

**RESTORATIVE PRACTICES
DISCIPLINE PLAN
AND
CODE OF CONDUCT
2024-2025 School Year**



Parent and Student Handbook

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Student Restorative Discipline

Doral Academy believes in providing students opportunities for personal growth in a safe and accepting environment. Combining leadership habits and a restorative practice approach affords students with alternatives to exclusionary discipline practices in certain incidences. Doral Academy of Nevada aims to synergize with stakeholders to build a school community of supportive and caring peers and adults, in which students can thrive in a positive environment, both academically and socio-emotionally.

Doral Academy’s goal is to create a culture of empowerment by character development and positive behavioral support. Our school community will cultivate qualities such as responsibility, integrity, and collaboration, which will strengthen skills needed for academic and personal success.

Doral Academy of Nevada’s Vision for Restorative Practices	
<p>Doral Academy of Nevada Vision</p> <p>The educational outcome from Doral Academy will create lifelong skills including: critical and analytical learning, confident decision making, problem solving, collaboration, and imaginative and creative thinking.</p> <p>We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life.</p>	<p>Doral Academy Guiding Principles</p> <p>Academic Excellence Intellectual Community Appreciation of The Arts Collaboration Engagement Creative Expression Inspiration</p>

According to the Nevada Department of Education (NDE), during the 2023 legislative session, several bills were passed related to ensuring a safe and respectful learning environment. Assembly Bill 330 (AB 330) was one such bill, and its requirements for a plan for restorative discipline, including the suspension or expulsion of students.

Orientation to a Restorative Discipline Policy

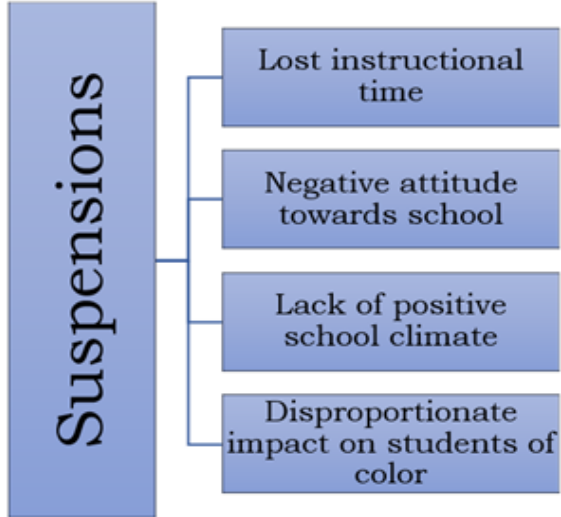
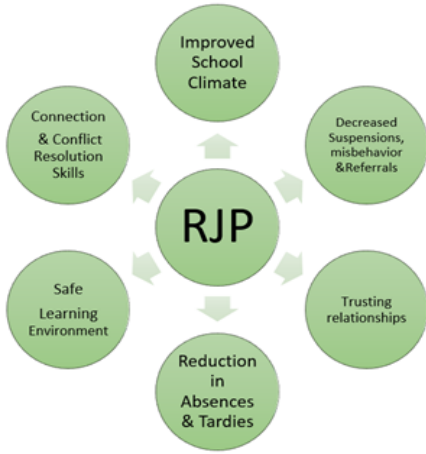
The Discipline Matrix at Doral Academy of Nevada incorporates Restorative Practices and the Student Code of Conduct is the fundamental approach by which we engage with one another and respond to misbehavior and conflict. Our Administrators and Restorative Practice Team (RPT) coordinate student conferences, suspensions, and expulsions with a restorative approach. When necessary, we provide restorative interventions to students while on suspension to help them reflect, gain composure and calm down. This strategy allows us to address the underlying issues of why the misbehavior or conflict occurred, and helps all parties involved to be held accountable to addressing the harm that transpired.

Defining Terms

Restorative Practices is a social science which teaches relational engagement and discipline with the building of relationships as the foundation. Therefore, when harm arises, repairing of this harm requires the relationship to be restored. When misconduct occurs, accountability rather than consequences will be explored. The following is a list of strategies that assist in the process of restoration:

- A. Analyzing the misconduct and harm to the relationship(s) while exploring ways in which to repair the harm and restore the relationship(s);
- B. Inviting all people involved and impacted by the conflict or circumstance to participate in the restoration process of responding to the conflict or circumstance; and
- C. Developing a restorative process that promotes healing and the rebuilding of relationships. This includes increasing mutual responsibility and positive responses to wrongdoing within our school community.

Restorative Practices is a framework for a wide range of restorative disciplinary interventions that proactively help to ensure a strong school community. This includes cooperation, mutual understanding, trust, and respect. Therefore, we can respond to conflict and disciplinary incidents by including all people impacted by a conflict or a harm. We explore solutions that restore relationships and repair the harm done to the school community. These interventions are used to encourage positive behavior in classrooms and in the school environment consistent with the framework. Restorative practice interventions are utilized as a priority before suspension is enforced.

<p>Traditional school discipline policies:</p> <ul style="list-style-type: none"> ● Focus on assigning consequences or punishments for undesirable student behavior. ● Instead of providing support and helping students grow and develop their social and behavior skills, these policies often result in loss of quality instructional time due to suspensions. ● Research shows these types of consequences have an adverse effect. Instead of changing student behavior, these students develop negative attitudes towards school. ● The lack of conflict resolution and trusting relationships may hinder the school’s ability. Discipline is often subjective and affected by cultural perception often leading to racial disparities. ● Students of color are far more likely than their white peers to be alienated from school through punishment. 	 <p>Source: http://educationvotes.nea.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf</p>
<p>Research shows the use of Restorative Justice Practices in schools leads to the following:</p> <ul style="list-style-type: none"> ● Improved school climate for the entire school community. ● Reduction in student absenteeism and tardiness. ● Decreased suspension rates for Black, Latino, Asian, White, disabled, English learner, and free/reduced-price lunch eligible students. ● Reduction in misbehavior, violence, and office referrals. ● Increased school connectedness and improved problem-solving among staff and students. ● The establishment of caring relationships between teachers and students. 	 <p>Source: https://files.eric.ed.gov/fulltext/ED595733.pdf</p>

Preventative Measures and Practices

Doral Academy of Nevada enthusiastically creates a positive school climate for all members of the school community and our stakeholders. This is established with regular and ongoing use of the following: classroom and school-wide restorative practices that build community, strengthen relationships, promote inclusiveness, and

enhance communication and problem-solving skills.

1. School-wide restorative practices include but are not limited to:
2. Discourse in the classroom, staff meetings and school-wide gatherings about how members of the school community should treat and interact with one another;
3. Establishing opportunities to connect, share and strengthen the classroom relationships during the day in advocacy classes or classroom circles;
4. Providing a welcoming environment where families and community members are invited to volunteer and participate in the school community. In addition, allow students and parents to participate as members on the Restorative Practices Team; and
5. Developing a procedure for students to check-in when they enter school each day to share concerns and/or request a meeting with a counselor, a social worker, or a member of the Restorative Practice Team to discuss problems they are facing.

Doral Academy of Nevada encourages teachers to use proactive restorative circles within the classroom as a teaching mechanism to help students explore the curriculum content, enhance connections, and set classroom norms for behavior, including:

- A. Connection Circles to build relationships among the class and develop a stronger sense of community that can support one another socially and academically.
- B. Good Morning Circles for teachers and students to check-in and share what is currently happening in their lives, to prepare themselves to focus on the present school day; and
- C. Content Circles to help discuss and comprehend a topic they are currently studying and explore the subject more in depth.

Administrators, teachers, and other staff are encouraged to participate in and utilize circles among themselves to strengthen staff relationships and to build trust. Staff circles can also help with enhancing connections among each other and improving academic collaboration by using problem solving circles when an issue needs to be addressed.

All staff members and students shall use restorative problem-solving strategies that increase communication and encourage students and staff to reflect on how their actions impact others. Restorative Practices focus on building, maintaining, and repairing relationships among all members of the school community.

Reacting to Specific Incidents

When our school staff responds to disciplinary infractions or conflict, they will use a strategy from the Restorative Practices Continuum which is restorative and not punitive. Our staff will initiate proactive strategies that are restorative and positive interactions. When serious incidents occur, our staff will then respond with restorative strategies that are formal in nature. When necessary, severe behavior will be addressed with suspension or expulsion to ensure the safety of staff, students, and the school community.

1. All parties who are affected by a behavior conflict shall identify the harm done, and be held accountable to participate in solutions which will help to address and repair the harm. This strategy will help to identify the underlying needs and obligations of all parties to restore and repair the situation to the best of their ability.
2. As necessary, all parties who participated in committing the incident or were involved in causing the harm may participate in a restorative intervention to listen to all stakeholders. They will also decide the actions and solutions needed using restorative practice principles. Doral Academy will provide a safe space where restorative processes will be facilitated by trained staff and students. All parties involved will participate in structured conversations toward restoration.

The continuum of strategies includes but is not limited to:

★ **Restorative Language:** Incorporating this into all areas of the school's environment is essential. When all school staff commit to using restorative language, challenging student behaviors are reduced. Including restorative language in the Restorative Practices Continuum is beneficial to showing inclusion.

TIER I – Prevention strategies for all teachers, students, staff should occur daily, weekly, monthly, and ongoing

- **Affective Statements:** Affective statements are “I statements” which are designed to build relationships between individuals. Affective statements can be proactive and responsive. Daily use is a crucial step in creating a restorative culture.
- **Restorative Conversations:** Informal short dialogue between a staff member and a student to obtain an immediate response to address concerns. This will allow the individuals to follow up to an action or verbal agreement about what could be done to improve their behavior and their relationship in the present and future.
- **Restorative Questions:** Restorative questions can be incorporated during this discussion. Restorative questions allow people to take responsibility and connect with how they are feeling. They also can be proactive and responsive with addressing the past, present and future.
- **Connection Circles:** A relationship building and conflict prevention strategy used to strengthen relationships between teachers, students and staff. This strategy and intervention enhances empathy and reduces conflict in the school community and classrooms. There are many different types of circles that can be used to promote a positive learning environment.

TIER II – Intervention strategies for all teachers, students, staff when Tier I is not meeting their needs

- **Restorative Agreement Meetings:** One-on-one conversations during a meeting held as an immediate response or follow up to improve their working relationship by correcting the behavior in the present and future that ends with a written agreement and a follow up plan.
- **In-School Reflection Room:** A supervised location on campus for students who require specialist support, self-regulation, and social and emotional strategies to help with problem solving. Additional interventions are provided to help that student transition through the restoration process.
- **Problem Solving & Restorative Circles:** A safe place such as a classroom or meeting room designed for participants where they take turns speaking to a topic in order to address issues and the harm that occurred. Restorative Circles are facilitated by a trained restorative practice team member, and a talking piece is used to ensure all voices are heard.
- **Restorative Mediation:** A process where two students are referred to the Restorative Practices Team to repair harm and develop a solution to the harm caused. With the assistance of a trained facilitator, those who were harmed can address an incident or specific concern to the person who caused the harm. Both parties will be directly involved in developing a plan for the harm to be repaired. This is reserved for minor situations and is not used for bullying or other major conflicts.
- **Restorative Group Conferencing:** A trained Restorative Practice Team facilitator coordinates a circle with those who were involved in an incident. This process can include two or more students or school staff and other community members including friends, teachers, parents, supporters, and other family members. In situations where community-wide impact is present, the goal is to repair the harm and create a solution as an alternative way to address the incident. If the student who caused the harm completes the conference agreement and makes things right to prevent reoccurrence, there are no further disciplinary actions. If the student chooses to not complete the agreement, then the student will be assigned traditional actions. This intervention is not recommended for most bullying incidents.

TIER III – When Intervention strategies offered in Tier I-II are not working to help a student overcome their challenges

- **Restorative Action Plan Conference (RAPC):**

- The student who committed the harm and did not respond or comply with the previous Tier I-II Restorative interventions will be referred to participate in a RAPC. During the conference, it will be explained why a short-term emotional reset period will be assigned to the student. In addition, the student will listen emphatically and identify the harm caused. An Administrator or trained Restorative Practice Team Facilitator will guide all participants utilizing restorative questions to help guide and determine solutions to repair the harm. Students will be held accountable for their actions and participate in a Restorative Reintegration Circle upon return.
- **Restorative Reintegration Circles:**
 - Whenever a student is removed from the school culture after being on a RAPC, suspension or expulsion, this restorative intervention helps the student reintegrate back into the school community and receive a new role. A reintegration circle is coordinated by an Administrator or a trained Restorative Practice Team facilitator. Before the student returns to class, issues triggering the incident are addressed. Upon returning to school, an agreement outlining the support to be given is created in the Restorative Reintegration Circle. This process includes the student, teacher/staff member, and parent or guardian.
- **Restorative Alternative Group Conferencing:** This process is designed for dangerous and more serious, advanced school violations that may result in a school suspension or expulsion that are listed below:
 - Chronic school violation such as a threat to a student or a employee
 - Chronic school violation such as battery on a student or an employee
 - Sale/distribution of controlled substance,
 - Possession of firearm or dangerous weapon
 - Habitual disciplinary problem (NRS (392.466) issues. An Administrator and or a trained Restorative Practice Team member will facilitate a Group
 - Conference/Circle with all parties that can include students, parents, and supporters.

Restorative Practices Incorporated with the Discipline Tier Matrix

Doral Academy believes that integrating Restorative Practices in our Discipline Tier Matrix demonstrates our ability to stress the importance of students and staff taking responsibility for their behavior and collaboratively working together for positive outcomes. Our goal is to seek all Restorative Interventions to prevent moving to suspension or expulsion. However, if mandated to pursue, we will ensure that either before or after a suspension or expulsion, the student will have the opportunity to successfully participate in a restorative process, as appropriate.

An Administrator and a trained Restorative Practices Team member will coordinate a conference/or meeting to include a restorative process and a restorative agreement that works in conjunction with all parties involved, when applicable.

Our school will consider the following Restorative Discipline Levels as a guideline when a restorative process or intervention is agreed to and completed by all parties:

Recommended Restorative Discipline Levels for Incidents

1. Restorative Conversation with student
2. In-School Reflection Room
3. Problem Solving & Restorative Circles
4. Restorative Agreement Meeting
5. Additional Restorative Agreement Meeting
6. Restorative Mediation or Conference
7. Restorative Group Conferencing
8. Restorative Action Plan Conference (RAPC)
9. Restorative Reintegration Circles
10. Restorative Alternative Group Conferencing for Suspensions or Expulsion

The above Restorative Practice Levels are concepts that our school provides to support all parties involved and not create additional harm by utilizing traditional discipline. In its place, these restorative interventions are likely

to be equitable in nature while addressing the underlying needs of the students and ensuring the harm is repaired.

The school community will provide the support needed to the student, family, teachers, or staff members. The student who caused the harm will be welcomed back into the school culture with a positive new role and responsibility.

Student, Staff, Family Rights & Responsibilities

- A. Students, staff, teachers, and parents have the right to ask for restorative intervention to settle a disagreement or conflict with students, teachers, and staff. Restorative practice information and how it is utilized on campus to repair harms, and restorative disciplinary infractions will be disseminated to all students, staff, and parent or guardian.
- B. Students, staff, teachers, and parents in our school community have the right and responsibility to be involved in a restorative intervention as an alternative to the past punitive form of discipline which are now formerly known as traditional concepts. This will be honored whenever these individuals have been affected by an unpleasant incident that has caused harm.
- C. Students, staff, teachers, and parents who wrongfully participate in an act that causes harm, have the right to take part in identifying the solutions and acknowledgement of the steps to repair the harm.
- D. Students, staff, teachers, and parents, who were affected by unfavorable conduct or incidents will have the choice to take part in restorative practice solutions to repair the harm.
- E. Any student who participated in an act that causes harm, along with the students affected by the incident, has the right for family members and friends to participate in the restorative intervention steps as a support during the process.

Restorative Intervention Tiers

TIER 1: Teacher

Teacher/Student

1. Affective Statements
2. Restorative Conversations:
 - a. Provide the opportunity for the student to explain their side of the situation.
3. Utilize Restorative Questions as necessary.
 - a. The teacher or staff member is provided the opportunity to share their side of the situation and how it affected them.
 - b. Have students verbalize an appropriate solution.
 - c. When necessary, utilize a restorative agreement with the student.
 - d. Document all interactions and interventions in the teacher contact log in Infinite Campus.

Teacher/Student/Parent

1. Incorporate above steps to consist of parent involvement.
2. MTSS /clarification of expectations
3. Reminders and redirection
4. Seat Change or Proximity to Teacher
5. Pressure Pass
6. Document all interactions and interventions in the teacher contact log in Infinite Campus.

TIER 2: Teacher/Restorative Practice Team

Teacher/Restorative Practice Team (RPT) /Student/Parent

1. Incorporate Tier 1 to include a Restorative Practice Team Member (RPT).
2. Utilize appropriate Restorative approach as recommended by the RPT Member.

Restorative Practice Team (RPT) Level Referral

When a RPT Referral is received, the following Restorative Practice Interventions are designed to address the challenges and create mechanisms which will allow the student to remain in school environment:

- Restorative Agreement Meetings
- In-School Reflection Room
- Problem Solving & Restorative Circles
- Restorative Mediation
- Restorative Group Conferencing

The above interventions are intended to solve the underlying issues and repair harm. Frequency of tier 1-2 infractions justifies a Restorative Practice Team Referral.

TIER 3: Administrator Level Referral

Restorative Practice Team Restorative Action Parent Conference (RAPC)

1. A trained restorative practice team member will coordinate interventions with the student and parent/legal guardian under the direction of the school Administrator. The following infractions will be addressed by RAPC:
 - a. Physical Altercations, i.e. Fighting (Social Emotional Lessons will be assigned)
 - b. Drug Violation (Drug violations include School Nurse Assessment and a referral to Safe and Drug Free Schools).
 - c. Bullying and Cyber-Bullying (Restorative Mediation or Conference along with Social Emotional Lesson)
 - d. Discrimination Based on Race, Religion, Culture, and Place of Origin
 - e. Document all interactions and interventions in the teacher contact log in Infinite Campus.
2. The student who committed the harm and did not respond or comply with the Tier I-II Restorative interventions will be referred to administration and participate in a RAPC. This tier will require the possible interventions:
 - a. Restorative Agreement Meetings
 - b. In-School Reflection Room
 - c. Problem Solving & Restorative Circles
 - d. Restorative Mediation
 - e. Restorative Group Conferencing

Administrator/Restorative Suspension/Restorative Expulsion

1. Alternatives to suspension and/or expulsions are preferred. If necessary, the administrator may assign the number of days that are required and outlined in the Nevada Revised Statute (NRS). The following interventions will be considered:
 - a. Law Enforcement Referral
 - b. Mandatory referral to expulsion
 - c. Restorative suspension with transition support
 - d. Restorative expulsion with transition support

Law Enforcement (LE) Level – Administrator-Mandatory Restorative Expulsion

1. Infraction referred to this level are dangerous and more serious, advanced school violations that may result in school suspension, expulsion or law enforcement referral are listed below:
 - a. Chronic school violation such as a threat to a student or a employee
 - b. Battery on employee or battery intended to result in bodily injury
 - c. Sale/distribution of controlled substance,
 - d. Possession of firearm or dangerous weapon (Restorative Practice not required)
 - e. Habitual disciplinary problem (NRS (392.466) issues. An Administrator and or a trained

Restorative Practice Team member will facilitate a Group Conference/Circle with all parties that can include students, parents, and supporters.

2. An Administrator or a trained Restorative Practice Team member will facilitate a Group Conference/Circle with all parties that can include student and parent/legal guardian. The following interventions will be considered:
 - a. Law Enforcement Referral
 - b. Mandatory referral to expulsion
 - c. Suspension or Restorative suspension with transition support
 - d. Expulsion or Restorative expulsion with transition support

Teaching and Management Strategies

Tier 1 Teaching Strategies (Teacher)	Tier 1 Management Strategies (Teacher)
<ol style="list-style-type: none"> 1. Instruction of behavior 2. Restorative language 3. Affective statements 4. Restorative practices (proactive and responsive) 5. MTSS and clarification of expectations 6. Reminders and redirection 7. Restorative conversation and/or correction 8. Restorative questions 9. Modeling 10. Written Restorative reflection form 11. Daily check-in and check-out (CICO) 12. 60 Relate Break, 90 Second Spark, 2-Minute Connection. 13. Student pressure pass 14. Restorative agreement between teacher, student and parents 15. Treatment Agreement 	<ol style="list-style-type: none"> 1. Seat change 2. Signal non-verbal cue 3. Direct eye contact 4. Parent/guardian notification 5. Parent/guardian conference 6. Confiscation of item 7. Shadowed by parent 8. Loss of preferred activity 9. Referral to Restorative Practices Team 10. Positive incentives/reinforcement
Tier 2 Teaching Strategies (Restorative Practice Team)	Tier 2 Management Strategies (Restorative Practice Team)

<ol style="list-style-type: none"> 1. Trained Peer Advocate/Mentorship 2. Restorative conference or circle 3. <u>Behavioral point sheet</u> 4. Student group learning 5. Drug/Alcohol/Nicotine Related: Referral to 6. School Nurse and Restorative Intervention 7. MTSS expectations 8. Referral to counselor/SEL 9. SEL curriculum 10. Restorative Agreement Meetings 11. In-School Reflection Room 12. Problem Solving & Restorative Circles 13. Restorative Mediation 14. Restorative Group Conferencing 	<ol style="list-style-type: none"> 1. Follow-up with Restorative Agreement Interventions. 2. Prep student and Parent/Guardians for Restorative Conference or Circles 3. Prep parties harmed prior to Restorative Conference or Circle 4. Referral to community appropriate services 5. Referral to administration 6. Admin and RPT Restorative Conference 7. Drug/Alcohol/Nicotine Related: include Safe and Drug Free School Referral 8. In School Reflection Room 9. Daily check-in with administrator 10. Change in schedule
Tier 3 Teaching Strategies (Administrator/Restorative Practices Team)	Tier 3 Management Strategies (Administrator/Restorative Practices Team)
<ol style="list-style-type: none"> 1. Restorative Agreement Meetings 2. In-School Reflection Room 3. Restorative Action Parent Conference (RAPC) 4. Problem Solving & Restorative Circles 5. Restorative Mediation 6. Restorative Group Conferencing 7. Restorative reintegration support circle 8. Restorative suspension 9. Restorative expulsion 	<ol style="list-style-type: none"> 1. Follow-up with Restorative Agreement Interventions 2. Prep student and Parent/Guardians for Restorative Conference or Circles 3. Prep parties harmed prior to Restorative Conference or Circle 4. Referral to community appropriate services 5. Restorative suspension with transition support 6. Restorative expulsion with transition support
Law Enforcement Strategies (Administrator)	Law Enforcement Management Strategies (Administrator)
<ol style="list-style-type: none"> 1. Mandatory referral to expulsion 2. Suspension or Restorative suspension with transition support 	<ol style="list-style-type: none"> 1. Expulsion or Restorative expulsion with transition support 2. Law Enforcement Referral

Summary of Disciplinary and Restorative Practice Structure

Disruptive student behavior is handled based on NRS 392. Students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices, as appropriate and identified in NRS 392.466.

For all offenses, common sense and good judgment will prevail. Doral Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive solutions. Restorative action is also commensurate with the severity of the incident.

Administration will make the final decision on disciplinary actions. If the administration determines that a

Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RAPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Restorative Action Parent Conference (RAPC). The RAPC may include members of the Restorative Practice Team, members of the leadership team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student’s Restorative Action Plan.

Additionally, pursuant to NRS 392.4645 a student may be expelled, suspended, or removed if they have engaged in behavior that seriously interferes with the educational process or have been charged with a crime if: a. The school conducted its own documented investigation b. The school gives notice of the charges brought against the student.

Suspensions/Expulsions

Pursuant to NRS 388A.495, when a student is suspended or expelled, the parent must be given notice of the charges, an explanation of the evidence and given an opportunity for a hearing. Parents have 5 school days to file an appeal to the principal of the school, and a hearing must be scheduled within 5 school days of the appeal.

DORAL ACADEMY OF NEVADA DISCIPLINARY MATRIX

Infraction	Level I Intervention/Consequence	Level II Intervention/Consequence	Level III Intervention/Consequence	Level IV Intervention/Consequence
Absence from School/Truancy	DORAL ACADEMY OF NEVADA notification in mail Administrative Conference 1 st Truancy Notice	DORAL ACADEMY OF NEVADA notification in mail RPC 2 nd Truancy Notice	DORAL ACADEMY OF NEVADA notification in mail RPC 3 rd Truancy Notice/Citation Law enforcement will be notified	Refer to Habitual/Subsequent Truant Grade Retention possible Additional Citation Law enforcement will be notified
Alcohol or Substance Represented to be Alcohol (use/possession of)	School Based Consequences Administrative Conference/RPC Suspension Expulsion Drug Intervention Program Law enforcement will be notified RJ Plan required	-----	-----	-----
Verbal Assault (Verbal-Including Threats-On DORAL ACADEMY OF NEVADA Employee)	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension and/or Expulsion Law enforcement will be notified
Assault (Student)	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified	Administrative Conference/RPC Progressive Suspension and/or Expulsion Law enforcement will be notified
Arson	Administrative Conference/RPC Suspension Expulsion	-----	-----	-----

	Law enforcement will be notified			
Battery (Physical - On DORAL ACADEMY OF NEVADA Employee)	Administrative Conference/RPC Suspension possible Expulsion depending severity of any injuries Law enforcement will be notified RJ Plan required	-----	-----	-----
Battery-Student	Administrative Conference/RPC Suspension RJ Plan required	Administrative Conference/RPC Suspension RJ Plan required	Administrative Conference/RPC Suspension Possible Habitual Discipline Expulsion RJ Plan required	-----
Campus Disruption - Major (includes incitement) or ongoing threat to educational environment	Administrative Conference/RPC Suspension RJ Plan Required	Administrative Conference/RPC Suspension RJ Plan required	Administrative Conference/RPC Progressive Suspension RJ Plan required	Administrative Conference/RPC Suspension Possible Habitual Discipline Expulsion RJ Plan required
Campus Disruption - Minor	School Based Consequence Parent Notification RPC	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Continual Disregard of School Rules	Administrative Conference/RPC School Based Consequence Counselor Referral	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Controlled Substance / Substance Abuse / Substance Represented to be a Controlled Substance: Use/ Possession/ Sale/ Distribution	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified RJ Plan required	-----	-----	-----
Controlled Substance Paraphernalia	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified RJ Plan required	-----	-----	-----
Defiance of School Personnel	Administrative Conference/RPC School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Dress Code Violation (SSA)	School Based Consequence	School Based Consequence Parent Notification Detention	Parent Notification RPC	Administrative Conference/RPC Suspension
Extortion/Robbery *law enforcement will be notified	Administrative Conference/RPC Restitution Suspension Expulsion	-----	-----	-----
Fighting	Administrative Conference/RPC Suspension 1 st Fight Notice	Administrative Conference/RPC Suspension Second Fight Habitual Discipline Expulsion	-----	-----
Forgery *law enforcement may be	School Based Consequence	Administrative Conference/RPC	Administrative Conference/RPC	Administrative Conference/RPC

notified	Administrative Conference/RPC	Suspension	Progressive Suspension	Suspension
Gambling	School Based Consequence Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	-----	-----
Gang Activity *law enforcement may be notified	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension Expulsion	-----	-----
Habitual Discipline Problem (having been deemed HDP per NRS 392.4655)	Administrative Conference/RPC Suspension Expulsion	-----	-----	-----
Harassment	Administrator Conference/RPC School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension	Administrative Conference/RPC Suspension
Horseplay	School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Illegal Conduct *law enforcement will be notified	Administrative Conference/RPC Suspension Possible Expulsion	Administrative Conference/RPC Suspension Possible Expulsion	-----	-----
Immoral/Lewd Conduct Sexual	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----
Immoral/Lewd Conduct *non Sexual	Administrative Conference/RPC School Based Consequence Possible Suspension Law enforcement may be notified	Administrative Conference/RPC Suspension Possible Expulsion Law enforcement may be notified	-----	-----
Insubordination	Parent Notification School Based Consequence	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Nuisance Items	Confiscation Parent Notification	Confiscation Parent Notification Counselor Referral School Based Consequence	Confiscation Administrative Conference/RPC School Based Consequence	Confiscation Administrative Conference/RPC Suspension
Profanity	Parent Notification School Based Consequence	Administrative Conference RPC	Administrative Conference/RPC Suspension	Administrative Conference/RPC
Racially Derogatory Remarks Discrimination Based on Race, Religion, Culture, Place of Origin	Parent Notification RPC Bullying Protocol RJ Plan Required	Administrative Conference Suspension Bullying Protocol RJ Plan Required	Administrative Conference Suspension Bullying Protocol RJ Plan Required	Administrative Conference Suspension Bullying Protocol RJ Plan Required
Scholastic Dishonesty *Including Plagiarism	Parent Notification School Based Consequence	Administrative Conference/RPC School Based Consequence Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Progressive Suspension
Sexual Harassment	Administrative Conference/RPC Restitution School Based	Administrative Conference/RPC Restitution Suspension	Administrative Conference/RPC Restitution Suspension	Administrative Conference/RPC Restitution Suspension

	Consequence Suspension Law enforcement may be notified	Law enforcement will be notified	Expulsion Law enforcement will be notified	Expulsion Law enforcement will be notified
Tardiness	Detention	Detention School Based Consequence	Detention School Based Consequence	Detention Administrative Conference/RPC Suspension
Theft (includes possession of stolen property)	Administrative Conference/RPC Restitution School Based Consequence Suspension Law enforcement may be notified	Administrative Conference/RPC Restitution Suspension Law enforcement will be notified	Administrative Conference/RPC Restitution Suspension Expulsion Law enforcement will be notified	-----
Threats, Bullying, Cyberbullying, and Intimidation to Student	Administrative Conference/RPC School Based Consequence Suspension Law enforcement may be notified Bullying Protocol RJ Plan Required	Administrative Conference/RPC Progressive Suspension Law enforcement will be notified Bullying Protocol RJ Plan Required	Administrative Conference/RPC Progressive Suspension Expulsion Law enforcement will be notified Bullying Protocol RJ Plan Required	-----
Threat – Against the School	RPC, Suspension, Possible Expulsion			
Tobacco (use/possession)	Confiscation Administrative Conference/RPC School Based Consequence Counselor Referral RJ Plan Required	Confiscation Administrative Conference/RPC Suspension RJ Plan Required	Confiscation Administrative Conference/RPC Suspension RJ Plan Required	-----
Vandalism/Destruction or Defacement of Property *less than 500 dollars	Administrative Conference/RPC Restitution Suspension Law enforcement will be notified	Administrative Conference/RPC Restitution Suspension	-----	-----
Vandalism/Destruction or Defacement of Property *more than 500 dollars	Administrative Conference/RPC Restitution Suspension Expulsion Law enforcement will be notified	-----	-----	-----
Verbal Altercation	Administrative Conference/RPC Suspension	Administrative Conference/RPC Progressive Suspension	Administrative Conference/RPC Suspension	-----
Weapons (firearms, knives, explosives, inflammable materials, or other items that may cause bodily injury or death) as defined by NRS or Gun Free School Act Spray Propellants (use/possession of tear gas/pepper spray/mace)	Administrative Conference/RPC Suspension Expulsion Law enforcement will be notified	-----	-----	-----

DISCIPLINE MATRIX

AS OF SEPTEMBER 2023



SALE OR DISTRIBUTION OF A CONTROLLED SUBSTANCE

RJ Plan is still required but may simultaneously suspend or expel.

5 AND UNDER
May be suspended with approval by lead admin.

6 THROUGH 10
May be suspended.
No Expulsion.

11 THROUGH 18
May be suspended, expelled, or permanently expelled.

5 AND UNDER
May be suspended with approval by lead admin.

6 AND 7
May be suspended.
No Expulsion.

8 THROUGH 18
May be suspended, expelled, or permanently expelled.

6 AND 7*
Shall be suspended or expelled. No permanent expulsion.

8 THROUGH 18*
Shall be suspended, expelled, or permanently expelled.

BATTERY ON EMPLOYEE OR BATTERY INTENDED* TO RESULT IN BODILY INJURY

RJ Plan is still required but may simultaneously suspend or expel.

*BATTERY INTENDED TO INJURE

POSES A DANGER

Includes:

- Poses a continuing danger
- Ongoing threat to education
- Dangerous weapon other than a firearm

No RJ Needed.

5 AND UNDER
May be suspended with approval by lead admin.

6 THROUGH 10
May be suspended.
No Expulsion.

11 THROUGH 18
May be suspended, expelled, or permanently expelled.

5 AND UNDER
May be suspended with approval by lead admin.

6 AND 7
May be suspended.
No Expulsion.

8 THROUGH 10
Shall be suspended or expelled. No permanent expulsion.

11 THROUGH 18
Shall be suspended, expelled, or permanently expelled.

FIREARM

No RJ Needed.

PREPARED BY ACADEMICA

NRS Statutes Relating to Discipline & Definitions

The administration and designees of Doral Academy will adhere to all state statutes and board voted progressive discipline procedures. Below are a few of the statutes related to various components of the discipline procedures. Please refer to the NRS for more information.

NRS 388.122 “Bullying” defined

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:

- Have the effect of:
 - Physically harming a person or damaging the property of a person; or
 - Placing a person in reasonable fear of physical harm to person or damage to the property of the person; or
- Interfere with the rights of a person by:
 - Creating an intimidating or hostile educational environment for the person; or
 - 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
- Are acts or conduct based upon 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; or
 - Association of a person with another person having one or more of those actual or perceived characteristics.

The term includes, without limitation:

- 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;
- 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;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- 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;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
- Blocking access to any property or facility of a school;
- Stalking; and
- Physically harmful contact with or injury to another person or his or her property.

As children develop, they look to us for guidance on conflict resolution. The state makes a distinction between bullying and harassment, as will we. We will always take the most positive approach when dealing with conflicts; however, we are bound by state law to follow NRS guidelines regarding bullying.

NRS 388.125 “Harassment” Defined

Harassment means a willful act which is written, verbal or physical, or a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

- Is intended to cause or actually causes another person to suffer serious emotional distress;
- Places a person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Our school is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students’ ability to learn. Bullying, discrimination and harassment of any person on the basis of that person’s actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior, including sexually harassing behavior between members of the same or opposite sex, is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Our school will act promptly on reports, including informal reports, complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to school administration.

Our school will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender. Our school will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students’ ages and grade levels. Our school will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

Sexual Harassment

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed based on sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

- Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
- Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

Discrimination

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

Discrimination Based on Race

According to AB 371, "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Doral will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Doral will demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyber-bullying when witnessing, overhearing or being notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyber-bullying or violates a provision of NRS 388.121 to 388.1395,

inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyber-bullying against a pupil will be held accountable.

Retaliation

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

The Restorative Discipline plan is subject to change based on guidance from the Nevada Department of Education and adoption by the Doral Board of Directors.