

Cactus Park Elementary | pilotED Schools of Nevada

Restorative Discipline Plan

INTRODUCTION:

Mission and Vision

The mission of Cactus Park Elementary is to empower K-5 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum.

Core Beliefs

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and one's own academic achievement
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our students learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports students' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

Cactus Park focuses on social-emotional learning, restorative justice, and relationship building in order to create a community where students can grow and thrive.

The school-wide Restorative Discipline Plan creates an environment for effective instruction and learning. Cactus Park Elementary will document all infractions at school using the minor behavior log and major behavior referral in Infinite Campus. To maintain a productive learning environment for students, disciplinary actions will include increasing levels of interventions. If a parent/guardian disapproves with the consequence they may bring the matter to the School Leadership.

All students are expected to follow Cactus Park Elementary's 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 extracurricular activities must conform to standards established by their sponsors in accordance with policy and regulations established by Cactus Park, as well as the Nevada Interscholastic Activities Association (NIAA) and any other athletic or activity association to which their school belongs.

PREVENTION & INTERVENTION:

Student Misconduct Prevention:

Cactus Park Elementary Communication Plan:

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

- www.pilotednevada.org – Posting of Restorative Discipline Plan
- 1:1 conferences with students
- Parent teacher conferences/Open House events
- Teacher contact with parents - by phone, email, electronic messaging and in person
- Weekly newsletters
- New Student orientation events/activities
- Student & family handbook policies
- Messaging via Infinite Campus and Social Media

Supervision:

- Designated staff assignments and times of student supervision during passing
- Surveillance of common areas
- Lunch duty
- School Safety Professional on staff (as applicable/grant funded)

Interventions/Activities:

- Reflection activities
- Behavior contracts
- Attendance contracts
- Farm Therapy
- Apology
- Restorative circle
- After school programs, organizations, clubs and athletics
- Positive Behavior Support Plans as determined in Individualized Educational Plans
- School leadership and school mentoring programs
- Social Emotional Health Coordinator intervention
- Restorative and relationship-building groups
- Contracts to support behavioral expectations
- Teacher, student and guardian phone calls to collaboratively discuss problem behavior and identify solution.
- Classroom observations and support to promote a positive culture
- Referrals to community-based services
- Lunch detentions with reflection activities
- In-school suspensions with reflection activities
- Annual schoolwide awareness/prevention intervention
- Intervention Tracking Forms

MTSS

Cactus Park Elementary employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside school wide expectations, state 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.

SEL (SOCIAL AND EMOTIONAL LEARNING)

Cactus Park Elementary prioritizes the integration of SEL instructional strategies embedded throughout the curriculum, as well as continuing education/professional development opportunities for staff to strengthen a commitment to restorative justice and social emotional learning.

SUPPORTS OFFERED

Understanding that all students will not excel equally with the same system of supports and services offered in the classroom is central to Cactus Park Elementary's mission of ensuring transformational academic outcomes for all students. As such, Cactus Park Elementary provides a wide-range of support services within the school, making referrals to outside sources when necessary, to support students with additional needs.

Individualized Learning: Every student at Cactus Park Elementary will receive targeted instruction within the classroom in small groups of students with similar levels and abilities. Furthermore, a teacher assistant (TA) and/or Interventionist will focus solely on identifying and pulling small groups of students throughout the school day for individualized learning opportunities.

Response to Intervention (RTI): For students who are struggling in the classroom, academic intervention is provided at increased levels of intensity, with cadence to a schedule, and progress monitoring to accelerate student learning by their Classroom Teachers and Teacher Assistants.

Special Education: In accordance with state and federal law, Cactus Park Elementary will provide all services required by a student's Individualized Education Plan (IEP) or 504 plan. We will maintain well-trained Special Services staff, responsible for identifying, monitoring and evaluating students with special needs.

English Language: After identification through the WIDA-ACCESS assessment, Cactus Park Elementary's English Language Learner team will develop and deliver supports to reinforce language acquisition in both speaking and writing for ELL students.

Social Work: Cactus Park Elementary will employ a full-time Social and Emotional Health Coordinator to support Special Education services and provide counseling and other social work services for all students/families.

Behavioral Supports: Students requiring additional support (Special Education or otherwise) in correcting and self-regulating their daily behavior will receive services in the form of Behavioral Intervention Plans (BIPs), counseling, mentoring, and targeted instruction.

SUSPENSIONS/EXPULSIONS:

Only students who are at least 11 years old may be removed from Cactus Park, suspended, or expelled with the following exceptions: A general education student in possession of a firearm or dangerous weapon (NRS 392.466.3), Under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Mater Board of Trustees (NRS 392.466.9, NRS 392.467.1). Accordingly, suspension or expulsion of students in Mater Academy 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 protections exist for Cactus Park Elementary students with special needs in the event of a change of placement (extended suspension/expulsion). A change in placement, as the result of discipline violation, is regarded as more than 10 consecutive days of suspension or more than 10 total days of suspension throughout the school year. A behavior warranting a suspension or expulsion (see Student Code of Conduct) by a student receiving Special Education services will be classified as to whether or not it manifested as a result of their disability. If it is determined that the behavior was a manifestation of the disability OR that the school was negligent in providing appropriate services to prevent the behavior, the school will develop an immediate plan to address the behavior/deficiencies. If it is determined that the behavior was not a manifestation of the students' disability, they will be subject to the same consequences as the general population of students.

For additional information, please consult the "Notice of Procedural Safeguards," provided to the parents/guardians of all students receiving Special Education services at the beginning of the school year or contact the Director of Specialized Services.

STATE MANDATED EXPULSIONS:

There is certain conduct for which the state mandates expulsion, these are examples, check NRS 392.467 to see additional laws concerning expulsion.

RESTORATIVE JUSTICE PRACTICES:

Creating a highly effective Restorative Justice program will require highly trained staff and buy-in from teachers, parents and students. At minimum, the Social Emotional Health Coordinator will be trained to implement restorative practices. In addition, the entire student body will be introduced to Restorative Justice systems through in-class lessons, regular peace circles and peer engagement throughout the year. The Social Emotional Health Coordinator will be responsible for implementing the Restorative Justice program throughout the school year with the use of peace circles, peer jury and peer mentor (among others) for students, teachers and parents.

CLASSROOM RESTORATIVE DISCIPLINE:

Cactus Park Elementary staff will implement the following strategies to help minimize disruption to classrooms as well as provide restorative practice:

- School and class level communication about restorative plans
- Staff will have one-to-one discussions with students about misconduct
- Staff will engage families in discussions with students about misconduct
- Referrals to the office are to include documentation of classroom interventions based on the school restorative discipline plan.

ADMINISTRATIVE INTERVENTIONS:

Consequences will be determined by the following:

1. Level of discipline progression;
2. Implementation of a plan of action based on restorative justice for the student;
3. Degree of violation; and,
4. NRS. Attempts to support and intervene will be made as appropriate to redirect and educate students to engage in appropriate, student conduct.

RELIEF FOR VICTIMS

1. An individualized Safety Plan will be created for the benefit of the victim, which may or not include which include but are not limited to:
 - classroom change
 - additional monitoring
2. Referral for extended services
3. Peer mentor
4. Proposed solution is acceptable to victim
5. Facilitation of student mediation

STAFF TRAINING:

Cactus Park Elementary staff will receive training on the following: Restorative Discipline plan and practices, CPI Non Violent Crisis Intervention training as needed, as well as Social Emotional Learning practices each year. Staff will be trained to identify at-risk students as well as implement various interventions prior to office referral. Interventions as well as contact with families will be documented.

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 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 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 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 Restorative Discipline Committee (hereinafter "Committee") listed above will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's 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.

Intervention Assistance Team (IAT) Members: Administrator, 1 Teacher, 1 Special Education Teacher, and 1 staff member (Social Worker/School Safety Professional if funded).

Student Code of Conduct (Explanation of Leveled Offenses/Responses)

Cactus Park Elementary uses corrective responses to address student misbehavior and assign appropriate consequences. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses is to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources with as little student removal from the classroom as possible. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade;
- Student's prior behavior patterns and responses to interventions;
- Student's willingness to acknowledge his/her behavior;
- Student's willingness to make restitution;
- Impact of the incident on the overall school community;
- Student's intent and the severity of harm caused; and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

Level 2: Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or a member of the culture team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school but may include time in the reflection room.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation, if it is a safety related behavior.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Suspension and Expulsion

If and when a student commits a serious violation (Level 4) or several, repeated intermediate violations (Level 2-3), they may be recommended for suspension. While Cactus Park Elementary will first attempt to address behavior violations through restorative interventions first, if these prove unsuccessful, the student is unwilling to participate, or they present a danger to themselves or others, removal may be used. If recommend for either in-school or out-of-school suspension, the parent/guardian of the student will receive a phone call and written communication including:

- The type of suspension (i.e. in-school, out-of-school)
- The length of the suspension/return date
- Reason for removal
- Any other interventions requested to address behavior (i.e. parent meeting, civic engagement)

In the event of repeated out-of-school suspensions and/or serious violations (Level 4) that warrant potential expulsion, parents/guardians will be informed within 2 days of the incident of Cactus Park Elementary's intent. If the school chooses to pursue expulsion, an expulsion meeting will be scheduled, at which the Cactus Park Elementary will present evidence to support the request for expulsion and the student in question and/or parent/guardian can respond. The student may be suspended while waiting for an expulsion meeting and while awaiting the outcome of said meeting. The results of an expulsion meeting will include:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options.

Due Process

In the event of possible suspensions and/or expulsions, Cactus Park Elementary will follow the guidelines established by the Clark County School District Student Code of Conduct. The process to be utilized is as follows:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the Principal or the Social Emotional Health Coordinator to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

CRIMINAL OFFENSES *(As defined in applicable statutes or ordinances):*
Violation of local, state, or federal laws is enforced on properties of Cactus Park Elementary or at activities sponsored by the school. Examples of such laws are indicated below:

Any student who commits the conduct described below may be placed on emergency suspension pending investigative review and determination of final action to be taken in the matter.

Offense	Definition	Response
Alcohol	The possession of, sales and furnishing alcoholic beverages.	Referral to local law enforcement; mandatory completion of substance abuse curriculum and counseling
Arson	The intentional setting of fire.	Referral to local law enforcement
Assault	Physical or verbal threats with the intent and the ability to carry it out.	Referral to local law enforcement; Time out of class or educational setting, conference with guardian, mandatory counseling and/or completion of program related to offense.
Battery	An unwanted touching or application of force to another person.	Referral to local law enforcement; Time out of class or educational setting, conference with guardian, mandatory counseling and/or

		completion of program related to offense.
Bomb Threat/False:	Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threats, knowing them to be false.	Referral to local law enforcement;
Burglary	Illegal entry with the intent to commit a crime.	Referral to local law enforcement
Destruction of Property	Willfully and maliciously destroying or injuring real or personal property.	Referral to local law enforcement; Time out of class or educational setting, conference with guardian, mandatory counseling and/or completion of program related to offense.
Disturbing the Peace	Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.	Referral to local law enforcement (dependent on severity)
Explosive Devices	The possession of explosive or incendiary devices.	Referral to local law enforcement
False Fire Alarms	False reporting of, or transmission of signal, knowing same to be false.	Referral to local law enforcement
Fireworks	The possession of, sales, furnishing, use or discharge of same.	Referral to local law enforcement
Graffiti	Drawings or writing that is scratched, painted or sprayed on walls or other surfaces in public places.	Referral to local law enforcement (dependent on severity), conference with guardian, community service.

Indecent Exposure	Exposing one's self to another.	Referral to local law enforcement
Larceny	Stealing, taking, carrying away property of another.	Referral to local law enforcement
Libel	A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.	
Marijuana	The possession of, sales or furnishing marijuana. Narcotics: The possession of, sales or furnishing a controlled substance	Referral to local law enforcement; mandatory completion of substance abuse curriculum and counseling
Narcotics Paraphernalia	The possession of, sales, furnishing or use of controlled substance paraphernalia.	Referral to local law enforcement; mandatory completion of community service.
Profanity	Use of vile or indecent language.	Refocus/reflection, Time out of class or educational setting, conference with guardian.
Robbery	The unlawful taking of personal property from the person of another or in his presence, against his will, by means of force or violence or fear of injury.	Referral to local law enforcement
Stolen Property	Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.	Referral to local law enforcement

Tampering With Motor Vehicles	Willfully breaking, injuring, tampering, removing parts, defacing a vehicle; without consent of owner, climbing into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.	Referral to local law enforcement
Trespass	To be upon the property of another without permission of the owner and to stay upon it after warning. To be on school property or at a school function while under suspension from school.	Referral to local law enforcement
Weapons	<ul style="list-style-type: none"> a) Brandishing any knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver, or other firearm or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel. b) Concealed - It is unlawful for any person to carry any concealed weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearm, or other dangerous weapon. c) Possession - It is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearms, or other dangerous weapon, or to possess any other object which is used, or threatened 	Referral to local law enforcement; Time out of class or educational setting, conference with guardian.

	<p>to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.</p> <p>d) For the purpose of this regulation, and consistent with both NRS 202.265 and 202.253 "firearm" means: Any device from which a metallic projective, including any ball bearing or pellet, may be expelled by means of spring, gas, air, or other forces, or any device designed to be used as a weapon from which a projectile may be expelled through a barrel by the force of any explosion or other form of combustion.</p>	
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