

ECSD RESTORATIVE DISCIPLINE PLAN

INTRODUCTION:

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

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

RESTORATIVE PRACTICES:

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

Restorative practices in schools are strategies that use the underlying principles of restorative justice instead of traditional punitive measures. They represent a positive step forward in helping all students, from elementary school through middle school and high school, learn how to navigate conflict resolution, take ownership of their behavior, and practice empathy, perspective-taking, and forgiveness.

Examples of restorative processes include affective statements, community-building circles, small impromptu conferencing, and setting classroom agreements or norms. Restorative approaches are designed to empower students to learn from their mistakes, to understand the impact of their actions, and to grow personally in their ability to problem-solve and make responsible decisions. The goal of any restorative practice is to build a sense of community in the classroom by:

- Providing pathways to repair harm
- Facilitate dialogue between individuals impacted by an issue
- Achieving a common understanding

- Coming to an agreement about resolving the conflict and moving forward

PREVENTION & INTERVENTION:

Student Misconduct Prevention:

The Elko County School District (ECSD) utilizes the following strategies to prevent and deter inappropriate behavior and student misconduct.

Communication:

Students and parents receive information about behavioral expectations and restorative discipline via:

- Posting of the ECSD Plan for Restorative Discipline on school and district websites
- 1:1 conferences with students
- Parent teacher conferences
- Teacher contact with parents - by phone, email, electronic messaging and in person
- Teachers' syllabi
- Parent newsletters
- Parent nights
- Presentations by teachers and administrators at the beginning of each year to explain behavioral expectations to students
- Student handbooks
- Information shared through Infinite Campus or other social media

Supervision:

- Through staff supervision at assigned duty areas before and after school, during transition times, during lunch, recess, and school-sponsored activities
- Through the presence of an Elko County Sheriff's Office or Elko Police Department School Resource Officer (SRO)
- By the administration working closely with the Juvenile Probation Department
- Via random searches by the ECSO's or EPD's drug dogs on campus
- Through the work of our school social workers and counselors

Interventions/Activities:

- School-wide Multi-Tiered System of Supports (MTSS)
- Behavior contracts
- Attendance contracts
- After school programs, student organizations, clubs and athletics
- Placement in alternative education, a program which serves 9th- 12th grade students who require an alternative environment to help them become successful and get back on the pathway to graduation
- Positive Behavior Support Plans as determined by site teams (i.e. IEP Team, Intervention Team, etc.)
- School leadership and school mentoring programs
- Support of school social workers (SSWs) who are trained mental health professionals working with students and families

- Teacher, student, and guardian phone calls to collaboratively discuss problem behavior and identify solutions
- Classroom observations and support to promote a positive culture
- Alleged misconduct and peer conflict mediation with restorative practices
- Referrals to community-based services
- Targeted parent/guardian engagement activities with access to support services
- SEL continuing education/professional development opportunities for staff integration into instructional strategies
- Lunch and after school detentions
- In-school and out-of-school suspensions
- Re-entry plans to support student integration back into school after a suspension

Classroom Restorative Discipline:

ECSD will use the following expectations for the teachers' restorative discipline plans in order to prevent and deter inappropriate student conduct that detracts or interferes in student learning.

- All teachers are required to develop, communicate and follow their classroom restorative discipline plans.
- All teachers are required to have at least one conversation with all their students to discuss the expected behaviors at the beginning of each school year.
- When a student is engaging in misconduct, the teacher is required to have a 1:1 conversation with that student regarding the behavior and discuss more appropriate choices.
- When a student is engaging in minor misconduct, the teacher is required to communicate with the parent regarding the behavior prior to writing a referral to the office. Any behavior that presents a safety issue for the school environment will be immediately referred to administration.
- Referrals to the office are to include documentation of classroom interventions based on the teacher's restorative discipline plan.

Social Emotional Learning (SEL):

Teachers are to encourage good conduct and prevent student misconduct by modeling appropriate social interactions, embedding SEL into their instructional strategies, and explicitly teaching appropriate social emotional behavior, where appropriate, within their curriculum.

Administrative Interventions:

Consequences will be determined by the following:

- 1) Level of progression on the ECSD discipline matrix;
- 2) Implementation of a plan of action based on restorative justice for the student;
- 3) Implementation of an Individualized Education Plan;
- 4) Degree of violation; and,
- 5) NRS

Attempts to support and intervene will be made as appropriate to redirect and educate students to engage in appropriate student conduct.

The Elko County School District (ECSD) employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside district expectations, district established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which may include

- 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;
- changing the behavior of the student.

In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students and staff. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status with a focus on student success and their pathway to graduation.

Exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in the District and one that will not be imposed without appropriate due process, including timely notification to parents/guardians. Accordingly, suspension or expulsion of students in the District will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

Additional Guidelines:

- Suspended students are not permitted to participate in extracurricular/sport or school sponsored activities during the suspension term. Additionally, out-of-school suspended students are trespassing from all district campuses during the term of the suspension.
- To cooperate fully with the discipline procedures of other schools, ECSD schools will not accept students who are under suspension/expulsion from another school until such suspension/expulsion from another school has been completed.
- The ECSD has an agreement with local law enforcement to allow their officers to bring drug dogs into ECSD schools. Dogs check automobiles, lockers, and classrooms. Individuals are not searched; however, backpacks, briefcases, and other individual items are subject to searches. When a “hit” is made, parents will be contacted, and if a controlled substance is found, the student will either be cited or arrested depending on the quantity of the controlled substance.

- A drug awareness/intervention program is available for students and their parents/guardians. This program provides an option, upon completion of the program, which may decrease the number of suspension days.

- Additional supports and classes may be available through JPOs (Juvenile Probation Officers) or SROs (School Resource Officers) for students and parents.

RESTORATIVE DISCIPLINE PLAN DISTRIBUTION:

The ECSD Restorative Discipline Plan is posted on the district and school websites.

All teachers discuss their expectations, rules and discipline plans with their students during the first week of school.

STAFF TRAINING:

ECSD teachers receive training on the Restorative Discipline Plan at the beginning of the school year at each school site. Data will be reviewed from the prior school year as well as a refresher on how to document and implement classroom interventions prior to submitting referrals to the office using Infinite Campus.

PLAN FOR TEMPORARY REMOVAL OF A PUPIL 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. School administration 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 parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to seven days. The student will study under the supervision of appropriate personnel of the school.

Additional supports/services are provided to students with Individualized Educational Plans 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 may include manifestation and due process rights as placement in this setting will count as a suspension. Parents 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/guardian that if the behavior continues upon return to the classroom that the student may face further suspension or consequence according to the ECSD discipline matrix.

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

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

PROHIBITED CONDUCT AND CONSEQUENCES:

Following is a table of student conduct that is prohibited in the Elko County School District. The list is not exhaustive. Some conduct and consequences are described more fully in the ECSD Policies or Administrative Regulations. Bus Conduct rules are described in ECSD Policy.

Consequences for misconduct vary and will be imposed by the school administrator at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension or expulsion. When appropriate, restorative discipline will be imposed. When city, state, or federal laws are alleged to have been violated, a referral will also be made to the proper legal authorities. An offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is possible under State law.

DEFINITIONS:

PROHIBITED CONDUCT	DEFINITION
A. ARSON	Intentionally setting fire, or attempting to set fire, or intentionally engaging in conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.

<p>B. ATTENDANCE VIOLATIONS</p> <ol style="list-style-type: none"> 1. Truancy 2. Habitual Truancy 3. Tardy 	<p>Truancy: A student is considered truant if he/she is absent from school without permission from either the school or his/her/their parent/guardian unless he/she is physically or mentally unable to attend school. The teacher or principal shall give his written approval for a student to be absent if an emergency exists or upon the request of a parent or legal guardian of the student. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he/she/they must receive the approval of the teacher or principal.</p> <p>Habitual Truancy: A Habitual Truant is one who has been declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant.</p> <p>Tardy: Arriving late to class or leaving early.</p>
<p>C. BOMB THREAT</p>	<p>Willfully conveying by mail, written notes, telephone, texting, internet, radio, or any other means of communication, any bomb threat, knowing it to be false.</p>

D. BULLYING	<p>NRS 388.122 “Bullying” defined.</p> <ol style="list-style-type: none"> 1. “Bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and: <ol style="list-style-type: none"> a. Have the effect of: <ol style="list-style-type: none"> (1) Physically harming a person or damaging the property of a person; or (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; b. Interfere with the rights of a person by: <ol style="list-style-type: none"> (1) Creating an intimidating or hostile educational environment for the person; or substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or c. Are acts or conduct described in paragraph (a) or (b) and are based upon the: <ol style="list-style-type: none"> Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or (2) Association of a person with another person having one or more of those actual or perceived characteristics. 2. The term includes, without limitation: <ol style="list-style-type: none"> (a) Repeated or pervasive taunting, name- calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors; (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures; (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing; (e) Blackmail, extortion or demands for protection money or involuntary loans or donations; (f) Blocking access to any property or facility of a school; (g) Stalking; and (h) Physically harmful contact with or injury to another person or his or her property.
-------------	--

E. CHEATING/PLAGARISM	<p>Cheating is the improper taking of information from and/or giving of information to another student, individual or other source.</p> <p>Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.</p>
F. COMBUSTIBLES/ INCENDIARY/EXPLOSIVE DEVICE	The possession, use or sale of explosive or incendiary devices.
G. CYBER-BULLYING	NRS 388.123 "Cyber-bullying" defined. "Cyber bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in <u>NRS 200.737</u> .
H. DAMAGE TO OR DESTRUCTION OF SCHOOL PROPERTY	Willfully and maliciously destroying or injuring real or personal property of another.
I. DISREGARD FOR SCHOOL RULES 1. Altering Records 2. Communicating False Information (spoken or written) 3. Forgery 4. Inappropriate Language (including use of obscene language and gestures) 5. Inappropriate Behavior 6. Presence in Unauthorized Area 7. Technology Violation (including cell phone use violations) 8. Traffic Violation 9. Unacceptable Items	<p>Violations of the rules of the schools as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher or coach, including but not limited to:</p> <p><u>Altering Records</u>: Changing or attempting to change school records or grades.</p> <p><u>Communicating False Information</u>: Telling lies (spoken or written); publishing or distributing libelous or slanderous material.</p> <p><u>Forgery</u>: Reproducing something, such as a forged signature, for a deceitful or fraudulent purpose</p> <p><u>Inappropriate Language</u>: Use of obscene language or gestures or writing obscenities or displaying obscene materials.</p> <p><u>Inappropriate Behavior</u>: Violation of any school rule.</p> <p><u>Presence in Unauthorized Area</u>: Presence in any area that is not authorized for student use at the time the student is present.</p> <p><u>Technology Violation</u>: Violations of the ECSD Acceptable Use Policy; violations of the ECSD Cell Phone Use Policy JDBA.</p> <p><u>Traffic Violation</u>: Violations of the ECSD Driving Regulations.</p> <p><u>Unacceptable Items</u>: Use or possession of the following items on campus or at a school activity: firearms, dangerous weapons and substances, matches, firecrackers, caps, water guns, water balloons, and snowballs.</p>

J. DISRESPECT/INSUBORDINATION	<p><u>Disrespect</u>: Use of inappropriate language, conduct, and demeanor when addressing another individual or group of individuals. <u>Insubordination</u>: Behavior that is disobedient or defiant toward school employees, either in language or action.</p>
K. 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.

L. DRESS CODE VIOLATION	Violations of the dress code as outlined in ECSD Policy and board policy JCD and/or individual school rules. This includes violations of the standard student attire policy and regulation.
M. EXTORTION OR THREAT OF EXTORTION	Obtaining something, especially money, through force or threats. In some circumstances, extortion may constitute bullying.
N. FIGHTING	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.
O. FIGHTING INSTIGATION/PROMOTION OF FIGHTING/VIOLENCE	The willful act of provoking or facilitating fighting between two or more students by using a variety of communications aimed at causing or resulting in a physical altercation.
P. GANG RELATED BEHAVIOR/ ACTIVITY	Involvement or potential involvement in any activity representing a group involved in illegal actions. Wearing any clothing or carrying any symbol on District property that denotes membership in or an affiliation with a criminal gang.
Q. HABITUAL DISCIPLINARY PROBLEM	A student is deemed a habitual disciplinary problem if a school has written evidence documenting that in one school year: (a) The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school two or more times, or the student has a record of five suspensions (of at least three days each) from the school for any reason; and The student has not entered into and participated in a plan of behavior.
R. HAZING	Any action taken or situation created that causes, or is reasonably likely to cause, harassment, bodily danger or physical harm, serious mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with the school.
S. 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.
T. INTIMIDATION	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. In some circumstances, intimidation may constitute bullying.
U. NIAA SUBSTANCE ABUSE VIOLATION	See NIAA Substance Abuse Policy.

V. POSSESSION OF DRUG PARAPHERNALIA	The possession of, or sale, furnishing or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, whether or not the student is under the influence of alcohol or a controlled substance on school property or at a school sponsored activity at any time.
-------------------------------------	--

W. POSSESSION/USE OF ALCOHOL	The possession of, sale, furnishing or use of alcohol, to include being under the influence of alcohol on school property or at a school sponsored activity.
X. POSSESSION/USE OF A CONTROLLED SUBSTANCE	The possession of, sale, furnishing or use of marijuana, narcotics, illegal substance or legal substances (such as prescription drugs) possessed to be used as intoxicants, whether or not the student is under the influence on school property or at a school sponsored activity at any time.
Y. POSSESSION/USE OF A WEAPON, AIR GUN, FIREARM	The possession, use, transmittal, or concealment of ANY operable or inoperable weapon or simulated look-alike weapon. Weapons are defined as firearms, including but not limited to pistol, revolver, rifle, zip gun, shot gun, BB gun, pellet gun; explosive, explosive propellant, destructive device, or ammunition, and any other item included within the definition of a "firearm" in 18 U.S.C, Sec 921, as it existed on July 1, 1995; a dangerous weapon, including but not limited to a blackjack, sling shot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nunchaku, switch blade, blade, knife, pen knife, pocket knife, hunting knife, trefoil, or butterfly knife, as defined in NRS 202.350, and similar objects such as razor blades, ice picks, sharp instruments to be used as weapons, pipes, Chinese stars, and machetes; explosive or inflammable materials including but not limited to bombs, fireworks, or firecrackers; or any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normally non-dangerous implement such as a stone, table, board, stick, or baseball bat as a weapon, shall come under the provisions in this section.
Z. RETALIATION	To do something bad to someone who has hurt you or treated you badly; to get revenge against someone.
AA. SALES/DISTRIBUTION OF A CONTROLLED SUBSTANCE	The exchange of controlled substances, or items represented to be controlled substances, between two or more parties.
BB. THEFT/POSSESSION OF STOLEN PROPERTY	Intentionally receiving, taking, or possessing property of another without the owner's permission

CC. THREATS TO STAFF OR STUDENTS	Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to school district personnel or students.
DD. TOBACCO VIOLATION	Possession or use of any nicotine delivery device which includes without limitation, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules apply.
VIOLENCE OR HARM TO STAFF OR STUDENTS	A battery which results in the bodily injury of an employee of the school or a student. <u>Battery</u> : Unlawful and offensive hitting or touching of another person, a person's clothes, or anything attached or held by him/her.

ECSD Restorative Behavior Plan

Student Number:

Student Name:

DOB:

Grade:

Discipline Administrator:

Restorative Interventions and Explanation:

Support by Community:

Starting on **(date)**, **(student name)** will have weekly scheduled meetings with (Circle one) Counselor, Safe School Professional, Student Support Advocate. **(Student name)** will also be able to request to meet with selected adult at other times as needed.

Support by Social & Emotional Learning:

(Student name) will participate in mentorship and/or social skills small group intervention lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on **(date)**.

(Student name) will complete the assignment and participate in a debriefing with (Circle one) Counselor, Safe School Professional, Student Support Advocate. This intervention was selected to intentionally teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:

On **(dates)** **(student name)**, participated in Restorative Conversations with (Circle one) Counselor, Safe School Professional, Student Support Advocate to discuss the events leading up to the incident, how he/she/they/other was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and **(student name)** had the opportunity to ask clarifying questions as necessary.

Restoration by Healing and Repairing Harm:

On **(date)**, **(student name)** elected to write a letter of apology to **(victim)**. The letter was sincere and addressed the situation thoroughly. The letter was shared with **(victim)**.

(Student name) was offered the opportunity to sit down with **(victim)** to discuss the matter.
Please indicate: Victim declined at this time / Victim accepted

The rules and expectations of behavior have been clearly explained to **(student name)**.

(Student name) has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment.

(Student name) has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated.

Additionally, by providing **(student name)** with access to multiple staff members and opportunities to seek assistance, we are helping to see that there are many people on campus who care about them and their success.

We want to ensure that **(student name)** knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement (Circle One): Yes / No

Provide justification for class change or change in placement (i.e. alternative education)

Signature of Administrator _____

Date _____

Signature of Student _____

Date _____