



CCSD Plan for Restorative Discipline

INTRODUCTION:

The Carson City School District Board of Trustees recognizes that maintaining a safe and productive learning environment is essential to its mission 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 team, 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 Carson City 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 punishment 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
- Bringing together individuals impacted by an issue in a dialogue

- Achieving a common understanding
- Coming to an agreement about resolving the conflict and moving forward

PREVENTION & INTERVENTION:

Student Misconduct Prevention:

The Carson City School District (CCSD) 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 CCSD Plan for Restorative Discipline on school and district websites
- ParentSquare – by phone and email
- 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, ParentSquare, or social media

Supervision:

- Through staff supervision at assigned duty areas before and after school, at nutrition and during lunch, and school-sponsored activities
- Through the presence of a Carson City Sheriff's Office School Resource Officer (SRO)
- By the administration working closely with the Juvenile Probation Department
- Via random searches by the CCSO'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, organizations, clubs and athletics
- Placement in the Carson High Options Program, a program at CHS 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.)
- Restorative Discipline Plans as determined by site intervention assistance teams (IAT)
- School leadership and school mentoring programs

- Support of school social workers (SSWs) who are trained mental health professionals working with students and families
- Support provided by Native American Liaison
- Right to Represent contracts signed by all student athletes, which includes random drug testing
- Focused Social Emotional Learning (SEL) curriculum implemented through 1:1, group and classroom interventions (Youth Positive, Character Strong, School Connect, SOS, Boys Town, Restorative Justice)
- 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 with SEL curriculum and/or supports
- In-school and out-of-school suspensions with SEL curriculum
- Re-entry plans to support student integration back into school after a suspension
- Annual awareness/prevention intervention, *The Week of Respect* (first week of October)

Classroom Restorative Discipline:

CCSD 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 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) Previous attempts to support, intervene, redirect, and educate students to engage in appropriate student conduct;
- 2) Level of progression on the discipline continuum;
- 3) Implementation of a plan of action based on restorative justice for the student;
- 4) Implementation of an Individualized Education Plan;
- 5) Degree of violation; and,
- 6) NRS.

The Carson City School District (CCSD) 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 include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and, 4) changing the behavior of the student.

In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. 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 and a right of appeal since exclusion may deprive a student of the right to a public education. 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, CCSD schools will not accept students who are under suspension/expulsion from another school until such suspension/expulsion from another school has been completed. If a specific term is not indicated for the expulsion, the student will not be permitted to enroll until the end of the current semester.
- The appeal process for long term suspension will be handled through the CCSD office.
- The CCSD has an agreement with the Carson City Sheriff's Office to allow their officers to bring drug dogs into CCSD 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 CCSD Restorative Discipline Plan is posted on the district and school websites and is part of the student handbook for all schools.

Additionally, all teachers are required to submit their classroom behavior plans, which include their well-defined expectations and rules, as well as their classroom restorative discipline plan to their site administration. All teachers discuss their expectations, rules and discipline plans with their students during the first week of school.

STAFF TRAINING:

CCSD teachers receive training on the Restorative Discipline Plan at the beginning of the school year at each school site. Data is shared at the beginning of the year 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, 392.4646, 392.4647, and 392.4648:

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 will 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 school administrator will 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 three (3) days. The student will study under the supervision of appropriate personnel of the school 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 supports/services will be 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

include manifestation and due process rights as placement in this setting will count as a suspension.

Within 3 days of the temporary removal of the student a conference will be scheduled with the student and the student's parent/guardian. During the conference, the teacher or staff member who removed the student from the classroom will provide the student and the parent/guardian with an explanation of the reason for the removal of the student from the classroom or other premises. The student will be granted an opportunity to respond and to indicate whether the removal was appropriate in their opinion based upon their behavior. If the student is a homeless student, the conference must include consideration of and interventions to mitigate the impact of homelessness on the behavior of the student. Upon conclusion of the conference, the school administrator will recommend whether to return the student to the classroom or other premises or continue ISS.

If the teacher or other staff member who removed the student from the classroom or other premises does not agree with the recommendation of the school administrator, the administrator will convene a meeting of the school's Restorative Behavior Committee hereafter referred to as "Committee". The administrator will inform the parent/guardian of the student that the Committee will be conducting a meeting. The Committee will review the circumstances of the student's removal from the classroom or other premises of the school and the student's behavior that caused the student to be removed from the classroom or other premises. Based upon its review, the Committee will assess the best placement available for the student and will either direct that the student be returned to the classroom or other premises from which he or she was removed; assign the pupil to another appropriate classroom or other premises; assign the pupil to an alternative program of education, if available; recommend the suspension or expulsion of the pupil in accordance with NRS 392.467; or take any other appropriate disciplinary action against the pupil that the committee deems necessary.

The principal will report to the school district each time a committee created pursuant to NRS 392.4647 is convened and, upon the conclusion of the Committee's review of a placement, will supplement the report with the result of the assessment of the Committee.

Committee Members: principal, 2 teachers, 1 alternate teacher, 1 staff, 1 alternate staff (teachers and staff members to be selected by peers and serve two-year terms)

Bordewich Bray Elementary

Cheryl Richetta	Principal
Miyoko Loflin	Teacher
Michele Cacioppo	Teacher
Lyndsay Evans	Alt Teacher
Nancy Varner	Alt Teacher
Kathy Brown	Alt Teacher
Carmel Young, SSW	Staff
Nicole Medeiros, Interventionist	Alt Staff

Empire Elementary

Shelby Tuttle	Principal
Brittany Kane	Teacher
Joshlyn Jensen	Teacher
Erica Meisler	Alt Teacher
James Marrone, School Social Worker	Staff
Vickie Estes	Alt Staff

Fritsch Elementary

Dan Brown	Principal
Rachael Overstreet	Teacher
Nicole Witkowski	Teacher
Sara Bogotch	Alt Teacher
Kristy Wertz	Alt Teacher
Jennifer Kingman	Alt Teacher
Nicole Sitton, School Social Worker	Staff
Lacey Carey	Alt Staff

Fremont Elementary

Jennifer Ward	Principal
Amanda Bodenstein	Teacher
Sarah Quisenberry	Teacher
Ashley Potter	Alt Teacher
Isreal Guzman	Staff
Pam Cowperthwaite	Alt Staff

Mark Twain Elementary

Chelise Crookshanks	Principal
Molly Martin	Teacher
Shelley Pope	Teacher
Alyson Haas	Alt Teacher
Victor Garcia	Staff
Sheila Ono	Alt Staff

Seeliger Elementary

Paula Zona	Principal
Toni Nelson	Teacher
Claudia Rubio	Teacher
Carol Reed	Alt Teacher
Marisol Sherlock	Staff
Stephanie Navidad-Marcos, SSW	Alt Staff

Carson Middle

Amy Robinson	Principal
DeAnna LeBlanc	Teacher
Eleanor Whitehead	Teacher
Tiffany Rankin	Alt Teacher
Molly McGregor, SSW	Staff
Jeremy Batten, Counselor	Alt Staff

Eagle Valley Middle

Lee Conley	Principal
Michaela Filacamo	Teacher
Lauren Cimino	Teacher
Thomas Chandler	Alt Teacher
Becky Ritter	Staff
Emily Beach	Alt Staff

Carson High

Robert Chambers	Principal
Daphne Abrams	Teacher
Monica Flinchum	Teacher
Emilee Riggin & Jim Bean	Alt Teacher
Rheyanna McCoy	Staff
Cathy Atchian	Alt Staff

Pioneer High

Jason Zona	Principal
Amy Strom	Teacher
Julie Gingrich	Teacher
Jillian Sh	Alt Teacher
Cary Jordan, Counselor	Staff
Danielle Langum, School Social Worker	Alt Staff

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 Carson City School District. The list is not exhaustive. Some conduct and consequences are described more fully in the CCSD Policies or Administrative Regulations, and citations to those documents are listed in the table. Bus Conduct rules are described in CCSD Policy and Administrative Regulation 520.

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 mandatory under State law.

PROHIBITED CONDUCT	RELATED CCSD POLICY/ ADMINISTRATIVE REGULATION
A. ARSON	
B. ATTENDANCE VIOLATIONS 1. Truancy 2. Habitual Truancy 3. Tardy/Missed Instruction	CCSD Policy and Administrative Regulation 506
C. BOMB THREAT	
D. BULLYING	CCSD Policy and Administrative Regulation 543
E. CHEATING/PLAGIARISM	CCSD Policy and Administrative Regulation 538
F. COMBUSTIBLES/ INCENDIARY/EXPLOSIVE DEVICE	
G. CYBER-BULLYING	CCSD Policy and Administrative Regulation 543
H. DAMAGE TO OR DESTRUCTION OF SCHOOL PROPERTY	CCSD Policy 521
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	CCSD Policy 546 (Cell Phone Usage) CCSD Policy and Administrative Regulation 532 (Student use of Vehicles)
J. DISRESPECT/INSUBORDINATION	
K. DISTURBANCE OF SCHOOL ACTIVITIES, DISTURBING THE PEACE	
L. DRESS CODE VIOLATION	CCSD Policy and Administrative Regulation 519
M. EXTORTION OR THREAT OF EXTORTION	
N. FIGHTING	
O. FIGHTING INSTIGATION/PROMOTION OF FIGHTING/VIOLENCE	
P. GANG RELATED BEHAVIOR/ACTIVITY	
Q. HABITUAL DISCIPLINARY PROBLEM	

R. HAZING	CCSD Policy and Administrative Regulation 547 (Anti-Hazing)
S. INTERFERENCE WITH INSTRUCTION	
T. INTIMIDATION	
U. NIAA SUBSTANCE ABUSE VIOLATION	CCSD Policy and Administrative Regulation 534
V. POSSESSION OF DRUG PARAPHERNALIA	CCSD Policy and Administrative Regulation 534
W. POSSESSION/USE OF ALCOHOL	CCSD Policy 518 CCSD Policy and Administrative
X. POSSESSION/USE OF A CONTROLLED SUBSTANCE	CCSD Policy 518 CCSD Policy and Administrative
Y. POSSESSION/USE OF A WEAPON, AIR GUN, FIREARM	
Z. RETALIATION	
AA. SALES/DISTRIBUTION OF A CONTROLLED SUBSTANCE	CCSD Policy 518 CCSD Policy and Administrative
BB. THEFT/POSSESSION OF STOLEN PROPERTY	
CC. THREATS TO STAFF OR STUDENTS	
DD. TOBACCO VIOLATION	
EE. VIOLENCE OR HARM TO STAFF OR STUDENTS	

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.
B. ATTENDANCE VIOLATIONS 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 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 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>
C. 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.

D. BULLYING	<p>NRS 388.122 “Bullying” defined.</p> <p>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:</p> <p>a. Have the effect of:</p> <ul 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; <p>b. Interfere with the rights of a person by:</p> <ul style="list-style-type: none"> (1) Creating an intimidating or hostile educational environment for the person; or (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or <p>c. Are acts or conduct described in paragraph (a) or (b) and are based upon the:</p> <ul style="list-style-type: none"> (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or (2) Association of a person with another person having one or more of those actual or perceived characteristics. <p>2. The term includes, without limitation:</p> <ul 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/PLAGIARISM	<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	<p>The possession, use or sale of explosive or incendiary devices.</p>

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	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: <u>Altering Records</u> : Changing or attempting to change school records or grades. <u>Communicating False Information</u> : Telling lies (spoken or written); publishing or distributing libelous or slanderous material. <u>Forgery</u> : Reproducing something, such as a forged signature, for a deceitful or fraudulent purpose <u>Inappropriate Language</u> : Use of obscene language or gestures or writing obscenities or displaying obscene materials. <u>Inappropriate Behavior</u> : Violation of any school rule. <u>Presence in Unauthorized Area</u> : Presence in any area that is not authorized for student use at the time the student is present.
	<u>Technology Violation</u> : Violations of the CCSD Acceptable Use Policy; violations of the CCSD Cell Phone Use Policy 546. <u>Traffic Violation</u> : Violations of the CCSD Driving Regulations. <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.
J. DISRESPECT/INSUBORDINATION	<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.
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 CCSD Policy and Regulation 519 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	<p>A student is deemed a habitual disciplinary problem if a school has written evidence documenting that in one school year:</p> <p>(a) The student has threatened or extorted, or attempted to threaten or extort, another student or a 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</p> <p>The student has not entered into and participated in a plan of behavior.</p>
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.
EE. 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.

STAKEHOLDER INPUT:

The CCSD Plan for Restorative Discipline was reviewed by the stakeholders listed below. Input from each of the teams was presented to the CCSD Board of Trustees at the meeting of the Board on September 27, 2022 as part of the state required annual update process.

Bordewich Bray Elementary

Carolyn Cook	Assistant Principal
Becca Ward	Teacher
Nancy Varner	Teacher
Heather Thomas	Teacher
Lyndsay Evans	Teacher
Caitlin Ferone	Teacher
Mary Wright	Teacher
Dawn Bateman	Staff
Nicole Medeiros	Staff
Janet Ingram	Staff
Debbie Mayer	Staff
Aini Barr, CCSD Teacher	Parent

Empire Elementary

Nathan Brigham	Assistant Principal
Brittany Kane	Teacher
Joshlyn Jensen	Teacher
Erica Meisler	Teacher
James Marrone	School Social Worker
Vickie Estes	Staff
Carolina Zaragoza	Parent

Fritsch Elementary

Gina Hoppe	Assistant Principal
Rachael Overstreet	Teacher
Nicole Witkowski	Teacher
Sara Bogotch	Teacher
Nicole Sitton	School Social Worker
Lacey Carey	Instructional Coach
Tiffany Gelbaum	Parent

Fremont Elementary

Jeff Hurzel	Assistant Principal
Amanda Bodenstein	Teacher
Sarah Quisenberry	Teacher
Ashley Potter	Teacher
Natalie Tadieva	Staff
Aulika Litka	Parent

Mark Twain Elementary

Marc Rodina	Assistant Principal
Molly Martin	Teacher
Shelley Pope	Teacher
Alyson Haas	Teacher
Victor Garcia	Staff
Sheila Ono	Staff
Ben Spence	Parent

Seeliger Elementary

Rodney Butler	Assistant Principal
Toni Nelson	Teacher
Claudia Rubio	Teacher
Carol Reed	Teacher
Marisol Sherlock	Staff
Stephanie Navidad-Marcos	School Social Worker
Amanda Fekete	Parent

Carson Middle

Jeremy Lewis	Assistant Principal
Kari Pryor	Dean of Students
Eleanor Whitehead	Teacher
Tiffany Rankin	Teacher
Sharon Heimerdinger	Teacher
Kristin Lang	Teacher
DeAnna LeBlanc	Teacher and Parent
Julie Tuttle	Teacher and Parent
Jeremy Batten	Counselor and Parent
Molly McGregor	School Social Worker
Troy McDaniels	Student

Eagle Valley Middle

Lee Conley	Principal
Michaela Filocamo	Teacher
Lauren Cimino	Teacher
Thomas Chandler	Teacher
Kathy Dilger	Teacher
Jennifer Rynerson	Teacher
Robert Perry	Teacher
Becky Ritter	Staff
Jen Ward	Parent
James Ward	Student

Carson High

Rodney Wade	Dean of Students
Mary Anne Weaver	Dean of Students
Todd Ackerman	Teacher
Leticia Servin	Staff
Edwin Perez	Parent
Soleil Swanson	Student

Pioneer High

Jason Zona	Principal
Amy Strom	Teacher
Julie Gingrich	Teacher
Leanne Ingram	Teacher
Cary Jordan, Counselor	Staff
Danielle Langum, School Social Worker	Staff
Ms. Bobula	Parent
Ms. Uzzell	Parent
Aliyan Beruman	Student

District Office

Tasha Fuson	Associate Superintendent, Ed Services
Michelle Cleveland	MTSS & Project AWARE Coordinator
Marc Rodina	Discipline & WBL Coordinator
Ricky Medina	Director, Accountability & Assessment
Cheryl Macy	Director, Equity in Curriculum & Instruction
Christy Lenox	Director, Student Support Services
Christie Perkins	Director, Grants and Special Projects

ASSOCIATED DOCUMENTS:

- CCSD Regulation 525
- CCSD Restorative Plan Matrix
- CCSD Bullying/Cyber-bullying Manual
- CCSD Accepted Practice for Restorative Discipline
- Functional Behavioral Assessment (FBA)
- Restorative Plan of Action Sample