SIGNATURE

PREPARATORY

Signature Preparatory Charter School
Restorative Justice in Behaving Positively at School

Revised July 22, 2026
Submitted for Board Consideration and Approval
November 17, 2026

Restorative Justice Plan Development

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

Definition of Restorative Justice:

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

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

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

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

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

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

- Restorative justice is an intervention and support provided by the school to assist a student to improve their behavior and simultaneously remedy harms caused by the student.
- Restorative disciplinary practices include holding a student accountable, restoration or remedies, relief for any victim, and changing the student's behavior.

This plan follows the statewide framework for restorative justice developed pursuant to NRS 388.1333 and is consistent with the school's written rules of behavior, Student Behavior Matrix, student/parent handbook, and MTSS/PBIS approach. Serious offenses are addressed under the applicable provisions of NRS 392.466 and 392.467; they do not create a blanket exemption from required restorative plans, education services, due process, or disability protections.

The Principal will develop and review this plan with input and participation from teachers, school administrators, counselors/social workers, behavior specialists, and other educational and support personnel employed at the school. The team below is reflects the most recent year's participation and committee membership must be documented during review of this revision.

School Team Members

Keane Davis	Instructional Assistant
Holly Engelein	Parent Liaison
Tracie Salgado	Data Strategist
Kamille Bryner	Behavior Strategist
Angelique Fiorenza	K-2 Teacher
Joselyn Navas	3-5 Teacher
Austin Thompson	6-8 Teacher
Kendralyn Hose	Teacher (Counselor-In-Training)
Christina Nantas	SPED
Joe Rekrut	Dean
Danielle Strough	Assistant Principal

Plan Review, Board Approval, and Implementation

By September 15 each year, the Principal will review this plan with the stakeholder groups identified in "Restorative Justice Plan Development", examine subgroup disproportionality, and recommend revisions. By September 30, the administrative head will issue the revised plan reflecting appropriate comments. The Board will review and approve the school's progressive discipline and restorative justice plan, with adoption recorded in Board minutes. Each revision will show the actual approval and effective dates.

By November 15 each year, the Board will submit the written compliance-progress report required by NRS 392.4644(6) to the Superintendent of Public Instruction and post a copy on the school website. The report will address implementation and disproportionate suspension, expulsion, and removal. If the Superintendent issues a notice of concern under subsection (7), the school will implement and monitor corrective actions and submit required progress reports within the stated period.

The school will retain the adopted plan, approval minutes, stakeholder invitations and feedback, current committee membership, staff distribution and training records, quarterly data and analyses, annual submissions and receipts, posting evidence, and individual service and restorative plans. Approval, participation, submissions, training, and website publication are implementation tasks that require actual records; they are not certified as completed by this proposed revision.

Signature Preparatory Mission:

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

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

- Each student is deserving of the opportunity to correct and to learn from their mistakes.
- Each staff member develops positive and loving relationships with students, helping to create a respectful and supportive environment where students thrive personally and academically.
- Students are held accountable for their behavior.
- A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense.
- A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense, change and/or improve the behavior of the student and remedy or "make right" harm(s) caused by the student to others.
- The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.
- Continued support will be provided to both the person harmed and the offender.
- Searches of students and personal property will comply with applicable constitutional and statutory protections and the school's lawful search procedures.
- There are zero perceived rights to privacy for personal property brought to our campus, including bags, purses, clothing, cars, electronic devices. These items are subject to search and seizure at any time in the sole discretion of the school's administration.
- The Restorative Plan of Action, including progressive disciplinary action, must be commensurate with the severity of the offense(s).
- A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- The school's administration may implement interventions and discipline authorized by NRS 392.466 and 392.467, subject to age limits, required review, due process, and protections for students with disabilities, homeless students, and students in foster care. "Board Involvement within Suspension/Expulsion Appeals" governs these safeguards.
- Such interventions may include, but are not limited to, the following: Restorative Plan of Action; behavior contract; group and individualized counseling; Required Parent Conferences (RPC); temporary assignment to an alternative placement; more restrictive educational environment in

accordance with NRS 392.466; intervention with behavior specialist or social worker; parent conferences; and attendance notification(s).

- RPC is a parent-administrator conference. A conference requirement will not be used to extend an exclusion beyond its lawful duration or deny education services when a parent cannot attend.
- All parent conferences held because of a student's behavior/choices will include students/parents being given notice of the infraction(s), an explanation of evidence, and opportunity for the administrator to hear information/explanation from the student/parent.
- TAP means Temporary Alternative Placement, can be an onsite remote location with access to an online environment under the supervision of a teacher, the school behavior specialist, school social worker, or school administrators. A TAP will not include the use of technology if the disciplinary issue has violated Signature Preparatory's Acceptable Use Policy. Students who violate the Acceptable Use Policy will access the curriculum offline until such time it is approved by the school administration to return to the online educational setting.
- Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for Restorative Plans of Action and disciplinary actions.
- If a school administrator believes that a crime has been committed, law enforcement will be notified. Records of police involvement must be requested and maintained. Any actions taken by law enforcement is separate of the school, and in alignment with the administrative actions taken by the school.
- For special education and 504 students, IEP behavior plans, and other modifications must be followed in accordance with state and federal law. Manifestation determinations, functional behavioral assessments, behavioral intervention plans, and services will be provided when required by IDEA and Section 504.
- Signature Preparatory does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in disciplinary decisions, access to, treatment, or participation in its programs and activities pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

School Disciplinary Needs and Data Review

Discipline practices are aligned to the Mission and Vision of Signature Preparatory. Restorative practices and ongoing data analysis are situated within MTSS and PBIS. The PBIS Team meets monthly and conducts a documented quarterly review of discipline and implementation data.

As a K–8 school, Signature Preparatory addresses developmental differences through explicit teaching of school-wide expectations, consistent classroom routines, transitions, peer conflict resolution, respectful communication, safe physical behavior, bullying prevention, responsible technology use, and individualized behavioral support. Elementary supports emphasize modeling, practice, regulation, and family partnership. Middle school supports also emphasize peer relationships, digital conduct, accountability, and successful reintegration. These are planning priorities; the school will confirm and refine specific needs using its actual quarterly data and student, family, and staff input.

The Principal and PBIS Team will compare suspensions, expulsions, classroom and campus removals, repeated referrals, time out of instruction, and alternative placements by offense and by all student groups listed in NRS 385A.250(2). Review will examine both counts and rates, compare group enrollment with discipline representation, and identify recurring settings, behaviors, and referral patterns. The school will not use the example plan's sample percentages as Signature Preparatory results.

Where differences indicate disproportionate effects, the team will review records and student needs, check consistency of behavior definitions and responses, seek student and family input, and identify root causes. Actions may include reteaching expectations, coaching staff, culturally responsive and bias-aware practices, language access, added counseling, revised supervision, review of IEP/504 implementation, functional behavioral assessment when appropriate, and strengthened Tier II or III supports. Each corrective action will identify a responsible person, baseline, measurable target, review date, and evidence of progress. Progress will be reviewed quarterly and interventions revised when results are insufficient.

Quarterly Data Collection, Reporting, and Website Posting

The Data Strategist, with the Dean and designated support personnel, will compile a quarterly record under NRS 392.462. The Principal is responsible for accuracy, review, action, reporting, and public posting. Collection covers each school quarter and includes all of the following:

Quarterly Data Element	Record to Maintain
Implementation of this plan	Restorative plans and interventions delivered; completion, follow-up, re-entry, and outcomes.
Expulsions and Suspensions	Number of incidents and students, duration and days missed, type of offense, repeated exclusions, and classroom or campus removals.
Vacant Staff Positions	Number and type of vacant positions at the school during the reporting quarter.
Average Class Size	Average class size for each grade in the school.
Training	Teacher and administrator training regarding this plan, including dates, topics, participants, and completion.
Placements in Another School	Number of students placed in another school, reason, receiving placement, and service coordination.

Quarterly Data Element	Record to Maintain
Student to Support Staff Ratios	Separate ratios of pupils to school counselors, school psychologists, and school social workers; record staffing availability and report no assigned provider accurately rather than imply a zero ratio.

Student discipline data will be disaggregated by offense and all groups in NRS 385A.250(2), including economically disadvantaged students, major racial and ethnic groups, students with disabilities, English learners, migratory children, gender, homeless students, students in foster care, military-connected students, and any additional groups then required by that subsection. Staffing, class size, training, and implementation data will be reviewed with the student outcome data to identify resource or implementation barriers. Internal records will preserve sufficient detail for analysis while public reports protect student privacy.

The PBIS Team will review data monthly and document a quarterly analysis, including disproportionality findings and corrective actions described in “School Disciplinary Needs and Data Review”. The Principal will review the data, assign actions, and track completion. The Board will receive quarterly summaries to support oversight. Staff will maintain source records, calculations, meeting notes, action plans, and evidence of follow-up.

Annual discipline data report under NRS 392.462(2). On or before August 1, the Principal will report the collected data to the Signature Preparatory Board of Directors; the administrative head of the charter school; the Joint Interim Standing Committee on Education; the Superintendent of Public Instruction; and the Nevada Department of Education. Proof of submission to each recipient will be retained.

Annual student services plan under NRS 392.4645(6)(a)–(c). Separately, on or before August 1, the school will submit the service plan developed or reviewed under NRS 392.4645(4), set out in “Assembly Bill 521 (Temporary removal of a student)”, to the Signature Preparatory Board of Directors, the Nevada State Board of Education, and the Joint Interim Standing Committee on Education. This is a plan-submission requirement distinct from the discipline-data report. Staff will provide any additional information or sampled plans requested through applicable reporting procedures.

Website posting. The Principal or designee will post this plan and each revision on Signature Preparatory’s own website, signatureprep.org, within 14 days after receipt and distribute a written or electronic copy to all assigned teachers, administrators, counselors, social workers, psychologists, behavior analysts, and educational support personnel. The student/parent handbook will identify the plan and access instructions. A paper copy and language assistance will be available through the main office. The school will provide the plan and appeal information in as many languages as practicable, prioritizing languages used by its families.

The school will post its discipline data on its own website to the extent allowed by FERPA, using privacy-protective aggregation and suppression of small cells as

necessary. The website will identify the reporting period, definitions, and update date. The Principal will retain dated evidence of the plan, data, and report postings. A statement in this plan alone does not establish that posting or submission has occurred.

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

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

Tier I supports include but are not limited to:

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

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

Tier II supports include but are not limited to:

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

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

Tier III supports include but is not limited to:

- Mentoring
- Check -in/out
- Behavior contracts
- Behavior tracking chart for progress monitoring
- Small group social skills instruction
- Meditation/Restorative justice circles
- Treatment agreement
- Mediation/Restorative Conversations
- Progress Monitoring by the Behavior Specialist

Classroom Teacher Interventions

Teachers will develop and implement a comprehensive classroom discipline management plan. Students, parents, and administration will be informed of each teacher's management plan and classroom expectations. Restorative Justice practices may include community-building circles, norm-setting activities, and restorative conversations. Teachers will also use proactive strategies such as establishing routines,

using silent signals, maintaining proximity, providing quiet corrections, assigning purposeful tasks, offering short breaks, using positive phrasing, clearly stating expected behaviors, and incorporating tangible reinforcers.

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

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

Minor Infractions	Major Infractions
Off-task; not following instructions; classroom disruption; inappropriate voice level; unprepared; academic dishonesty; name calling; misuse of materials; dishonesty	Habitual minor infractions; vandalism; inappropriate sexual behavior; bullying; harassment; discrimination; threats; physical aggression; persistent or significant disruption; inappropriate language

Teachers use alternative conflict resolution and SEL to avoid removal when appropriate: restorative conversations, voluntary peer mediation, community-building and problem-solving circles, guided reflection, emotion regulation, communication practice, and explicit instruction in replacement behaviors. Safety concerns receive immediate administrative attention. Participation by a person harmed in a restorative meeting is voluntary and will not replace safety measures or required reporting.

Suspension/Expulsion Appeal Process

On the same day a student is suspended or expelled, the Board of Directors or its designee shall provide the parent or legal guardian with written notice of the discipline and the Board-adopted appeal policy. Notice will also be provided when suspension is imposed pending a recommendation for expulsion. A later expulsion decision requires its own same-day notice. The notice will state the conduct, reasons, dates and duration, applicable rule, education services, and instructions and deadlines for appeal.

The notice and appeal policy must use clear language understandable to the student and parent or guardian and be provided in as many languages as practicable. The school will arrange translation and interpretation to support meaningful access and explain the process on request.

The student or parent/guardian may file an appeal no later than five school days after receiving notice of the suspension or expulsion. Submit a written appeal addressed to the Signature Preparatory Board of Directors through the school's main office, in person or using the submission contact identified in the discipline notice. State the student's name, the decision being appealed, the reasons for disagreement, and a way to contact the family. Staff will assist a family that needs help recording or submitting its appeal. The office will date-stamp receipt, provide acknowledgment, and promptly forward the appeal to the Board or its designee. School days are days when school is in session for students; the notice will give the actual filing deadline and available submission methods.

No later than five school days after receiving notification of the appeal, the Board of Directors or its designee must schedule a hearing and notify the student and parent/guardian of the hearing arrangements. This is the deadline to schedule the hearing. The hearing will be conducted under the Board's appeal policy and applicable due process requirements. Families may present relevant information, documents, and witnesses and respond to the school's evidence. The Board or authorized decision maker will review the investigation, witness statements, and testimony, and provide a written decision with reasons. Administrative or panel review will not eliminate or shorten the right to a timely Board-policy appeal. The Board's decision is final within the school's appeal process; other rights under applicable law remain available.

A student who is suspended or expelled or is being considered for suspension or expulsion will be considered for temporary alternative placement, as permitted by NRS 392.4645 and 392.4674. The Principal will document the seriousness of the conduct, whether the proposed placement is the least restrictive environment possible, and whether the student poses a serious threat to school safety. A placement must meet both the least restrictive environment and school safety conditions. Mandatory removal requirements and disability protections continue to apply.

The school shall provide education services during suspension or expulsion to prevent loss of academic credit and disengagement. The designated administrator will coordinate coursework, teacher contact, progress checks, accommodations, and services described in "Assembly Bill 521 (Temporary removal of a student)". Families will receive a written service and placement plan. Enrollment options after expulsion or

a semester suspension will be explained as applicable under NRS 392.466(9), including private school or homeschool, qualifying independent study or distance education, and the resident district's in-person alternative education program. The school will coordinate the transition and will not treat a referral alone as delivery of required services.

Board Involvement within Suspension/Expulsion Appeals

Expulsion recommendations may be reviewed by an administrative panel consisting of the Executive Director, Assistant Principal, Dean, or other designees. Required governing-body or designee review and Board appeal rights will be preserved. The school will apply the governing statutes to each offense rather than use a single age rule for all offenses.

Discipline Limits for Special Education Students

For students with disabilities, every disciplinary action must comply with IDEA, Section 504, the ADA, and NRS 392.4643, 392.466, and 392.467. Staff will track cumulative removal days and patterns that may constitute a change of placement. A manifestation determination will be conducted within 10 school days of a decision to change placement because of a code-of-conduct violation. IEP services, required functional behavioral assessments and behavior intervention plans, and procedural safeguards will be provided. Required education services continue after 10 cumulative removal days, and earlier where otherwise required. Any statutory governing-body or designee review must occur before the action to which that requirement applies. The former blanket limit of one to five suspension days and prohibition of nonpermanent expulsion are not used in this revision.

Age restrictions depend on the statutory basis for discipline. For controlled-substance sale/distribution and dangerous-weapon or continuing-danger provisions under NRS 392.466(1) and (5), students under 11 may not be expelled or permanently expelled under those provisions. Battery provisions in subsections (2) and (3) prohibit expulsion and permanent expulsion below age 8. Firearm provisions in subsection (6) establish separate age-specific responses. Suspension of a child under 6 under these provisions requires the specified administrative-head or designee review and approval. Staff must apply the complete current provision, including exceptions and disability protections, before selecting a consequence.

When the school has notice that a student is homeless or in foster care, the Principal will involve the McKinney-Vento liaison or educational decision maker and school support personnel as required, examine whether that circumstance contributed to the behavior, and apply statutory limits and placement protections. Required meetings and documented safety determinations must occur before extending removal where required. The school will not condition a student's statutory rights on family participation or ability to attend a meeting.

Possession of a Firearm or Dangerous Weapon

A student found in possession of a firearm will be removed immediately after being given an explanation of the reasons, pending proceedings conducted as soon as

practicable, under NRS 392.466(6). A dangerous weapon other than a firearm, a continuing danger to persons or property, or an ongoing threat to the academic process may permit immediate removal under subsection (5). Age-specific consequences, statutory definitions, authorized modifications, required education services, and disability protections govern each decision. A second weapon incident does not by itself create a blanket automatic permanent-expulsion rule in this plan.

Students Charged with a Crime

If an administrator believes a crime has been committed, law enforcement will be notified as required. Police involvement is documented and is separate from school discipline. If a student is charged with a crime, the school will conduct an independent investigation, provide notice of the school's allegations and an opportunity to respond, and follow NRS 392.467 and the appeal procedures in "Suspension/Expulsion Appeal Process" regardless of the outcome of criminal or delinquency proceedings.

HABITUAL DISCIPLINARY PROBLEM CRITERIA

A habitual disciplinary problem determination will be made only under the current requirements of NRS 392.4655 and 392.466. A required parent conference alone does not count as a significant suspension. A significant suspension means exclusion from attending school for three or more consecutive days and a required conference or other communication with the parent or guardian before return.

The Principal will review written evidence concerning two or more acts or attempts of threatening or extorting a student or school employee, or five significant suspensions in one school year, together with every other applicable statutory condition. This includes reasonable efforts to develop a plan of behavior, the student's participation, and required homelessness and foster-care determinations. No student will be automatically declared a habitual disciplinary problem or recommended for expulsion solely upon reaching five conferences or suspensions.

Habitual Disciplinary Declaration

At least one elementary teacher or at least two middle school teachers may request review. The Principal shall meet with each requesting teacher to examine the record. A teacher may appeal a decision that the criteria do not apply to the administrative head under the Board's procedure.

Due Process Notification

For every suspension, the school will provide the written notice required by NRS 392.4655(4), including the act and date, significant-suspension criteria and consequences, applicable disability protections, and a summary of the behavior-plan provisions. Required notice must be provided at least seven days before a habitual disciplinary problem determination.

Plan of Behavior/Restorative Plan of Action Prior to Declaration

After a suspension, the school will develop a plan of behavior with the student and parent/guardian, including for students under 11, designed to prevent habitual disciplinary status. Families or an unaccompanied student may choose not to

participate; the school will explain the consequences of nonparticipation. Supports may include counseling, school or community services, alternative program information, and other voluntary agreements permitted by statute. The statutory one-plan-per-year provision does not prohibit ongoing MTSS supports or revision of other required restorative or disability plans.

Commission of the same act after entering the plan may support a finding that the plan was not successfully completed and may support habitual disciplinary status only as permitted by law. Parents/guardians or an unaccompanied student may appeal the contents of the behavior plan or action under it to the administrative head under the Board's procedure. Any suspension or expulsion remains subject to "Suspension/Expulsion Appeal Process". Expulsion for a student deemed a habitual disciplinary problem requires the extraordinary circumstances and reasonable restorative efforts described in NRS 392.466(8).

AB 521 REFERRAL

Temporary removal under NRS 392.4645 is an option teachers and other responsible staff have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through intervention and progressive discipline. Progressive discipline and interventions are used where appropriate; immediate safety action and removal authorized by law will not be delayed. Interventions to document, when appropriate, include:

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

Assembly Bill 521 (Temporary Removal of a Student)

Signature Preparatory Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that severely interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn. Progressive discipline will be followed within the classroom as explained and may include such things as verbal warning, parent contact, behavior specialist/school social worker referral, and/or administrative referral. If a student is removed by the teacher, the administrator will provide the student a written explanation of the reason for removal, and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement will be onsite with the direct supervision of a teacher, the school behavior strategist/school social worker, or the school administrator will be given to the student unless the student is suspended or expelled for disciplinary action.

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

The committee will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The AB 521 Committee will review the circumstances of the student's removal and behavior. Based upon its review, the

committee shall assess the best placement available for the student and shall, without limitation

1. Direct that the student be returned to the classroom from which he was removed;
2. Assign the student to another classroom;
3. Assign the student to continue in an alternative placement (TAP)
4. Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action that the committee deems necessary.
5. A teacher whose removal is under review will not participate in that case's deliberations. Current names will be included in the adopted plan. The Principal will document committee reviews and required reports under NRS 392.4648.

AB 521 Committee Members

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

Temporary placement will separate the student from students not assigned to TAP to the extent practicable, provide appropriate supervision, and exclude participation in school-sponsored extracurricular activities during TAP as required by NRS 392.4645(2). The procedures and exceptions in NRS 392.4645(3) govern when suspension or expulsion proceeds instead of TAP.

Services for Students Removed from the Classroom or School

Services for removal exceeding two school days. This section is the school's service plan under NRS 392.4645(4)–(6), to be developed or reviewed and revised by August 1 each year. For a student of any age removed for more than two school days under NRS 392.4645 or 392.466, the school will offer instruction to prevent loss of credit and disengagement, appropriate PBIS, trauma-informed support, and a referral to a school counselor or social worker. The in-person option is a supervised alternative instructional room on the Signature Preparatory campus, designated by the Principal in the student's written service plan. If campus access is prohibited or unsafe, the Principal will arrange a lawful in-person alternative location and give the family its exact address, schedule, staff contact, and service arrangements before implementation. An online-only assignment will not replace the required in-person option.

Teachers will provide assignments aligned to current instruction, materials or offline access when technology is restricted, a schedule for teacher assistance, and reasonable deadlines for missed work. The assigned administrator will check participation and completion, coordinate grades and credit, provide required IEP/504 supports, and contact the family about barriers. Required restorative plans will be shared with teachers and personnel administering TAP. A student with at least five cumulative suspension days will receive a progressive discipline plan; within two days of a removal, suspension, or expulsion lasting at least three days, the school will provide the plan and service information required by NRS 392.472.

For removal exceeding one school day, the Principal will contact the McKinney-Vento liaison or school counselor/social worker to determine whether the student is homeless. For TAP exceeding 21 days, the Principal will develop a transition plan before placement ends, naming the receiving school and targeted research-based academic and behavioral interventions, through the meeting required by NRS 392.4645(11)–(12). For the qualifying placements described in subsections (8)–(10), continued TAP beyond 45 school days requires the timely safety determination, required meeting, targeted interventions, and applicable notice of evaluation rights. If a required participant does not respond, the school will use the three-notice procedure in subsection (13) before proceeding without that person.

A more restrictive educational environment at Signature Preparatory or another public school may be used in accordance with NRS 392.466 after documenting safety, seriousness, interventions, educational needs, and legal safeguards. When another school is used under subsection (7), Signature Preparatory will explain which services the receiving school can provide that it cannot, coordinate a restorative plan with that school, and confirm resources needed to implement it.

Signature Preparatory Restorative Plan of Action

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

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

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

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

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

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

Reintegration with Accountability: Actions taken to reconnect/re-engage offending students. Through high expectations and providing the necessary supports to hold student(s) accountable for repairing and learning from the impact of their actions. Student(s) must understand the impact of their choices, take responsibility, and work to repair the harm. (For example, host conversations with a teachers, administrators, behavior strategist, or social worker to discuss the events leading up to the incident, the

thought processing of the offending student at the time of the incident, identified impacted with their choices, and what they needed to do to make things right.)

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

Each RPA will specify the behavior and baseline, replacement skill, actions and responsible staff, frequency and duration of support, measurable goal, review date, evidence of progress, victim relief and safety measures, education services, and reintegration steps. Accountability, restoration/remedies, relief for victims, and behavior change must each be addressed. Staff will check whether agreed actions occur and whether behavior improves; unsuccessful interventions will be revised.

Signature Preparatory Charter School
Restorative and Safety Plan of Action

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

Restorative Interventions and Explanation:

Behavior, context, prior interventions, and baseline: _____

_____

Support by Community:

Support persons, responsible staff, and frequency: _____

_____

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

Skills to teach and practice: _____

Victim relief, safety measures, and repair actions: _____

Reintegration by Accountability:

Student responsibilities and replacement behavior: _____

Education services and in-person location: _____

Measurable goal and progress evidence: _____

Review date: _____ Re-entry date and steps: _____

CONSEQUENCES IF GOALS ARE NOT MET:

The school will review progress, revise supports, and apply any further discipline individually under this plan and applicable law. Signing acknowledges review and does not waive appeal or disability rights. Five suspensions do not automatically require expulsion.

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

_____ _____
Parent Signature Date

_____ _____
Student Signature Date

_____ _____
Administrator Signature Date

Student Behavior Matrix

Incidentals	Minor	Major	Urgent
Brief duration; does not interfere with instruction; age appropriate; correctable.	Infrequent behavior against expectations; interrupts instruction. Citation.	Chronic; disrupts instruction; harmful. Referral in Infinite Campus.	Severe; immediate; emergency. Referral in Infinite Campus and contact office.
Disregard for rules/regulations gum/candy horseplay insubordination missing homework nuisance items off-task out of seat running talking/noise making tattling unacceptable language yelling.	Aggressive behavior (reactionary or impulsive) academic dishonesty unapproved cellular device class disruption dress code hitting/pushing/kicking insubordination after staff responses technology misuse theft under $20 profanity inappropriate verbal interaction.	Bullying cyberbullying fighting without injury repeated hitting invasion of privacy technology misuse involving adult content nonurgent threats racial taunting/verbal abuse vandalism with minor damage verbal assault toward staff three citations for the same offense.	Alcohol arson assault battery on staff drugs or paraphernalia electronic smoking device elopement/whereabouts unknown fighting with injury sexual harassment theft over $20 immediate threats tobacco major vandalism weapons.
Classroom reteaching modify environment no response when responding would distract physical cue proximity timeout in class or partner classroom warning.	Citation behavior contract parent or student conference detention subject to applicable rules modify environment parent notification reflection sheet timeout in class or partner classroom.	Behavior contract parent or student conference detention subject to applicable rules modify environment parent notification referral to The Harbor required parent conference suspension when lawful office timeout.	Immediate safety response behavior contract detention when appropriate lawful expulsion or suspension law enforcement involvement referral to The Harbor required parent conference supervised office placement.

The original response categories are retained. Responses are selected individually under this plan; the matrix does not override safety requirements, due process, age restrictions, or disability protections.

Physical aggression is assessed by seriousness, harm, risk, and context; the number of hits alone does not determine severity. Bullying, harassment, discrimination, weapons, and other legally defined conduct are evaluated under applicable law. Required reporting and victim protections apply regardless of matrix category.

Statutory references were checked against the Nevada Legislature's Chapter 392 text for this revision. The supplied evaluation checklist contains some outdated subsection references. In particular, current NRS 392.4645(6) requires submission of the student services plan, while NRS 392.462(2) governs annual discipline-data reporting; both are addressed separately in "Quarterly Data Collection, Reporting, and Website Posting". The checklist's NRS 392.4673 education reference is now NRS 392.4676. Source: https://www.leg.state.nv.us/NRS/NRS-392.HTML