must issue a truancy citation and impose administrative sanctions as outlined in NRS 392.148
- School police will suspend the student's license and mail it to the State DMV Office
- Students who are first time offenders will have a suspended license for thirty (30) days; students who are second time offenders will have a suspended license for sixty (60) days
- Any student who is being denied credit due to poor attendance must be deemed a habitual truant and as such is subject to the imposition of administrative sanctions

If you have any questions regarding truancy/classification of absences, please call staff at the Office of Attendance Enforcement at 702-799-8630 x5358.

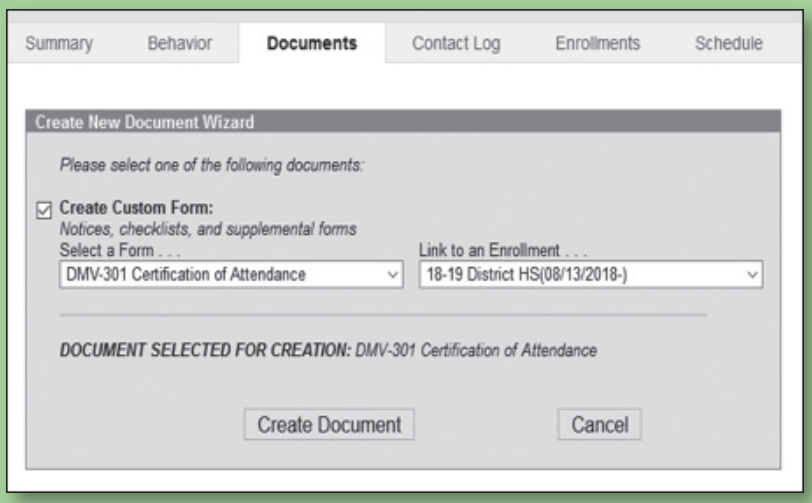
Review Responsibility.....Education Services Division
Main Line Phone Number 702-855-9765
Date of Revision.....12/15/2014

Certification of Attendance - DMV-301 Guidelines

DMV – 301 Form Location – Infinite Campus

Path: Index > CCSD Behavior > Documents > New Document

1. Click - Create Custom Form
2. Select - DMV-301 Certification of Attendance
3. Click - Create Document



Certification of Attendance - Requirements:

- ➔ 90% Attendance Requirement
  - Regular Schedule = ten (10) or less unexcused absences
  - Block Schedule = seven (7) or less unexcused absences
- ➔ Attendance Resets Every Semester

Certification of Attendance - DMV-301 Form - Section One:

- ➔ Student Information Auto Populates
- ➔ Section One
  - Type Name - School Official Completing Form
  - Print Name
  - Sign Name
  - Record Date Next to Signature
  - Stamp Form Approved

Immoral Conduct

Definition: Consensual sexual activity between two (2) or more students on any Clark County School District property or at any district/school-sponsored event or activity. Inappropriate or suggestive sexual behavior (exposing intimate body parts, masturbation, pornography, etc.) on any Clark County School District property or at any district/school-sponsored event or activity involving one (1) or more students.

Infinite Campus Code: DIM

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Additionally, the age and maturity of students (i.e., lower-elementary grades) may allow for lesser disciplinary consequences.
- See also *Inappropriate Touching* behavior incident for certain instances.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- School personnel must not save, download, or forward any information which could constitute child pornography (i.e., nude/explicit photos). Personnel shall copy or write down pertinent evidence and contact Clark County School District Police immediately.

Inappropriate Touching

Definition: Touching or physical contact that is not suitable for the school environment.

Infinite Campus Code: DIN

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Warning
- Parent/Guardian Notification
- Detention
- In-House Suspension

Notes:

- Use other specific behavior incident (*Battery - Staff, Bullying - Battery Student, Bullying - Sexual Harassment, Fighting, Physical Altercation, Hitting, Immoral Conduct*, etc.) for more serious cases.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Information Only

Definition: Facts or information about a situation, person, or event and does not serve as a disciplinary resolution.

Infinite Campus Code: DIO

- Not punitive and used as a means to capture information related to student conduct investigations.

Insubordination

Definition: A refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority. Defiance of authority and/or disobedience to orders.

Infinite Campus Code: DIS

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Leftover Student

Definition: A student who missed the bus, was not picked up after school, or does not have a way home from school.

Infinite Campus Code: LEF

N/A

- Follow the *Clark County School District After-School Care Plan* in the Appendix.
- Schools may not use any discipline resolutions for this incident code.

No Show - Detention

Definition: Failure to present oneself for a required teacher, staff, or administrator-issued detention without proper authorization, notification, and/or rescheduling.

Infinite Campus Code: DSD **Staff Managed**

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Detention
- CWP or RPC
- In-House Suspension

Notes:

- A second or repetitive event of a student not reporting may result in major behavior incident referrals. Teachers should make every attempt to assign an alternative resolution or reschedule the original detention.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Non-Dress Physical Education

Definition: Non-compliance with the required, school physical education uniform.

Infinite Campus Code: DND **Staff Managed**

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Schools may not use exclusionary discipline resolutions for this behavior incident.
- A student's grade may not be affected as a result of repetitive incidents; however, may lead to insubordination. See *Insubordination*.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Nuisance Item/Personal Communication Device

Definition: Possession (not use) of an item which would be disruptive to the educational/learning environment if used (gaming device, laser pointer, audio device, noise maker, trading cards, etc.). The unauthorized use of personal cell phones, laptops, tablet computers, video gaming systems, or similar electronic devices on Clark County School District property during the instructional day or during a district/school-sponsored event.

Infinite Campus Code: NPD **Staff Managed**

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Item may be confiscated (to be returned to parent/guardian).
- Behavior does not reach the level of *Class Disruption* or *Insubordination* behavior incidents.
- Schools may not use exclusionary discipline resolutions for this behavior incident.
- Schools are not held responsible for lost or stolen items deemed to be a *Nuisance Item/Personal Communication Device*.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Out-of-District Removals

Definition: Student enrolling in the Clark County School District with pending discipline from another school district, charter school, or private school.

Infinite Campus Code: OOD

Administrative Managed

Information

N/A

- Site Administration must contact the Education Services Division for guidance at 702-855-9765.
- Discipline resolutions may be prescribed in any order depending on incident severity and information from the sending school or school district.

Over-the-Counter Medication Misuse

Definition: Use/distribution of over-the-counter medication without proper permission; Use/distribution of over-the-counter medicine for purposes other than the intended medicinal purpose.

Infinite Campus Code: DOM

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming

Notes:

- May include law enforcement involvement.
- See also *Possession/Use of Controlled Substance Repeat* behavior incident.
- The student and a parent/guardian may be required to attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Physical Altercation

Definition: A tussle or physical confrontation or aggression

Infinite Campus Code: PTT

Site Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- See also *Aggressive Behavior, Assault - Staff, Battery - Staff, Bullying - Assault Student, Bullying - Battery Student, and Fighting* behavior incidents.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Possession/Use of Controlled Substance

Definition: First-time possession of drugs/controlled substances/alcoholic beverages or substances represented to be drugs/controlled substances/alcoholic beverages on Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DCS3

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Discretionary Expulsion Referral

Notes:

- May include law enforcement involvement.
- Site Administration will for the first incident, take appropriate disciplinary action other than recommending removal.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Possession/Use of Controlled Substance Repeat

Definition: Possession/use of drugs/controlled substances/alcoholic beverages/or substances represented to be drugs/controlled substances/ alcoholic beverages on more than one (1) occasion on Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DRC2 **Administrative Managed**

Resolutions

Major

- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).

Possession of Controlled Substance with Intent

Definition: Possession of drugs/controlled substances with the intent to sell, distribute, or share on Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DCI2 **Administrative Managed**

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).

Possession of Weapon(s)

Definition: Possession of a firearm, including a weapon defined by the Gun-Free Schools Act as set forth below, or a Dangerous Weapon, which includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku, switchblade knife or trefoil, a butterfly knife or any other knife described in NRS 202.350, 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 person.

Infinite Campus Code: DWH2 **Administrative Managed**

Resolution

Urgent

- Mandatory Expulsion Referral per NRS 392.466

Notes:

- May include law enforcement involvement.
- Per NRS 202.265, while on school grounds, an Airsoft Gun, BB Gun, Paintball Gun, and Pellet Gun are all considered weapons.
- Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, which are not used under dangerous circumstances or in a threatening manner.
- Students who possess, use, transmit, or conceal any operable or inoperable dangerous weapon listed above MUST be recommended for expulsion per NRS 392.466.
- Students who possess a weapon defined by the Gun-Free Schools Act are subject to permanent expulsion.

Resources

U.S. Department of Education

Subpart 3 - Gun Possession

SEC. 4141. GUN-FREE REQUIREMENTS

(a) SHORT TITLE - This subpart may be cited as the Gun-Free Schools Act.

(b) REQUIREMENTS

1. IN GENERAL - Each state receiving Federal funds under any title of the this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one (1) year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
2. CONSTRUCTION - Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.
3. DEFINITION - For the purpose of this section, the term firearm has the same meaning given such term in section 921(a) of title 18, United States Code.

(c) SPECIAL RULE - The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE - Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance.

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including

(I) the name of the school concerned;

(II) the number of students expelled from such school; and

(III) the type of firearms concerned.

(e) REPORTING - Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

(f) DEFINITION - For the purpose of subsection (d), the term school means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

(g) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL

(1) IN GENERAL - No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

Possession/Use of Weapon(s) with Injury

Definition: Any willful and unlawful use of force or violence involving a weapon or any object used as a weapon against a Clark County School District student or staff member resulting in injury.

Infinite Campus Code: DWI

Administrative Managed

Resolution

Urgent

- Mandatory Expulsion Referral per NRS 392.466

Notes:

- May include law enforcement involvement.
- Student(s) who use any object as a weapon to cause injury to another are subject to permanent expulsion and MUST be recommended for expulsion.
- See also *Possession of Weapon(s)* behavior incident definition for weapon types.

Possession of Weapon(s) with Threat

Definition: Any statement of an intention to inflict pain, injury, damage, or other hostile action using a weapon against a Clark County School District student or staff member.

Infinite Campus Code: DWT

Administrative Managed

Resolution

Urgent

- Mandatory Expulsion Referral per NRS 392.466

Notes:

- May include law enforcement involvement.
- Student(s) who possess and use a weapon to threaten MUST be recommended for expulsion.
- See also *Possession of Weapon(s)* behavior incident definition for weapon types.
- The Department of Student Threat Evaluation & Crisis Response MUST be contacted by administrators at 702-799-7449.

Possession/Use of Tobacco/Electronic Cigarettes

Definition: Possession of tobacco/nicotine/electronic cigarettes on any Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DPT

Administrative Managed

Resolutions

Major

- Detention
- CWP or RPC
- In-House Suspension
- STAR-On Programming
- SWI/SUS

Notes:

- This includes nicotine delivery devices such as vapes/electronic cigarettes.
- See also *Possession/Use of Controlled Substance* behavior incident if involves a drug/controlled substance.
- Discipline resolutions may be prescribed in any order depending on incident severity.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- The student and a parent/guardian must attend and complete the Clark County School District's Substance Abuse Awareness Program (SAAP).

Racially Motivated Incident (Discrimination Based on Race)

Definition: 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.

Infinite Campus Code: RMI

Administrative Managed

Resolutions

Major

- Parent/Guardian Notification
- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Site Administration will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Racially Motivated Incidents:
  - *Racially Motivated Incidents - Color (RMC1)*
  - *Racially Motivated Incidents - Culture (RMC2)*
  - *Racially Motivated Incidents - Ethnicity (RME)*
  - *Racially Motivated Incidents - Language (RML)*
  - *Racially Motivated Incidents - National Origin (RMN)*
  - *Racially Motivated Incidents - Race (RCE)*
  - *Racially Motivated Incidents - Religion (REL)*
- Any action taken after the completion of the investigation to address racially motivated incidents, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the Discipline Resolution Criteria to determine the consequence. See pages 6–7.
- If the incident is high impact (recurring or affecting a large portion of the student body), the Site Administration should contact the Region Superintendent or School Associate Superintendent, and the Education Services Division at (702) 799-9765 or the Equity and Diversity Education Department at (702) 799-8484, if further support is needed.
- Use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Sexual Assault

Definition: Coerced, forced, unwarranted, unwanted, or unsolicited sexual penetration of a person's body.

Infinite Campus Code: DSA

Administrative Managed

Resolution

Urgent

- Recommended Expulsion Referral

Notes:

- May include law enforcement involvement, and deferment of administrative investigation.
- Site Administration must contact the Education Services Division for guidance at 702-855-9765, and the CCSD Title IX office at 702-799-5087.
- The administrator in charge must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance, to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the Clark County School District's obligation to be in compliance with *Title IX.*

Tardies and Tardy Lockouts/Sweeps

Definition: Arriving to class after the scheduled start time without a valid excuse. Students who are gathered by school staff or administration to receive an immediate disciplinary consequence for their tardiness.

Infinite Campus Code: DTR and/or DLS

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Schools cannot use exclusionary disciplinary resolutions for this behavior incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- RPC code use is prohibited per NRS 392.467, Section 5.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.

Theft/Robbery

Definition: Taking property that does not belong to the individual with the intent to permanently deprive the original owner of that property, includes robbery.

Infinite Campus Code: THR

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Threat

Definition: A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a specific Clark County School District school/staff member/student or the occupants of a specific Clark County School District school.

Infinite Campus Code: TTT

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.
- The Department of Student Threat Evaluation & Crisis Response MUST be contacted by administrators at 702-799-7449.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Trespassing

Definition: Unauthorized presence on any Clark County School District property or district/school-sponsored activity or event without prior permission from the principal or designee, and/or a refusal to leave said property after having been directed to do so by any authorized personnel. This also includes presence on any Clark County School District property without a parent/guardian while on RPC status, suspended, or expelled.

Infinite Campus Code: TSS

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming

Notes:

- May include law enforcement involvement.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Truancy

Definition: A student who is absent from school for one or more class periods during the school day without the written approval of their teacher, or the principal of the school, unless the student is physically or mentally unable to attend (NRS 392.130).

Infinite Campus Code: DTU

Administrative Managed

Resolutions

Major

- Warning
- Parent/Guardian Notification
- Detention
- In-House Suspension

Notes:

- Schools must not use exclusionary disciplinary resolutions for this behavior incident.
- RPC code use is prohibited per NRS 392.467, Section 5.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Unacceptable School Behavior

Definition: An event or action in a localized area that causes a disruption, is not generally acceptable behavior at school, or interrupts a school activity, instructional time or function (i.e., roughhousing, unacceptable language, horseplay, gambling, and/or public display of affection).

Infinite Campus Code: USB

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- Warning
- Parent/Guardian Notification
- Detention
- CWP or RPC
- In-House Suspension
- SWI/SUS

Notes:

- Behavior that does not reach the level of *Campus Disruption, Fighting, Insubordination, or Verbal Abuse*.
- Use *Class Disruption* behavior incident if event or action happened inside the classroom and/or during instruction.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Vandalism

Definition: Willfully and maliciously destroying, defacing, or mutilating Clark County School District property or the property of another while on Clark County School District property.

Infinite Campus Code: DVD

Administrative Managed

Resolutions

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- This includes tagging. See also *Graffiti* behavior incident.
- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

Verbal Abuse

Definition: The excessive use of inappropriate or vulgar language that is directed towards another individual to undermine someone's dignity and/or security through insults and/or humiliation, in a sudden and/or repeated manner.

Infinite Campus Code: DVA

Staff Managed

Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Major

- CWP or RPC
- In-House Suspension
- SWI/SUS
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 8–9 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 6–7.
- If appropriate, use *Restorative Disciplinary Practices: Administrative Protocols*. See pages 69–70.

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ACKNOWLEDGEMENT OF RECEIPT AND REVIEW SIGNATURE FORM

Clark County School District Pre-Kindergarten–12 Student Code of Conduct

Each parent/guardian of a student and each student enrolled in the Clark County School District must acknowledge that they have accessed the online version or obtained a copy of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*. In addition, checking the box in Infinite Campus (IC) during registration or signing and submitting this page, serves as acknowledgment that you have reviewed the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* with your child. Each school will maintain records of such acknowledgements. Signing the Acknowledgement of Receipt and Review Signature Form, indicates agreement with the *Nevada Department of Education Educational Involvement Accord* and the *Nevada Department of Education Nevada Code of Honor*.

The online version of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* in English and Spanish can be located on the Clark County School District website.

If you do not have Internet access to obtain a copy of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*, please visit your child's school.

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Clark County School District Pre-Kindergar*ten–12 Student Code of Conduct from the Clark County School District website and that I have read and discussed the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* with my child.

_____ _____

PARENT/GUARDIAN SIGNATURE DATE

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* from the Clark County School District website and that I have read and discussed the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* with my parent/guardian.

_____ _____

STUDENT NAME DATE

DISCLAIMER: The *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* may be periodically updated in order to ensure that the most current practices are in place.

CHECK THE ACKNOWLEDGEMENT BOX IN IC DURING REGISTRATION OR RETURN TO THE STUDENT'S SCHOOL WITHIN FIVE (5) SCHOOL DAYS UPON RECEIVING NOTIFICATION TO REVIEW THE *CLARK COUNTY SCHOOL DISTRICT PRE-KINDERGARTEN–12 STUDENT CODE OF CONDUCT*.

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APPENDIX

APPENDIX

Student Rights and Responsibilities
Parent/Guardian Rights and Student Search Information
Suggestions to Recognize Students for Model Behavior
Elementary Playground Rules and Procedures
Understanding the Warning Signs of Violence
Restorative Disciplinary Practices: Administrative Protocols
Clark County School District Policy 5114 Discipline: Student Exemption and Exclusion (Voluntary and Involuntary)
Clark County School District Regulation 5114.1 Discipline: Suspension Procedures
Clark County School District Regulation 5114.2 Discipline: Expulsion Procedures
PUB 306 - Expulsion Poster
PUB 306.2 - Recommended Expulsion Poster
Special Education and Section 504 Discipline Procedures
Re-engagement Strategies
DMV-301 Form
After-School Care Plan
The Educational Involvement Accord
The Nevada Code of Honor
Contact Information Numbers
Glossary

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

It is the intent to allow students maximum freedom under law, commensurate with each school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society. A goal of all public education is to have students become responsible adults in a free society.

This requires that students learn to be sensitive to the needs and rights of others and to be aware of the consequences of the actions of themselves and others. Students therefore have a responsibility to protect the rights of other students. Students must realize that every right implies a responsibility, and that they should conduct themselves appropriately. It is the student's responsibility to make appropriate choices on and off campus and report any safety concern to school staff.

Students enrolled in the Clark County School District have the responsibility to abide by the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*, the *Educational Involvement Accord*, and the *Nevada Code of Honor* as it is an obligation of schools to provide a safe and respectful learning environment. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. School rules are necessary to place limitations on unacceptable behavior in school. They serve not only to restrict undesirable behavior, but also to teach proper behavior. Students are citizens of the greater Clark County School District community and represent Clark County schools at all times.

PARENT/GUARDIAN RIGHTS AND STUDENT SEARCH INFORMATION

PARENT/GUARDIAN RIGHTS

It is the intent to provide opportunities for parents/guardians to participate in the education of their child(ren), under law, commensurate with each school's responsibility for student health, safety, and welfare. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly, safe and respectful learning environment. The rights and responsibilities presented in this section reflect the need for providing parents/guardians with opportunities to participate in and advocate for the educational welfare of their child(ren) as mutually supportive and respectful partners in the education of their children.

As a parent/guardian, you have a right to be included in all aspects of your child's education through meaningful, respectful participation due to each member of the school community. You have the right to access your child's school records within the guidelines defined by the Family Education Rights and Privacy Act (FERPA). Parents/Guardians are informed in advance about school rules, including disciplinary rules and procedures, and possible behavior incident resolutions. Parents/Guardians can participate in local school organizations and volunteer activities as well as participate in decision-making processes affecting school policies and procedures.

As a parent/guardian of a Clark County School District student(s), it is your responsibility to work with school staff and review the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct, Educational Involvement Accord*, and the *Nevada Code of Honor* with your child(ren). Prepare your child(ren) for the understanding that they are responsible for their own behavior in school, at school sponsored activities, and on the way to and from school. Prepare your child(ren) to assume responsibility for their own behavior and regular compliance with attendance rules and procedures. It is essential to recognize that school staff have the right to enforce all policies, rules, and regulations of the Clark County School District.

STUDENT VICTIM(S) AND PARENT/GUARDIAN NOTIFICATION

Parents/Guardians of students who may be victims as a result of other students violating a code in the Behavior Incident Index should be contacted immediately or soon after the facts are identified in relationship to the potential impact to a student victim. Some parental collaboration with law enforcement will be necessary in certain instances; however, the Clark County School District administration recognizes that student victims and the parents/guardians must be made aware of information and facts that may directly impact the well-being of their child(ren). Communication with families must remain a priority as they are, in fact, our partners in educating the children of the Clark County School District.

STUDENT RIGHTS PERTAINING TO SEARCHES

What are the requirements for Notice of Student Searches?

- Regulation 5144 and the Student Safety Search Form from Infinite Campus provides an overview of this requirement.
- Reasonable Suspicion - Reasonable facts and inferences and/or information to show it is likely that a student is hiding evidence and the student has broken or is about to break school rules. A hunch does not equal reasonable suspicion.
- Must be reasonable at inception - Based on information, facts, or circumstances, which would lead a reasonable person to conclude that a search will expose evidence of the violation of a school rule based on:
    - Reliable witnesses
    - Specific information regarding contraband or location of contraband
    - Information being recent and credible
- Must be reasonable in scope - Based on age of the student, gender of the student, and the nature of the alleged infraction

What are the requirements for Notice of Student Questioning?

- Administration has the authority and responsibility to question students in order to maintain a safe, respectful, orderly, and positive educational environment. Parental/guardian consent is not required prior to questioning a student regarding violation associated with the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct.*

STUDENT SAFETY SEARCH FORM

Searches of a student's person or possessions while at school must be reasonable. Reasonableness requires that the search be justified prior to its commencement and be related to the circumstance giving rise to the search. Absent extraordinary circumstances, a student's person and possessions may be subject to search on school property only if:

1. The student voluntarily consents to the search; or
2. Prior to a search there is an individualized, reasonable suspicion that the student is hiding evidence of wrongdoing; and
   A. A search is necessary to maintain school discipline, order or safety, and to prevent the removal or destruction of evidence, and
   B. The search is reasonable in scope and methods as related to the alleged wrongdoing and the age and sex of the student, and
   C. The search is conducted in accordance with Regulation 5144; or
3. Appropriate law enforcement authorities conduct the search.

STEPS TO TAKE IN SEARCHING A STUDENT:

1. Must be conducted by a school administrator or designee in the presence of another school district employee as a witness.
2. Tell the witness in the presence of the student what you are looking for and why.
3. Ask the student for consent.
4. Make a reasonable effort to notify the parent/guardian before, or, as soon as possible, after any search of the student's person.
5. Complete written statement below.

_____: I give my permission to be searched and I understand why I am being searched.
Student Initials

STUDENT NAME: _____ STUDENT NUMBER: _____ DATE OF BIRTH: _____ GENDER: ____

SEARCH DATE: _____ TIME: _____ LOCATION: _____

REASON FOR SEARCH: _____

PERSON CONDUCTING SEARCH: _____ TITLE: _____

WITNESS: _____ TITLE: _____

ITEMS SEARCHED FOR (EVIDENCE SOUGHT): _____

ITEMS SEARCHED
(SCOPE AND METHOD OF SEARCH): _____

ITEM(S) FOUND: _____

ADMINISTRATION/DESIGNEE SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN NOTIFICATION

PARENT/GUARDIAN NAME: _____ PHONE: _____

DATE PARENT/GUARDIAN NOTIFIED: _____ TIME: _____

PARENT/GUARDIAN SIGNATURE (if applicable): _____

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SUGGESTIONS TO RECOGNIZE STUDENTS FOR MODEL BEHAVIOR

SUGGESTIONS TO RECOGNIZE STUDENTS FOR MODEL BEHAVIOR

ELEMENTARY STUDENTS	SECONDARY STUDENTS
• Certificate/trophy/ribbon/plaque/medals • Time for music and dancing • Music while doing school work • Free time after class • Group activity • Class field trip • A reward (gift certificate, free admission to a school function) • Outdoor class • Recognition from local newspaper, media, or politician • Outdoor reading • Note home to parent/guardian • Appointed the class messenger • Eating with the teacher • Selecting prizes from treasure box • Pencil toppers • Stars, smiley faces, or stickers • Paperback books • Sports equipment • Leading of class line to lunch or recess • Recognition during morning announcements	• Certificate/trophy/ribbon/plaque/medals • Gift certificate to local merchants • Free pass to sporting event or play • Walk break for entire class • Guest presenters in class • Class field trip • Praise for good behavior and work • Note home to parent/guardian • A call to parent/guardian • Coupon for prizes and privileges or surprise gift bag with school supplies • Outdoor class • Recognition from a local newspaper, media, or politician • Outdoor reading • Music while doing school work • Sitting with friends • Music concert at school • Paperback book • Magazine subscription • Sports equipment • Recognition during morning announcements • Recognition in school newspaper

ELEMENTARY PLAYGROUND RULES AND PROCEDURES

ELEMENTARY PLAYGROUND RULES AND PROCEDURES

- When entering the playground area, all students should walk. Students may only run on the grass field.
- Students should always go down the slide. Climbing up the slide or jumping off the sides of the slide are prohibited.
- Students should make sure that everyone gets a fair chance with the equipment.
- Students should wait in a line for their turn. Please be respectful and do not push or move ahead of anyone in line.
- Students should be courteous and share all equipment. All students deserve a chance to play at recess.
- Students should be responsible and return all equipment to the designated area.
- Students should advise a staff member when equipment needs repair.
- In the event a child has a conflict with another student and cannot resolve or fix the issue, the student should contact a staff member for help.
- Students should follow proper procedures when entering the school building.
- Students should not bring food outside the lunchroom to the playground.

UNDERSTANDING THE WARNING SIGNS OF VIOLENCE

UNDERSTANDING THE WARNING SIGNS OF VIOLENCE

The information listed below is to familiarize you with the warning signs of violence and some tips for prevention. This information should be used as a guideline only. The presence of one or more of these warning signs does not mean that a young person will exhibit violent behavior. It is important to keep in mind that there are many possible factors that could contribute to youth violence.

VIOLENCE WARNING SIGNS	TIPS FOR PREVENTING VIOLENCE
• Abusive language, especially aimed at an authority figure or friend • Bullying and intimidating • Continued failure to take responsibility for actions • Difficulty controlling anger • Engaging in racial or other ethnic conflict • Engaging in sexual harassment • Little or no remorse for actions • Retaliation • Previous aggressive behavior • Hitting or fighting • Suicidal plans, thoughts, or ideation • Threatening physical harm • Treatment of others as personal property • Vandalizing school property • Violent outbursts • Limited social interaction with peers	• Teach students that reporting violence or threats of violence is important • Parents/guardians are encouraged to communicate with schools, especially when a child is experiencing problems • Work with school personnel to address behavior which may lead to violence • Talk to young people about violence in advance • Do not wait until the issue comes up because of a specific incident • When a violent incident occurs, discuss how it might have been prevented • Encourage students to get involved in school activities • Watch for any unusual behavior and report it to appropriate school personnel • Set expectations for appropriate student behavior and communicate consequences

RESTORATIVE DISCIPLINARY PRACTICES: ADMINISTRATIVE PROTOCOLS

Restorative Disciplinary Practices

Restorative Disciplinary Practices

The Institute for Restorative Justice and Restorative Dialogue (2020) defines restorative discipline as a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. According to Armour (2014), numerous studies attest to the effectiveness of school-based restorative practices to dramatically reduce suspensions, increase school attendance, improve academic achievement, lower student dropout rates, increase financial savings, and decrease racial disproportionality. When appropriate, restorative disciplinary practices focus on correcting harm and repairing the damage that has occurred. The goal is to place value on relationships and focus on repairing and restoring relationships that have been damaged. The victim and the offender are provided with opportunities to share how they were impacted and how they will resolve or repair the harm caused. For more severe infractions, victim and offender interactions may not occur or be facilitated.

Restorative Conference or Community Conference

Restorative conferences or community conferences are structured meetings that include the offender, the victim, and the community of care (i.e., family members and friends) when possible. The purpose of these conferences is to hold the offender accountable to reach a consensus on how to repair the damage. Restorative conferences involve a script that the facilitator follows to ask a series of open-ended questions of each participant in the conference. The script is provided to limit the role of the facilitator. The facilitator should avoid interfering in the discussion and the decisions made by the participants in the conference. When necessary, the facilitator may have to intervene to keep the conference on track. This process should result in a written agreement that outlines the responsibilities of each participant to maintain a respectful relationship and prevent repeated behavior. Restorative or community conferences engage each person impacted by the behavior in a process that allows all stakeholders to contribute to the conflict resolution process.

Family Group Conference

Family group conferences involve the student's family in the decision-making process. These meetings have a high level of family participation and may include the community of care. These conferences are conducted in the same manner as restorative or community conferences, but with an added component of "family alone time." Family alone time is when the facilitator leaves the room and the student with the support of the community of care establishes a plan together. Once the plan is drafted, the facilitator is called back into the room, and the family explains the plan. The facilitator may advise the family to adjust the plan if needed.

Circle Process

The circle process is a versatile restorative practice that should be used proactively (80% of the time) to develop relationships and build community or reactively (20 percent of the time), to respond to misconduct, conflicts, and problems. Through the circle process, social skills can be taught such as listening, respect, and problem-solving. The circle process requires chairs to be placed in a physical circle and the facilitator passes a talking piece that permits only the holder to speak. The piece is passed clockwise (sequential) so that all participants have an opportunity to talk and listen. The circle process involves several rounds in an orderly and reflective process. Facilitators should set clear topics and goals for the outcome of the circle process.

Mediation (including peer mediation)
Mediation is a structured approach to resolve conflict in which administrators address disputes by listening to concerns and negotiating a solution. Peer mediation is a youth leadership model that teaches students how to help other students resolve differences by utilizing conflict resolution practices and social skills.

Restorative Dialogue: *Using the Restorative Questions*

Restorative practices are based on the following:

RELATIONSHIPS – address the damage caused by behavior and acknowledge how people have been affected to mend and rebuild relationships.
RESPECT – developed through actively listening to each other to understand the impact of behavior on oneself and others.
RESPONSIBILITY – internalize the impact of the behavior, take ownership and hold each other accountable for the behavior.
REPAIR – repair the damage caused by the behavior and come up with strategies to make sure the behavior is not repeated.
REINTEGRATION – Put in place agreements, strategies, support, and follow-up meetings to monitor ongoing progress.

The basic questions for responding to challenging behavior are:

1. *What happened, and what were you thinking at the time of the incident?*
2. *What have you thought about since?*
3. *Who has been affected by what happened and how?*
4. *What about this has been the hardest for you?*
5. *What do you think needs to be done to make things as right as possible?*

These questions lay the foundation for and act as the building blocks for all forms of restorative processes that seek to discover the root causes of challenging behavior, determine impact, repair harm, and ultimately restore damaged relationships.

Restorative questions:

- Are non-blaming and open-ended
- Allow for storytelling and attentive listening
- Separate a person's behavior from their intrinsic worth as a person
- Allow for all people involved to identify their thoughts and feelings associated with particular actions
- Provide a forum for meaningful expression of emotions (affective statements)
- Focus on impact and how others (people and community) were affected by the action(s)
- Are an inclusive and collaborative approach to problem-solving, emphasizing finding solutions rather than assigning blame
- Hold people accountable
- Require people to take responsibility for their actions
- Attend to the needs of those harmed
- Resolve underlying issues that act as the root cause of challenging behavior

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. When appropriate, restorative practices view conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

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CLARK COUNTY SCHOOL DISTRICT
POLICY 5114
DISCIPLINE: STUDENT EXEMPTION AND EXCLUSION (VOLUNTARY AND INVOLUNTARY)

DISCIPLINE: STUDENT EXEMPTION AND EXCLUSION (VOLUNTARY AND INVOLUNTARY)

I. Students may be suspended, expelled, exempted, or excluded from school in accordance with District regulations. Students receiving, and students who have been identified as qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

   A. Suspension is the temporary removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct.*

   B. Exemption is the release from the legal obligation to attend school.

   C. Exclusion is the temporary interruption of enrollment due to medical reasons or other conditions such that the student's continued enrollment would be detrimental to the student, to other students, or to the educational program.

   D. Expulsion is the removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct.* An expulsion may be permanent or limited.

      1. Permanent Expulsion – Permanent expulsion means permanent removal of a student from a regular school campus and contemplates no trial enrollment except for alternative school placement.

      2. Limited Expulsion – Limited expulsion allows a student to return to a regular school campus, which may or may not be the campus from which the student was expelled, on a trial enrollment following a successful period of alternative school placement.

II. Limitations

   A. <u>Suspensions, Exemptions, and Exclusion</u> – Students may only be suspended, exempted, or excluded from school in accordance with provisions of Nevada Revised Statutes (NRS) and District policies and regulations.

   B. <u>Expulsion</u> – Only the Board of School Trustees or its designee has the authority to expel a student from school.

Elementary and middle school students are only subject to a limited expulsion recommendation. In extraordinary circumstances, a school may request a permanent expulsion exception from the Board of School Trustees for a student under eleven (11) years of age.

III. A limited expulsion imposed upon a student shall be modified following successful completion of alternative school placement and completion of one calendar year of successful trial enrollment.

IV. Any general education student found in possession of a firearm or dangerous weapon, as defined by NRS 392.466, while on the premises of any public school, at an activity sponsored by a public school, or on any school bus, is subject to expulsion. A student participating in a program of special education or receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 must be eleven (11) years of age or older to be recommended for expulsion for possession of a firearm or dangerous weapon. For all other applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct*, the Board of School Trustees may authorize the expulsion of a student who is at least eleven (11) years of age.

Cross Reference:	Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Legal Reference:	NRS Chapter 386 Local Organization NRS Chapter 388 System of Public Instruction NRS Chapter 392 Pupils
Review Responsibility:	Education Services Division
Adopted:	[5114:7/11/63]
Revised:	(7/22/76; 7/9/81; 4/14/92; 4/12/94; 2/14/95; 11/14/95; 3/12/98; 6/16/16;)
Pol Gov Rev:	6/28/01
Revised:	(12/8/05; 5/13/21)

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CLARK COUNTY SCHOOL DISTRICT
POLICY 5114.1
DISCIPLINE: SUSPENSION PROCEDURES

DISCIPLINE: SUSPENSION PROCEDURES

I. Suspension is the temporary removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct*. When circumstances permit, students who must be removed from a classroom or playground should remain at school to engage in restorative practices and participate in as much of the educational program as possible. The primary purpose of suspension is to provide the student, the student's parent/guardian, and the school the time needed for resolving a problem. The parent/guardian must be notified in writing of each suspension. Reasonable effort will be made to contact the parent/guardian regarding the impending suspension before the student leaves the school. Duration and conditions of suspensions are as follows:

   A. Since the time and actions needed to resolve problems depend on individual circumstances, the duration of suspension shall in all cases be related to a course of action designed to resolve the problem. The duration shall be specified in advance only when known factors preclude immediate resolution. The student shall be readmitted as soon as the school has reasonable assurance that the problem has been resolved or significantly improved.

   B. The school may impose appropriate requirements relating to parent/guardian contacts, the student's future behavior at a school, and school work to be done during suspension as outlined in District regulations.

   C. A Notice of Suspension is generated by the principal, assistant principal, or student success coordinator when a student is being placed on suspension, including in cases of a more serious nature or when circumstances may warrant further action, such as a behavior school referral or an expulsion recommendation. The principal is the responsible administrator to review and approve the Notice of Suspension. Within three (3) school days of suspension, a conference with the student; parent/guardian; and principal, assistant principal, or student success coordinator is to be held. No general education student is to be placed on suspension for more than ten (10) school days before a decision or recommendation is made. If a recommendation for behavior school or expulsion is made, the suspension will remain in effect until the final disposition of the behavior school or expulsion recommendation. No student who is participating in a program of special education or receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 shall be placed on suspension for more than five (5) school days per occurrence.

Students receiving, and students who have been identified as qualifying for, special education and/or 504 services shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

D. In accordance with Regulation 5141.1, students on suspension are not allowed on a school campus or at any school sponsored activity for any reason without the express prior permission of the principal.

When a student is placed on a suspension for any offense, the appropriate administrator will read the following statement to the student and will verify that act by making a notation on the Notice of Suspension:

"As the duly appointed representative of the owner of school district property, I hereby warn you that should you come on this property during the term of this suspension without the express prior permission of the principal, you will be trespassing upon this property as defined by the Nevada Revised Statutes (NRS) 207.200, and will be subject to arrest for a misdemeanor."

The Education Services Division is responsible for developing and implementing procedures for student suspension and will specify the procedures in the *Clark County School District K-12 Student Code of Conduct* in accordance with Clark County School District Board of Trustees policy and NRS 392.467.

Cross References:	Regulation 5113, Attendance Enforcement Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Legal References:	NRS Chapter 392 Pupils NRS Chapter 207 Miscellaneous Crimes
Review Responsibility:	Education Services Division
Adopted:	[5114.1: 8/13/64]
Revised:	(8/9/76; 5/12/77; 8/13/81; 1/8/91; 11/23/93; 6/16/16;)
Pol Gov Rev:	6/28/01
Revised:	(8/26/04; 5/13/21)

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CLARK COUNTY SCHOOL DISTRICT
REGULATION 5114.2
DISCIPLINE: EXPULSION PROCEDURES

CLARK COUNTY SCHOOL DISTRICT REGULATION

R-5114.2

DISCIPLINE: EXPULSION PROCEDURES

I. Expulsion is the removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct*. Students receiving, and students who have been identified as qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The procedures for determining whether a student should be recommended for expulsion are set forth below.

A. The principal or designee shall report any violation of the law to the appropriate law enforcement agency.

B. The principal shall suspend the student by use of a Notice of Suspension pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.

C. Within three (3) school days of the suspension, the principal or designee must conduct a hearing with the student and the student's parent/guardian to discuss the investigation of the incident, the violation of school rules and/or District regulations, and the student's prior discipline history, as well as any information submitted that the parent/guardian would like the principal or designee to consider as it relates to the suspension and the possible recommendation for expulsion.

At the conclusion of the hearing, the principal or designee shall make a decision regarding the disciplinary action, which may include a recommendation for expulsion. The principal or designee must recommend expulsion if it is determined at the hearing the student has or is believed to have committed the offense of possession of a firearm or dangerous weapon, as defined by Nevada Revised Statutes (NRS) 392.466 while on the premises of any public school, at an activity sponsored by a public school, or on any school bus, which requires a mandatory recommendation for expulsion.

D. If the student is to be recommended for expulsion, the parent/guardian must be informed of the due process procedures available. The parent/guardian must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent/guardian does not sign the statement, the expulsion will be treated

as a contested expulsion. The parent/guardian will be provided in writing with the available due process procedures. These procedures will be provided during the hearing with the principal or designee, or with the written decision.

E. The student is at least eleven (11) years of age (no age limitation for general education students) for possession of a firearm or dangerous weapon, as defined by NRS 392.466, while on the premises of any public school, at an activity sponsored by a public school, or on any school bus.

F. The school shall provide a restorative plan of action to the parent/guardian of the student.

II. The following levels of due process are available to the parent/guardian of a student who is being recommended for expulsion:

A. A hearing will be conducted by the principal or designee. The principal will disclose information obtained during the investigation of the incident which resulted in the recommendation for expulsion. This information, as well as the student's prior disciplinary record will be reviewed with the student and the parent/guardian. The parent/guardian must be allowed to present any information to the principal or designee that the parent/guardian would like the principal or designee to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.

B. At the conclusion of the hearing, the principal or designee shall inform the parent/guardian of the decision and must within two (2) school days following the hearing provide written notice to the parent/guardian of the decision regarding the recommended expulsion.

C. If the decision to recommend expulsion is upheld by the principal, the principal or designee will forward the required documentation (as listed on Clark County School District Referral School Form to the applicable region behavior director within two (2) school days.

D. Within three (3) school days of receiving the principal's recommendation, the region behavior director will review the recommendation to assure compliance with due process procedures and evaluate the appropriateness of the discipline recommended. The region behavior director will determine whether the recommended expulsion should be limited or permanent as defined in Section III (D)(4), or modified.

E. Within two (2) school days after a determination has been made, the region behavior director will notify the parent/guardian of the recommendation and determination.

F. If the decision to recommend expulsion is upheld and the parent/guardian decides to contest the expulsion recommendation, the parent/guardian must notify the region behavior director of the intent to contest the recommendation for expulsion within fourteen (14) days of receiving notice of the recommendation for expulsion. Within fourteen (14) days after receipt of the notice contesting the expulsion, a hearing will then be scheduled for an Education Services Division Hearing Panel.

III. EXPULSION HEARING PANEL

A. The Education Services Division Hearing Panel, selected by the assistant superintendent, Education Services Division or designee, will consist of three (3) members as follows:

1. A secondary education administrator;
2. A secondary education professional licensed staff; and
3. A secondary education support professional.

B. The members of the Education Services Division Hearing Panel may not be selected from the school from which the student was recommended for expulsion.

C. Clark County School District police officers may not serve as members of the Education Services Division Hearing Panel.

D. The Education Services Division Hearing Panel will make the following determinations:

1. What disciplinary offense, if any, has been committed by the student.

2. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement.

3. The Education Services Division Hearing Panel must consider the nature of the offense; the student's disciplinary history for one calendar year prior to the recommendation for expulsion; the student's academic record and academic concerns; as well as any district regulations, and state or federal laws.

4. If the Education Services Division Hearing Panel determines that the student has committed the offense for which the student has been charged, the Education Services Division Hearing Panel may decide on:

a. Permanent expulsion - Permanent expulsion means permanent removal of a student from a regular school campus and contemplates no trial enrollment except for alternative school placement.

b. Limited expulsion - Limited expulsion allows a student to return to a regular school campus, which may or may not be the campus from which the student was expelled, on a trial enrollment following a successful period of alternative school placement, except that no student who has been twice expelled for an offense for which a mandatory expulsion recommendation must be made in accordance with Clark County School District Regulation 5141.1 may be granted more than one (1) trial enrollment in Grades 6 through 8 and one (1) trial enrollment in Grades 9 through 12.

c. A modified plan for school placement.

5. If the disciplinary offense falls under NRS 392.466, mandatory expulsions, and the Education Services Division Hearing Panel determines that the student did commit the disciplinary offense, the Education Services Division Hearing Panel has the authority to modify the expulsion recommendation, if such modification is made in writing and the Education Services Division Hearing Panel determines that a restorative plan of action may be used successfully.

E. If appropriate, the assistant superintendent, Education Services Division, may process an appeal directly to the Board of School Trustees Expulsion Review Board.

F. If the Education Services Division Hearing Panel upholds the decision to expel the student and the parent/guardian does not agree with the decision of the Education Services Division Hearing Panel, the parent/guardian may appeal the decision to the Board of School Trustees Expulsion Review Board.

G. An appeal to the Board of School Trustees Expulsion Review Board must be requested in writing and submitted to the assistant superintendent, Education Services Division, or designee no later than fourteen (14) days after receipt of the decision of the Education Services Division Hearing Panel.

IV. EXPULSION REVIEW BOARD

A. The Board of School Trustees Expulsion Review Board will consist of a panel composed of three (3) members, with no more than two (2) members of the Board of School Trustees selected on a rotating basis and an individual selected from a pool of individuals to be identified by the Superintendent of Schools or designee. A Trustee may not, however, serve as a member of the Board of School Trustees Expulsion Review Board to hear any appeal from a student's parent/guardian within the Board District represented by the Trustee.

B. The Board of School Trustees Expulsion Review Board will meet as necessary.

C. The identified pool of persons eligible to serve as members of the panel of the Board of School Trustees Expulsion Review Board will consist of former Trustees, retired educational administrators, retired school counselors, and retired school psychologists. A person selected to serve as a member of the Board of School Trustees Expulsion Review Board will serve a term of one (1) year as a member of the Board of School Trustees Expulsion Review Board.

D. Two (2) members of the Board of School Trustees Expulsion Review Board will constitute a quorum. A quorum does not have to include a Trustee. A decision of the Board of School Trustees Expulsion Review Board shall be by majority vote and two (2) votes are required to constitute a majority.

E. The Board of School Trustees Expulsion Review Board will conduct an evidentiary hearing at which both, a school administrator(s) and the student and parent/guardian, may present evidence, testimony, and argument related to the student's alleged misconduct and the appropriate discipline in view of all the circumstances, including any prior disciplinary intervention(s) by the school. The evidence and testimony may be directed to the incident itself and/or to the character of the student, including, for example, no more than three (3) other persons familiar with the character or background of the student. Such evidence may not include testimony or other evidence regarding the school disciplinary status of other students who may have been involved in the incident.

F. The student may be represented by legal counsel at the Board of School Trustees Expulsion Review Board hearing, if the parent/guardian so desires, at no expense to the District. The school shall be represented by the Office of the General Counsel. The Board of School Trustees

Expulsion Review Board will be represented by counsel from the Office of the Clark County District Attorney.

G. The Board of School Trustees Expulsion Review Board must make the following determinations:

1. What disciplinary offense, if any, has been committed by the student; and

2. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement considering the nature of the offense, the student's disciplinary history for one (1) calendar year prior to the date of the subject offense, as well as the student's overall academic record or any other academic concerns.

H. The Board of School Trustees will be informed by the assistant superintendent, Education Services Division, or designee, of the decision of the Board of School Trustees Expulsion Review Board.

I. The Board of School Trustees will not conduct a formal hearing regarding the decision of the Board of School Trustees Expulsion Review Board, having designated the Board of School Trustees Expulsion Review Board as the final level of due process for the review of an expulsion recommendation, including expulsion recommendations which result from conduct that is in violation of the Federal Gun-Free Schools Act of 1994. If the disciplinary offense falls under NRS 392.466, mandatory expulsion~~s~~, and it is determined that the student did commit the disciplinary offense the Board of School Trustees Expulsion Review Board has the authority to modify the expulsion, if such modification is made in writing and the Board of School Trustees determines that a restorative plan of action may be used successfully.

J. The decision of the Board of School Trustees Expulsion Review Board is final and binding.

Cross References:
Policy 5114, Discipline: Student Exemption and Exclusion (Voluntary and Involuntary)
Regulation 5114, Student Dismissal (Voluntary and Involuntary)
Regulation 5114.1, Discipline: Suspension Procedures
Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Regulation 5141.2, Discipline: Harassment

Regulation 5140, Student Discipline and Cooperation with Law Enforcement Agencies
Policy 1213, Public Concerns
Regulation 1213.1 Public Concerns

Legal References:	NRS Chapter 392 Pupils
Review Responsibility:	Education Services Division
Adopted:	[10/8/98]
Pol Gov Rev:	9/5/01
Revised:	(5/13/04; 11/17/09; 6/16/16; 5/13/21)

PUB 306 – MANDATORY EXPULSION POSTER

PUB-306
Rev. 5/2022

THE FOLLOWING OFFENSES MUST BE RECOMMENDED FOR

EXPULSION

POSSESSION OF WEAPON(S)

POSSESSION/USE OF WEAPON(S) WITH INJURY

POSSESSION OF WEAPON(S) WITH THREAT

Possession, use, transmittal, or concealment of ANY operable or inoperable firearm or dangerous weapon. Firearms include, without limitation, any pistol, revolver, rifle, shotgun, and explosive substance or device. Dangerous weapons include, without limitation, blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, nunchaku, switchblade knife or trefoil, butterfly knife or any other knife described in NRS 202.265 and NRS 202.350, or any 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. In alignment with NRS 202.265, an airsoft gun, BB gun, paintball gun, and pellet gun are all considered weapons. The Gun-Free Schools Act of 1994 and NRS 392.466 specify expulsion requirements based on the type of weapons, and/or circumstances surrounding the infraction.

Refer to the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* and Clark County School District Regulation 5141.1 for additional information and guidance.

WHEN A VIOLATION OF LAW IS BELIEVED TO HAVE OCCURRED, THE STUDENT WILL BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT AGENCY.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT

Sample

PUB 306.2 – RECOMMENDED EXPULSION POSTER

PUB-306.2
Rev. 5/2022

THE FOLLOWING OFFENSES MUST BE RECOMMENDED FOR

EXPULSION

BATTERY – STAFF

- With a corresponding law enforcement citation
- Battery to a protected person

BATTERY – STUDENT

- With a corresponding law enforcement citation

BATTERY – STUDENT WITH INJURY

- With a corresponding law enforcement citation

DISTRIBUTION OF CONTROLLED SUBSTANCE

SEXUAL ASSAULT

Refer to the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* and Clark County School District Regulation 5141.1 for additional information and guidance.

WHEN A VIOLATION OF LAW IS BELIEVED TO HAVE OCCURRED, THE STUDENT WILL BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT AGENCY.

Sample

CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT

151

SPECIAL EDUCATION AND SECTION 504 DISCIPLINE PROCEDURES

SPECIAL EDUCATION AND SECTION 504 DISCIPLINE PROCEDURES

The Clark County School District is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and it prohibits from applying its disciplinary policies in a manner that discriminates against students with disabilities.

Please refer to the Student Services Division for the *Special Education Procedures Manual* for the requirements for disciplinary action for students with a disability.

RE-ENGAGEMENT STRATEGIES

RE-ENGAGEMENT STRATEGIES

A student returning to school after a short-term suspension or other exclusionary disciplinary action may exhibit a range of emotions. The student may feel anger, betrayal, embarrassment, and a sense of distance. The student has missed academic instruction and the social dynamic associated with attending school. It is likely that peers are aware why the student has not been in school; the student's teacher and administrators have talked with parents/guardians who are most likely concerned, and now the student must anxiously return to face peers, teachers, and administrators. Though this situation is far from perfect, what happens next may affect the remainder of the school year for that particular student. This represents a critical moment for connection and problem solving.

Whether the result of a minor infraction or something more problematic, mistakes are how learning occurs. For some, this learning comes harder than it does for others; some mistakes are bigger. It is incumbent upon us to address and correct misbehaviors – and this may mean excluding a child from school.

There are few messages that an educator can send to a child as powerful as, "You can't be in my classroom right now." When necessary, it can be a necessary tool to prevent and correct behaviors. However, the removal from school is just the beginning of the corrective process. What happens when a student returns to school is also a critical factor in the process.

Schools and their staff are key to this process and each school should create a system for re-engagement that makes sense for their school community. Schools can improve outcomes for students, make their campuses safer, and reduce the chances that a student will reoffend.

School leadership should encourage a team approach to student re-engagement. This team may include an administrator, counselor, social worker, transition specialist, or other professionals to help guide a successful re-engagement process.

Teams should focus on a process that ensures a smooth transition, appropriate placement, therapeutic support, multi-system collaboration, and one that develops a plan to monitor and evaluate progress. This process is key to establishing student-centered support systems for successful student re-engagement that include safety, support, care and connectedness, engagement and challenge, and peer social and emotional connections.

Parents/guardians will play a key role in successful re-engagement strategies as well. Parents/guardians should talk with their child(ren) and think together about the goals of returning to school. Reflect on how your child's behavior might have looked through the school's eyes. Create a list of suggestions for support and skills your child might need to prevent future problems. Reflect on the facts, as you know them and talk with your child about how the situation could have gone differently and what you expect when they return.

The goal of the re-engagement process is to support the student's ability to be successful in school when they return following a period of short-term or long-term exclusionary discipline.

The Clark County School District has a team approach that consists of administration, counseling support, social workers, transition specialists, if available, and other key professionals that can offer assistance to students. Re-engagement practices will assist students and ensure future discipline offenses are minimized.

DMV-301 FORM

DMV
dmvnv.com

Reno/Sparks/Carson City (775) 684-4DMV (4368)
Las Vegas Area (702) 486-4DMV (4368)
Rural Nevada (877) 368-7828
Website: www.dmvnv.com

Certification of Attendance (NRS 392)

This form is used for the purpose of a person between the ages of 14 and 18 years, and is enrolled in school, to obtain an instruction permit or driver's license. This form certifies that the person is either meeting or exempt from Nevada school attendance requirements. This form is also used by the schools to suspend a student's instruction permit or driver's license or deny future privileges if the student is declared as a habitual truant. This form is only valid 60 days from which it is signed and dated.

Student Information (MUST BE COMPLETED)

LAST NAME (PRINT)	FIRST NAME	MIDDLE NAME

DATE OF BIRTH	DRIVER'S LICENSE/INSTRUCTION PERMIT # (If applicable)	STUDENT ID #

PRIMARY PHYSICAL ADDRESS

SECTION 1 – SCHOOL USE ONLY. This section is for students who are meeting school attendance requirements.

I, _____ (Principal or School Official's Full Name), am the Principal or designated official of _____ (Name of School),

hereby attest that _____ (Student's Full Name) is in compliance with the minimum attendance requirements pursuant to NRS 392.122.

_____ School Official's Printed Name

_____ School Official's Signature and Date

SECTION 2 – This section is for students who have attended school but are exempt from school attendance requirements.

I, the undersigned, certify that _____, whose relationship to me is _____, is exempt from meeting Nevada school attendance requirements as prescribed in NRS 392.050-392.070.

_____ Parent or Legal Guardian's Printed Name

_____ Parent or Legal Guardian's Signature and Date

I am exempt from meeting Nevada attendance requirements because I have received one of the following documents:

☐ Diploma ☐ Certificate of High School Equivalency (GED, HiSET, or TASC)

When applying for an instruction permit or driver's license you must present this form and a copy of the document selected above.

_____ Student's Printed Name

_____ Student's Signature and Date

SECTION 3 – SCHOOL USE ONLY. This section is used by the school for the purpose of suspending or denying the driving privileges of a student that has been declared a habitual truant.

If the student is declared a habitual truant pursuant to NRS 392.140 then the student must surrender his/her license to the school principal or designee. If the student does not have a driver's license then the future privileges of the student will be denied until the student is deemed eligible for an instruction permit or driver's license.

Select the offense and duration of suspension below:

_____ **First Offense** – ☐ Driver's license suspended for _____ days (minimum of 30 days but not more than six months)
☐ Issuance delayed for 30 days

_____ **Second or Subsequent Offense** - ☐ Driver's license suspended for _____ days (minimum of 60 days but not more than one year)
☐ Issuance delayed for 60 days

This form must be sent no later than five days after issuing this order, please mail the completed form and student's driver's license to:

Driver's License Review
555 Wright Way
Carson City, NV 89711-0400

_____ School Principal or School Designee's Printed Name, Agency and Phone Number

_____ School Principal or School Designee's Signature and Date

Sample

DMV-301 (1/2018)

Signatures must be originals. Photocopies are not acceptable.

AFTER-SCHOOL CARE PLAN

Department of Foster Care
3311 EAST FLAMINGO ROAD • LAS VEGAS, NV 89121 • (702) 799-1196

CCSD
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Irene A. Cepeda, President
Evelyn Garcia Morales, Vice President
Lola Brooks, Clerk
Linda P. Cavazos, Member
Danielle Ford, Member
Lisa Guzmán, Member
Katie Williams, Member

Jesus F. Jara, Ed.D., Superintendent

Dear Parent/Guardian:

Student safety is a top priority at the Clark County School District (CCSD), specifically the after-school care of our students. It is critical that you communicate with your school in regards to how your child will safely leave school each day.

CCSD understands that at times circumstances may prevent the timely pickup of a student. Therefore, it is critical that alternate arrangements have been made for after-school care. In case of an emergency and a student is not picked up at the end of the school day, school staff will make an effort to reach parents/guardians and emergency contacts to arrange for student pickup. In the event that a parent/guardian or emergency contact is not reached, the school will follow CCSD After-School Care process.

Please note, below is the outline of our after-school care process when a student is not picked up after-school.

- When a student is not picked up the first time, the student is sent to Safekey (unless there is an outstanding debt or no signed parent/guardian authorization). The parent is responsible for the cost of Safekey.
- When a student is not picked up the second time, the student is sent to Safekey (unless there is an outstanding debt or no signed parent/guardian authorization).
- When a student is not picked up the third time, the student is transported to the YMCA of Southern Nevada (YMCA), unless there is an outstanding debt. The parent/guardian is responsible for the cost of YMCA.
- In the event there is an outstanding debt at either Safekey or YMCA, the student may be transported to Child Haven/Child Protective Services.
- When a student is not picked up the fourth time, the student is transported directly to Child Haven/Child Protective Services. Anytime a student is transported to Child Haven, a Child Abuse/Neglect Report is filed.

CCSD has partnered with several community agencies that provide after-school care programs for students. CCSD encourages all parents to enroll their students in after-school care programs in case an emergency prevents the parent/guardian from picking up his or her child from school within several minutes after dismissal.

Although CCSD does not sponsor, endorse, or control any community programs, your school may help you with accessing information regarding after-school care programs such as Safekey and the YMCA. However, your school cannot not register your child. Once again, CCSD highly recommends that you register your child for Safekey even if you pick him/her up every day in case of an emergency.

Please speak with an administrator at your child's school to learn more about after-school care option. It is also extremely important that parents/guardians update their contact information throughout the school year and return the After-School: Parent/Guardian Agreement and Authorization form as soon as possible.

Respectfully,

Dawna Alexander
Coordinator
Foster Care

Sample

After-School Care: Parent/Guardian Agreement and Authorization

I _____, have read the attached letter outlining the Clark County School District (CCSD) After-School Care Process guidelines. I understand that if my child is not picked up at the end of the school day, school staff will make an effort to contact me and/or someone listed on my child's emergency contact form to arrange for my child to be picked up from school. In the event that I or an emergency contact cannot be reached, I understand that the school will follow the CCSD After-School Care Process.

I also understand that CCSD does not sponsor, endorse, or control any community programs including Safekey or the YMCA of Southern Nevada (YMCA). I understand that it is required that I complete this authorization, to be used only as an emergency option, if my child is not picked up from school on time and no emergency contact can be reached, in order to avoid my child being transported to Child Haven.

As part of this After-School Care Process, for the safety of your child, certain information will need to be shared with Safekey or the YMCA, if applicable. I hereby authorize CCSD to release my child's registration information to Safekey or the YMCA.

I understand that I will be responsible for charges incurred and will pay Safekey and/or the YMCA, as applicable. I also hereby authorize the Safekey program and/or the YMCA to release my child's fee balance (if any) to CCSD for the purpose of determining whether my child may be taken to Safekey or the YMCA as part of the After-School Care Process.

Sample

Name of school: _____

Name of student: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Date: _____

This form must be shared if a student is released to Safekey or the YMCA.

Distribution: School
Attendance Enforcement
Safekey/YMCA

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THE EDUCATIONAL INVOLVEMENT ACCORD

THE EDUCATIONAL INVOLVEMENT ACCORD

In accordance with NRS 392.461, the following pages provide the *Nevada Code of Honor* and the *Educational Involvement Accord* which must be used by all the Clark County School District schools. These two forms, along with the materials listed below, are required to be distributed to each parent/guardian at the beginning of each school year or upon a student's enrollment in the class, as applicable.

- Information describing how the parent/guardian may contact the pupil's teacher and the principal of the school in which the pupil is enrolled;
- The curriculum of the course or standards for the grade in which the pupil is enrolled, as applicable, including, without limitation, a calendar that indicates the dates of major examinations and the due dates of significant projects, if those dates are known by the teacher at the time that the information is distributed;
- The homework and grading policies of the pupil's teacher or school;
- Directions for finding resource materials for the course or grade in which the pupil is enrolled, as applicable;
- Suggestions for parents/guardians to assist pupils in their schoolwork at home;
- The dates of scheduled conferences between teachers or administrators and the parents/guardians of the pupil;
- The manner in which reports of the pupil's progress will be delivered to the parents/guardians and how a parents/guardians may request a report of progress;
- The classroom rules and policies;
- The dress code of the school, if any;
- The availability of assistance to parents/guardians who have limited proficiency in the English language;
- Information describing the availability of free and reduced-price meals, including, without limitation, information regarding school breakfast, school lunch, and summer meal programs;
- Opportunities for parents/guardians to become involved in the education of their children and to volunteer for the school or class; and
- The *Nevada Code of Honor* relating to cheating prescribed pursuant to NRS 392.461.

Nevada Department of Education

EDUCATIONAL INVOLVEMENT ACCORD

PARENT

I understand that as my child's first teacher my participation in my child's education will help his/her achievement. Therefore, to the best of my ability, I will continue to be involved in his/her education by:

- Reading to my child or encouraging my child to read;
- Being responsible for my child's on-time attendance;
- Reviewing and checking my child's homework;
- Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc.; and
- Contributing at least 5 hours of time each school year in the area such as:
- Attending school-related activities;
- Attending organized parent meetings, such as PTA, PTO, or parent advisory committees;
- Attending parent-teacher conference(s);
- Volunteering at the school;
- Chaperoning school-sponsored activities;
- Communicating with my child's teacher(s) regarding his/her progress, as needed.

Parent/Guardian Signature_____ Date:_____

STUDENT

I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by:

- Arriving at school each day on time and being prepared;
- Showing effort, respect, cooperation, and fairness to all;
- Using all school equipment and property appropriately and safely;
- Completing and submitting homework in a timely manner; and
- Reading each day before and after school.

Sample

Student Signature _____ Date:_____

TEACHER AND SCHOOL STAFF

We understand the importance of providing a supportive, effective learning environment that enables the children at our school to meet the State's academic achievement standards through our role as educators and models. Therefore, staff agrees to carry out the following responsibilities to the best of our ability by:

- Ensuring that each student is provided high-quality curriculum and instruction, supervision and positive interaction;
- Maximizing the educational and social experience of each student;
- Carrying out the professional responsibility of educators to seek the best interest of each student; and
- Providing frequent reports to parents on their children's progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concerns.

School Staff Designee Signature_____ Date:_____

A SIGNATURE ON THE *ACKNOWLEDGEMENT OF RECEIPT* AND *REVIEW FORM* ADDRESSES THIS REQUIREMENT.

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THE NEVADA CODE OF HONOR

THE NEVADA CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

Sample

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Student Signature: _____ Date:_____

Parent/Guardian Signature: _____ Date:_____

Questions or concerns regarding the consequences associated with a violation of the Nevada Code of Honor may be directed towards your child's school administration.

A SIGNATURE ON THE *ACKNOWLEDGEMENT OF RECEIPT* AND *REVIEW FORM* ADDRESSES THIS REQUIREMENT.

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CONTACT INFORMATION NUMBERS

AGENCY	PHONE NUMBER
Boulder City Police	702-293-9224
CCSD Attendance Enforcement Dispatch	702-799-8640
CCSD Department of Student Threat Evaluation and Crisis Response	702-799-7449
CCSD Education Services Division	702-855-9765
CCSD Foster Care	702-799-1196
CCSD Guidance and Counseling Services	702-799-8441
CCSD Lifeline	702-799-0761
CCSD Psychological Services	702-799-7465
CCSD Safe and Drug-Free Schools	702-799-8411
CCSD School Police Dispatch	702-799-5411
CCSD School Police Tip Line	702-799-0228
CCSD Student Services Division-Special Education	702-799-5471
CCSD Wraparound Services	702-799-0761
Child Protective Services Hotline	702-399-0081
Clark County Neighborhood Justice Center	702-455-3898
Henderson Police	702-267-5000
Las Vegas Metropolitan Police	702-828-3111
North Las Vegas Police	702-633-9111
SafeVoice	775-684-2587
The Harbor	702-455-6912

GLOSSARY

	TERM	Definition:
A	Administrative-Managed Behavior Incident	Student behavior incidents addressed by administration requiring an immediate response.
	Antecedent	An event(s) that existed before or logically precedes another.
B	BIP Behavior Intervention Plan	A plan based on a Functional Behavior Assessment (FBA) that include strategies to help replace problem behaviors with more positive ones to help a student succeed.
C	Certificate of Attendance	DMV-301 form utilized for the purpose of a person between the ages of 14 and 18 years, and enrolled in school, to obtain an instruction permit or driver's license.
	CWP Conference with Parent	A conference with parent is a meeting between the student, parent/guardian, and staff to discuss the student issue at school and find solutions to academic or behavioral problems.
D	DFS Department of Family Services	A local public agency whose primary purpose in the community is to help keep children safe.
	Distribution	The selling, sharing, or giving of any form or amount of illicit or controlled substance(s) between students.
	DMV Department of Motor Vehicles	The state agency that issues drivers licenses, vehicle registrations, and license plates in Nevada.
E	ESD Education Services Division	Provides instruction and related services to students who have experienced challenges in the comprehensive academic environment.
	Excused Absences	A type of absence where written evidence is presented to the principal or designee stating the student is physically or mentally unable to attend school; prior approval is received from the principal or designee; is due to a required court appearance or religious holiday.
F	FBA Functional Behavior Assessment	Process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.
	FERPA Family Educational Rights and Privacy Act of 1974	A federal law that protects the privacy of student education records.
H	HDP Habitual Disciplinary Problem	After behavior planning to prevent deeming habitual disciplinary status, a legal definition applied to a student who may be recommended for expulsion if involved in the threatening or extortion of others two (2) times or more during a school year or suspended five (5) times or more during a school year.
	The Harbor	A community resource that provides guidance regarding mental health, behavior, or other issues impacting children. The Harbor provides free resources to youth and families through a multi-agency approach.
I	IDEA Individuals with Disabilities Education Act	Federal law that describes a student's rights in special education.
	IEP Individualized Education Program	Written legal document that maps out the program of special education instruction, supports and services students need to make progress and succeed in school.
	In-House Suspension	A structured and supervised on-site program for students to complete designated coursework and participate in behavioral interventions following a disciplinary infraction warranting a short-term removal from the traditional classroom environment.
L	LEA Local Education Agency	School district or entity, which operates local public primary and secondary schools.
	Limited Expulsion	The temporary exclusion from all comprehensive school campuses, with an eighteen (18) week placement at an alternative setting. Allows for the return to a comprehensive school campus on a trial enrollment following successful completion at the alternative setting. (See Regulation 5114.2)
M	MTSS Multi-tiered Systems of Support	Systemic, continuous improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students academically and behaviorally.

N	NAC Nevada Administrative Code	Coded, permanent, administrative regulations of state agencies.
	NDE Nevada Department of Education	State governmental agency to improve student achievement and educator effectiveness.
	NRS Nevada Revised Statutes	Compilation of all legislation passed by the Nevada Legislature during a particular legislative session.
O	Office-Managed Behavior Incident	Student behavior incidents addressed by office staff and/or administrative staff.
P	Permanent Expulsion	The permanent exclusion from all comprehensive school campuses, with no opportunity for trial enrollment except for placement at an alternative setting.
	PBIS Positive Behavioral Interventions and Support	Way for schools to encourage good behavior. Schools teach students about behavior, just as they would teach about other subjects like reading or math. The focus of PBIS is prevention.
R	RMI Racially Motivated Incident	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.
	Recommended Expulsion	A formal notice reflecting the recommendation of termination of enrollment, either for a limited time or permanently, for students in CCSD.
	RPC Required Parent Conference	A required parent conference is utilized when a student parent conference or temporary removal of a student from school is necessary.
	RTI Response to Intervention	A process that aligns interventions and educational support to match individual student needs.
	RP Restorative Practices	Relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.
S	SAAP Substance Abuse Awareness Program	Assists schools as they address drug and alcohol use and specific students. Students and parents are required to participate in the collaborative approach implemented to combat the causes of substance abuse.
	Section 504	A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.
	SDI Specially Designed Instruction	CCF-604 form utilized when writing an Individualized Education Program to detail the method for reporting progress, special education services, and supplementary aids and services.
	SSD Student Services Division	District department offering a broad spectrum of support to meet the individualized needs of students. (Gifted Education Services, Special Education, LINKS Team, Child Find, Homebound Services, Extended School Year).
	SISP Specialized Instructional Support Personnel Referral	Student referral generated by a School Counselor(s), School Psychologist(s) and/or School Social Worker(s).
	Staff-Managed Behavior Incident	Student behavior incidents addressed by school personnel such as a classroom teacher, when applicable.
	SWI Suspension With Instruction	An allowable code that does not impact chronic absenteeism as long as the student is offered instruction and has access to an instructor. This can be accomplished through options including, but not limited to, after-school instruction, Saba Centra and Canvas. It is advisable that schools create a system to show that the offer for SWI services was provided to students and parents/guardians.
	Schools Targeting Alternative Reform Onsite (STAR-On) Programming	An on-site behavior placement alternative to a recommendation for removal to Academic Center. Students receive instruction, counseling, and behavioral supports from staff members at their zoned/home school, while separated from the other students attending the school.
T	Trial Enrollment	Placement of a student at a school following a successful period of alternative school placement.
U	Unexcused Absences	Principal or designee is not notified of the reason for an absence within three (3) days of the student returning to school; is not due to a physical or mental inability to attend school, court appearance, or religious holiday; prior approval is not received from the principal or designee; or exceeds the allowable days for family business, prearranged, personal business, or emergencies.
	Urgent Behavior Incident	Urgent Behavior Incidents are identified as expellable offenses.

CCSD

CLARK COUNTY

SCHOOL DISTRICT