

# PLAN FOR RESTORATIVE DISCIPLINE

## INTRODUCTION

Freedom Classical Academy (FCA) strives to provide a safe and productive learning environment that is focused on learning. Establishing and maintaining order in the classroom and school facility is one of the first and most essential steps in this process. This document seeks to establish a vision and framework for positive, restorative discipline that both empowers and holds accountable all stakeholders at FCA in this collaborative process.

## PREVENTION & INTERVENTION

“An ounce of prevention is worth a pound of cure.” – Benjamin Franklin

Freedom Classical Academy seeks to prevent behavioral problems before they begin. In order to accomplish this goal, the school will enact the following actions:

1. Develop and maintain a community reputation as a school that is loving but has high expectations for student conduct. Train and reinforce these expectations through the student handbook, school marketing efforts, new student orientation, and classroom procedures training.
2. Engage parents in the process through ongoing communication via:
  - a. School Handbooks
  - b. Social Media
  - c. School Website
  - d. Informational Meetings
  - e. Parent Advisory Board
  - f. School Newsletters
  - g. School Communication App (eg Remind)
  - h. Student Information System (Infinite Campus)
  - i. Teacher Newsletters
  - j. Flyers
  - k. Etc.
3. Implement Leadership / SEL curriculum in the classroom to provide students with the tools to both understand and cope with their emotions and better interact with others.
4. Focus on small, early indicators of problem behaviors before they escalate.

## TEACHER TRAINING

In order to ensure the success of this plan, it is imperative that school staff receive the proper training and support. In turn, it is also important that parents/guardians are provided guidance and training to extend the concepts beyond the classroom and into the home. Towards this end, FCA will carry out the following training activities:

1. Leadership / Social Emotional Learning
2. Restorative Interventions and Restorative Action Plans
3. Principles of Successful Classroom Procedures
4. FCA's Behavior Intervention Ladder

## **CLASSROOM RESTORATIVE DISCIPLINE**

It is the philosophy of Freedom Classical Academy that to the extent possible, behaviors should be managed in the classroom. In this way, the teacher remains the authority figure of the classroom. In cases of severe classroom disruption, endangerment of other students or staff, or major infractions of student conduct the teacher should refer the student to Administration for disciplinary action. Teachers must follow the guidelines below regarding classroom discipline:

1. Teachers shall develop classroom discipline plans in alignment with school guidelines and values prior to the commencement of each school year.
2. Classroom discipline plans shall emphasize positive interventions and restorative practices for the modification of behavior.
3. Teachers shall provide explicit training on classroom procedures as well as the classroom discipline plan during the first week of the school year. A refresher course may be provided, as needed.
4. Teachers shall communicate frequently with parents including expectations, positive commendations, and student misconduct.
5. The teacher shall keep a record of applicable student misconduct in the Student Information System as well as any efforts to communicate with the parents.
6. Any referrals to Administration will be accompanied with documentation explaining the referral and prior interventions.

## **SCHOOL-LEVEL INTERVENTIONS**

Freedom Classical Academy provides administrators with a standard intervention matrix based upon the infraction committed. Due to the individual nature of each situation, Administration bears the responsibility of assessing each specific circumstance and adapting the intervention to the exigencies of that circumstance. Where possible, Administrators should employ restorative practices which (1) hold students accountable for their behavior; (2) provide for restoration or remedies in relation to the behavior of the student; (3) deliver relief or restitution for any victim, and, (4) changes the behavior of the student. Where appropriate and/or necessary, school Administrators shall contact law enforcement personnel to report violations of city, state, or federal Law.

All disciplinary decisions shall be made regardless of the real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status of the student(s) involved.

### Potential Interventions:

1. Restorative Circle Discussion / Restorative Intervention Plan
2. Detention (after school or lunch)
3. Service Detention
4. Essay Assignment
5. Behavior Contract
6. Attendance Contract
7. Apology Note
8. Book Study / Book Report
9. School Social Worker scheduled follow-up
10. Peer mediation luncheon
11. Required Parent Conference
12. Behavior Intervention Plan (as outlined in IEP)
13. Teacher, student, and parent phone call
14. Home visit
15. In-school or Out-of-School Suspension
16. Expulsion

Exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student. Accordingly, suspension or expulsion of students in the school 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.

### **Habitual Disciplinary Problem Distinction**

Under NRS 392.4655, a student may be deemed a habitual disciplinary problem if within one school year a student:

- (a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school;
- (b) The pupil has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on the pupil's way to or from school; or
- (c) The pupil has a record of five suspensions from the school for any reason.
- (d) The school has developed a plan of behavior for the student in consultation with the student and the parents/guardians of the student prior to the student being designated a habitual disciplinary problem/ in effort to prevent the distinction.

If a student is deemed to be a habitual disciplinary problem AND is at least 11 years old, the student may be suspended (for a period not to exceed one semester) OR may be expelled under extraordinary circumstances as determined by the principal, if and only if the school has made a reasonable effort to complete a plan of action based on restorative justice (NRS 392.466.1)

## **Suspension and Expulsion**

Pursuant to AB 168, only students who are at least 11 years old may be removed from the school, suspended, or expelled, with the following exceptions:

- A general education student in possession of a firearm or dangerous weapon (NRS 392.466.3), or
- Under extraordinary circumstances, in which case the school may request an exception to this prohibition from the district Board of Directors (NRS 392.466.9, NRS 392.467.1).

### Battery or Sale/Distribution of Controlled Substances (NRS 392.466.1)

- If a student (1) commits battery that results in bodily injury of an employee, or (2) sells or distributes any controlled substance on school grounds, a school bus, or at a school sponsored activity AND is at least 11 years old:
  - The student must meet with the school and the parents/guardians; and
  - The school will provide a plan of action based on restorative justice to the parents/guardians; and
  - The student may be expelled (NRS 392.466.1).
- If a student has committed battery of an employee of a school, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) for a special education student, the Board of Directors has reviewed the circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA) (NRS 392.466.2).

### Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

- A student who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for the removal and pending proceedings (NRS 392.467.2).
- The first occurrence of possession of a firearm or a dangerous weapon (as defined in NRS 392.466.11(b) and (c)) will result in a one-year minimum expulsion OR placement in another kind of school for a period not to exceed the period of the expulsion; a second occurrence will result in a permanent expulsion from the school (NRS 392.466.3).

### Removal to Another School (NRS 392.466.4)

- If a Freedom Classical Academy is unable to retain a student due to safety concerns OR if it is not in the best interest of the student, the student may be suspended, expelled, or placed in another school for offenses outlined in NRS 392.466.
  - If placement in another school is made, Freedom Classical Academy will 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.

- Freedom Classical Academy will coordinate with the receiving school and/or district to create a plan of action based on restorative justice and to ensure that the receiving school has the resources required to execute that plan of action.

Executive Director Modification of Suspension or Expulsion

The district superintendent (Executive Director in the case of FCA) may, for a good cause shown in a particular case allow a modification to a suspension or expulsion made pursuant to sections 1-5 of NRS 392.466, if such modification is set forth in writing.