

Bailey Charter Elementary School Restorative Justice Plan 2021-2022 School Year

Bailey Charter Elementary School's philosophy is to ensure a safe emotional and physical environment for learning. We are committed to maintaining appropriate student behavior that emphasizes a focus on student learning. Our school climate is built on four important social skills, modeled by our staff in daily practice and positively reinforced throughout the school. Our [RRUF Skills](#) are displayed throughout the school and provide examples to demonstrate these skills in various school settings (*Appendix A*).

Responsibility: to do what is right

Respect: regard for people's feelings

Understanding: show empathy

Friendship: kindness towards everyone

Our Restorative Discipline Plan utilizes restorative practices (RP), an alternative to exclusionary disciplinary practices. Instead of removing students from the academic environment, restorative justice seeks to repair the harm done when a standard of conduct is violated. In accordance with [NRS 392.4644](#), our Restorative Discipline Plan provides restorative disciplinary practices and includes, without limitation:

- Holding a student accountable for his or her behavior;
- Restoration or remedies related to the behavior of the student;
- Relief for any victim of the student; and
- Changing the behavior of the student.

The objective of the Plan is to establish guidelines that foster a culture of communication, cooperation, tolerance and respect among the students and other members of the school community. These guidelines will help school staff and students understand the need to model good behavior and to take responsibility for their own actions. A copy of the Plan is included in our *Family Handbook* and available to all stakeholders on our school [website](#). Students and their parent(s)/legal guardian(s) are asked to sign and return an acknowledgement of their support for the Plan. With reinforcement at home, we strive to help every student develop self-control and character, while we provide a safe, respectful and positive learning environment.

Nevada Department of Education Accord and Code of Honor

The Nevada Department of Education's [Education Involvement Accord](#) and [Code of Honor](#) are provided to each student and parent or guardian during our annual Fall Conferences. After review by the parent, teacher, and student team, each member signs the documents, with copies provided to each student and another maintained in the student's academic file. Each document is provided in the preferred language of the family and student.

SafeVoice

Students, parents and faculty throughout Nevada also have access to [SafeVoice](#), an anonymous reporting system used to report threats to the safety or well-being of students. SafeVoice was established by the Nevada Department of Education under SB 212 in 2017 to protect student wellness, prevent violence and save lives.

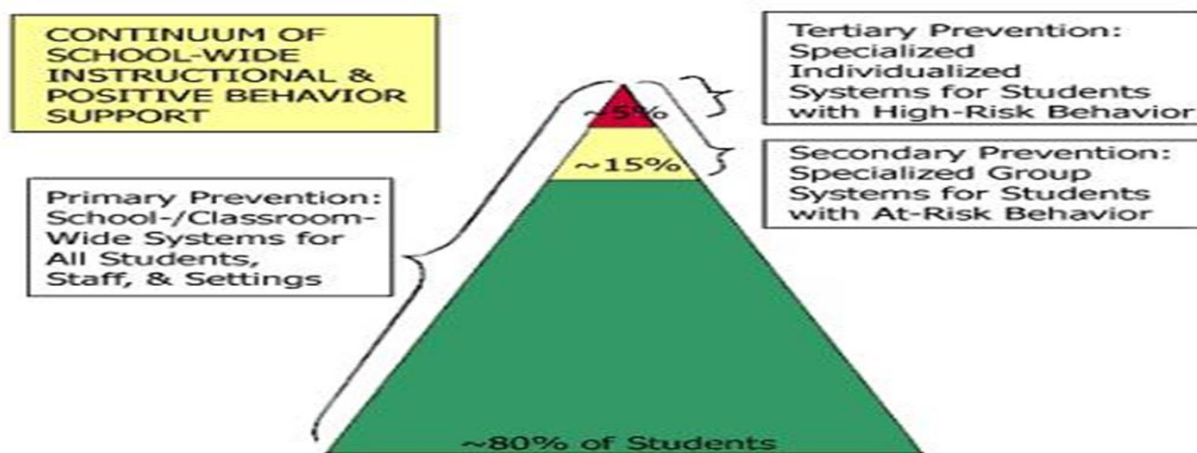
Positive Behavioral Interventions & Supports (PBIS)

PBIS is an approach to address student behaviors and includes proactive interventions and strategies for defining, teaching, and supporting appropriate student behaviors. We use a system of acknowledgements to recognize students and motivate them to be their best in the classroom as well as on the playground, in the hallways, and in the lunchroom. With PBIS students experience supports based on their behavioral responsiveness to intervention. All students receive support through a three-tiered prevention model.

Tier 1: Schoolwide Prevention Practices focus on prevention of problem behavior by emphasizing universal supports.

Tier 2: Managing Targeted Difficulties to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.

Tier 3-Intense Interventions are designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions. The aim is to repair and rebuild relationships.



Responsive Interventions are documented and tracked using major and minor referrals on Infinite Campus. Responsive Interventions work in a progressive manner. Before consequences are assigned, teachers and administrators consider the root cause of the misbehavior. When students violate school rules, responsive interventions are used to help identify the cause of the behavior and identify a solution. The school's MTSS Team will meet monthly to provide support to students, teachers and families with student behavior.

When other supports have failed, students are assigned. Age, developmental level of students and maturity are factors in determining appropriate consequences. Our restorative practices focus on proactive community-building practices and are integrated throughout the school culture and climate. Each adult has the responsibility to determine when a student's behavior is inappropriate or disruptive. Restorative tools will be implemented, either on an individual basis or a group, in order to teach students proper behaviors and to and work on that need development. Behavior contracts will be used as needed on an individual basis to provide students with additional targeted support. A system of rewards and consequences is established by the staff to reinforce the behavioral expectations.

Positive Schoolwide Reinforcements

Announcements are an important start to the school day. After the Pledge of Allegiance and a Moment of Silence, birthdays are celebrated, activities announced, and a positive message shared to start our day.

Bailey Bucks can be earned by students for demonstrating positive behavior and modeling good behavior at school. Bailey Bucks are earned when the students are demonstrating Responsibility, Respect, Understanding and Friendship. Our goal is to have a positive 5 to 1 ratio, giving more verbal praise than correction.

Beaming Bulldog is the highest honor you can earn at Bailey Charter. Students who earn this honor are role models in the school. Each teacher nominates their top 2-3 students each quarter, selecting students who meet all the criteria. With this distinction come many perks such as extra recess, homework passes, lunch with the Principal, and a group field trip to the Discovery Museum, bowling, or an Aces game.

- I have completed all assignments and put forth my best effort.
- I have not received a detention.
- I have completed all of my homework.
- I show Bailey Pride by wearing my school uniform every day.
- I have not received a citation for misconduct.
- I have used all of my RRUF skills in all areas of the school.
- I have completed all work and treat others the way I like to be treated.
- I walk quietly in the halls and always have a hall pass.
- I talk quietly, I clean up my area, and I talk only to those at my table, and show awesome manners.
- When in the bathroom, I get in and get out. I use one squirt of soap and dry my hands completely.
- I am responsible when I line up after school. I walk in the crosswalk. I show respect to all staff at school.
- I treat others the way I want to be treated. I line up quietly after the bell. I always keep my hands to myself. I share with others and show good sportsmanship.

Students of the Week are selected by teachers each week. Students are celebrated in the announcements on Monday morning, and receive a Student of the Week certificate, pencil, and \$5 in Bailey Bucks. A group photo is taken for display on the Student of the Week bulletin board and included in the yearbook. Classroom teachers display the certificate on the classroom door for the week, and the students often have additional rewards in class.

Uniforms are an important part of our positive school culture, as we follow a policy of standard student attire. By wearing school uniforms, students will become part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. Classrooms are randomly rewarded with Bailey and Class Bucks when everyone is in uniform. Students are given opportunities for school wide free dress days. Spirit Weeks are positive end-of-quarter celebrations, with classrooms voting on daily themes for Fall and Spring Parent Conference Weeks.

Schoolwide Expectations

During the first days back to school, instructional staff will teach students the school-wide behavior expectations and will continue to review them throughout the school year. These expectations are reviewed throughout the school year, with special focus given to areas of need as they arise. Along with PBIS implementation, we also integrate Washoe County School District's [Social and Emotional Learning Standards](#) and [Mind UP Curriculum](#). These standards and curriculum are taught, modeled, and reviewed throughout the school year. Staff embeds the [Social & Emotional Learning Standards](#) into classroom instruction.

Each classroom teacher works with their students at the beginning of each year to establish the behavior standards for their classroom community. With consistent grade-appropriate guidelines throughout the school, each class works to foster a sense of community and personal responsibility. The school uses five basic steps when addressing day-to-day discipline within their classroom or grade level community:

1. Redirection

Create awareness in students regarding inappropriate behaviors and redirect them to the task at hand.

2. Conference

A quick personal meeting with the student aside from the class can give teachers an opportunity to voice their concerns about certain behaviors that need attention. Students are reminded of what is expected of them and provided an opportunity to demonstrate improvement.

3. Consequence

Consequence may be given when redirection or conferencing is not successful. The consequence must be appropriate to the behavior being addressed, ranging from a short time out from the classroom activity, or a detention, depending on the age and severity of the actions.

4. Family involvement

Parents or guardians should be informed of the students' behaviors when support is needed. It is important to make the parent or guardian aware of behavioral issues, as they play key role in behavioral management.

5. Referral

Once the first four steps have been exhausted or are not consistently effective, the behavior seriously interferes with teaching and learning, or a student commits a major infraction, an administrative disciplinary referral is issued. Additional school consequences shall be imposed at the discretion of the Principal or designee.

Behavior Expectations

Classroom: Students are expected to listen and follow all teacher directions. Classroom rules are posted and taught to each student throughout the year and focusing on areas of concern as they arise.

Hallways: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working.

Behavior in Restrooms: Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, soap, and defacing of restroom facilities constitutes destruction of property.

Assemblies and Performances: Respectful and courteous behavior is expected. Students should come to order quickly, sit quietly, be attentive, remain seated until excuse, and follow the expectations of the teachers and presenters.

Lunchroom: The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must keep voices low while enjoying their lunch, stay seated unless given permission to move by an adult, and practice good manners. All food and beverage items should be consumed in the cafeteria. For health reasons, children are not allowed to share food of any kind with others. Everyone shares the responsibility for keeping the cafeteria neat and clean. Special events approved by administration and monitored by faculty and staff, may allow for consumption of food and drink in a classroom or other setting.

Playgrounds/Recess: The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language and leave the playground only when permission is given by an adult on duty.

Sponsored Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. The same standards of behavior that apply at school also pertain on the fieldtrip, while boarding, riding and unloading school busses, and while participating in the sponsored activity. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver.

Safe and Drug Free School

Our school has adopted a plan to ensure our campus is safe and free of controlled substances. In accordance with [NRS 392.463](#) our plan complies with the [Safe and Drug-Free Schools and Communities Act](#).

Student Safety

Reasonable measures must be taken to prevent accidents to students, employees, and the general public while on school property. School officials, Principals, and teachers act *in loco parentis* during the time students are under their supervision. This allows us to act in the best interests of the students as they see fit, although not allowing what would be considered violations of the students' civil liberties.

Bullying, Harassment or Discrimination

Bullying is characterized aggressive behavior that is intentional and that involves an imbalance of power or strength and is typically repeated over time. Reporting an incident online will be directed to the school where the incident took place. The school administrator or his/her designee will respond within one (1) school day or 24 school-working hours. **Bullying is a serious offense** and will be dealt with accordingly. WCSD using a 3 Point Criterion when clarifying if an incident is considered Bullying, Harassment or Discrimination. If all of these occur school level administration must and will move forward with an investigation.

1. Harm Occurs/Target in in a Protected Class
2. Unwelcome
3. Severe, Persistent or Pervasive

**PLAN FOR TEMPORARY REMOVAL OF A STUDENT FROM THE CLASSROOM
IN ACCORDANCE WITH [NRS 392.4645](#)**

When a student engages in behavior that seriously 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, the student may be removed from the classroom pursuant to [NRS 392.4645](#). The Principal shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the student's parent or legal guardian.

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

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

Parents or legal guardians are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent(s) or legal guardian(s) that if the behavior continues upon return to the classroom that the school's Restorative Discipline Committee (hereinafter "Committee") will be conducting a meeting to review the circumstances of the student's removal, including the specific behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

In accordance with [NRS 392.4646](#), the committee consists of the principal, two regular members who are teachers selected for membership by a majority of the teachers employed at the school and one staff member who is selected for membership by a majority of the staff members employed at the school. One additional teacher and one additional staff member selected in the same manner serve as alternate members. A teacher or staff member who has served on the committee for two (2) or more consecutive years are not eligible to be selected for membership.

If a student is removed from the classroom or other premises of a public school pursuant to [NRS 392.4645](#) by a teacher or staff member who is a member of a committee established pursuant to this section, the teacher or staff member shall not participate in the review of the placement of the student and the appropriate alternate member shall serve on the committee for that review.

Student Behavioral Matrix

Bailey Charter Elementary School has adopted the Washoe County School District’s (District) [behavioral guidelines](#) to determine appropriate consequences and/or interventions for student behavior violations. As stated in the guidelines, they “may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. The guidelines are applicable to incidents which occur at school; travel to and from school, during lunch, and while involved in school sponsored activities. In all circumstances, school Principals will make decisions based upon the health, safety and welfare of all students, regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, and/or disability status while keeping the focus on student success and the “Pathway” to graduation.”

Any behavioral or disciplinary related actions or sanctions being taken with any student who is participating in a program of Special Education or a Section 504, must comply with the [Individuals with Disabilities in Education Act](#), [Americans with Disabilities Act](#) and all state and federal laws and regulations. Any questions pertaining to the functionality of this document can be directed to the [Principal](#). The table below outlines some examples of infractions and the progressive consequences most commonly occurring. Washoe County School District’s Behavioral Matrix is available on the school [website](#), and provides more detailed information, as well as statutory references.

MINOR INFRACTIONS	MAJOR INFRACTIONS	UNLAWFUL CONDUCT
<i>Managed in Classroom</i>	<i>Office Referral</i>	<i>Administrative Referral</i>
Does not require Administrative involvement, do not significantly violate rights of others, or put others at risk or harm, are not chronic.	Requires Administrative involvement, significantly violates the rights of others, puts others at risk or harm, or are chronic.	Unlawful acts and gang-related behavior may involve School Police and/or Reno Police Department.
<p>Examples may include:</p> <ul style="list-style-type: none"> • Out of assigned area without pass • Disorderly conduct • Disregarding directions • Dress code violation • Failure to return paperwork • Gum, food, snacks • Inappropriate comments • Keeping hands to self • Lunchroom behavior • Rough housing • Unprepared to work or participate • Work habits (class or homework) 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Aggressiveness • Bullying, threatening behaviors • Cheating, forgery, lying • Dangerous behavior • Disrespectful, insubordinate • Disruption of school activities • Fighting • Out of assigned area • Stopping teaching or learning • Theft (value under \$25) • Unauthorized use of equipment • Violation of rules (habitual) • Vulgarity or profanity 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Assault or battery • Destruction of property; vandalism • Discrimination • Extortion by force or threat • False alarm (bomb, fire, medical, etc.) • Gang or gang-related activity • Possession/use of alcohol, illegal substance, or tobacco product • Possession of weapon or another dangerous toy or item • Sexual misconduct, harassment • Theft (value over \$25)
PROGRESSIVE CONSEQUENCES		
Major and Unlawful Infractions may include consequences already taken in Minor or Major Infractions		
<p>Teacher/Staff Action</p> <p>1st level: Teacher counsel student of infraction; review expectations.</p> <p>2nd level: 1st Level plus appropriate classroom discipline.</p> <p>3rd level: 1st & 2nd Level, with parent/legal guardian contact.</p> <p>4th level: Referral to Principal.</p> <p>Administrative Action</p> <ul style="list-style-type: none"> • 3rd level; inform teacher of consequences, plan of action. 	<p>Teacher/Staff Action</p> <p>Principal referral (detailed written statement); parent/legal guardian contact.</p> <p>Administrative Action</p> <ul style="list-style-type: none"> • To occur as soon as possible after report has been filed. • Contact with parent/legal guardian; inform teacher of action taken. 	<p>Teacher/Staff Action</p> <p>Principal referral (detailed written statement); parent/legal guardian contact.</p> <p>Administrative Action</p> <ul style="list-style-type: none"> • Those in Major Infractions, plus • possible probationary status, in-school detention, suspension or referral to law enforcement.



How to Show Your Skills in the...

Classroom	Hallways & Cafeteria	Restrooms	School Grounds & Playground
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R

Responsibility
To Do What is Right

- 🐾 Complete all of your tasks
- 🐾 Follow directions
- 🐾 Be here
- 🐾 Be prepared

- 🐾 Quiet voice
- 🐾 Have a hall pass

- 🐾 Take 2: 2 pumps, 2 hands, dry
- 🐾 Be an Upstander

- 🐾 Keep it clean
- 🐾 Line up quickly and quietly
- 🐾 Play safe

R

Respect
Regard for People's Feelings

- 🐾 Treat others the way you want to be treated

- 🐾 Walk quietly
- 🐾 Inside voice

- 🐾 Help keep the bathroom clean
- 🐾 Flush

- 🐾 Treat others the way you want to be treated
- 🐾 Hands to self

U

Understanding
Show Empathy

- 🐾 Respect others' differences
- 🐾 Learn from mistakes

- 🐾 Show how to keep the halls and cafeteria quiet

- 🐾 Remember people's privacy

- 🐾 Help out those in need
- 🐾 Include others

F

Friendship
Kindness Towards Everyone

- 🐾 Help others
- 🐾 Treat others the way you want to be treated

- 🐾 Treat others the way you want to be treated

- 🐾 Remind others of bathroom rules

- 🐾 Share with others
- 🐾 Be a good sport

Event: POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM, CO2 AIR GUN (Meets NRS definition of firearm or dangerous weapon—Big 3 Violation, IAES placement-180 days for general education; 45 days for special education pending MDR)		NRS/Policy: Board Policy 5100 NRS 392.466 NRS 202.265
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support.</i>		
Tier 2 Strategies: <i>School Psychologist Support, School Safety Screener, School Safety Assessment.</i>		
Event: SALES / DISTRIBUTION OF A CONTROLLED SUBSTANCE The selling of controlled substances, or items represented to be controlled substances, between two or more parties (Big 3 Violation, Restorative conference for 1st offense; IAES placement for 2nd offense-90 days for general education; 45 days for special education pending MDR)		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466 ▪ NRS 453.338
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resource for substance abuse, Psychologist Support, District IAT.</i>		
Event: BATTERY TO DISTRICT EMPLOYEE CAUSING INJURY The willful and unlawful use of force or violence upon a district employee. *Note that for a special education student, battery must result in severe bodily injury to consider temporary removal (Big 3 Violation, Restorative conference for 1st offense; IAES placement for 2nd offense-90 days for general education; 45 days for special education pending MDR)		NRS/Policy: Board Policy 5100 NRS 200.481

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support, VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support, Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Therapeutic Resources, DIAT.</i>		
Event: THREATS TO STAFF/STUDENTS Any communication, verbal or physical, or by means of electronic devices, that would threaten the health and safety, or cause the impression of danger or harm, to district personnel or students (Potential IAES placement) ***Evaluate for bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 9205 ▪ NRS 392.915
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Restorative Conference, 1-3 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable); Contact School Police; Referral to Behavior Hearings & Placement Director.	3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Referral to Behavior Hearings & Placement Director.	5-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Referral to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent conference, school counselor support, VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support, Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Therapeutic Resources, DIAT.</i>		
Event: HABITUAL DISCIPLINARY PROBLEM When a student receives 5 or more suspensions totaling a minimum of 15 days, or as otherwise specified in the behavior matrix (Potential IAES placement)		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4655
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Suspension & Referral to Behavior Hearings & Placement Director. Restorative Conference, Modify Behavior Plan.	Suspension & Referral to Behavior Hearings & Placement Director	Suspension & Referral to Behavior Hearings & Placement Director
Tier 1 Strategies: <i>Parent conference, school counselor support, referral to IAT and/or DIAT.</i>		
Tier 2 Strategies: <i>DIAT referral, behavioral contract with parent involvement.</i>		
<p>Event: BULLYING / CYBER BULLYING</p> <p>Action has effect on victim: Harm or threat of harm to a person or their property, generally with an imbalance of power and/or protected class; action is unwelcome; action is severe, persistent or pervasive. Bullying and/or harassment using social media such as e-mail, Instant messaging, chat rooms, cell phones, or other forms of information technology to deliberately harass, threaten, impersonate, misrepresent intimidate or spread harmful information about someone. ***Contact Director of Civil Rights Compliance (Legal) for Guidance.</p>		
		NRS/Policy:
		Board Policy 9031 Board Policy 9201 NRS 388.121-388.145 <input type="checkbox"/> Student Bullying Investigation Staff Resource Packet
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference, 1-3 Days In-School Suspension, Contact School Police.	1-3 Days Suspension & VIP Classes, Contact School Police, inform School Safety Team.	3-5 Days Suspension, VIP Classes, Deem Habitual Discipline Problem and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent conference, School Counselor Support, restorative practices.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Resources, Re-teaching Expectations, Bullying Intervention Group or Counseling for Target Strategies.</i>		
<p>Event: HARASSMENT – INTIMIDATION</p> <p>To use harm or threat of harm to compel a person to abstain from doing, or to do, any act which he/she has a right to do. Treating an individual unfavorably because of a perceived disability, perceived membership in a certain race or religious group, or perceived sexuality/gender. May include treatment based on physical characteristics associated with a perceived disability, race, religion or gender, and/or group-based slurs, offensive or derogatory remarks or display of group-based offensive pictures or</p>		<p>NRS/Policy:</p> <p> Board Policy 9031 Board Policy 9201 NRS 388.121-388.145 <input type="checkbox"/> Student Bullying Investigation Staff Resource Packet <input type="checkbox"/> Title II of the Americans with Disabilities Act </p>

<p>symbols. This includes, but is not limited to unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, to include stalking.</p> <p>If group membership is a salient feature of the harassment-intimidation, the primary group affiliation must be coded. This applies to, but is not limited to, perceived race/ethnicity groups, disability groups, gender, sexual orientation, religious affiliation.</p> <p>***Contact Civil Rights Compliance Officer (Legal) for Guidance.</p>	<ul style="list-style-type: none"> ▪ Individuals with Disabilities in Education Act ▪ Title VI and VII of the Civil Rights Act ▪ Free Exercise Clause of the U.S. Constitution ▪ Title IX of the Educational Amendments Act
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1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference, 1-3 Days In-School Suspension, Contact School Police.	1-3 Days Suspension & VIP Classes, Contact School Police.	3-5 Days Suspension, VIP Classes, Contact School Police, Deem Habitual Discipline Problem and Refer to Behavior Hearing & Placement Director.

Tier 1 Strategies: *Parent conference, School Counselor Support, restorative practices.*

Tier 2 Strategies: *Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource; Possible use of Restorative Conferencing.*

<p>Event: SEXUAL MISCONDUCT</p> <p>May include but not be limited to: Unwelcome sexual advances or propositions, using electronic devices or technology to record or transmit nudity or sexual acts, stalking, unwanted touching, threatening to or actually sexually harming someone. This may be treated as bullying and/or harassment.</p> <p>*Contact Civil Rights Compliance Officer (Legal) for Guidance.</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 9031 ▪ Board Policy 9201 ▪ NRS 388.121-388.145 ▪ Title IX of the Educational Amendments Act ▪ Student Bullying Investigation Staff Resource Packet
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1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Restorative Conference, Contact School Police.	1-3 Day Suspension & VIP Classes, Contact School Police.	3-5 Day Suspension, VIP Classes, Contact School Police, deem Habitual Discipline Problem and Refer to Behavior Hearing & Placement Director.

Tier 1 Strategies: *Parent conference, School Counselor Support; restorative practices, referral to IAT.*

<p>Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to IAT, Referral to Community Resources, Re-teaching Expectations, Bullying Intervention Group or Counseling for Target Strategies.</i></p>		
<p>Event: POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM, CO2 AIR GUN This includes weapons that do not meet the NRS dangerous weapon definition and can include the use of any look-alike or toy gun used to intimidate, harass or threaten another individual.</p> <p>*Any object used in a threatening manner toward self or another individual may be deemed a dangerous weapon per NRS statute.</p>		<p>NRS/Policy:</p> <p>Board Policy 5100</p> <p>NRS 392.466</p> <p>NRS 202.265</p> <p>PATH-P101</p>
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
<p>Administrative Conference/ Investigation, Parent Contact, 1-3 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i>, Contact School Police, Contact Behavior Hearings & Placement Director.</p>	<p>3-5 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i>, Contact School Police, Contact Behavior Hearings & Placement Director.</p>	<p>5-7 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i>, Contact School Police, Refer to Behavior Hearings & Placement Director.</p>
<p>Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i></p>		
<p>Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, re-teach expectations, possible VIP participation.</i></p>		
<p>Event: POSSESSION/USE OF DRUG PARAPHERNALIA, CONTROLLED SUBSTANCE, ALCOHOL</p> <p>The possession or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, to include being under the influence of alcohol on school property or at a school sponsored activity. This includes E-Cig, Vapes, Mods</p>		<p>NRS/Policy:</p> <p>Board Policy 5100</p> <p>NRS 453.554</p>
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
<p>Administrative Conference/ Investigation, Parent Contact, 1-3 Day In-School Suspension & SAP Classes, Contact School Police.</p>	<p>1-5 day Suspension & Mandatory Substance Abuse Test, Contact School Police, 8 sessions with outside counselor.</p>	<p>3-8 days Suspension, Mandatory Substance Abuse Test and Outside Counseling, Contact School Police,</p>

		Refer to Behavior Programs Director.
Tier 1 Strategies: <i>Parent Conference, School counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resources for substance abuse, SAP participation.</i>		
Event: TOBACCO VIOLATION Possession or use of any nicotine delivery devices which includes, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules Apply.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 202.2491
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Warning on First Offense, Referral to Cessation of Tobacco Use Program or Individual Site Programs.	Referral to Cessation of Tobacco Use Program or Individual Site Programs, Loss of Privilege, Focused Detention, School Beautification, 1-3 day In School Suspension.	Referral to Cessation of Tobacco Use Program or Individual Site Programs ,1-3 Day suspension..
Tier 1 Strategies: <i>Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Referral to Community Resources- American Cancer Society Classes.</i>		
Event: NIAA SUBSTANCE ABUSE VIOLATION See NIAA Substance Abuse Policy		NRS/Policy: <ul style="list-style-type: none"> ▪ NIAA (NRS Chapter 385B) ▪ NIAA (NAC 386.600 – 386.886)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact Suspension from Activities/Athletics & SAP Notification.	3-5 days Suspension from Activities/Athletics & Individual SAP Counseling & Evaluation.	Suspension pursuant to NIAA regulations.
Tier 1 Strategies: <i>Parent Conference, School counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resources for substance abuse, SAP participation; assign mentor.</i>		
Event: BATTERY TO STUDENT		NRS/Policy:

<p>The willful and unlawful use of force or violence upon another student. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.</p>			<ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 9205 ▪ NRS 200.481
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution	
Administrative Conference/ Investigation, Parent Contact, Restorative Conference, 1-3 Days Suspension & VIP classes. Contact School Police, Contact District Behavior Hearings & Placement Director.	1-5 Day Suspension & VIP classes, Contact School Police. Contact District Behavior Hearings & Placement Director.	3-10 Day Suspension & VIP classes, Contact School Police. Refer to District Behavior Hearings & Placement Director.	
<p>Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, VIP participation.</i></p>			
<p>Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Teach Alternatives, Behavior Strategies, VIP participation.</i></p>			
<p>Event: EXTORTION OR THREAT OF EXTORTION</p> <p>Obtaining something, especially money, through force or threats. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.</p>			<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 9205 ▪ NRS 205.320-322
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution	
Administrative Conference/ Investigation, Loss of Privilege, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Restorative Conference, 1-3 Days In-School Suspension, Contact School Police.	1-3 Days Suspension & VIP Classes, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Contact School Police.	3-5 Day Suspension, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , VIP Classes, Contact School Police, Deem Habitual Discipline Problem and Refer to Behavioral Hearings & Placement Director.	
<p>Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School Counselor Support.</i></p>			
<p>Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), re-teach expectations.</i></p>			
<p>Event: FIGHTING/PHYSICAL AGGRESSION</p>			<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100

The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching or other actions of a physically aggressive nature.		▪ NRS 392.466
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; Restorative Conference, 1-3 Day Suspension & VIP classes.	Administrative Conference, Parent Contact, 3-5 Days Suspension & VIP classes, Contact School Police.	5-8 Days Suspension, Contact School Police, Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Conflict Resolution, Re-teach Expectations, Anger Management, Teach Pro-Social Skills, Restorative Practices, Referral to IAT and/or DIAT.</i>		
Event: GANG RELATED BEHAVIOR - GANG ACTIVITY Involvement or potential involvement in any activity representing a group involved in illegal actions.		NRS/Policy: ▪ Board Policy 5100 NRS 392.4635
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Gang Paraphernalia, 1-3 Day In-School Suspension, Contact School Police Gang Unit.	1-3 Day Suspension & Contact School Police Gang Unit.	3-5 Day Suspension, Contact School Police Gang Unit, Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School counselor support, possible VIP participation, school police gang unit referral.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), School Police Gang Unit intervention.</i>		
Event: INSTIGATION / PROMOTION OF FIGHTING OR VIOLENCE The willful act of provoking or facilitating assault between two or more students by using a variety of communications, including social media, aimed at causing or resulting in a physical altercation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		NRS/Policy: ▪ Board Policy 5100 NRS 200.490

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; Restorative Conference; 1-3 Day In-School Suspension & VIP classes.	Administrative Conference, Parent Contact, 1-3 Day Suspension & VIP classes, Contact School Police.	3-5 Day Suspension, VIP classes, Contact School Police, and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Conflict Resolution, Re-teach Expectations, Anger Management, Teach Pro-Social Skills, Restorative Practices, Referral to IAT and/or DIAT.</i>		
Event: RETALIATION Mandatory reporting and must complete the Harassment Complaint Form and email legal department. ***Contact Civil Rights Compliance Officer (Legal) for Guidance.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 9205 ▪ Board Policy 9201 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, 1-3 Days Suspension, Contact School Police.	Threat Assessment and Student Safety Supervision Plan (as applicable), 3-5 Days Suspension & VIP Classes, Contact School Police.	Threat Assessment and Student Safety Supervision Plan (as applicable), 5-7 Day Suspension, VIP classes, Contact School Police, and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School Counselor Support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: VIOLENCE OR HARM TO STAFF OR STUDENTS A harm which results in the bodily injury of an employee or student of the school (below threshold of battery) ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466(1 & 2)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Administrative Conference/ Investigation; Parent Contact; Restorative Conference, 1-3 Day In- School Suspension & VIP classes.	Administrative Conference, Parent Contact, 1-5 Day Suspension & VIP classes, Contact School Police.	3-7 Day Suspension, VIP classes, Contact School Police, and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference; Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), possible VIP participation, referral to Community Resources.</i>		
Event: ARSON The intentional setting of fire.		NRS/Policy: ▪ Board Policy 5100 NRS 205.005
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision Plan (if applicable);, Restorative Conference, 1-3 Days Suspension, Contact School Police, Contact Behavior Hearings & Placement Director.	1-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable);, Contact School Police, Refer to Behavior Hearings & Placement Director.	3-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable);, Contact School Police, Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School Counselor Support.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (if applicable), Youth Fire Setters Intervention Program.</i>		
Event: BOMB THREAT Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any bomb threat, knowing it to be false.		NRS/Policy: ▪ Board Policy 5100 NRS 202.840
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision Plan (if applicable);, Restorative	1-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable);, Contact School Police, Referral to	3-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable);, Contact School Police, Referral to

Conference, 1-3 Days Suspension, Contact School Police, Contact Behavior Hearings & Placement Director.	Behavior Hearings & Placement Director.	Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student safety Supervision Plan (if applicable), Youth Fire Setters Intervention Program.</i>		
Event: COMBUSTIBLES/INCENDIARY The possession of explosive or incendiary devices.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 202.253 NRS 202.262
1st Incident Resolution	2nd Incident Resolution	3rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, 1-3 Days In-School Suspension, Contact School Police, Contact Behavior Hearings & Placement Director.	1-3 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), , Contact School Police, Referral to Behavior Hearings & Placement Director.	3-5 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), , Contact School Police, Referral to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Youth Fire Setters Intervention Program.</i>		
Event: DAMAGE TO SCHOOL PROPERTY-DESTRUCTION OF SCHOOL PROPERTY Willfully and maliciously destroying or injuring real or personal property of another in an amount totaling less than \$500.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 NRS 393.410
1st Incident Resolution	2nd Incident Resolution	3rd Incident Resolution
Administrative Conference, Parent Contact, Restitution, Loss of Privilege/School Beautification, Restorative Conference.	Parent Contact, 1-3 Day Suspension, Restitution, Loss of Privilege/School Beautification.	Parent Contact, 3-5 Day Suspension, Restitution, Loss of Privilege/School Beautification.

Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: DAMAGE TO SCHOOL PROPERTY, DESTRUCTION OF SCHOOL PROPERTY \$500+ Willfully and maliciously destroying or injuring real or personal property of another. Required if making a claim to risk management for repairs, or for insurance claims.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 393.410
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Restorative Conference, 1-3 Day In-School Suspension, Contact School Police, Notify Risk Management, Contact Behavior Hearings & Placement Director.	1-3 Day Suspension, Contact School Police, Notify Risk Management, Referral to Behavior Hearings & Placement Director.	3-5 Day Suspension, Contact School Police, Notify Risk Management, Referral to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: THEFT / POSSESSION OF STOLEN PROPERTY Intentionally receiving, taking, or possessing property of another without the owner’s permission. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 205.0832
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, Restorative Conference, 1-3 Day In-School Suspension, Contact School Police.	Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-3 Day Suspension, Contact School Police.	Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 3-5 Day Suspension, Contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Peer/Conflict mediation, Parent Conference, School counselor support.</i>		

Tier 2 Strategies: <i>Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: ATTENDANCE – TRUANCY		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5400 NRS 392.040
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Detention, Truancy Letter 1.	Truancy Letter 2, School Attendance Monitor, 20 day Monitor, Contact Attendance Officer, loss of privilege, detention with school beautification.	Truancy Letter 3, 10 th Grade and Above Cite Habitual Truant, 9 th Grade and Below refer to SARB.
Tier 1 Strategies: <i>Parent Conference, School counselor support, attendance incentives, referral to IAT.</i>		
Tier 2 Strategies: <i>Referral to DIAT, Referral to Student Attendance Review Board (SARB), Referral to Community Resource.</i>		
Event: TARDY		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5400 ▪ Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Support to correct Behavior, Parent Contact, Loss of Privilege.	Parent Contact, Loss of Privilege, Focused Detention, School Beautification.	Parent Contact, Loss of Privilege, Focused Detention, School Beautification.
Tier 1 Strategies: <i>Parent conference, school counselor support.</i>		
Tier 2 Strategies: <i>Behavioral Plan, Incentive Based System, Family Engagement, Referral to IAT.</i>		
Event: DISREGARD FOR SCHOOL RULES Violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher or coach (Does not include other violations specifically defined in this matrix).		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege or Focused Detention/ School Beautification.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, Restorative Conference, 1-3 Day In-School Suspension.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 1-3 Day Suspension.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT.</i>		
Event: DISTURBANCE OF SCHOOL ACTIVITIES / DISTURBING THE PEACE Conduct, which interferes with the educational process. Willfully disturbing the peace of any person; Intentionally and willfully interfering with or disturbing persons in the school. May be combined with other conduct.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.910
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, restorative conference, 1-3 days In-School suspension.	Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-3 Day Suspension, Contact School Police.	Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 3-5 Day Suspension, Contact School Police, Contact Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT, Teach Pro-Social Skills, School Service and Mentoring, restorative practices.</i>		
Event: DRESS CODE VIOLATION* Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of the school uniform policy and regulation. *As Applicable, Students Will Comply with all School Procedures and Policies Related to School Uniforms - see School Handbook for further information.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5105 Site Based Rules Published in Student/Parent Handbook , Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Administrative Conference/ Investigation, Parent Contact, Student <i>Must Change Clothing</i> , Focused Detention.	Parent Contact, Student <i>Must Change Clothing</i> , Loss of Privilege, Focused Detention/School Beautification.	Parent Contact, Student <i>Must Change Clothing</i> , Loss of Privilege, Focused Detention/School Beautification, 1-3 In-School Suspension.
Tier 1 Strategies: <i>Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Replacement Behaviors and Possible Referral to Clubs and Activities.</i>		
Event: INAPPROPRIATE LANGUAGE, ACTIONS, GESTURES Use of inappropriate* language, actions or gestures when addressing another individual or group of individuals to include verbal confrontation. *"Inappropriate" is defined by the reasonable person standard. Utilize cultural and social context in this situation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: ■ Board Policy 5100 Site Based Rules Published in Student/Parent Handbook , Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, Restorative Conference.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 1-3 Day Suspension.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 3-5 Day Suspension.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT, Teach Pro-Social Skills, School Service and Mentoring, restorative practices.</i>		
Event: INTERFERENCE WITH INSTRUCTION Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students but does not result in a large scale disturbance.		NRS/Policy: ■ Board Policy 5100 PATH-P101
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention.	Parent Contact, Loss of Privilege, Focused Detention, Restorative Conference.	Parent Contact, Loss of Privilege, Focused Detention, 1-3 Day Suspension.

Tier 2 Strategies: *Re-teach Expectations, referral to IAT and/or DIAT.*

DOCUMENTATION:

Accurate documentation of student behavior within Infinite Campus is mandatory. Documentation allows schools and the District to track trends and behaviors to provide focused supports, interventions and training. Documentation of events and use of the associated data is required under federal regulations and civil rights laws.

DISCRETION FOR RESOLVING INCIDENT:

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make.

Key:

IAT-Intervention Assistance Team
ISS- In School Suspension

MTSS- Multi-Tiered System of Supports NAC- Nevada Admin Code

NIAA- Nevada Interscholastic Activities Association

NRS- Nevada Revised Statute

RP-Restorative Practices

SRLE – Safe and Respectful Learning Environment

SARB- Student Attendance Review Board

SST- School Safety team

SAP-Substance Abuse Intervention Program

VIP-Violence Intervention Program

VIP2-Violence Intervention Program Second Offense

NRS 392.4644
School Implementation Report
(Due September 15)

Date 09/13/21

School Bailey Charter Elementary School Principal Michelle Engebretson

Progressive Discipline Committee Members

Donna Napoleon (teacher)

Sarah O'Connor (teacher)

Baillie Stewart (Staff Member)

Janet Ratto (alternate Teacher)

Erika Esparza (alternate staff member)

Michelle Engebretson (Principal or Principal Administrator Designee)

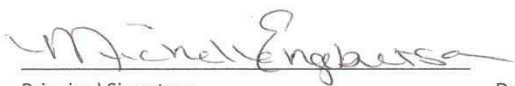
Date Behavior Matrix reviewed with team 9/6/21

School has added to the behavior matrix Yes No

If Yes, attach addendum for any school specific additions to behavioral matrix.

Date school plan (Behavior matrix) displayed/made available for all staff

9/8/21

 09/14/21
Principal Signature Date

(Once complete, please scan signed form and send via email to Shirley Winters at swinters@washoeschools.net)