

Lincoln County School District
District Restorative Discipline Plan

Revised August 2022

School staff and stakeholder input 9-12-22 and Board approved 9-14-22

State law (NRS 392.4644) requires that the Lincoln County School District Board of Trustees establish a plan to provide for the restorative discipline of students and on-site review of disciplinary decisions. The plan must:

- Be developed with the input and participation of teachers, school administrators and other educational personnel and support personnel who are employed by the school district, pupils who are enrolled in schools within the school district, and the parents and guardians of students who are enrolled in schools within the district;
- Be consistent with the written rules of behavior prescribed by the district to ensure that its public schools are safe places for learning;
- Include provisions designed to address the specific disciplinary needs and concerns of each school within the school district;
- Provide restorative disciplinary practices, including:
 - 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
- Provide for the temporary removal of a student from a classroom or other premises of a public school if, in the judgment of the teacher or other staff member responsible for the classroom or other premises, the student has engaged 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 or with the ability of the staff member to discharge his or her duties;
- Provide for the placement of a student in a different school within the school district 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;
- Include the names of any members of a committee to review the temporary alternative placement of students;
- Be in accordance with the statewide framework for restorative justice developed pursuant to state law, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect (a) Pupils who are economically disadvantaged; (b) Pupils from major racial and ethnic groups; (c) Pupils with disabilities; (d) Pupils who are English learners; (e) Pupils who are migratory children; (f) Gender; (g) Pupils who are homeless; (h) Pupils in foster care; and (i) Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard.
- Be posted on the Internet websites maintained by the school district and the schools; and

- Be distributed by written or electronic copy to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school.

Introduction

The optimum benefits of the instructional process are available only when each student participates in and contributes to the process of learning that takes place in the classroom. To assure that this is present in each classroom, the Trustees believe that each student must adhere to the standards of conduct established by the school district and each of the schools. School administrators and teachers will make known to all students and parents the expectations of good school conduct. They will assure that all class conduct is based on these principles. Moreover, the decisions made by school administrators and teachers will reflect their commitment to fair, unbiased, and equitable responses to students who engage in misconduct.

Students who do not observe the standards interrupt their own instruction, but more seriously, that of other students in the class. Students who will not observe these standards and whose parents will not or cannot affect proper behavior will be denied the opportunity to attend school. It shall be the policy of the Board of Trustees that the Superintendent shall cause to formulate administrative regulations to provide a basic discipline procedure for each of the schools in the district. Each school shall be charged with the development of school and classroom plans that are consistent with the regulations and that serve the unique needs of each school.

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 LCSD 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 LCSD 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.

Development and Content Restorative Discipline Plan

The Restorative Discipline Plan (RDP) has been developed with the input and participation of teachers, school administrators and other educational personnel and support personnel who are employed by the LCSD, and the parents and guardians of students who are enrolled in schools within the LCSD.

The LCSD RDP is consistent with LCSD Policy JFC (Student Conduct and Discipline) and the corresponding Administrative Regulation that sets forth the specific requirements for imposing out-of-school removals, including the timelines and processes for appealing suspension and expulsions. The RDP is also consistent with Nevada Revised Statutes 392.461 *et seq.* (Behavior and Discipline) and Nevada Revised Statutes 388.121 *et seq.* (Provision of Safe and Respectful Learning Environment).

Restorative Discipline Practices

The RDP includes a focus on the prevention of misconduct through an emphasis on communication and supervision. The following practices are used:

Prevention of Misconduct

Communication

Students and parents receive information about behavioral expectations and restorative discipline practices through these activities:

- Posting of the LCSD RDP on school and district websites
- Conferences with students
- Parent teacher conferences
- Teacher contact with parents by phone, email, electronic messaging and in person
- Teachers' syllabi/classroom codes/standard operating procedures (SOP)
- Presentations by teachers and administrators at the beginning of each year to explain behavioral expectations to students and SOP's
- Student handbooks
- Information shared through Infinite Campus and other social media
- Annual awareness/prevention intervention, *The Week of Respect* (first week of October)

Classroom-Based Interventions

- Clearly define/post the behavioral expectations, SOP's.
- Implement procedures for all class routines SOP's- entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
- Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up."
- Cue/Prompt/Remind - Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior.
- Acknowledge students who appropriately demonstrate the expected behavior.
- Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."
- Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."
- Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."
- Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."
- Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.
- Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).

- Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
- Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- Involve a problem-solving team.

Supervision

The LCSD provides necessary supervision to support positive student behaviors and deter misconduct through these activities:

- Staff supervision at assigned duty areas before and after school, at nutrition breaks and during lunch, and at school-sponsored activities
- The work of our safe school professionals and counselors or social worker
- Access to support from law enforcement officials and juvenile probation officers as necessary

Temporary Removals, Temporary Alternative Placements, and Review Committee

School administrators and teachers will not subject themselves to abuse, annoyance or interruptions of their normal teaching functions by violations of the stated standards. They shall hold students to strict account for their conduct on school grounds, on the playground and during any intermission, (e.g. recess, field trips, and all school-sponsored activities).

If, in the judgment of a teacher, a student has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn, the student shall be temporarily removed from the classroom and assigned to a temporary alternative placement. While in alternative placement, the student shall be separated from other students, under the supervision of appropriate school personnel, and prohibited from engaging in extracurricular activities.

The principal of the school shall provide an explanation of the reason for the removal to the student and offer the student an opportunity to respond to the explanation, and shall, within 24 hours, notify the student’s parent of the removal.

Not later than three school days after the student was removed from the classroom, a conference shall be held with the student, the student’s parent, the principal and the student’s teacher to discuss the removal of the student from the classroom. The conference can be rescheduled or waived by the parent.

Following this conference, or after not more than three days of alternative placement, the principal shall recommend whether the student shall continue in alternative placement, or return to his or her class. If the teacher disagrees with the principal’s recommendation, the principal shall immediately convene a disciplinary review committee composed of the principal, two teachers, and one staff member selected by a majority of their peers. One additional teacher and one additional staff member will be selected as alternates. The specific names of the members and alternates of the disciplinary review committee will be identified no later than September 15 at the beginning of each school year.

The committee will do one of the following:

1. Return the student to his or her classroom
2. Assign the student to another appropriate classroom
3. Assign the student to an available alternative education program
4. Recommend the student be suspended or expelled
5. Take any other necessary appropriate disciplinary action against the student

Plan for Placement of a Student in a Different School Within the District

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 student. 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.

LCSD RDP Distribution

The LCSD RDP is posted on the district and school websites and available at each school site. The LCSD RDP will be added to the student handbooks. Handbooks will include the information applicable to all schools but may also include the “specific provisions” applicable to the specific school. In addition, the LCSD RDP distributed by written or electronic copy to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school.

Provisions to Address Specific Disciplinary Needs and Concerns of Each School

The RDP includes the following provisions designed to address the specific disciplinary needs and concerns of each school within the school district.

LCSD is implementing a Multi-Tiered Systems of Supports (MTSS) as a preventative, supportive, consistent instructional and motivational model to deter negative student behaviors. If student behavior falls below expectations, as listed in the school handbook, school teams can develop behavioral guidelines and a matrix to determine appropriate consequences and/or interventions for student behavior violations appropriate for their grade levels at each site. In all instances, these guidelines may be modified contingent upon the level of severity of the incident, aligned with the age, developmental level and other extenuating circumstances. The guidelines are applicable to incidents that occur at school, travel to and from school, during lunch, and while involved in all school-sponsored activities.

As part of the school’s MTSS matrix, site teams will develop restorative practices to include intervention strategies and logical consequences in addition to or as an alternative to the negative consequences for inappropriate behavior that may not lead to changes in behavior. Examples are given in the Classroom-Based Interventions section above.

Student Responsibilities

It is the belief of Lincoln County School District that students are expected to follow their school's classroom codes and school SOP's. In order to do so, each school must establish school-wide behavioral guidelines to include expectations within the classroom, playground, lunchroom, passing periods, as well as expectations away at school sponsored activities. At each school site, students will be provided a handbook that includes established school and district rules. In addition, students will receive instruction on the expected school behavior, and be held to those expectations consistently.

Teacher Responsibilities

LCSD teachers will implement individualized classroom management systems along with class codes and SOP's, ensuring that it is taught to all students and communicated to parents. Each classroom plan should include both positive reinforcement for students demonstrating appropriate behaviors as well as progressive steps of discipline for students who demonstrate actions not meeting classroom expectations. Minor classroom offenses should be handled by the teacher at the lowest level deemed appropriate. Students referred to the office should have already gone through the defined steps in a teacher's progressive discipline plan, unless the behavior is deemed beyond classroom intervention.

Parent/Guardian Responsibilities

If a child is experiencing difficulty with behavior or is unclear about classroom or school expectations, the first step in the process is to work with the child's teacher directly to ensure the right supports and/or interventions are in place. Intervening and communicating early is vital to your child's success in school. Parents will be contacted by the school (teacher and/or administrator) when their child's behavior has warranted that level of intervention which could include repeated minor offenses and/or a major incident.

Administrator Responsibilities

The administrators of each site will be responsible to ensure that teachers are following their classroom management plans, classroom codes and SOP's for expected behavior. Administrators will support staff in implementing their plans and will address student disciplinary referrals as expediently as possible, and in accordance with district policy as well as state and federal laws. Administrators will provide necessary information regarding the outcome of an incident in accordance with established procedures. Administrators will ensure that consistent log entries are made in Infinite Campus as well as documenting and sharing behavior plans, safety plans, and restorative practice plans as needed.

Transportation (NRS 392.4636)

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct

themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Supervisor or Transportation shall inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in checking the pupil's behavior.

Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely.

Notice of Nondiscrimination on the Basis of Sex Under Title IX

LCSD does not discriminate on the basis of sex in the education program and activity it operates. The school district is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the school district's program or activity extends to employment. The school district's Title IX Coordinator is:

Sharon Dirks, Director of Human Resources
Lincoln County School District
1191 E. Edwards Street
Panaca, NV 89042
(775)728-4481 sdirks@lcsdnv.com

Inquiries about the application of Title IX to the school district may be referred to the school district's Title IX Coordinator, or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202, or both.

Appendix

Supports for sites as they learn and develop ideas as a team around restorative practices in schools as outlined by AB168.

(Taken from Restorative Justice and School Safety PD shared by NDE)

Schools are required to use restorative justice in all disciplinary actions in lieu of out of school suspension. **Restorative Justice** is defined as a **non-punitive intervention and support provided by school to pupil to improve behavior and remedy any harm caused by pupil.**

What is the intent of Restorative Justice Practices in Schools?

- Center the needs and experiences of those harmed
- Hold those who do harm accountable by building empathy and repairing harm
- Create a path forward through **changing behavior** and building relationships

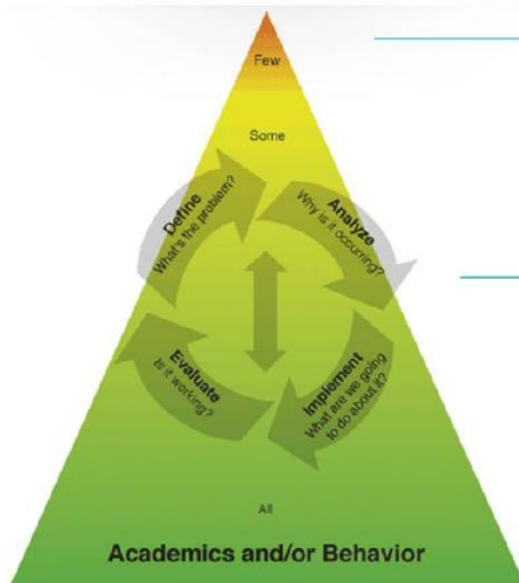
Two Different Restorative Strategies

Whole School approach uses restorative justice to build culture and climate based on restorative values of respect, trust, inclusion, tolerance, understanding, and more. Building a restorative culture results in few incidents of harm overall.

Incident Driven approach uses restorative justice to respond to specific events on a school campus - such as fighting, bullying, teacher disrespect, insubordination or other disciplinary violations.



MULTI-TIER SYSTEMS OF SUPPORT



Tier 3

Repairing the Restorative Environment: Formal restorative conferences, school accountability boards, peacemaking circles.

Tier 2

Maintaining the Restorative Environment: Informal individual and/or classroom conferences to identify and address harm; reaffirmation of norms and values.

Tier 1

Creating the Restorative Environment: Affective restorative statements; student-led guidelines; daily classroom check-in circles; classroom and school norming; restorative culture & climate setting activities.

3 DIFFERENT QUESTIONS

TRADITIONAL:

- X What law/rule was broken?
- X Who's fault is it? (who did it and who do we blame?)
- X What do they deserve? (How should we punish them?)

RESTORATIVE:

- ✓ Who has been hurt and what harm was done?
- ✓ What are their needs?
- ✓ Who's obligation is this? (What repair is needed and who is responsible?)

Resources for schools:

<https://doe.nv.gov/SafeRespectfulLearning/Home/>

<https://doe.nv.gov/SafeRespectfulLearning/Discipline and Restorative Practices/>

<https://doe.nv.gov/SafeRespectfulLearning/MTSS/>