



**Douglas County School District
Douglas Parent Advisory Council**

**Carson Valley Middle School
1477 Highway 395
Gardnerville, NV 89410**

**Monday, September 18, 2023
5:30 PM**

Agenda

1. Call to Order

A. Pledge of Allegiance

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

3. Review and Approval of May 5, 2023 Meeting Minutes (*For Possible Action*)

Presenter: Shannon Brown, Executive Director, Education Services

4. Work Session (*Information, Discussion and for Possible Action*)

Presenter: Shannon Brown, Executive Director of Education Services

A. Welcome and Introductions

B. Review of DPAC Parent Duties

C. Prioritization of DPAC Topics of Interest from the 2022-2023 School Year

D. Review of the 2023-2024 Restorative Discipline Plan

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5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the Council's jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as

an item on which action may be taken. The Nevada Open Meeting Law prohibits the discussion of the character, conduct, or competency of any person without proper notice being given to that person.

6. Adjourn

7. Notice

Notice to Individuals with Disabilities:

Members of the public who require special assistance or accommodations at a public meeting are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty-four (24) hours prior to the meeting. If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office prior to the meeting. Please contact Caryn Harper at 775-782-5134 or charper@dcsd.k12.nv.us. Communication with the Committee as a unit may be either in writing, by personal appearance at a committee meeting, or by verbal communication through the District Superintendent.

In conformance with the Open Meeting Law, it is hereby noted that the agenda for the Douglas County School District Public Meeting has been posted at the following locations:

- Douglas County School District Office, Minden, NV
- District website: www.dcsd.k12.nv.us
- State website: <https://notice.nv.gov/>



Douglas County School District

District Level Restorative Discipline Plan

2023-2024

This plan was developed and revised with input from school administrators, teachers, other school personnel and parents. Individual schools may modify this plan to meet the specific and unique needs of the school.

Restorative Questions I & II

Restorative Questions I¹

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ Why did this happen?
- ★ What do you think you need to do to make things right?

Restorative Questions II²

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact had this incident had on you and others?
- ★ How are you doing?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

All restorative justice plans developed to support students should address the following:

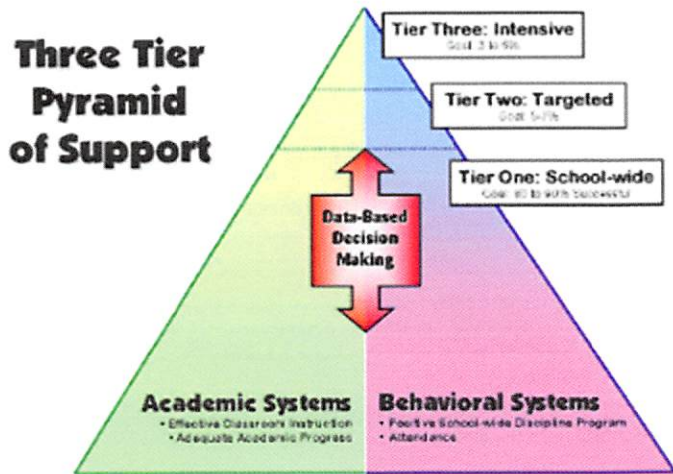
1. Holding the pupil accountable for their behavior;
2. Restoration or Remedies related to their behavior;
3. Relief for the victim;
4. Intervention for changing their behavior

Tier One, Two, & Three Behavior Supports

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
<ul style="list-style-type: none"> • Commitment to PBIS • Universal Expectations & Rules • Office Referral Procedures • School-Wide Acknowledgement System • School-Wide Social Skills Instruction • Active Supervision • Enforcement of Expectations • Data-Based Decision Making • Safe and Welcoming Climate 	<p>Strategic Skill Development</p> <ul style="list-style-type: none"> • School Success <ul style="list-style-type: none"> ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization • Targeted Skill Development <ul style="list-style-type: none"> ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers <ul style="list-style-type: none"> ○ Withdrawal <p>Function-Based Intervention</p> <ul style="list-style-type: none"> • Gain <ul style="list-style-type: none"> ○ Check In/Check Out ○ Mentoring • Escape <ul style="list-style-type: none"> ○ Academic support ○ Accommodations <p>School-Based Network of Support</p> <ul style="list-style-type: none"> • Planned staff collaboration • Intentional staff/student interactions <p>Increased monitoring & feedback</p>	<p>Analysis of Behavior Function & Creation of Behavior Support Plan</p> <ul style="list-style-type: none"> • Environmental modifications • Replacement Behaviors • Curriculum modifications • Reinforcement system • Proactive strategies • Reactive strategies • Behavior goals • Communication systems <p>Wrap Around Support(s)</p> <ul style="list-style-type: none"> • School-based network of support • Inter-agency collaboration • Continuous monitoring & feedback <p>District-Based Structured Alternative/Resource Setting</p> <ul style="list-style-type: none"> • School-wide Behavior Management System <ul style="list-style-type: none"> ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

Adapted from LCSD

Three Tier Pyramid of Support



Three Tier Pyramid of Support

Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from LCSD

Interventions and Best Practices

- **Clearly define / post** the behavioral expectations.

Implement procedures for all class routines - 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 materials, push in all 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 anti-social 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** (See Student Intervention Flow Chart).

ELEMENTARY EDUCATION

Early Childhood – 5th Grade

Restorative Disciplinary Matrix

Level 1 Incidental Violations Non-Referred	Possible Resolutions	Level 2 Minor Violations (not a safety concern) Non- Referred, but Recorded in IC or SWIS	Possible Resolutions	Level 3 Major Violations (safety concern) Referred and Recorded in Infinite Campus	Possible Resolutions	Level 4 Illegal Violation Referred and Recorded in IC	Required Resolutions
<ul style="list-style-type: none"> • Running • Yelling • Off-task behavior • Name calling • Noise making • Out of seat • Missing homework • Disruptive • Breaking cafeteria rules • Breaking playground rules • Inappropriate behavior in the bathrooms • Tattling • Tardy 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Teacher communicates with home • Tier 1 SEL • Tier 1 PBIS 	<ul style="list-style-type: none"> • Disrespect • Disruption • Physical contact • Inappropriate language • Property misuse • Dress code violation • Technology violation • Lying • Cheating • Forgery 	<ul style="list-style-type: none"> • Conference with student • Restore relationship with individual • Tier 1 SEL • Tier 1 PBIS <ul style="list-style-type: none"> • Teacher communicates with home • Detention • Conduct grade lowered • Minor/Major referral completed • Admin communicated with parents 	<ul style="list-style-type: none"> • Multiple minor violations • Defiance • Physical Aggression • Disruption- severe (other students can't work) • Disrespect • Abusive/Inappropriate language • Harassment • Sexual Harassment (AR 112 and 113) • Bullying • Fighting • Inappropriate Language/Profanity • Truancy • Theft • Technology Violation • Property Damage/Vandalism 	<p>Level 1 or 2 resolutions</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Plan • Detention • Loss of privilege • Parent conference <p>Tier II referral</p> <ul style="list-style-type: none"> • Bullying report • Major office referral • In School Support (ISS) • Admin communicated with parents 	<ul style="list-style-type: none"> • Drug use and/or possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage/vandalism • Combustibles • Assaults/threats/Bullying <p><u>In accordance with NRS 392.466 & 392.467</u> <u>"a student may be suspended or expelled under extraordinary circumstance for:"</u></p> <ul style="list-style-type: none"> • Battery on an employee • Possession of firearm or dangerous weapon • Sale or distribution of controlled substance • Habitual disciplinary problem 	<ul style="list-style-type: none"> • Revisit Positive Behavior Intervention Plan <p>Level 2 and 3 resolutions</p> <ul style="list-style-type: none"> • Out-of-School Suspension with Board approval • Bullying Report (BP 543) • Refer to AR 523(A), BP 529, 529(A), 529(B) • Refer to SRO • Administrator communicated with parents <p>Restorative practices must be used here and for all progressive discipline tiers</p>

SECONDARY EDUCATION
6th - 12th Grade
Restorative Disciplinary Matrix

Level 1	Level 2	Level 3	Level 4
Cutting class	Repeated class disruption including defiance/disrespect/misbehavior/ non-compliance	Threat to safety and order/Dangerous Behavior	Guns/Firearms/Dangerous Weapons/ Explosives/Knives (NRS 392.466 and Board Policy 529A)
Defiance/Disrespect/Misbehavior	Willful Defiance/Disrespect	Physical aggression	
Inappropriate language, gesture, writing, etc. (general use)	Violation of closed campus	Multiple minor violations	Battery to Staff (NRS 392.466 and Board Policy 529A)
Inappropriate drawings (drugs, symbols, etc.)	Inappropriate use of the internet/school electronics	Possession or use of a controlled substance without intent to sell and/or distribute	Possession or use of a controlled substance with the intent to sell and/or distribute
Cafeteria disruption	Vape Device Tobacco/lighters/matches/etc.	Bullying/intimidation/harassment	Sale and/or distribution of a controlled substance (NRS 392.466 and Board Policy 529A)
Use of bikes, skateboards, rollerblades, scooters, etc. on campus	No show detention (must make-up detention + consequence)	Theft/stealing	
Dress code violation	Failure to identify to staff, report to office, giving false information to staff	Inappropriate language to staff/obscene gesture to students or staff	Habitual Discipline Problem (NRS 392.4655 and Board Policy 529A)
Inappropriate displays of affection	Inappropriate touching/contact of non-sexual nature	Use of electronic device to record fight, bullying, etc.	

*Tier 1, Tier 2, and Tier 3 Strategies from the Multi-Tiered System of Support, which include Social Emotional Academic Learning Strategies, Restorative Justice Strategies, Positive Behavioral Intervention Supports, etc., can be used individually or woven together to provide the level of support the pattern of behavior warrants.

CAMPUS Resolution Menu

Prior to the suspension or expulsion of any student the team is required to create a plan based on Restorative Justice.

In accordance with BP529 (e) and NRS 392.4612 to 392.472 Parents/guardians or student, if the student is of the age of 18, has 5 (five) days from the date of the issuance to appeal any suspension or expulsion.

When developing individual plans for students based on restorative practices relief for the victim should be considered as part of the plan.

Level 1 Discipline Menu

- Warning- Restorative Conference
- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice

Level 2 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)

Level 3 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (if offenses meet criteria established in NRS)

Level 4 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
 - Lunch Detention (LD)
 - Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
 - In School Support (ISS)
 - Out of School Suspension (OSS)
 - Expulsion (Refer to NRS 392.466 and Board Policy 529A)
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Key

NRS- Nevada Revised Statute

NAC- Nevada Administrative Code

MTSS- Multi-Tiered System of Supports

Tier- referring to a level in the MTSS

ISS- In School Support

OSS- Out of school suspension

DOCUMENTATION

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

DISCRETION FOR RESOLVING INCIDENT

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make in accordance with Douglas County School District Board Policies and Administrative Regulations related to:

- Suspension and Expulsion - Board Policy 529
- Safe and Respectful Learning Environments – Bullying - Board Policy 543
- Tobacco Free Schools – Board Policy 106
- Use of Medications – Board Policy 508
- Drug-Alcohol Abuse - Board Policy 523
- Gang Affiliation and Activity – Board Policy 540
- Safe Schools Weapons-Fighting-Intimidation – Board Policy 529A
- Reference: NRS 392.467 and NRS 392.466