PUB - 776
Rev. 1/25

CLARK COUNTY SCHOOL DISTRICT

PRE-KINDERGARTEN—GRADE 12
STUDENT CODE OF CONDUCT

We are CCSD

CLARK COUNTY SCHOOL DISTRICT

CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT BOARD OF SCHOOL TRUSTEES

Trustee Emily Stevens
District A

Trustee Lydia Dominguez
District B

Trustee Tameka Henry
District C

Trustee Brenda Zamora
District D

Trustee Lorena Biassotti
District E

Trustee Irene Bustamante Adams
District F

Trustee Linda P. Cavazos
District G

Trustee Ramona Esparza-Stoffregan
City of Henderson

Trustee Adam Johnson
City of Las Vegas

Trustee Lisa Satory
Clark County

Trustee Isaac Barron
City of North Las Vegas

Superintendent of Schools
Jhone Ebert

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • Telephone: (702) 799-CCSD (2273)

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • TELEPHONE (702) 799-CCSD (2273)

CCSD
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Irene Bustamante Adams, President
Brenda Zamora, Vice President
Tameka Henry, Clerk
Isaac Barron, Member
Lorena Biassotti, Member
Linda P. Cavazos, Member
Lydia Dominguez, Member
Ramona Esparza-Stoffregan, Member
Adam Johnson, Member
Lisa Satory, Member
Emily Stevens, Member

Jhone Ebert, Superintendent

Dear Students, Families, Educators, and Community:

I am honored to serve as your new Superintendent. In partnership with our entire community and the Clark County School District Board of School Trustees, we will work toward a bold, shared vision—one rooted in opportunity, excellence, and the unwavering belief in the potential of every student.

The *Pre-Kindergarten–Grade 12 Student Code of Conduct* (The Code) outlines the expectations, responsibilities, and supports to help students succeed in school. It is an important resource for families, schools, and staff, built on the belief that consistency, understanding, and accountability go hand in hand.

The Code emphasizes positive behavior supports and encourages proactive solutions. While we prioritize relationship-building and problem-solving, we also maintain clear boundaries to ensure the safety of all students and employees.

Daily attendance and respectful conduct are critical to student success. Every child deserves the chance to rise. And every family deserves to know that their school is a place of safety, support, and endless possibility. I believe in our students. I believe in our educators. I believe in this community.

During the process of registering your child in Infinite Campus, you will be asked to check a box acknowledging that you have reviewed the Student Code of Conduct.

Thank you for your continued support. Together, we can make CCSD a *Destination District* for students and families.

With deep humility and tremendous gratitude,

Jhone Ebert
Superintendent of Schools

OFFICE OF THE SUPERINTENDENT
(702) 799-5310 • FAX (702) 799-5125

Commitments to Addressing Student Behavior

- The Clark County School District (District) defines student incident response as **proactive and preventative.**
- Staff responds to incidents from an **inquiry process** that seeks to identify the root cause of student behaviors or incidents.
  - To determine who is the "harm doer" (offender) and the "harm experiencer" (victim)
  - To guard against biases in the process
  - To understand the root cause of behavior to prevent future incidents
- The District provides explicit and clear guidance about which **level of consequence** is appropriate for which kinds of behavior.
  - The *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* document contains explicit guidance and specific examples of which types of interventions and/or consequences should be considered.
  - It also clarifies which behaviors should be handled at:
    1. A classroom level (with support as needed);
    2. A school level (with support); and
    3. The District level.
- The District will focus on **prevention**, **interventions**, ***and*** **consequences**, while understanding **exclusion may be a necessary and last-resort option**.
  - Consequences must be accompanied by interventions for the student(s) involved. If not, the District is very likely to see repeat behaviors or incidents between the same individuals and/or groups.
- The District will address the **most extreme and dangerous situations differently than day-to-day situations**.
  - The District follows the existing guidelines of the District and State:
    1. Violent acts and weapons.
    2. Threats to self and/or others.
    3. Mandated involvement of law enforcement.
    4. Imminent danger.
  - The District acknowledges that in some circumstances, swift consequences are necessary to either preserve safety and/or to help students understand the severity of the impact of their choices with interventions and restorative actions occurring after the consequence.

Key Shifts 2024

- The District is working towards a shift from treating negative behavior as something to be controlled *to* believing behavior is a symptom of an underlying issue and to determine the root cause in order to develop students' skills and habits.
- The District is working towards a shift from informing families about negative behaviors *to* engaging families as true partners who can help students grow academically, socially, and emotionally.
- The District is working towards a shift from the mindsets that some students are well-behaved and others are not *to* practices that recognize all students are capable of learning new behaviors with the support and guidance of dedicated educators who develop mutually meaningful and positive relationships with them.
- The District is working towards a shift from thinking student discipline is the job of administrators and campus security *to* recognizing that all adults, teachers especially, have an important role to play in student wellbeing, including and especially in times of conflict and struggle.
- The District is working towards a shift from treating incidents as isolated occurrences *to* proactively building relationships, observing patterns, and looking for the root cause to ensure long-term growth.

Contents

Acknowledgements and District Leadership 2

District Message to Parents/Guardians, Students, and Employees 3

Commitments to Addressing Student Behavior 4

Purpose of the Document 8

Incident Type Definitions 8

Discipline Resolution Criteria 9

Behavior Resolutions 11

Behavior Incident Index 13

Incident Response – At a Glance 16

Acceptable Use Policy 17

Aggressive Behavior 18

Arson 19

Assault - Staff 19

Battery - Staff 20

Bullying 21

Bus Infraction 22

Campus Disruption 23

Cheating/Forgery/Plagiarism 24

Class Disruption 24

Cyberbullying 25

Dishonesty 27

Distribution of Controlled Substance 27

Dress Code 28

Drug Paraphernalia 28

Fighting 29

Gambling 29

Gang Involvement 30
Graffiti 30
Habitual Disciplinary Problem 31
Habitual Truancy Citation 31
Immoral Conduct 32
Inappropriate Contact 33
Information Only 33
Insubordination 33
Leftover Student 34
No Show - Detention 34
Non-Dress Physical Education 35
Nuisance Item/Personal Cellular Device 35
Out-of-District Removals 36
Over-the-Counter Medication Misuse 36
Physical Altercation 37
Possession/Use of Controlled Substance 37
Possession/Use of Controlled Substance Repeat 38
Possession of Controlled Substance with Intent 38
Possession of Weapon(s) 39
Possession/Use of Weapon(s) with Injury 39
Possession of Weapon(s) with Threat 40
Possession/Use of Tobacco/Electronic Cigarettes 40
Racially Motivated Incident (Discrimination Based on Race) 41
Sexual Assault 43
Tardies and Tardy Lockouts/Sweeps 43
Theft/Robbery 44
Threat 44
Trespassing 45
Truancy 45
Unacceptable School Behavior - For Elementary School (Pre-K–Grade 5) Use Only 46
Vandalism 46

Verbal Abuse 47
Acknowledgement of Receipt and Review Signature Form 48
Appendix 49
Student Rights and Responsibilities 50
Parent/Guardian Rights and Student Safety Search Information 51
Restorative Practices: Administrative Protocols 54
Multi-Tiered System of Supports 58
Re-Entry Strategies 61
Suggestions to Recognize Students for Model Behavior 63
Elementary Playground Rules and Procedures 64
Understanding the Warning Signs of Violence 65
PUB 306 – Mandatory Expulsion Poster 66
PUB 306.2 – Recommended Expulsion Poster 67
Special Education and Section 504 Discipline Procedures 68
Foster Care and Homeless Student Discipline Procedures 69
Gun-Free Requirements 70
Rules of Conduct for Bus Riders 71
DMV-Certification of Attendance 72
After-School Care Plan 75
The Educational Involvement Accord 77
The Nevada Code of Honor 79
Basic Student Dress Code 80
Clark County School District Policy 5114, Discipline: Student Exemption and Exclusion (Voluntary and Involuntary) 91
Clark County School District Regulation 5114.1, Discipline: Suspension 94
Clark County School District Regulation 5114.2, Discipline: Expulsion Procedures 98
Safe and Respectful Learning Environment 106
Contact Information Numbers 135
Glossary 136

PURPOSE OF THE DOCUMENT

The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. Additionally, all employees of the District will utilize the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* while determining disciplinary outcomes for students. This document contains all of the individual discipline incident codes with the definitions, Infinite Campus/student accounting code, potential discipline resolution(s), related notes, and resources, if applicable, associated with each behavior incident.

SAMPLE

Definition: This area will provide the meaning of each behavior incident.	
Infinite Campus Code: XYZ Staff/Administrative Managed Resolutions	
Minor Listing of potential resolutions utilized by staff	**Major** Listing of potential disciplinary outcomes for students
Notes: Specific notes detailing information related to the behavior incident. Additionally, incident notes assist with what additional requirements may relate to the behavior incident.	
Resources Additional supporting information from Nevada Revised Statutes (NRS) or other resources in relationship to the behavior incident.	

INCIDENT TYPE DEFINITIONS

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define all types of disciplinary incidents. The behavior incident sample table above includes terminology explaining if the behavior incident is staff-managed, office-managed, or administrative-managed referring to the personnel/employees directly addressing the behavior incident.

MINOR BEHAVIOR INCIDENTS **Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable. Minor Behavior Incidents violate school or classroom rules or procedures.**
MAJOR BEHAVIOR INCIDENTS **Major Behavior Incidents are office-managed behavior incidents that are addressed by staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate District Policies and Regulations, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary, expellable offenses.**
URGENT BEHAVIOR INCIDENTS **Urgent Behavior Incidents are administrative-managed behavior incidents that are addressed by administration only with an immediate response. Urgent Behavior Incidents are identified as expellable offenses per NRS or District Policies and Regulations.**

DISCIPLINE RESOLUTION CRITERIA

In addition to the type of behavior incidents, educators use a criteria to determine the level of consequence being considered for individual students which may vary in range from Minor to Major. The criteria include sections and considerations for Minor Behavior Incidents, Minor to Major Behavior Incidents, Major Behavior Incidents, and Urgent Behavior Incidents. The application of these criteria are useful for all incidents contained in the Behavior Incident Index located on page 13. Educators will analyze the criteria in connection to an individual behavior incident to ensure safety, optimize equitable application related to Behavior Incident Resolutions, and limit exclusionary discipline practices that cause missed school opportunities for students. The *Discipline Resolution Criteria* are below:

Minor

The behavior incident resolution determinations within the Minor Resolutions involves an analysis of repeated incidents or violations of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* on District property or at any District/school-sponsored event or activity. Multiple Minor Resolutions may be required to address student behavior incident violations in a proactive manner.

Questions to consider prior to the issuance of Resolutions in the Minor Category:

- *Is the incident isolated to the classroom and easily managed by staff through redirection methods and intervention?*
- *Can student reflection be promoted to ensure future behavior incidents do not occur?*
- *Will the behavior incident create a "teachable moment" between educators and students?*
- *Can the re-engagement of the student to learning happen in the classroom with immediate education professional intervention?*

Minor to Major

The behavior incident resolution determinations within the Minor to Major Resolutions involves an analysis of repeated incidents or violations of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* that may create safety issues for other students, employees, or the individual student initiating the behavior incident.

Questions to consider prior to the issuance of Resolutions in the Minor or Minor to Major Category:

- *Is the educational professional working with the student able to clearly identify, recognize, and prevent unacceptable behavior occurring in the classroom?*
- *Is the student in Pre-Kindergarten (Pre-K) through Grade 2? If so, you must contact the Region Education Services Division (ESD) director for guidance prior to implementing a Suspension With Instruction (SWI).*
- *Can the educational professional working closest with the student promote self-discipline of the individual student while redirecting the minor infraction to ensure that classroom instruction for all students continues?*
- *Has a counselor, social worker, or other school professional attempted to determine the antecedent of the behavior(s) creating a violation of the Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct?*
- *Has there been any proactive academic supports provided in the classroom to support the student's learning needs?*
- *Has the student been referred to the Multi-Tiered System of Supports (MTSS) team to determine if there is a need for school-based Tier II and Tier III support?*
- *How did the student react to positive redirection when violation(s) of the Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct occurred?*

- *Has the parent/guardian been informed of previous Minor Behavior Incidents? What evidence exists regarding telephone call logs to parents/guardians, meetings, and electronic or written communication to the student's parents/guardians? Has reasonable effort occurred to contact the parent/guardian?*
- *Were any non-exclusionary disciplinary techniques provided to the student(s) to ensure compliance with the Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct prior to a Major Discipline Resolution?*
- *Was an educational professional able to distinguish between Minor and Major offenses and account for first time versus repeated offenses?*
- *Can the individual student accept responsibility with a lesser consequence and articulate the harm caused by a behavior incident violation?*
- *After reviewing the discipline referral, is there a more appropriate solution to serve this student and retract the discipline referral?*
- *If removal from school is an appropriate and allowable resolution, how will the school provide SWI to ensure that the student is offered instruction, has real-time access to an instructor, and the suspension does not impact chronic absenteeism?*

Major

The consequence level within the Major Resolutions involves frequency of occurrence related to disciplinary incident(s) and behavior incident severity determinations being made after an analysis of historical school counseling and other proactive efforts, and offered wraparound interventions provided to the student at the school.

Questions to consider prior to the issuance of Resolutions in the Major Category:

- *Could a less punitive discipline resolution within the Major Discipline Resolution change the student's behavior in a positive way? Are community service efforts on the school campus available for the student to learn from violations of the Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct (i.e., school beautification)?*
- *Were any restorative practices/techniques provided to the student(s) to hold them accountable and assist the student in helping them correct their behavior?*
- *Does this student have an Individual Education Program (IEP) or Section 504 Plan, in Foster Care, or identified as homeless? If so, refer to the appropriate section in the Appendix.*
- *Has parent/guardian contact been ongoing in relationship to previous violations of the Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct? What documentation exists showing the ongoing communication efforts with parents/guardians? Has reasonable effort occurred to contact parents/guardians?*
- *Did the behavior incident create a substantial disruption on the campus? Did the incident jeopardize the safety/wellbeing of others or the individual student involved in creating the behavior incident?*
- *Based on the behavior incident violation, does the discipline determination impact the culture and climate of the school related to adherence to school rules and expectations?*
- *If removal from school is an appropriate and allowable resolution, in lieu of Suspension, is SWI being offered to provide the student with daily, real-time instruction and interaction with licensed personnel?*

In relation to Major Behavior Incidents, the following parameters should be incorporated.

Urgent

Urgent Behavior Incidents may lead to expulsion recommendations unless the incident involves weapons as defined in NRS 392.466.

BEHAVIOR RESOLUTIONS

MINOR BEHAVIOR INCIDENTS	
• Dishonesty • Dress Code • Graffiti • Gambling • Incidents related to Student ID's and Personal Cellular Device Pouches	• Unacceptable School Behavior (Elementary School Code Only) • Non-Dress Physical Education • Nuisance Item/Personal Cellular Device • Tardies and Tardy • Physical Altercation Lockouts/Sweeps
RESOLUTIONS	
Minor • Restorative Practices, as appropriate. See page 54. • Non-Verbal Cue • Proximity • Redirection • Student/Teacher Conference • Warning	• Detention • Peer Mediation • Confiscation • Parent/Guardian Notification • Conference with Parent (CWP) • Individual Counseling Services • In-House Suspension

MINOR TO MAJOR BEHAVIOR INCIDENTS Based on incident severity and/or repeated incidents	
• Acceptable Use Policy • Aggressive Behavior • Cheating/Forgery/Plagiarism • Class Disruption • Inappropriate Contact • Insubordination	• No-Show Detention • Possession/Use of Tobacco/Electronic Cigarettes • Theft/Robbery • Threat • Verbal Abuse
RESOLUTIONS	
Minor • Restorative Practices, as appropriate. See page 54. • Proximity • Review, Re-teach, and Practice Expectations • Redirection • Goal Setting • Short-term Behavior Progress Reports • Mentor/Coach Program • Warning • Student/Teacher Conference • Confiscation • Parent/Guardian Notification • Redo Assignment • Reschedule Detention • Conference with Parent/Guardian • Peer Mediation • Conflict Resolution • Individual Counseling • Restitution	**Major** **First-time Offenses and/or Less Severe Incidents (Minor resolutions may be used.)** • Restorative Practices, as appropriate. See page 54. • Parent/Guardian Notification • Individual Counseling Services • Individual Behavior-Intervention Plan • Detention **Repeated or More Severe Incidents** • Restorative Practices, as appropriate. See page 54. • CWP or Required Parent Conference (RPC) • In-House Suspension • Suspension (SUS) – 2 days or less • SWI • Schools Targeting Alternative Reform On-Site (STAR-On) Programming • Academic Center Referral • Discretionary or Recommended Expulsion Referral

MAJOR BEHAVIOR INCIDENTS

- Arson
- Assault – Staff
- Battery – Staff
- Bullying
- Bus Infraction
- Campus Disruption
- Cyberbullying
- Distribution of controlled Substance
- Drug Paraphernalia
- Fighting
- Gang Involvement
- Habitual Disciplinary Problem
- Habitual Truancy Citation (*Warning, Parent/Guardian Notification, Detention, Citation and Department of Motor Vehicle Administrative Sanctions [depending on age]*)
- Immoral Conduct
- Over-the-Counter Medication Misuse
- Possession/Use of Controlled Substance
- Possession/Use of Controlled Substance Repeat
- Possession of Controlled Substance with Intent
- Racially Motivated Incident
- Trespassing
- Truancy (*Warning, Parent/Guardian Notification,*
- *Habitual Disciplinary Problem Detention, In-House Suspension*)
- Vandalism

RESOLUTIONS
Based on incident severity and/or repeated incidents

- Parent/Guardian Notification
- Student, Parent/Guardian, and Staff Conference
- Restitution
- Individual Counseling Services
- Individual Behavior-Intervention Plan
- Assignment of a Mentor/Coach
- Training on Cultural Sensitivity
- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Referral
- Recommended Expulsion Referral

URGENT BEHAVIOR INCIDENTS

- Battery – Staff*
- Bullying: Battery – Student*
- Bullying: Battery – Student with Injury*
- Distribution of Controlled Substance*
- Possession of Weapon(s)**
- Possession/Use of Weapon(s) with Injury**
- Possession of Weapon(s) with Threat**
- Sexual Assault*

RESOLUTIONS

- *Recommended Expulsion Referral
  - If an incident of Battery - Staff, Battery: Student, Battery: Student with Injury, Distribution of Controlled Substances, or Sexual Assault is confirmed by law enforcement, with a citation or arrest, school administration must submit a recommended expulsion referral.
- **Mandatory Expulsion Referral
  - If an incident of Possession of Weapon(s), Possession/Use of Weapon(s) with Injury, or Possession of Weapon(s) with Threat is confirmed by law enforcement, with a citation or arrest, school administrator must submit a mandatory expulsion referral.

Behavior Incident Index

Behavior Incident	Type of Incident	CCSD Regulations (R)/ Policies (P)	Nevada Revised Statutes (NRS) *(if applicable)*
ACCEPTABLE USE POLICY	MINOR TO MAJOR	P-5136, R-3990, R-3991	
AGGRESSIVE BEHAVIOR	MINOR TO MAJOR	R-5141.1, R-5142	203.010
ARSON	MAJOR	R-5141.1	205.005, 205.055
ASSAULT - STAFF	MAJOR	R-5141.1, R-5142	200.471
BATTERY - STAFF	MAJOR	R-5141.1	200.481, 392.466
BULLYING	MAJOR	P-5137, R-5141.1	388.121, 388.122, 388.135, 388.1395
BUS INFRACTION	MAJOR	R-3533, R-5141.1	
CAMPUS DISRUPTION	MAJOR	R-5141.1, R-5142	203.010
CHEATING/FORGERY/ PLAGIARISM	MINOR TO MAJOR	R-5146	
CLASS DISRUPTION	MINOR TO MAJOR	R-5141.1, R-5142	
CYBERBULLYING	MAJOR	P-5137, R-5141	388.123, 388.135
DISHONESTY	MINOR	R-5141.1, R-5146	
DISTRIBUTION OF CONTROLLED SUBSTANCE	MAJOR	R-5141.1	392.466
DRESS CODE	MINOR	R-5131	
DRUG PARAPHERNALIA	MAJOR	R-5141.1	453.554, 453.566

FIGHTING	MAJOR	R-5141.1	203.050
GAMBLING	MINOR	No Clark County School District Regulation or Policy	463.350
GANG INVOLVEMENT	MAJOR	R-5141.1	
GRAFFITI	MINOR	R-5141.1	206.005, 206.330
HABITUAL DISCIPLINARY PROBLEM	MAJOR	R-5141.1	392.4655
HABITUAL TRUANCY CITATION	MAJOR	R-5113	392.144, 392.149
IMMORAL CONDUCT	MAJOR	R-5141.1	
INAPPROPRIATE CONTACT	MINOR TO MAJOR	R-5141.1	
INFORMATION ONLY	N/A	No Clark County School District Regulation or Policy	
INSUBORDINATION	MINOR TO MAJOR	R-5141.1	
LEFTOVER STUDENT	N/A	No Clark County School District Regulation or Policy	
NO SHOW - DETENTION	MINOR TO MAJOR	R-5146	
NON-DRESS PHYSICAL EDUCATION	MINOR	R-5131	
NUISANCE ITEM/ PERSONAL CELLULAR DEVICE	MINOR	R-5146, P-5136	
OUT-OF-DISTRICT REMOVALS	N/A	No Clark County School District Regulation or Policy	
OVER-THE-COUNTER MEDICATION MISUSE	MAJOR	R-5141.1	
PHYSICAL ALTERCATION	MINOR TO MAJOR	R-5141.1	

POSSESSION/USE OF CONTROLLED SUBSTANCE	MAJOR	R-5141.1	453.336
POSSESSION/USE OF CONTROLLED SUBSTANCE REPEAT	MAJOR	R-5141.1	453.336, 453.337, 453.338
POSSESSION OF CONTROLLED SUBSTANCE WITH INTENT	MAJOR	R-5141.1	392.466, 453.337, 453.338
POSSESSION OF WEAPON(S)	URGENT	R-5141.1	202.300, 202.350, 392.466
POSSESSION/USE OF WEAPON(S) WITH INJURY	URGENT	R-5141.1	202.300, 202.350, 392.466
POSSESSION OF WEAPON(S) WITH THREAT	URGENT	R-5141.1	202.300, 202.350, 392.466
POSSESSION/USE OF TOBACCO/ELECTRONIC CIGARETTES	MINOR TO MAJOR	R-5141.1	
RACIALLY MOTIVATED INCIDENT (DISCRIMINATION BASED ON RACE)	MAJOR	P-5137, R-5141.1	388.121, 388.122, 388.135, 388.1395
SEXUAL ASSAULT	URGENT	R-5141.1	200.366, 388.121, 388.122, 388.135, 388.1395
TARDIES AND TARDY LOCKOUT/SWEEPS	MINOR	R-5113	
THEFT/ROBBERY	MINOR TO MAJOR	R-5141.1	205.0832, 205.0835
THREAT	MINOR TO MAJOR	R-5141.1, R-5142	392.915
TRESPASSING	MAJOR	R-5141.1	207.200
TRUANCY	MAJOR	R-5113	392.130
UNACCEPTABLE SCHOOL BEHAVIOR (Elementary use only)	MINOR TO MAJOR	R-5141.1	
VANDALISM	MAJOR	R-5141.1	206.005
VERBAL ABUSE	MINOR TO MAJOR	R-5141.1, R-5142	203.010

INCIDENT RESPONSE – AT A GLANCE

Behavior Incident	Type of Incident	Warning	Parent/Guardian Notification	Other Resolutions	Detention	Loss of Privilege	Restorative Practices	Conference with Parent or RPC	In-House Suspension	Suspension (2 days or less)	Suspension with Instruction	Star-On Programming	Academic Center Referral	Discretionary Expulsion Referral	Recommended Expulsion Referral	Mandatory Expulsion per NRS
Acceptable Use Policy	Minor to Major	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑		
Aggressive Behavior	Minor to Major	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑				
Arson	Major						☑	☑	☑	☑	☑	☑	☑	☑		
Assault - Staff	Major							☑	☑	☑	☑	☑	☑	☑		
Battery - Staff	Major									☑	☑	☑	☑	☑	☑	
Bullying	Major						☑	☑	☑	☑	☑	☑	☑	☑	☑	
Bus Infraction	Major				☑	☑	☑	☑	☑	☑	☑	☑	☑	☑		
Campus Disruption	Major						☑	☑	☑	☑	☑	☑	☑	☑		
Cheating/Forgery/Plagarism	Minor to Major	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑				
Class Disruption	Minor to Major	☑	☑	☑	☑		☑	☑	☑	☑	☑					
Cyberbullying	Major						☑	☑	☑	☑	☑	☑	☑	☑	☑	
Dishonesty	Minor	☑	☑	☑	☑											
Distribution of Controlled Substance	Major							☑	☑	☑	☑	☑	☑		☑	
Dress Code	Minor	☑	☑	☑	☑											
Drug Paraphernalia	Major							☑	☑	☑	☑	☑	☑	☑		
Fighting	Major							☑	☑	☑	☑	☑	☑			
Gambling	Minor	☑	☑	☑	☑											
Gang Involvement	Major						☑	☑	☑	☑	☑	☑	☑	☑		
Graffiti	Minor	☑	☑	☑	☑											
Habitual Disciplinary Problem	Major										☑	☑		☑		
Habitual Truancy Citation	Major				☑	☑										
Immoral Conduct	Major							☑	☑	☑	☑	☑	☑	☑		
Inappropriate Touching	Minor to Major	☑	☑	☑	☑				☑							
Insubordination	Minor to Major	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑			
No Show - Detention	Minor to Major	☑	☑	☑	☑			☑	☑							
Non-Dress Physical Education	Minor	☑	☑	☑	☑											
Nuisance Item/Personal Communication Device	Minor	☑	☑	☑	☑											
Over-the-Counter Medication Misuse	Major						☑	☑	☑	☑	☑	☑				
Physical Altercation	Minor	☑	☑	☑	☑											
Possession/Use of Controlled Substance	Major							☑	☑	☑	☑	☑				
Possession/Use of Controlled Substance Repeat	Major									☑	☑	☑	☑	☑		
Possession of Controlled Substance with Intent	Major							☑	☑	☑	☑	☑	☑	☑		
Possession of Weapon(s)	Urgent															☑
Possession of Weapon(s) with Injury	Urgent															☑
Possession of Weapon(s) with Threat	Urgent															☑
Possession/Use of Tobacco/Electronic Cigarettes	Major				☑			☑	☑	☑	☑	☑				
Racially Motivated Incident (Discrimination Based on Race)	Major						☑	☑	☑	☑	☑	☑	☑	☑		
Sexual Assault	Urgent														☑	
Tardies and Tardy Lockout/Sweeps	Minor	☑	☑	☑	☑											
Theft/Robbery	Minor to Major	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑		
Threat	Minor to Major	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑		
Trespassing	Major						☑	☑	☑	☑	☑	☑				
Truancy	Major	☑	☑		☑		☑		☑							
Unacceptable School Behavior *(Elementary Only)*	Minor	☑	☑	☑			☑									
Vandalism	Major						☑	☑	☑	☑	☑	☑	☑	☑		
Verbal Abuse	Minor to Major	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑		

Acceptable Use Policy

Definition: Any unauthorized, unacceptable, or inappropriate use of computer activities, access, software, equipment; and/or any activity that affects or disrupts the school or District computer hardware, software, or computer systems.

Infinite Campus Code: AUP
Staff Managed Resolutions

Minor	**Major**
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • Loss of Privilege and Parent/Guardian Notification • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI • STAR-On Programming • Academic Center Referral • Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Minor Offenses: Accessing gaming, music, social media, or non-approved sites using District equipment.
- Major Offenses: Accessing dangerous/violent, illegal, indecent, offensive, pornographic, solicitation, or threatening sites using District equipment; Hacking (altering, destroying, or modifying school or District files, programs, or software); Pirating (copying/downloading school or District programs or software for personal use).
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- The Acceptable Use Policy (AUP) for student technology use and the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* remains in effect for students enrolled in distance education. Strict adherence to the discipline resolutions outlined in the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* will be followed if students are involved in unacceptable or inappropriate use of computer activities, software, or computer systems.

Aggressive Behavior

Definition: Hostile and/or destructive behavior incidents including verbal confrontation, horseplay, play fighting, roughhousing, and similar actions that are reactionary and impulsive and/or socially inappropriate.

Infinite Campus Code: DAG
Staff Managed Resolutions

Minor	**Major**
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • Warning • Parent/Guardian Notification • Detention • STAR-On Programming • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI

Notes:

- Horseplay, play fighting, roughhousing, and similar actions may only have minor resolutions applied on the first offense.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Arson

Definition: Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.

Infinite Campus Code: DAR
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- Academic Center Referral
- STAR-On Programming
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Restitution for damage may be required as a result of the disciplinary incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Assault - Staff

Definition: Attempt to cause physical injury intentionally or behave in such a way as could reasonably cause physical injury to a District employee or group of persons employed by the District.

Infinite Campus Code: DAL
Administrative Managed Resolutions

Major

- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referrals
- Discretionary Expulsion Recommended

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Battery - Staff

Definition: Any willful and unlawful use of force or violence against a District employee or group of persons employed by the District with or without possible injury.

Infinite Campus Code: DBF
Administrative Managed Resolutions

Major

- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- *Recommended Expulsion Referral

Notes:

- *Must include law enforcement involvement.
- *It is mandatory for a school to recommend expulsion for any battery to staff with a corresponding citation or arrest.

Offense	6 to 7 Years Old	8 Years Old or Older
Battery – Staff	May be suspended/SWI Contact your Region ESD director	May be suspended/SWI or may be recommended for expulsion Contact your Region ESD director
Battery – Staff Resulting in Bodily Injury	Must be suspended/SWI Contact your Region ESD director	Must be suspended/SWI and may be recommended for expulsion Contact your Region ESD director

Bullying

Definition: Unwanted and repeated 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.

Infinite Campus Code: DB2
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- Title IX grievance procedures, as appropriate.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- *Recommended Expulsion Referral

Notes:

- Restorative practices must be implemented for substantiated bullying, cyberbullying, and racially motivated incidents and carried out in a manner that causes the least possible disruption for the victim or victims.
- May include law enforcement involvement.
- *It is mandatory for a school to recommend expulsion for any Bullying – Battery or Bullying – Battery with Injury to student with a corresponding citation or arrest.
- Site administrator will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Investigation timelines allow up to five school days to complete an investigation after receiving a report of discrimination based on race, bullying, or cyberbullying. An additional two school days may be utilized if there are extenuating circumstances, allowing up to seven school days to complete the investigation.

  Bullying Incidents:

  - *Bullying - Assault Student (DAJ)*
    Attempt to cause physical injury intentionally or behave in such a way as could reasonably cause physical injury to a student or group of students.
  - *Bullying - Battery Student (DBD)*
    Any willful, or unwillful in certain circumstances, and unlawful use of force or violence against a District student.
  - *Bullying - Battery Student with Injury (DBC)*
    Any willful, or unwillful in certain circumstances, and unlawful use of force or violence against a District student resulting in significant injury, where a clear imbalance of power has been established and the injury occurs.
  - *Bullying - Disability (DB8)**
    A type of bullying defined in NRS Chapter 388 directed at an individual or group with a disability.
  - *Bullying - Extortion (DEX)*
    Solicitation of money, information, or something of value from another person in return for protection, or in connection with a threat to inflict harm, or through intimidation.
  - *Bullying - Gender Identification/Sexual Orientation (GID)**

A type of bullying defined in NRS Chapter 388 directed at an individual or group who are differing or questioning gender identify or sexual orientation.

- *Bullying - Hazing (DHZ)*
  Intentionally or recklessly endangering the mental and physical health of another person for the purpose of initiation into or affiliation with a student organization, academic association, or athletic team of a school.
- *Bullying - Sexual Harassment (SHR)**
  A type of bullying defined in NRS Chapter 388, in which unwelcome and willful sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that create frightening, intimidating, hostile, or offensive learning environment.
- *Bullying - Stalking (STK)**
  Maliciously and willfully engaging in a course of conduct that causes a District student or staff member to feel terrorized, frightened, intimidated, harassed, or fearful for their immediate safety or the safety of a family or household member.

- Use *Racially Motivated Incident* guidance on page 41 for bullying infractions related to Bullying - Race (RCE) and Religion (REL).
- For bullying events indicated with an asterisk (*) above, the administrator in charge of the bullying investigation must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the Clark County School District's obligation to be in compliance with *Title IX*.
- Any action taken after the completion of the investigation to address racially motivated incidents, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- If the incident is high impact (recurring or affecting a large portion of the student body), the site administrator should contact the Region superintendent, school associate superintendent, or principal supervisor; and the Equity and Diversity Education Department at (702) 799-8484, if further support is needed.
- *Safe and Respectful Learning Environment* section in the Appendix includes applicable NRS, District Regulations, and required school processes. See page 106.

Bus Infraction

Definition: Receiving an official bus citation for refusal to obey District established conduct (District Regulation 3533), or committing any act which creates a safety hazard or distracts the attention of the driver.

Infinite Campus Code: DBI
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- Detention
- Possible Loss of Bus Privilege
- CWP or RPC
- In-House Suspension

- Bus Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- See *Rules of Conduct for Bus* Riders on page 71.
- May include law enforcement involvement.
- Category I and II Offense Resolutions: See Clark County School District School Bus Offenses/Resolutions on page 71.
- Category III Offense Resolutions: In addition to possible loss of bus riding privileges, the resolutions for the specific behavior incident will be followed (i.e., *Arson*, *Battery - Staff*, *Bullying - Battery Student*, *Vandalism*, *Possession of Weapon(s)*). See pages 11–12.
- Misconduct may be cause to deny the privilege of transportation to the student for a limited, specified time. Continued misconduct may result in extended or permanent loss of riding privileges.
- Parents/Guardians will be held responsible for any bus damage resulting from misconduct.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Minor infractions may be addressed by the bus driver prior to being classified a major infraction.

Campus Disruption

Definition: Participating in or causing a disturbance at school or a school-related activity that significantly disrupts learning, threatens the safety of others, and causes a campus to be placed on a hold, secure, lockdown or school evacuation by school administrators or law enforcement (i.e., bomb threat, brawl, false call to emergency services, picketing, riot, sit-in, automobile misuse, fire alarm pull, major fights that cause a disruption to the campus, students who have been in multiple fights on campus, students who encourage facility access by non-enrolled students during instances, and/or similar disturbance).

Infinite Campus Code: DCR
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Referral

Notes:

- May include law enforcement involvement.
- School administrators must contact Region ESD director if recommending an Academic Center referral or Discretionary Expulsion for this code.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.

- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Cheating/Forgery/Plagiarism

Definition: Obtaining, attempting to obtain, or aiding another student to obtain credit for work by a dishonest or deceptive means. The creation of a false written document or alteration of a genuine document and/or writing and using the signature or initials of another person with the intent to defraud. Representing another person's work or ideas as your own without giving credit to the proper source and submitting it for any purpose. This also includes using generative artificial intelligence (AI) tools to bypass learning and/or creating original work and submitting it as your own.

Infinite Campus Code: CFP
Staff Managed Resolutions

Minor	**Major**
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI • STAR-On Programming

Notes:
- May result in a failing grade or loss of credit for the assignment or task.
- Use of AI is permitted when it supports learning by assisting with exploration of new topics, confirming student understanding of complex ideas, and as a way of editing original student writing for grammar and tone.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Class Disruption

Definition: Causing or participating in an event or action, which interrupts or disrupts instruction and/or the learning opportunities of others.

Infinite Campus Code: DCD
Staff Managed Resolutions

Minor	Major
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • Warning • Parent/Guardian Notification • Detention • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI

Notes:
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Most classroom disruptions are minor in nature requiring no or minimized exclusionary practices.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Cyberbullying

Definition: Bullying through the use of electronic communication.

Infinite Campus Code: DC2
Administrative Managed Resolutions

Major
- Restorative Practices, as appropriate. See page 54.
- Title IX grievance procedures, as appropriate.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation
- Recommended Expulsion Recommendation
- Battery (with a corresponding law enforcement citation or arrest)

Notes:
- Restorative practices must be implemented for substantiated bullying, cyberbullying, and racially motivated incidents and carried out in a manner that causes the least possible disruption for the victim or victims.
- May include law enforcement involvement.
- Site administrator will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Investigation timelines allow up to five school days to complete an investigation after receiving a report of discrimination based on race, bullying, or cyberbullying. An additional two school days may be utilized if there are extenuating circumstances, allowing up to seven school days to complete the investigation.

Cyberbullying Incidents:

- *Cyberbullying - Assault Student (DAJ)*
  Attempt to cause physical injury intentionally or behave in such a way as could reasonably cause physical injury to a student or group of students.
- *Cyberbullying - Battery Student (DBD)*
  Any willful, or unwillful in certain circumstances, and unlawful use of force or violence against a District student.
- *Cyberbullying - Battery Student with Injury (DBC)*
  Any willful, or unwillful in certain circumstances, and unlawful use of force or violence against a District student resulting in significant injury, where a clear imbalance of power has been established and the injury occurs.
- *Cyberbullying - Disability (DB8)**
  A type of bullying defined in NRS Chapter 388 directed at an individual or group with a disability.
- *Cyberbullying - Extortion (DEX)*
  Solicitation of money, information, or something of value from another person in return for protection, or in connection with a threat to inflict harm, or through intimidation.
- *Cyberbullying - Gender Identification/Sexual Orientation (GID)**
  A type of bullying defined in NRS Chapter 388 directed at an individual or group who are differing or questioning gender identify or sexual orientation.
- *Cyberbullying - Hazing (DHZ)*
  Intentionally or recklessly endangering the mental and physical health of another person for the purpose of initiation into or affiliation with a student organization, academic association, or athletic team of a school.
- *Cyberbullying - Sexual Harassment (SHR)**
  A type of bullying defined in NRS Chapter 388, in which unwelcome and willful sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that create frightening, intimidating, hostile, or offensive learning environment.
- *Cyberbullying - Stalking (STK)**
  Maliciously and willfully engaging in a course of conduct that causes a District student or staff member to feel terrorized, frightened, intimidated, harassed, or fearful for their immediate safety or the safety of a family or household member.

- Use *Racially Motivated Incident* guidance on page 41 for bullying infractions related to Bullying - Race (RCE) and Religion (REL).
- For bullying events indicated with an asterisk (*) above, the administrator in charge of the bullying investigation must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the District's obligation to be in compliance with *Title IX*.
- Any action taken after the completion of the investigation to address racially motivated incidents, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- If the incident is high impact (recurring or affecting a large portion of the student body), site administrator should contact the Region superintendent, school associate superintendent, or principal supervisor; and the Equity and Diversity Education Department at (702) 799-8484, if further support is needed.
- *Safe and Respectful Learning Environment* section in the Appendix includes applicable NRS, District Regulations, and required school processes. See page 106.

Dishonesty

Definition: A fraudulent or deceitful act or statement.

Infinite Campus Code: DDD
Staff Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences not mentioned in the resolutions section.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Distribution of Controlled Substance

Definition: Any sale, distribution, or sharing of any form or amount of drugs/controlled substances/alcoholic beverages or substances represented to be drugs/controlled substances/alcoholic beverages on District property or at any District/school-sponsored event or activity.

Infinite Campus Code: DPS2
Administrative Managed Resolutions

Major

- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- *Recommended Expulsion Referral

Notes:

- May include law enforcement involvement.
- It is mandatory for a school to recommend expulsion for distribution of controlled substance with a corresponding citation or arrest.
- The student and a parent/guardian must attend and complete the District's Substance Abuse Awareness Program (SAAP).

Dress Code

Definition: Failure to observe the school's dress code as defined in District Regulation 5131, Dress and Appearance.

Infinite Campus Code: DDC
Staff Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Specific *Student Dress Code* information is included in the Appendix section. See page 80.
- Schools should not use exclusionary discipline resolutions for this behavior incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- If student refuses to comply, see also *Insubordination* behavior incident for certain instances.

Drug Paraphernalia

Definition: Equipment, products, and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, concealing, containing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance on District property or at any District/school-sponsored event or activity.

Infinite Campus Code: DPH
Administrative Managed Resolutions

Major

- Site determination for first offense (excluding an Academic Center Referral or Discretionary Expulsion Recommendation)
- Academic Center referral (only applicable for subsequent/repeated offenses)
- Discretionary Expulsion Recommendation (only applicable for subsequent/repeated offenses)

Notes:

- May include law enforcement involvement.
- The principal or designee, will for the first incident, take appropriate disciplinary action other than recommending removal from school.
- The student and a parent/guardian must attend and complete the District's SAAP.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Fighting

Definition: Engaging in mutual physical contact for the purpose of inflicting harm on another person.

Infinite Campus Code: DFH
Administrative Managed Resolutions

Major

- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral

Notes:

- Engaging in pushing, shoving, or altercations that stop upon a verbal command may be a *Physical Altercation*.
- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- A student must be involved in two or more mutual fights during the current school year to be recommended for an Academic Center referral.
- Refer to the *Campus Disruption* behavior incident for major fights that cause a disruption on campus or for students involved in multiple fights on campus.

Gambling

Definition: Participating in games of chance for the purpose of exchanging money and/or other valuables.

Infinite Campus Code: DGB
Administrative Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Gang Involvement

Definition: Wearing any clothing or displaying any symbol on District property or at any District/school-sponsored event or activity that denotes membership in or an affiliation with a gang, or engaging in activity that promotes or encourages participation in a gang or facilitates illegal acts of a gang.

Infinite Campus Code: DGI
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation with corresponding law enforcement citation or arrest

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Graffiti

Definition: Markings, symbols, or words drawn, scribbled, or sprayed illicitly on District property or the property of another while on District property or at any District/school-sponsored events or activities. In general, graffiti refers placed paint or markings that can be repaired by removal and/or repaint.

Infinite Campus Code: DGT
Staff Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See also *Vandalism* behavior incident.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Habitual Disciplinary Problem

Definition: After behavior planning to prevent deeming habitual disciplinary status, a legal definition applied to a student who may be recommended for expulsion if involved in the threatening or extortion of others two times or more during a school year or suspended five times or more during a school year. This code may not be utilized for singular offences.

Infinite Campus Code: HDP
Administrative Managed Resolutions

Major

- SWI
- STAR-On Programming
- Discretionary Expulsion Recommendation per NRS 392.4655 and District Regulation 5141.1

Notes:

- A student deemed a habitual disciplinary problem, regardless of age, may be SWI or recommended for expulsion (if extraordinary circumstances exist) if all components of NRS 392.4655 are met.
    - Habitual disciplinary expulsion procedures may be implemented if a principal has written evidence which documents that within one school year:
    - A student threatened or extorted, or attempted to threaten or extort, another student, teacher or other staff member two or more times; and
    - A specific plan of behavior to prevent the student from being deemed a Habitual Disciplinary Problem (HDP) was created and implemented (a schoolwide Behavior Contract does not fulfill this NRS requirement).

      OR
    - A student has a record of five suspensions (each suspension being at least three consecutive days) for any reason, with each suspension requiring parent/guardian communication, or a conference before the student may return to school;
    - Each suspension includes a parent/guardian notification with a description of each incident, date each incident was committed, explanation that five suspensions could lead to HDP designation, and final notice provided at least seven days before designating a student HDP (CCF-806 Notice of Suspension does not fulfill this NRS requirement); and
    - A specific plan of behavior to prevent the student from being deemed a HDP was created and implemented (a schoolwide Behavior Contract does <u>not</u> fulfill this NRS requirement).
- Administrators should consult with the Education Services Division at (702) 855-9765 regarding any habitual disciplinary problem recommendations.

Habitual Truancy Citation

Definition: Three or more unapproved/unexcused absences on separate school days.

Infinite Campus Code: DTZ
Administrative Managed Resolutions

Major

- Warning
- Parent/Guardian Notification
- Detention
- Citation and Department of Motor Vehicle Administrative Sanctions (depending on age)

Notes:

- Habitual truants may be referred to law enforcement for the issuance of a citation (14–17 year olds cited for *Habitual Truancy* will also receive Department of Motor Vehicles [DMV] Administrative Sanctions).
- Discipline resolution may not involve school removal or exclusionary disciplinary resolutions. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Immoral Conduct

Definition: Consensual sexual activity between two or more students on any District property or at any District/school-sponsored event or activity. Inappropriate or suggestive sexual behavior (exposing intimate body parts, masturbation, pornography, etc.) on any District property or at any District/school-sponsored event or activity involving one or more students.

Infinite Campus Code: DIM
Administrative Managed Resolutions

Major

- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Additionally, the age and maturity of students (i.e., lower-elementary grades) may allow for lesser disciplinary consequences.
- See also *Inappropriate Contact* behavior incident for certain instances.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- School personnel must not save, download, or forward any information which could constitute child pornography (i.e., nude/explicit photos). Personnel shall copy or write down pertinent evidence and contact District Police Services immediately.

Inappropriate Contact

Definition: Physical contact or excessive/inappropriate public displays of affection that is not suitable for the school environment.

Infinite Campus Code: DIN
Administrative Managed Resolutions

Minor	**Major**
• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Warning • Parent/Guardian Notification • Detention • In-House Suspension

Notes:
- Use other specific behavior incident (i.e., *Battery - Staff*, *Bullying - Battery Student*, *Bullying - Sexual Harassment*, *Fighting*, *Immoral Conduct*) for more serious cases.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Information Only

Definition: Facts or information about a situation, person, or event and does not serve as a disciplinary resolution.

Infinite Campus Code: DIO

N/A
- Used as a means to capture information related to student conduct investigations.
- Not punitive. Students may not be removed from class or school as a resolution, including RPC, when utilizing this code.
- CWP or conference with student may be used as a resolution.

Insubordination

Definition: A refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority. Defiance of authority and/or disobedience to orders. This may include incidents related to student identification badges and use of non-locking, signal-blocking cellular device pouches.

Infinite Campus Code: DIS
Staff Managed Resolutions

Minor	**Major**
• Restorative Practices, as appropriate. See page 54.	• Restorative Practices, as appropriate. See page 54. • CWP or RPC • In-House Suspension

• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• SWI • SUS – 2 days or less • STAR-On Programming • Academic Center Referral

Notes:
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- Resolutions should include parents/guardians communication and site-based progressive discipline protocols prior to an Academic Center referral.
- Cannot be applied to attendance-related circumstances.

Leftover Student

Definition: A student who missed the bus, was not picked up after school, or does not have a way home from school.

Infinite Campus Code: LEF

N/A
- Follow the *Clark County School District After-School Care Plan* in the Appendix. See page 75.
- Schools must not use any discipline resolutions for this incident code.
- Not punitive. Students may not be removed from class or school as a resolution, including RPC, when utilizing this code.
- CWP or conference with student may be used as a resolution.

No Show - Detention

Definition: Failure to present oneself for a required teacher, staff, or administrator-issued detention without proper authorization, notification, and/or rescheduling.

Infinite Campus Code: DSD
Staff Managed Resolutions

Minor	**Major**
• Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Detention • In-House Suspension • CWP or RPC

Notes:
- A second or repetitive event of a student not reporting may result in major behavior incident referrals. Teachers should make every attempt to assign an alternative resolution or reschedule the original detention.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- Prior notice to parent/guardian of the detention is required in order to implement major resolutions.

Non-Dress Physical Education

Definition: Non-compliance with the required, school physical education uniform.

Infinite Campus Code: DND
Staff Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Schools may not use exclusionary discipline resolutions for this behavior incident.
- A student's grade may not be affected as a result of repetitive incidents; however, may lead to insubordination. See *Insubordination*.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Nuisance Item/Personal Cellular Device

Definition: Possession (not use) of an item which would be disruptive to the educational/learning environment if used (gaming device, laser pointer, audio device, noise maker, trading cards, etc.). The unauthorized use of personal cellular devices, laptops, tablet computers, video gaming systems, or similar electronic devices on District property during the instructional day or during a District/school-sponsored event.

Infinite Campus Code: NPD
Staff Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- Confiscation due to misuse is allowed in conjunction with the Personal Technology and Cellular Devices Guidance document provided by the Teaching and Learning Unit. (To be returned to parent/guardian)
- Any device used for medical purposes may not be confiscated.
- Behavior does not reach the level of *Class Disruption* or *Insubordination* behavior incidents.
- Schools may not use exclusionary discipline resolutions for this behavior incident.
- Schools are not held responsible for lost or stolen items deemed to be a *Nuisance Item/Personal Cellular Device*.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Out-of-District Removals

Definition: Student enrolling in the District with pending discipline from another school district, charter school, or private school.

Infinite Campus Code: OOD
Administrative Managed Information

N/A

- Site administrator must contact the Education Services Division for guidance at (702) 855-9765.
- Discipline resolutions may be prescribed in any order depending on incident severity and information from the sending school or school district.

Over-the-Counter Medication Misuse

Definition: Use/distribution of over-the-counter medication without proper permission; use/distribution of over-the-counter medicine for purposes other than the intended medicinal purpose.

Infinite Campus Code: DOM
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming

Notes:

- May include law enforcement involvement.
- See also *Possession/Use of Controlled Substance Repeat* behavior incident.
- The student and a parent/guardian may be required to attend and complete the District's SAAP.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Physical Altercation

Definition: A tussle or physical confrontation or aggression.

Infinite Campus Code: PTT
Site Managed Resolutions

Minor

- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- See also *Aggressive Behavior*, *Assault - Staff*, *Battery - Staff*, *Bullying - Assault Student*, *Bullying - Battery Student*, and *Fighting* behavior incidents.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Possession/Use of Controlled Substance

Definition: First-time possession and/or use of drugs/controlled substances/alcoholic beverages or substances represented to be drugs/controlled substances/alcoholic beverages on District property or at any District/school-sponsored event or activity.

Infinite Campus Code: DCS3
Administrative Managed Resolutions

Major

- CWP or RPC
- SWI
- In-House Suspension
- SUS – 2 days or less
- STAR-on Programming

Notes:

- May include law enforcement involvement.
- For the first incident, site administration will take appropriate disciplinary action other than recommending removal.
- Academic Center Referral and Discretionary Expulsion are not allowable resolutions.
- The student and a parent/guardian must attend and complete the District's SAAP.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Possession/Use of Controlled Substance Repeat

Definition: Possession and or/use of drugs/controlled substances/alcoholic beverages/or substances represented to be drugs/controlled substances/alcoholic beverages on more than one occasion on District property or at any District/school-sponsored event or activity.

Infinite Campus Code: DRC2
Administrative Managed Resolutions

Major
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:
- May include law enforcement involvement.
- The student and a parent/guardian must attend and complete the District's (SAAP).

Possession of Controlled Substance with Intent

Definition: Possession of drugs/controlled substances with the intent to sell, distribute, or share on District property or at any District/school-sponsored event or activity.

Infinite Campus Code: DCI2
Administrative Managed Resolutions

Major
- CWP or RPC
- In-House Suspension
- SWI
- SUS – 2 days or less
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation with corresponding law enforcement citation or arrest

Notes:
- May include law enforcement involvement.
- The student and a parent/guardian must attend and complete the SAAP.

Possession of Weapon(s)

Definition: Possession of a firearm, including a weapon defined by the Gun-Free Schools Act (see page 70), or a Dangerous Weapon, which includes, without limitation, blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, nunchaku, switchblade knife or trefoil, butterfly knife or and other knife with a blade that is 2 inches or longer not including handle described in NRS 202.265 and NRS 202.350, or any object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

Infinite Campus Code: DWH2
Administrative Managed Resolutions

Urgent
- Mandatory Expulsion Referral

Notes:
- Must include law enforcement involvement.
- Applicable to students 11 years of age and older who possesses such a weapon on any District property (including buses) or at a District sponsored event.
- Per NRS 392.466(5)(a) a student less than 11 years of age may not be expelled for possession of a dangerous weapon.
- A knife of blade less than two inches shall be addressed through site-based actions.
- Principals may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, which are not used under dangerous circumstances or in a threatening manner.
- Students 11 years of age or older who possess, use, transmit, or conceal any operable or inoperable dangerous weapon listed above MUST be recommended for expulsion.
- Students 11 years of age or older who possess a weapon defined by the Gun-Free Schools Act are subject to expulsion. See *Gun-Free Requirements* in the Appendix on page 70.

Possession/Use of Weapon(s) with Injury

Definition: Any willful and unlawful use of force or violence involving a weapon or any object used as a weapon against a District student or staff member resulting in injury on any District property (including buses) or at a District sponsored event.

Infinite Campus Code: DWI
Administrative Managed Resolutions

Urgent
- Mandatory Expulsion Referral

Notes:
- Must include law enforcement involvement.
- Applicable to students 11 years of age and older who possesses such a weapon, per NRS 202.265, 202.350, 202.357, 392.466, and 393.410.
- Student(s) 11 years of age or older who use any object as a weapon to cause injury to another are subject to permanent expulsion and MUST be recommended for expulsion.
- See also *Possession of Weapon(s)* behavior incident definition for weapon types.

Possession of Weapon(s) with Threat

Definition: Any statement of an intention to inflict pain, injury, damage, or other hostile action using a weapon against a District student or staff member on any District property (including buses) or at a District sponsored event.

Infinite Campus Code: DWT
Administrative Managed Resolutions

Urgent
- Mandatory Expulsion Referral

Notes:
- Must include law enforcement involvement.
- Applicable to students 11 years of age and older who possesses such a weapon, per NRS 202.265, 202.350, 202.357, 392.466, and 393.410.
- Students 11 years of age or older who possess and use a weapon to threaten MUST be recommended for expulsion.
- See also *Possession of Weapon(s)* behavior incident definition for weapon types.
- The Crisis Response Team MUST be contacted by administrators at (702) 799-7449.

Possession/Use of Tobacco/Electronic Cigarettes

Definition: Possession of tobacco/nicotine/electronic cigarettes on any Clark County School District property or at any district/school-sponsored event or activity.

Infinite Campus Code: DPT
Administrative Managed Resolutions

Major
- Detention
- STAR-On Programming
- CWP or RPC
- SUS – 2 days or less
- In-House Suspension
- SWI

Notes:
- This includes nicotine delivery devices such as vapes/electronic cigarettes.
- See also *Possession/Use of Controlled Substance* behavior incident if involves a drug/controlled substance.
- Discipline resolutions may be prescribed in any order depending on incident severity.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- The student and a parent/guardian must attend and complete the SAAP.

Racially Motivated Incident (Discrimination Based on Race)

Definition: Single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic 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 that occurs in person, online, or in any other setting including, without limitation, in a course of distance education.

Infinite Campus Code: RMI
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- Parent Notification
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- May include law enforcement involvement.
- Site Administration will follow the *Checklist for School Administrators* and all investigative actions defined in Policy 5137 and NRS Chapter 388.
- Investigation timelines allow up to five school days to complete an investigation after receiving a report of discrimination based on race, bullying, or cyberbullying. An additional two school days may be utilized if there are extenuating circumstances, allowing up to seven school days to complete the investigation.

  Racially Motivated Incidents:

  - *Racially Motivated Incidents - Color (RMC1)*
    Color refers to a group of people distinguished by skin pigmentation, especially as an indication of someone's race.
  - *Racially Motivated Incidents - Culture (RMC2)*
    Culture refers to a racial, religious, or social group's customary beliefs, social forms, and material traits (Merriam-Webster). The Oxford Dictionary defines culture as people's way of life, including their attitudes, values, beliefs, arts, sciences, modes of perception, and habits of thought and activity.
  - *Racially Motivated Incidents - Ethnicity (RME)*
    Ethnicity refers to large groups of people classed according to the common racial, national, tribal, religious, linguistic, or cultural origin or background. It is linked with cultural expression and identification (National Geographic). Ethnicity also pertains to shared cultural characteristics such as language, ancestry, practices, and beliefs. Ethnicity describes the culture of people in a given geographic region, including their language, heritage, religion, and customs (Washington University in St. Louis). According to the United States Census Bureau, ethnicity determines whether a person is of Hispanic origin. For this reason, ethnicity is broken into two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanic or Latino people may report as any race.
  - *Racially Motivated Incidents - Language (RML)*
    Language refers to a system of conventional spoken, manual (signed), or written symbols through which human beings, as members of a social group and participants in its culture, express themselves. Language is a communication system used by a particular country or community (Encyclopedia Britannica).

- *Racially Motivated Incidents - National Origin (RMN)*
  National Origin refers to a person's, or their ancestor's, country of birth or because a person has physical, cultural, or linguistic characteristics of a national origin group (Department of Workforce Development, Wisconson.Gov). For example: Place of birth; cultural, linguistic, or physical features; association with a national group
- *Racially Motivated Incidents - Race (RCE)*
  Race refers to any one of the groups that humans are often divided into groups based on physical traits regarded as common among people of shared ancestry (Merriam-Webster). The Encyclopedia Britannica refers to race as identifying groups of people by physical attributes, appearance, or characteristics. The United States Census Bureau defines race as a person's self-identification with one or more social groups. Race is usually associated with biology and physical characteristics such as skin color or hair texture (National Geographic). Race ascribes the division of people into groups based on physical traits and assigns social meaning to those groups (Washington University of St. Louis).
- *Racially Motivated Incidents - Religion (REL)*
  Religion refers to believing in and worshiping a superhuman controlling power, especially a personal God or gods. Religion alludes to a particular system of faith and worship (Oxford Dictionary). Merriam-Webster defines religion as a personal set or institutionalized system of religious attitudes, beliefs, and practices. This definition is extended to the service and worship of God or the supernatural, which encompasses the commitment or devotion to religious faith or observance.

- Any action taken after the completion of the investigation to address discrimination based on race, bullying, or cyberbullying incidents must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.
- If the incident is high impact (recurring or affecting a large portion of the student body), the Site Administration should contact the Region superintendent, school associate superintendent, or principal supervisor; and the Equity and Diversity Education Department at (702) 799-8484 if further support is needed.
- *Safe and Respectful Learning Environment* section in the Appendix includes applicable NRS, District Regulations, and required school processes. See page 106.

Sexual Assault

Definition: Coerced, forced, unwarranted, unwanted, or unsolicited sexual penetration of a person's body.

Infinite Campus Code: DSA
Administrative Managed Resolutions

Urgent
- Mandatory Expulsion Referral

Notes:
- Must include law enforcement involvement.
- May include deferment of administrative investigation.
- Site Administration must contact the Education Services Division for guidance at (702) 855-9765, and the CCSD Title IX office at (702) 799-5087.
- The administrator in charge must contact the Office of Diversity and Affirmative Action (ODAA) for additional guidance to ensure that the investigation conducted and the documentation collected as part of that investigation satisfies the District's obligation to be in compliance with *Title IX*.
- In order to be identified using this code, sexual assault must be confirmed by law enforcement.

Tardies and Tardy Lockouts/Sweeps

Definition: Arriving to class after the scheduled start time without a valid excuse. Students who are gathered by school staff or administration to receive an immediate disciplinary consequence for their tardiness.

Infinite Campus Code: DTR and/or DLS
Staff Managed Resolutions

Minor
- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:
- Schools cannot use exclusionary disciplinary resolutions for this behavior incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- RPC code use is prohibited per NRS 392.467, Section 5.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Theft/Robbery

Definition: Taking property that does not belong to the individual with the intent to permanently deprive the original owner of that property, includes robbery.

Infinite Campus Code: THR
Staff Managed Resolutions

Minor	Major
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI • STAR-On Programming • Academic Center Referral • Discretionary Expulsion Recommendation

Notes:
- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Threat

Definition: A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a specific District school/staff member/student or the occupants of a specific District school.

Infinite Campus Code: TTT
Staff Managed Resolutions

Minor	Major
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI • STAR-On Programming • Academic Center Referral • Discretionary Expulsion Recommendation

Notes:
- May include law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.

- The Crisis Response Team MUST be contacted by administrators at (702) 799-7449 for any removal from school.
- For students being recommended for Academic Center placement or expulsion, a threat assessment MUST be completed by the Crisis Response Team.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Trespassing

Definition: Unauthorized presence on any District property or District/school-sponsored activity or event without prior permission from the principal or designee, and/or a refusal to leave said property after having been directed to do so by any authorized personnel. This also includes presence on any District property without a parent/guardian while on RPC status, suspended, or expelled.

Infinite Campus Code: TSS
Administrative Managed Resolutions

Major
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming

Notes:
- May include law enforcement involvement.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Truancy

Definition: A student who is absent from school for one or more class periods during the school day without the written approval of their teacher, or the principal of the school, unless the student is physically or mentally unable to attend (NRS 392.130).

Infinite Campus Code: DTU
Administrative Managed Resolutions

Major
- Restorative Practices, as appropriate. See page 54.
- Warning
- Parent/Guardian Notification
- Detention
- In-House Suspension

Notes:
- Schools must not use exclusionary disciplinary resolutions for this behavior incident.
- RPC code use is prohibited per NRS 392.467, Section 5.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Unacceptable School Behavior - For Elementary School (Pre-K–Grade 5) Use Only

Definition: An event or action in a localized area that causes a disruption, is not generally acceptable behavior at school, or interrupts a school activity, instructional time or function.

Infinite Campus Code: USB
Staff Managed Resolutions

Minor

- Restorative Practices, as appropriate. See page 54.
- Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)

Notes:

- This code must only be utilized for elementary aged students (Pre-K–Grade 5) to address adverse behavior and teach appropriate behavior.
- Behavior that does not reach the level of *Campus Disruption*, *Fighting*, *Insubordination*, or *Verbal Abuse*.
- Schools cannot use exclusionary disciplinary resolutions for this behavior incident.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.

Vandalism

Definition: Willfully and maliciously destroying, defacing, or mutilating District property or the property of another while on District property. Vandalism refers to permanent damage (broken windows, carvings, etchings, etc.)

Infinite Campus Code: DVD
Administrative Managed Resolutions

Major

- Restorative Practices, as appropriate. See page 54.
- CWP or RPC
- In-House Suspension
- SUS – 2 days or less
- SWI
- STAR-On Programming
- Academic Center Referral
- Discretionary Expulsion Recommendation

Notes:

- This includes tagging. See also *Graffiti* behavior incident.
- May be subject to restitution and law enforcement involvement.
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

Verbal Abuse

Definition: The excessive use of inappropriate or vulgar language that is directed towards another individual to undermine someone's dignity and/or security through insults and/or humiliation, in a sudden and/or repeated manner. This can also include unacceptable language that is not directed towards an individual or group.

Infinite Campus Code: DVA
Staff Managed Resolutions

Minor	**Major**
• Restorative Practices, as appropriate. See page 54. • Response resolution utilized by staff (i.e., warning, parent/guardian notification, or other resolutions)	• Restorative Practices, as appropriate. See page 54. • CWP or RPC • In-House Suspension • SUS – 2 days or less • SWI • STAR-On Programming • Academic Center Referral • Discretionary Expulsion Recommendation

Notes:
- Discipline resolutions may be prescribed in any order depending on incident severity. See pages 11–12 for other resolutions.
- Additionally, the age and maturity of students (i.e., elementary grades) may allow for lesser disciplinary consequences.
- Unacceptable language not directed towards an individual or group may not exceed a STAR-On placement as a resolution.
- Educators will reference and utilize the *Discipline Resolution Criteria* to determine the consequence. See pages 9–10.

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW SIGNATURE FORM

Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct

Each parent/guardian of a student and each student enrolled in the Clark County School District must acknowledge that they have accessed the online version or obtained a copy of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*. In addition, checking the box in Infinite Campus (IC) during registration or signing and submitting this page, serves as acknowledgment that you have reviewed the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* with your child. Each school will maintain records of such acknowledgements. Signing the Acknowledgement of Receipt and Review Signature Form, indicates agreement with the *Nevada Department of Education Educational Involvement Accord* and the *Nevada Department of Education Nevada Code of Honor*.

The online version of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* in English and Spanish can be located on the Clark County School District website.

If you do not have Internet access to obtain a copy of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*, please visit your child's school.

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* from the Clark County School District website and that I have read and discussed the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* with my child.

PARENT/GUARDIAN SIGNATURE DATE

_____

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* from the Clark County School District website and that I have read and discussed the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* with my parent/guardian.

STUDENT NAME DATE

DISCLAIMER: The Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct may be periodically updated in order to ensure that the most current practices are in place.

CHECK THE ACKNOWLEDGEMENT BOX IN INFINITE CAMPUS DURING REGISTRATION OR RETURN TO THE STUDENT'S SCHOOL WITHIN FIVE SCHOOL DAYS UPON RECEIVING NOTIFICATION TO REVIEW THE *CLARK COUNTY SCHOOL DISTRICT PRE-KINDERGARTEN–GRADE 12 STUDENT CODE OF CONDUCT*.

APPENDIX

Student Rights and Responsibilities
Parent/Guardian Rights and Student Safety Search Information
Restorative Practices: Administrative Protocols
Multi-Tiered System of Supports
Re-Entry Strategies
Suggestions to Recognize Students for Model Behavior
Elementary Playground Rules and Procedures
Understanding the Warning Signs of Violence
PUB 306 - Expulsion Poster
PUB 306.2 - Recommended Expulsion Poster
Special Education and Section 504 Discipline Procedures
Foster Care and Homeless Student Discipline Procedures
Gun-Free Requirements
Rules of Conduct for Bus Riders
DMV-Certification of Attendance
After-School Care Plan
The Educational Involvement Accord
The Nevada Code of Honor
Basic Student Dress Code
Clark County School District Policy 5114 Discipline: Student Exemption and Exclusion (Voluntary and Involuntary) Procedures
Clark County School District Regulation 5114.1 Discipline: Suspension
Clark County School District Regulation 5114.2 Discipline: Expulsion Procedures
Safe and Respectful Learning Environment
Contact Information Numbers
Glossary

STUDENT RIGHTS AND RESPONSIBILITIES

It is the intent to allow students maximum freedom under law, commensurate with each school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society. A goal of all public education is to have students become responsible adults in a free society.

This requires that students learn to be sensitive to the needs and rights of others and to be aware of the consequences of the actions of themselves and others. Students therefore have a responsibility to protect the rights of other students. Students must realize that every right implies a responsibility, and that they should conduct themselves appropriately. It is the student's responsibility to make appropriate choices on and off campus and report any safety concern to school staff.

Students enrolled in the Clark County School District have the responsibility to abide by the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*, the *Educational Involvement Accord*, and the *Nevada Code of Honor* as it is an obligation of schools to provide a safe and respectful learning environment. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. School rules are necessary to place limitations on unacceptable behavior in school. They serve not only to restrict undesirable behavior, but also to teach proper behavior. Students are citizens of the greater Clark County School District community and represent Clark County schools at all times.

PARENT/GUARDIAN RIGHTS AND STUDENT SAFETY SEARCH INFORMATION

Parent/Guardian Rights

It is the intent to provide opportunities for parents/guardians to participate in the education of their child(ren), under law, commensurate with each school's responsibility for student health, safety, and welfare. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly, safe and respectful learning environment. The rights and responsibilities presented in this section reflect the need for providing parents/guardians with opportunities to participate in and advocate for the educational welfare of their child(ren) as mutually supportive and respectful partners in the education of their children.

As a parent/guardian, you have a right to be included in all aspects of your child's education through meaningful, respectful participation due to each member of the school community. You have the right to access your child's school records within the guidelines defined by the Family Education Rights and Privacy Act (FERPA). Parents/Guardians are informed in advance about school rules, including disciplinary rules and procedures, and possible behavior incident resolutions. Parents/Guardians can participate in local school organizations and volunteer activities, as well as participate in decision-making processes affecting school policies and procedures.

As a parent/guardian of a Clark County School District student(s), it is your responsibility to work with school staff and review the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct, Educational Involvement Accord*, and the *Nevada Code of Honor* with your child(ren). Prepare your child(ren) for the understanding that they are responsible for their own behavior in school, at school sponsored activities, and on the way to and from school. Prepare your child(ren) to assume responsibility for their own behavior and regular compliance with attendance rules and procedures. It is essential to recognize that school staff have the right to enforce all policies, rules, and regulations of the Clark County School District.

Student Victim(s) and Parent/Guardian Notification

Parents/Guardians of students who may be victims as a result of other students violating a code in the Behavior Incident Index should be contacted immediately or soon after the facts are identified in relationship to the potential impact to a student victim. Some parental collaboration with law enforcement will be necessary in certain instances; however, the Clark County School District administration recognizes that student victims and the parents/guardians must be made aware of information and facts that may directly impact the wellbeing of their child(ren). Communication with families must remain a priority as they are, in fact, our partners in educating the children of the Clark County School District.

Student Rights Pertaining to Searches

What are the requirements for Notice of Student Searches?

- Regulation 5144 and the Student Safety Search Form from Infinite Campus provides an overview of this requirement.
- Reasonable Suspicion - Reasonable facts and inferences and/or information to show it is likely that a student is hiding evidence and the student has broken or is about to break school rules. A hunch does not equal reasonable suspicion.

- Must be reasonable at inception based on information, facts, or circumstances, which would lead a reasonable person to conclude that a search will expose evidence of the violation of a school rule based on:
  - Reliable witnesses.
  - Specific information regarding contraband or location of contraband.
  - Information being recent and credible.
- Must be reasonable in scope - Based on age of the student, gender of the student, and the nature of the alleged infraction.

What are the requirements for Notice of Student Questioning?

- Administration has the authority and responsibility to question students in order to maintain a safe, respectful, orderly, and positive educational environment. Parent/Guardian consent is not required prior to questioning a student regarding violation associated with the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*.

STUDENT SAFETY SEARCH FORM

Searches of a student's person or possessions while at school must be reasonable. Reasonableness requires that the search be justified prior to its commencement and be related to the circumstance giving rise to the search. Absent extraordinary circumstances, a student's person and possessions may be subject to search on school property only if:

1. The student voluntarily consents to the search; or
2. Prior to a search there is an individualized, reasonable suspicion that the student is hiding evidence of wrongdoing; and
   a. A search is necessary to maintain school discipline, order or safety, and to prevent the removal or destruction of evidence, and
   b. The search is reasonable in scope and methods as related to the alleged wrongdoing and the age and sex of the student, and
   c. The search is conducted in accordance with Regulation 5144; or
3. Appropriate law enforcement authorities conduct the search.

STEPS TO TAKE IN SEARCHING A STUDENT:

1. Must be conducted by a school administrator or designee in the presence of another school district employee as a witness.
2. Tell the witness in the presence of the student what you are looking for and why.
3. Ask the student for consent.
4. Make a reasonable effort to notify the parent/guardian before, or, as soon as possible, after any search of the student's person.
5. Complete written statement below.

_____: I give my permission to be searched and I understand why I am being searched.
Student Initials

STUDENT NAME: _____ STUDENT ID NUMBER: _____ BIRTHDATE: _____ GENDER: ____

SEARCH DATE: _____ TIME: _____ LOCATION: _____

REASON FOR SEARCH: _____

PERSON CONDUCTING SEARCH: _____TITLE: _____

WITNESS: _____TITLE: _____

ITEMS SEARCHED FOR (EVIDENCE SOUGHT): _____

ITEMS SEARCHED (SCOPE AND METHOD OF SEARCH): _____

ITEM(S) FOUND: _____

ADMINISTRATION/DESIGNEE SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN NOTIFICATION

PARENT/GUARDIAN NAME: _____ PHONE: _____

DATE PARENT/GUARDIAN NOTIFIED: _____ TIME: _____

PARENT/GUARDIAN SIGNATURE (if applicable): _____ DATE: _____

RESTORATIVE PRACTICES: ADMINISTRATIVE PROTOCOLS

Process Definitions

Restorative Practices

Restorative practices is a field within the social sciences that studies how to strengthen relationships between individuals and social connections within communities. These practices aim to build healthy school communities, increase social capital, decrease conflict and antisocial behavior, repair harm, and restore relationships. Restorative practices occur on a continuum from informal to formal (depending on the incident severity) and are used proactively on an ongoing basis, to build healthy relationships, strengthen community, and responsively address conflict and misbehavior.

Restorative practices promote:

- Belonging over exclusion from school.
- Social engagement over control.
- Meaningful accountability over excessive or unnecessary punishment.

Restorative practices are based on **relationships, respect, responsibility, repair, and reintegration.** While some severe antisocial behaviors may never involve restorative practices or involve victims hearing from or being exposed to perpetrators after inflicted harm, restorative practices for most behavioral incidents are impactful.

Relationships and respect:

- Address damage caused by inappropriate behavior.
- Acknowledge how people/students have been affected.
- Attempt to mend and rebuild relationships.
- Encourage active listening so that understanding of the impact of inappropriate behavior is understood.

Responsibility

- Internalize the impact and encourage ownership of the inappropriate behavior

Repair and Reintegration

- Repair damage caused by the behavior to a victim.
- Develop strategies to ensure that the inappropriate behavior is not repeated.
- Establish agreements, strategies, support, and follow up to monitor student progress.

The District's Multi-Tiered System of Supports (MTSS) targets academic, behavioral, and social-emotional supports to students in a tiered approach depending on student need. Behavioral infractions are managed by educators in proactive ways in an attempt to improve student behavior and promote sustained, appropriate behavior in the future. The *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* highlights minor and major behavior infractions that can be managed in alignment with the tiers of MTSS. Examples of useful restorative practices are below:

Tier I

Proactive Actions/Minor Infractions

Affective Statements

Purpose: Provide a structure for reinforcing desired behaviors while challenging and redirecting unwanted behaviors through statements.

Strategy: Statements telling the listener/student how the person feels and why it makes them feel a certain way. Affective statements are an effective way to teach students how to express emotions appropriately. Affective statements also allow teachers and students to communicate how they are being affected by another person's behavior through clear "I" statements. An example includes a teacher stating, "I appreciate your excitement about the lesson. I need for you to follow our speaking agreement and not speak when I am speaking to the class so you and your classmates can hear my directions." By using this type of statement, the student can hear the specific behavior expected and the behavior that is not welcomed. The statement also indicates how the behavior impacts themselves and others in the classroom. Affective statements can convey positive emotions to students making good choices.

Affective statements:

- Demonstrate that staff cares about students.
- Build relationships.
- Connect people while preventing escalating behaviors.
- Use personalized language focused on the behavior, are respectful, and promote that students express their feelings.

Community Circles

Purpose: Allows students to get to know each other and establish positive connections, including agreements about how they will treat others in the school community. Community-building activities are a major focal point of proactive circles and account for 80 percent of the use of the circle structure.

Strategy: Proactive circles can be community-building circles, social-emotional learning skill circles, celebration circles, opening of class or school circles, or learning circles focused primarily on establishing relationships or academic content. They can be used in all types of classrooms (advisory, core classes, or other specialty classes). Conducting regular circles to build relationships, discuss expectations, and address minor concerns assists with the learning environment and school community.

Tier II and III

Moderate to Major Infractions

Restorative Questions

Purpose: These questions lay the foundation for and act as the building blocks for all forms of restorative practices. These questions explore motivations, perspectives, root causes of challenging behaviors, and solutions while attempting to build and restore relationships. Restorative questions are used to help students take responsibility for actions and connect this responsibility with how they are feeling.

Strategy: Restorative questions provide opportunities for discussion and guide what supports are needed to prevent behavior from repeating or escalating.

Questions to ask in response to a challenging behavior when someone has been mistreated include:

- What happened?
- What were you thinking of at the time of the incident?
- What have you thought about since the incident?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you may need to do to make things right?
- What impact has this incident had on you and others?

Restorative questions:

- Are open-ended and non-blaming.
- Allow for attentive listening.
- Allow for all students involved to identify thoughts and feelings associated with particular actions.
- Provide a forum for meaningful expression of emotions (i.e., affective statements).
- Focus on impact and how other students were affected by the action(s).
- Are an inclusive and collaborative approach to problem-solving, emphasizing solutions rather than assigning blame.
- Hold students accountable and attend to the needs of those mistreated.
- Resolve underlying issues or root causes that produce challenging behavior.

Small Impromptu Conversations/Conference

Purpose: Fosters awareness, empathy, and responsibility to fortify social discipline.

Strategy: This process blends informal and formal approaches of restorative practices. Minor or low-level incidents can be addressed by small impromptu conversations/conferences. Conversations can be five to ten minutes between two or more students. Whether an incident occurs in a classroom, hallway, cafeteria, or during student travel, small impromptu conversations/conferences brings students together to discuss and resolve issues instead of allowing incidents to escalate. These conversations initiate with a positive tone and allow students to reflect on constructive things before addressing the current problem. During the conference, staff use restorative questions, asking the student what happened in relation to the current incident, what the student was thinking before and after the current incident, who was affected, and what will need to occur to make things right.

Students involved in the incident tell their side of the events and explain how they were involved. Once the issue is identified, both sides work to figure out how to heal from the harm and explain what needs to occur so that productive interaction can occur in the learning environment moving forward. At the conclusion of the small impromptu conversation/conference, staff will check in with both sides several days or a week later to determine progress of the students.

Reflection Sheets

Purpose: Address small conflicts and misunderstandings early. Reflection sheets encourage self-reflection and accountability.

Strategy: Facilitate a conversation between the involved parties to express feelings, discuss impact, and find resolutions that are captured on reflection sheets. Students may complete reflection sheets to consider the impact of their actions and develop a plan for improvement.

Fully Restorative Circles or Conference

Purpose: Involve a broader group in addressing more serious incidents through a structured meeting including the offender, victim, and the community of care (family members and/or friends). The purpose of this community conference is to hold the offender accountable.

Strategy: A script is used by the administrator or co-facilitator to ask each participant a series of open-ended restorative questions. The script intends to limit the role of the facilitators. At the conclusion of the conference, a written agreement exists outlining each participant's responsibilities to repair harm and maintain respectful relationships. Additionally, the written agreement explicitly details how repeated inappropriate behaviors will be prevented. All participants have a role in detailing what becomes part of the conflict resolution written agreements.

Community Service Projects
Purpose: Encourage a sense of responsibility and contribution.

Strategy: Assign community service projects that align with the severity of the infraction, allowing the student to give back and learn from their actions.

Family Group Conference
Purpose: Operated in a similar manner to restorative or community conferences; however, family group conferences involve only the student's family exclusively in the decision-making process.

Strategy: Families are provided with alone time as the facilitator leaves the setting. The student and family members establish a plan. Once the plan is drafted, the facilitator reengages and enters the setting where the family explains the plan. The facilitator may ask the family and student to adjust the proposed plan.

Peer Mediation
Purpose: Empower students to resolve conflicts with peer support.

Strategy: Train peer mediators to facilitate discussions and assist in resolving disputes between students. This youth leadership model helps others resolve differences. Students utilize conflict resolution practices and social skills to increase peace and reduce violence in school. An effective peer mediation model has proven to decrease student discipline referrals, violence, and out-of-school suspension rates.

Responsive Circles
Purpose: Allows the use of high-quality questions to explore challenging circumstances and more toward repairing harm. May include families, students, and staff to construct agreements. Questions are asked to move students to empathy and forgiveness.

Strategy: This structure can be perceived as intense and center on rebuilding relationships through conferencing, collaboration, and mediation. All participants collaborate and develop an agreement that details specific actions that the student who caused harm to the school community agrees to engage to repair harm and restore damaged relationships. Natural consequences may also be delineated in the established agreement.

Victim-Offender Dialogue
Purpose: Allow direct communication between the victim and offender.

Strategy: Facilitate a structured dialogue where the victim expresses their feelings, the offender takes responsibility, and both collaborate on a plan for restitution and future behavior.

MULTI-TIERED SYSTEM OF SUPPORTS

The District MTSS framework, a comprehensive and integrated system, is designed to enhance student achievement by providing high-quality academic, social-emotional, and behavioral instruction and intervention. It offers a range of equitable instruction, beginning with core instruction and universal support in Tier I, to targeted support for some students in Tier II, to intensive support for a few students in Tier III. Students move fluidly through the tiers based on their individual needs as they gain or strengthen skills.

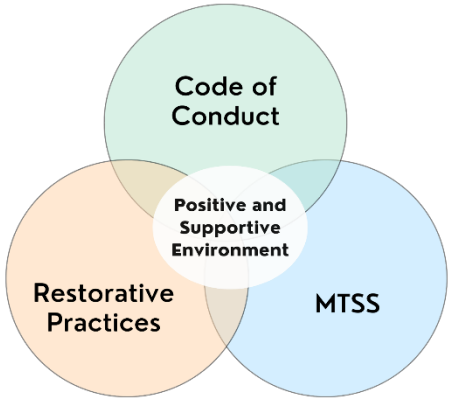
The District MTSS framework relies on a problem-solving process to identify concerns, develop interventions, and evaluate their effectiveness in a multi-tiered system of service delivery. Student progress is monitored frequently to determine the effectiveness of instruction and determine if instructional adjustments are necessary to achieve academic and/or behavioral learning goals.

The Intersection of the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*, MTSS, and Restorative Practices.

The connection between the code of conduct, MTSS, and restorative practices lies in their shared goal of fostering a positive school climate, supporting student success, and effectively addressing behavioral issues.

- The *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* provides the foundational expectations and consequences for student behavior. It establishes clear standards for desired behavior, outlines consequences for undesired behavior, and promotes a safe and respectful learning environment.
- MTSS is a framework that provides varying levels of support based on students' needs, encompassing both academic and behavioral interventions. Within MTSS, the code of conduct informs the behavioral expectations at Tier I (universal supports) that apply to all students. For students requiring additional support (Tiers II and III), MTSS includes targeted and intensive interventions to address specific behavioral issues.
- Restorative practices focus on building and repairing relationships rather than solely relying on punitive measures for addressing behavioral incidents. These practices emphasize accountability, empathy, and the restoration of harm caused by behavior. Restorative approaches can include dialogue, circles, mediation, and other techniques aimed at resolving conflicts and promoting understanding. Restorative practices offer an alternative or supplement to traditional disciplinary approaches, emphasizing relationship-building and repairing harm within the school community. Restorative practices align with the principles of MTSS by providing proactive and reactive interventions that can be included in Tier I strategies to build a positive school culture. These interventions may also be used in Tiers II and III to address specific incidents, focusing on understanding the root causes of behavior, promoting accountability, and facilitating healing.

The *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct* sets universal behavioral expectations, MTSS provides a structured framework for supporting and addressing student needs at various levels, and restorative practices offer methods for building students' social awareness, positive school culture, and addressing conflicts constructively. Together, they create a holistic approach to managing student behavior and promoting a positive and supportive educational environment.



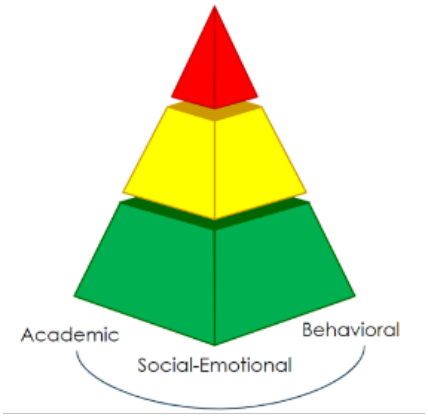
Overview

District Policy 6120, Multi-Tiered System of Supports (MTSS), requires all schools, in collaboration with stakeholders, to implement the districtwide framework for MTSS to ensure all students receive equitable access to opportunities to promote each student's academic success, social-emotional growth, and behavioral development.

Tier I Strategies to encourage positive behavior for all students	**Tier II** Interventions to support students and remove barriers	**Tier III** Intensive interventions to provide support for student's individual needs
Schoolwide Expectations (norms) • Clearly defined, positively stated behavioral expectations for all students ○ Examples include respect, responsibility, and safety **Teaching Behavior Expectations** • Clear communication of behavioral expectations to students, faculty, and parents/guardians • Explicit instruction on schoolwide expectations • Consistent teaching methods regarding behavior expectations across all settings **Positive Behavior Acknowledgement** • Use of tangible and intangible rewards to acknowledge and reinforce positive behaviors • Recognition programs, praise, and privileges are in place as incentives **Classroom Expectations (norms)** • Consistent behavior management systems within individual classrooms aligned with schoolwide expectations • Strategies taught to prevent behavior issues before they occur • Emphasis on positive reinforcement and consistent consequences for rule violations • Establish routines, provide clear instructions, and create an engaging learning environment **Data Collection and Analysis** • Regular collection and analysis of behavior data to identify trends and areas for improvement • Data-informed decision-making for refining and enhancing Tier I behavior strategies	Tier II practices and systems provide targeted support for students who are not successful with Tier I support alone. This includes regular check ins to address academic and behavioral concerns. Strategies may include: **Check-In/Check-Out (CICO) Systems** • Daily check ins and check outs with a designated adult mentor • Goal setting and feedback on behavior throughout the day **Social Skills Groups** • Small group sessions focusing on developing specific social-emotional and behavioral skills • Targeted intervention for students needing support with interpersonal interactions **Check and Connect** • Students meet periodically with a mentor from school for support and guidance **Additional Strategies** • Mentoring programs • Self-monitoring • Social-emotional learning (SEL) lessons • Peer mediation • Small-group interventions • Small-group restorative circles **Data Collection and Analysis** • Regular collection and analysis of behavior data to identify trends and areas for improvement • Data-informed decision-making for refining and enhancing behavior intervention strategies	**Function-Based Support** • Functional Behavioral Analyses (FBA) include antecedents, consequences, and environmental factors • Tier III evidence-based interventions are (a) matched to student needs (e.g., academic skill or behavioral function) and (b) adapted to improve contextual fit (e.g., culture, developmental level) **Behavior Contracts** • Formal agreements outlining expectations and consequences for behavior • Collaboration between students, parents/guardians, and school staff to address the needs of the student **Behavior Intervention Plans** • Formal plan to support student's challenging behavior • Focuses on interventions, supports, and strategies specific to the individual student **Data Collection and Analysis** • Regular collection and analysis of behavior data to identify trends and areas for improvement • Data-informed decision-making for refining and enhancing behavior intervention strategies

Tier I Progressive Steps	**Tier II** Progressive Steps	**Tier III** Progressive Steps

• Establish Tier I Schoolwide Behavior Systems
• Establish Tier I Classroom Behavior Systems
• Implement Tier I Behavior with fidelity, consider using:
• Schoolwide Behavior Flowchart (example)
  ○ Schoolwide Behavior Matrix (example 1, example 2)
  ○ Classroom PBIS Systems
  ○ Positive Classroom Behavior Support Rubric
• Reteach behavior skills to students as needed
• Utilize classroom restorative circles as needed
• Analyze schoolwide behavior systems and supports using various data sources, including FocusED, teacher referrals, office discipline referrals, etc.
• Monitor progress and fidelity of schoolwide implementation of behavior instruction and systems three times per year
	• Classroom teacher collects 3–5 days of baseline data
	• Classroom teacher submits referral to school behavior team
	• School behavior team verifies the fidelity of implemented Tier I supports
	• Implement Tier II interventions
	• Collect progress monitoring data for 4–8 weeks
	• School behavior team and classroom teacher meet to discuss data, progress, interventions, and next steps
	• Build collaborative school-to-home relationships with regular teacher/school communication to improve behavior
		• The most highly qualified and specially trained faculty implement Tier III interventions
		• Collect progress monitoring data for 4–8 weeks
		• School behavior team, classroom teacher, and parents/guardians meet to discuss data, progress, interventions, and next steps
		• Create a Restorative Plan of Action (RPA)
		• Consult with the school psychologist for additional input
		• May refer students as needed to school-based health centers and/or community-based counseling/therapy to help families access next-step services for their children



References
Center on PBIS | Resource: PBIS Tiered Fidelity Inventory (TFI). (n.d.). https://www.pbis.org/resource/tfi
Center on PBIS | School-Wide. (n.d.). https://www.pbis.org/topics/school-wide
Center on PBIS | Tier 1. (n.d.). https://www.pbis.org/pbis/tier-1

Contact Information
For more information regarding MTSS: Tiered Behavior Support, please contact Brandi March, director, MTSS Department, at (702) 799-2668.

RE-ENTRY STRATEGIES

A student returning to school after a removal from school or other exclusionary disciplinary action may exhibit a range of emotions. The student may feel anger, betrayal, embarrassment, and a sense of distance. The student has missed academic instruction and the social dynamic associated with attending school. It is likely that peers are aware why the student has not been in school; the student's teacher and administrators have talked with parents/guardians who are most likely concerned, and now the student must anxiously return to face peers, teachers, and administrators. Though this situation is far from perfect, what happens next may affect the remainder of the school year for that particular student. This represents a critical moment for connection and problem solving.

Whether the result of a minor infraction or something more problematic, mistakes are how learning occurs. For some, this learning comes harder than it does for others; some mistakes are bigger. It is incumbent upon us to address and correct misbehaviors – and this may mean excluding a child from school. There are few messages that an educator can send to a child as powerful as, "You can't be in my classroom right now."

When necessary, it can be a necessary tool to prevent and correct behaviors. However, the removal from school is just the beginning of the corrective process. What happens when a student returns to school is also a critical factor in the process.

Schools and their staff are key to this process and each school should create a system for re-entry that makes sense for their school community. Schools can improve outcomes for students, make their campuses safer, and reduce the chances that a student will reoffend.

School leadership should encourage a team approach to student re-entry. This team may include an administrator, counselor, social worker, transition specialist, or other professionals to help guide a successful re-entry process. Teams should focus on a process that ensures a smooth transition, appropriate placement, therapeutic support, multi-system collaboration, and one that develops a plan to monitor and evaluate progress. This process is key to establishing student-centered support systems for successful student re-engagement that include safety, support, care and connectedness, engagement and challenge, and peer social and emotional connections.

Parents/Guardians will play a key role in successful re-entry strategies as well. Parents/Guardians should talk with their child(ren) and think together about the goals of returning to school. Reflect on how your child's behavior might have looked through the school's eyes. Create a list of suggestions for support and skills your child might need to prevent future problems. Reflect on the facts, as you know them and talk with your child about how the situation could have gone differently and what you expect when they return. The goal of the re-entry process is to support the student's ability to be successful in school when they return following a period of short-term or long-term exclusionary discipline. Re-entry practices will assist students and ensure future discipline offenses are minimized.

Creating re-entry plans: Why re-entry procedures are important

- Adverse student behaviors are often a way for students to communicate unmet needs.
- If a student has been removed or away from class, either temporarily or long term, there is harm that needs to be addressed.
- It is insufficient to return students back into class and expect them to figure things out on their own.
- Without thoughtful re-entry plans, we are likely to have secondary, and potentially escalating, incidents.

Components of successful re-entry plans

- Preview what their time away from school will look like
- Where will they be staying?
- What are they going to be doing?
  - What schoolwork will they complete?
  - Who can they talk to if they are feeling stressed or anxious?
  - How will they meet their basic needs?
  - How can they avoid negative decisions?
- Prepare for when the student returns
  - Identify a staff member to support student during the re-entry process
  - Coordinate calendars, schedule re-entry, and inform family of date/time
  - Prepare necessary documentation for re-entry plan
  - School personnel must be prepared to facilitate mediation if one is needed upon return
    - ✓ Facilitated by a trained adult
    - ✓ In a non-judgmental and confidential space
    - ✓ To discuss needs, concessions, interventions/supports, and a plan for repair
    - ✓ See *Restorative Practices* on page 54 to see list of possible actions

Change-in-Placement

The District is focused on determining the antecedent of each student's behavior and is committed to a student's re-entry to the originally assigned school.

- Change-in-placement criteria is codified in NRS 392.466.
- Change-in-placements are permitted for mandatory and recommended expulsions.
- Change-in-placements are determined on a case-by-case basis for discretionary expulsions.
- Change-in-placements are not permitted for an Academic Center Recommendation.

SUGGESTIONS TO RECOGNIZE STUDENTS FOR MODEL BEHAVIOR

ELEMENTARY STUDENTS	SECONDARY STUDENTS
• Positive Behavioral Interventions and Supports (PBIS) points • Recognition on social media and/or school website (with parent/guardian permission) • Time in Shared Space • Refocus Station • Brain Break • Certificate/trophy/ribbon/plaque/medals • Themed recognition celebrations • Computer time • Principal for a Day • Drawings for prizes • Gift certificate to school store or local merchants • Class/Grade Field Day • Special recognition school gear • Preferred activity during recess • Time for music and dancing • Class trip or student travel • Outdoor class/reading • Extra recess time • Recognition from local newspaper, media, or politician • Positive note or call home to parent/guardian • Dojo Points • Appointed the class helper/assistant • Eating with staff member • Selecting prizes from treasure box • Paperback books • Sports equipment • Leading of class line to lunch or recess • Recognition during morning announcements	• Positive Behavioral Interventions and Supports (PBIS) points • Recognition on social media and/or school website (with parent permission) • Themed recognition celebrations • Certificate/trophy/ribbon/plaque/medals • Gift certificate to school store or local merchants • Free pass to sporting event or play • Class/Grade Field Day • Special Assembly • Principal for a Day • Special recognition school gear • Drawing for prizes/prize wheel • Guest presenters in class • Class trip or student travel • Praise for good behavior and work • Positive note or call home to parent/guardian • Coupon for prizes and privileges or surprise gift bag with school supplies • Outdoor class • Recognition from school newspaper, yearbook, a local newspaper, media, or government official • Music while doing school work • Sitting with friends • Sports equipment • Recognition during morning announcements

ELEMENTARY PLAYGROUND RULES AND PROCEDURES

- When entering the playground area, all students should walk. Students may only run on the grass field.
- Students should always go down the slide. Climbing up the slide or jumping off the sides of the slide are prohibited.
- Students should make sure that everyone gets a fair chance with the equipment.
- Students should wait in a line for their turn. Please be respectful and do not push or move ahead of anyone in line.
- Students should be courteous and share all equipment. All students deserve a chance to play at recess.
- Students should be responsible and return all equipment to the designated area.
- Students should advise a staff member when equipment needs repair.
- In the event a child has a conflict with another student and cannot resolve or fix the issue, the student should contact a staff member for help.
- Students should follow proper procedures when entering the school building.
- Students should not spin, sit, stand, and/or jump from the horizontal bars.
- Students should notify a staff member when any piece of equipment is kicked and/or thrown over the fence and/or wall.
- Students should never remove shoes while on the playground.
- Students should not bring food outside the lunchroom to the playground.
- Students should use playground equipment and games aligned to their designated purpose.

UNDERSTANDING THE WARNING SIGNS OF VIOLENCE

The information listed below is to familiarize you with the warning signs of violence and some tips for prevention. This information should be used as a guideline only. The presence of one or more of these warning signs does not mean that a young person will exhibit violent behavior. It is important to keep in mind that there are many possible factors that could contribute to youth violence.

VIOLENCE WARNING SIGNS	TIPS FOR PREVENTING VIOLENCE
• Abusive language, especially aimed at an authority figure or friend • Bullying and intimidating • Continued failure to take responsibility for actions • Difficulty controlling anger • Engaging in racial or other ethnic conflict • Engaging in sexual harassment • Hitting or fighting • Limited social interaction with peers • Little or no remorse for actions • Persistent thoughts of revenge • Possession of weapon(s) • Previous aggressive behavior • Retaliation • Suicidal plans, thoughts, or ideation • Threatening physical harm • Treatment of others as personal property • Vandalizing school property • Violent outbursts	• Teach students that reporting violence or threats of violence is important • Parents/Guardians are encouraged to communicate with schools, especially when a child is experiencing problems • Work with school personnel to address behavior which may lead to violence • Increase positive interactions between students and trusted adults • Talk to young people about violence in advance • Do not wait until the issue comes up because of a specific incident • When a violent incident occurs, discuss how it might have been prevented • Encourage students to get involved in school activities • Watch for any unusual behavior and report it to appropriate school personnel • Set expectations for appropriate student behavior and communicate consequences

PUB 306 – MANDATORY EXPULSION POSTER

PUB-306
Rev. 8/2024

THE FOLLOWING OFFENSES
MUST BE RECOMMENDED FOR

EXPULSION

POSSESSION OF WEAPON(S)

POSSESSION/USE OF WEAPON(S) WITH INJURY

POSSESSION OF WEAPON(S) WITH THREAT

Possession, use, transmittal, or concealment of ANY operable or inoperable firearm or dangerous weapon. Firearms include, without limitation, any pistol, revolver, rifle, shotgun, and explosive substance or device. Dangerous weapons include, without limitation, blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, nunchaku, electronic stun device, switchblade knife or trefoil, butterfly knife or any other knife with a blade that is 2 inches or longer not including handle described in NRS 202.265, NRS 202.357, and NRS 202.350, or any object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

Refer to the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* and Clark County School District Regulation 5141.1 for additional information and guidance.

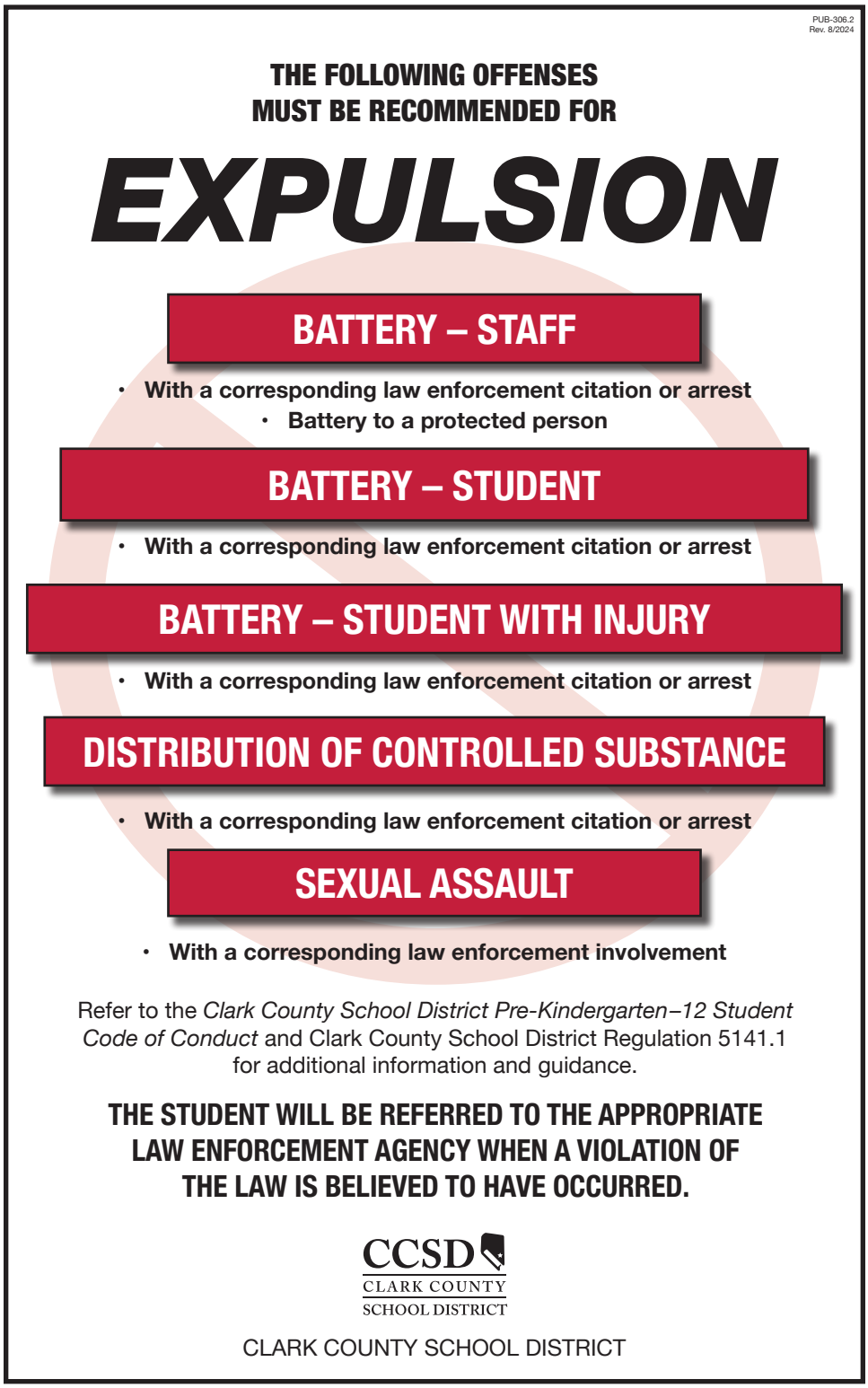
THE STUDENT WILL BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT AGENCY WHEN A VIOLATION OF THE LAW IS BELIEVED TO HAVE OCCURRED.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT

151

PUB 306.2 – RECOMMENDED EXPULSION POSTER



PUB-306.2
Rev. 8/2024

THE FOLLOWING OFFENSES
MUST BE RECOMMENDED FOR

EXPULSION

BATTERY – STAFF

- With a corresponding law enforcement citation or arrest
- Battery to a protected person

BATTERY – STUDENT

- With a corresponding law enforcement citation or arrest

BATTERY – STUDENT WITH INJURY

- With a corresponding law enforcement citation or arrest

DISTRIBUTION OF CONTROLLED SUBSTANCE

- With a corresponding law enforcement citation or arrest

SEXUAL ASSAULT

- With a corresponding law enforcement involvement

Refer to the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* and Clark County School District Regulation 5141.1 for additional information and guidance.

THE STUDENT WILL BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT AGENCY WHEN A VIOLATION OF THE LAW IS BELIEVED TO HAVE OCCURRED.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT

151

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • Telephone: (702) 799-CCSD (2273)

SPECIAL EDUCATION AND SECTION 504 DISCIPLINE PROCEDURES

The Clark County School District is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and it prohibits from applying its disciplinary policies in a manner that discriminates against students with disabilities.

Please refer to the Student Services Division for the *Special Education Procedures Manual* for the requirements for disciplinary action for students with a disability.

FOSTER CARE AND HOMELESS STUDENT DISCIPLINE PROCEDURES

Per NRS 392.466, a student who is homeless or in foster care, and who is at least 11 years of age, may not be suspended or expelled for the behaviors specified in that statute (possession of a dangerous weapon, battery to staff, distribution of controlled substances, or a habitual disciplinary problem as defined by statute) unless a designated decision-maker at the school makes a determination that the student's homelessness or foster care placement was not a factor in the behavior.

In cases involving the potential suspension or expulsion of a student who is homeless pursuant to NRS 392.466, school administrators must contact the Title I HOPE Office at (702) 855-6682 for guidance.

In cases involving the potential suspension or expulsion of a student in foster care pursuant to NRS 392.466, school administrators must consult with the school's designated foster care advocate and the Foster Care Department at (702) 799-1196.

GUN-FREE REQUIREMENTS

U.S. Department of Education Subpart 3 - Gun Possession

SEC. 4141. GUN-FREE REQUIREMENTS

(a) SHORT TITLE - This subpart may be cited as the Gun-Free Schools Act.

(b) REQUIREMENTS

1. IN GENERAL - Each state receiving Federal funds under any title of the this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one (1) year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

2. CONSTRUCTION - Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

3. DEFINITION - For the purpose of this section, the term firearm has the same meaning given such term in section 921(a) of title 18, United States Code.

(c) SPECIAL RULE - The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE - Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance.

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including

(I) the name of the school concerned;

(II) the number of students expelled from such school; and

(III) the type of firearms concerned.

(e) REPORTING - Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

(f) DEFINITION - For the purpose of subsection (d), the term school means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

(g) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL

(1) IN GENERAL - No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

(2) DEFINITION- For the purpose of this subsection, the term school' has the same meaning given to such term by section 921(a) of title 18, United States

RULES OF CONDUCT FOR BUS RIDERS

The students on the bus are in the immediate supervision of the bus driver and are, thus, subject to the rules set by the Clark County School District Board of Trustees and the State of Nevada. Any offense of these rules by a student is to be documented on a School Bus Incident Report to Parents issued by the bus driver concerning the disciplinary offense with copies distributed to the principal or designee, the parent/guardian, and the District Transportation Department.

- Bus students must stand in an orderly manner at pickup points until the bus comes to a complete stop.
- Students must board the bus in a single file line and go directly to a seat.
- All students must remain seated while the bus is in motion. Students must remain seated until the bus has fully stopped, then enter the aisle and go directly to the front exit door. Students must exit through the front exit door after the bus has come to a complete stop. If a student must cross the road, walk 10 (ten) feet or more; wait for the driver's signal, then cross when it is safe to do so.
- Any distracting action by a student that creates a safety hazard by demanding unnecessary attention of the driver may result in disciplinary action (loud talking, use of profanity, fighting, throwing objects, smoking, standing, eating, drinking, and/or damaging the bus or bus seats).

In conformance with the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*, the site administrator will address bus misconduct in the following manner:

1. Confer with the student, the parent/guardian, or appropriate transportation staff, as necessary, to resolve student conduct problems.
2. Designate students as ineligible for transportation services when warranted and notify the District Transportation Department and the parent/guardian of the action taken.

SCHOOL BUS OFFENSES/RESOLUTIONS

CATEGORY I OFFENSES	CATEGORY II OFFENSES	CATEGORY III OFFENSES
• Deliberate littering • Excessive noise/outbursts • Continuous eating/drinking • Failing to sit in assigned seat • Failing to remain seated • Rude, discourteous conduct • Riding unauthorized bus • Getting on or off the bus at an unassigned stop • Repeatedly late to the bus • Other behavior that has not improved after driver has given several verbal warnings	• Hanging out of window and/or door • Refusing to obey driver • Improper boarding and/or departing • Bringing unauthorized objects aboard the bus • Inappropriate language • Other behavior resulting in the drivers attention being taken off the road	• Possession of a weapon • Arson or smoking on bus • Fighting • Pushing • Tripping • Destruction of property • Tampering with bus equipment • Verbal or physical assault • Indecent exposure

(In accordance with Clark County School District Regulation 3533, Safety of Students: Transportation Vehicles)

	CATEGORY I OFFENSES	CATEGORY II OFFENSES	CATEGORY III OFFENSES
First Offense	Student-School Conference and Parent/Guardian Notification	Student-School Conference and Parent/Guardian Notification	Three-day Bus Suspension and RPC
Second Offense	Student-School-Driver Conference and Detention or In-House Suspension	Three-day Bus Suspension and RPC	Loss of Riding Privileges for Remainder of School Year
Third Offense	Three-day Bus Suspension and RPC	Loss of Riding Privileges for Remainder of School Year	

DMV-CERTIFICATION OF ATTENDANCE

Certification of Attendance - DMV-301

Habitual Truant, Attendance Verification, Administrative Sanctions

CCSD Policy 5113
CCSD Regulation 5113

In accordance with NRS 392.144 and 392.148, effective January 1, 2015, all persons under the age of 18 years old must provide attendance verification on the DMV-301 to the Department of Motor Vehicles in order to apply for an instruction permit or driver's license. All students declared habitual truant are subject to suspension of driving privileges through administrative sanctions imposed by the District.

DMV-301 Guidelines

Section 1 - School Use Only

- Student presents the DMV-301 to school official to verify 90%
- School official researches attendance and verifies student has ten (10) or fewer unapproved absences for a non-block school
- The school official will sign and stamp the DMV-301 and return to the student within five (5) school days if they are in compliance
- The student official will note "Not in compliance" and return the form to the student along with an attendance printout within five (5) school days if they are not in compliance

Section 2 – Exemptions

- Students who are under the age of eighteen (18) but exempt from attendance requirements must complete this section
- Exempt students have either earned their high school diploma or Certificate of High School Equivalency (HSE)
- Requires no action from the school

Section 3 - School Use Only

- Students who are determined to be habitually truant are subject to administrative sanctions
- Once the school identifies a student as a habitual truant, an attendance eight (8) or fewer unapproved absences for a block school or investigation must take place to verify attendance and excuses
- A hearing must be set with the student and parent/guardian
- Written notification of the hearing must be sent to the parent/returned to guardian
- Following the hearing, an outcome must be provided to the student and parent/guardian within five (5) school days
- If a student remains a habitual truant, the Clark County School District Police must issue a truancy citation and impose administrative sanctions as outlined in NRS 392.148
- School police will suspend the student's license and mail it to the State DMV Office
- Students who are first-time offenders will have a suspended license for thirty (30) days; students who are second time offenders will have a suspended license for sixty (60) days
- Any student who is denied credit due to poor attendance must be deemed a habitual truant and as such as subject to the imposition of administrative sanctions

If you have any questions regarding truancy/classification of absences, please call staff at the Office of Attendance Enforcement at (702) 799-8630, Ext. 5358.

Review Responsibility **Education Services Division**
Main Line Phone Number **(702) 855-9765**
Date of Revision **12/15/2014**

Certification of Attendance - DMV-301 Guidelines

DMV – 301 Form Location – Infinite Campus

1. Index
2. CCSD Behavior
3. Documents
4. New Document
5. Click – Create Custom Form
6. Select – DMV-301 Certification of Attendance
7. Click – Create Document

Certification of Attendance - Requirements:

- 90% Attendance Requirement
  - Regular Schedule = ten (10) or less unexcused absences
  - Block Schedule = eight (8) or less unexcused absences
  - Attendance Resets Every Semester

Certification of Attendance – DMV-301 Form

Section One:

- Student Information Auto Populates absences
- Type Name – School Official Completing Form
- Print Name
- Sign Name
- Record Date Next to Signature
- Stamp Form Approved

DMV-CERTIFICATION OF ATTENDANCE

555 Wright Way
Carson City, NV 89711
Reno/Carson City (775) 684-4DMV (4368)
Las Vegas (702) 486-4DMV (4368)
dmv.nv.gov

CERTIFICATION OF ATTENDANCE

NRS 392

This form is used for the purpose of a person between the ages of 14 and 18 years, and is enrolled in school, to obtain an instruction permit or driver's license. This form certifies that the person is either meeting or exempt from Nevada school attendance requirements. This form is also used by the schools to suspend a student's instruction permit or driver's license or deny future privileges if the student is declared as a habitual truant. This form is only valid **60 days** from which it is signed and dated.

Student Information (MUST BE COMPLETED)

LAST NAME (PRINT)	FIRST NAME	MIDDLE NAME
DATE OF BIRTH	DRIVER'S LICENSE/INSTRUCTION PERMIT # (IF APPLICABLE)	STUDENT ID #
PRIMARY PHYSICAL ADDRESS		

SECTION 1- SCHOOL USE ONLY. This section is for students who are meeting school attendance requirements.

I, _____ (Principal or School Official's Full Name), am the Principal or designated official of _____ (Name of School),

hereby attest that _____ (Student's Full Name) is in compliance with the minimum attendance requirements.

pursuant to **NRS 392.122**.

_____ (School Official's Printed Name) _____ (School Official's Signature) _____ (Date)

SECTION 2- This section is for students who have attended school but are exempt from school attendance requirements.

I, the undersigned, certify that _____ whose relationship to me is _____ is exempt from meeting Nevada school attendance requirements as prescribed in **NRS 392.050-392.070**.

_____ (Parent or Legal Guardian's Printed Name) _____ (Parent or Legal Guardian's Signature) _____ (Date)

I am exempt from meeting Nevada attendance requirements because I have received one of the following documents:

☐ Diploma ☐ Certificate of High School Equivalency (GED, HiSET, or TASC)

When applying for an instruction permit or driver's license you must present this form and a copy of the document selected above.

_____ (Student's Printed Name) _____ (Student's Signature) _____ (Date)

SECTION 3- SCHOOL USE ONLY. This section is used by the school for the purpose of suspending or denying the driving privileges of a student that has been declared a habitual truant.

If the student is declared a habitual truant pursuant to **NRS 392.140** then the student must surrender his/her license to the school principal or designee. If the student does not have a driver's license, then the future privileges of the student will be denied until the student is deemed eligible for an instruction permit or driver's license.

Select the offense and duration of suspension below:

☐ **First Offense** ☐ Driver's license suspended for _____ days (minimum of 30 days but not more than six months)

☐ Issuance delay for 30 days

☐ **Second or Subsequent Offense** ☐ Driver's license suspended for _____ days (minimum of 60 days but not more than one year)

☐ Issuance delayed for 60 days

This form must be sent no later than five days after issuing this order, please mail the completed form and student's driver's license to:

Driver's License Assessment Team
555 Wright Way
Carson City, NV 89711-0400

_____ (School Principal or School Designee's Printed Name, Agency, and Phone Number) _____ (School Principal or School Designee's Signature) _____ (Date)

DMV-301 (3/2023) Page **1** of **1**

AFTER-SCHOOL CARE PLAN

FOSTER CARE DEPARTMENT

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • (702) 799-3346

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Dear Parent/Guardian,

Student safety is a top priority at the Clark County School District (CCSD), specifically the after-school care of our students. It is critical that you communicate with your school regarding how your child will safely leave school each day.

CCSD understands that at times circumstances may prevent the timely pickup of a student. Therefore, it is critical that alternate arrangements have been made for after-school care. In case of an emergency and a student is not picked up at the end of the school day, school staff will make an effort to reach parents/guardians and emergency contacts to arrange for student pickup. In the event that a parent/guardian or emergency contact is not reached, the school will follow the CCSD After-School Care process. Please note, below is the outline of our after-school care process when a student is not picked up after school.

- When a student is not picked up the first time, the student is sent to Safekey (unless there is an outstanding debt or no signed parent/guardian authorization). The parent/guardian is responsible for the cost of Safekey.
- When a student is not picked up the second time, the student is sent to Safekey (unless there is an outstanding debt or no signed parent/guardian authorization).
- When a student is not picked up the third time and beyond, the student is transported to the YMCA of Southern Nevada (YMCA), unless there is an outstanding debt. The parent/guardian is responsible for the cost of the YMCA.
- When a student is not picked up from the YMCA by close of business, the student may be transported to Child Haven/Child Protective Services.
- Students with disabilities may be transported directly to Variety School at 2800 Steward Avenue, Las Vegas, Nevada 89101 to ensure appropriate services and care are provided.

CCSD has partnered with several community agencies that provide after-school care programs for students. CCSD encourages all parents/guardians to enroll their students in after-school care programs in case an emergency prevents the parent/guardian from picking up his or her child from school within several minutes after dismissal. Although CCSD does not sponsor, endorse, or control any community programs, your school may help you with accessing information regarding after-school care programs, such as Safekey and the YMCA. However, your school cannot register your child. Once again, CCSD highly recommends that you register your child for Safekey even if you pick him/her up every day in case of an emergency.

Please speak with an administrator at your child's school to learn more about after-school care options. It is also extremely important that parents/guardians update their contact information throughout the school year and return the After School Care Process: Parent/Guardian Agreement and Authorization form as soon as possible.

Respectfully,

Dr. Gregory Holloway
After-School and Summer Programming Liaison
Foster Care Department

SAMPLE

After-School Care: Parent/Guardian Agreement and Authorization

I _____, have read the attached letter outlining the Clark County School District (CCSD) After-School Care Process guidelines. I understand that if my child is not picked up at the end of the school day, school staff will make an effort to contact me and/or someone listed on my child's emergency contact form to arrange for my child to be picked up from school. In the event that I or an emergency contact cannot be reached, I understand that the school will follow the CCSD After-School Care Process.

I also understand that CCSD does not sponsor, endorse, or control any community programs including Safekey or the YMCA of Southern Nevada (YMCA). I understand that it is required that I complete this authorization, to be used only as an emergency option, if my child is not picked up from school on time and no emergency contact can be reached, in order to avoid my child being transported to Child Haven.

As part of this After-School Care Process, for the safety of your child, certain information will need to be shared with Safekey or the YMCA, if applicable. I hereby authorize CCSD to release my child's registration information to Safekey or the YMCA.

I understand that I will be responsible for charges incurred and will pay Safekey and/or the YMCA, as applicable. I also hereby authorize the Safekey program and/or the YMCA to release my child's fee balance (if any) to CCSD for the purpose of determining whether my child may be taken to Safekey or the YMCA as part of the After-School Care Process.

Name of School: _____

Name of Student:_____

Parent/Guardian Name:_____

Parent/Guardian Signature:_____ Date: _____

This form must be shared if a student is released to Safekey or the YMCA.

Distribution: School

Attendance Enforcement

Safekey/YMCA

SAMPLE

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • Telephone: (702) 799-CCSD (2273)

THE EDUCATIONAL INVOLVEMENT ACCORD

In accordance with NRS 392.461, the following pages provide the *Nevada Code of Honor* and the *Educational Involvement Accord* which must be used by all the Clark County School District schools. These two forms, along with the materials listed below, are required to be distributed to each parent/guardian at the beginning of each school year or upon a student's enrollment in the class, as applicable.

- Information describing how the parent/guardian may contact the pupil's teacher and the principal of the school in which the pupil is enrolled;
- The curriculum of the course or standards for the grade in which the pupil is enrolled, as applicable, including, without limitation, a calendar that indicates the dates of major examinations and the due dates of significant projects, if those dates are known by the teacher at the time that the information is distributed;
- The homework and grading policies of the pupil's teacher or school;
- Directions for finding resource materials for the course or grade in which the pupil is enrolled, as applicable;
- Suggestions for parents/guardians to assist pupils in their schoolwork at home;
- The dates of scheduled conferences between teachers or administrators and the parents/guardians of the pupil;
- The manner in which reports of the pupil's progress will be delivered to the parents/guardians and how a parents/guardians may request a report of progress;
- The classroom rules and policies;
- The dress code of the school, if any;
- The availability of assistance to parents/guardians who have limited proficiency in the English language;
- Information describing the availability of free and reduced-price meals, including, without limitation, information regarding school breakfast, school lunch, and summer meal programs;
- Opportunities for parents/guardians to become involved in the education of their children and to volunteer for the school or class; and
- The *Nevada Code of Honor* relating to cheating prescribed pursuant to NRS 392.461.

Nevada Department of Education

EDUCATIONAL INVOLVEMENT ACCORD

PARENT/GUARDIAN

I understand that as my child's first teacher my participation in my child's education will help his/her achievement. Therefore, to the best of my ability, I will continue to be involved in his/her education by:

- Reading to my child or encouraging my child to read;
- Being responsible for my child's on-time attendance;
- Reviewing and checking my child's homework;
- Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc.; and
- Contributing at least 5 hours of time each school year in the area, such as:
  - Attending school-related activities;
  - Attending organized parent meetings, such as PTA, PTO, or parent advisory committees;
  - Attending parent-teacher conference(s);
  - Volunteering at the school;
  - Chaperoning school-sponsored activities;
  - Communicating with my child's teacher(s) regarding his/her progress, as needed.

Parent/Guardian Signature: _____ Date: _____

STUDENT

I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by:

- Arriving at school each day on time and being prepared;
- Showing effort, respect, cooperation, and fairness to all;
- All school equipment and property appropriately and safely;
- Completing and submitting homework in a timely manner; and
- Reading each day before and after school.

Student Signature: _____ Date: _____

TEACHER AND SCHOOL STAFF

We understand the importance of providing a supportive, effective learning environment that enables the children at our school to meet

the State's academic achievement standards through our role as educators and models. Therefore, staff agrees to carry out the following responsibilities to the best of our ability by:

- Ensuring that each student is provided high-quality curriculum and instruction, supervision and positive interaction;
- Maximizing the educational and social experience of each student;
- Carrying out the professional responsibility of educators to seek the best interest of each student; and
- Providing frequent reports to parents on their children's progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concerns.

School Staff Designee Signature: _____ Date: _____

A SIGNATURE ON THE *ACKNOWLEDGEMENT OF RECEIPT* AND *REVIEW FORM* ADDRESSES THIS REQUIREMENT.

SAMPLE

THE NEVADA CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

- Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

  - Taking or copying answers on an examination or any other assignment from another student or other source
  - Giving answers on an examination or any other assignment to another student
  - Copying assignments that are turned in as original work
  - Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
  - Allowing others to do the research or writing for an assigned paper
  - Using unauthorized electronic devices
  - Falsifying data or lab results, including changing grades electronically

What is plagiarism?

- Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

  - Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
  - Turning in purchased papers or papers from the Internet written by someone else
  - Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
  - Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Questions or concerns regarding the consequences associated with a violation of the Nevada Code of Honor may be directed towards your child's school administration.

A SIGNATURE ON THE *ACKNOWLEDGEMENT OF RECEIPT* AND *REVIEW FORM* ADDRESSES THIS REQUIREMENT

SAMPLE

BASIC STUDENT DRESS CODE

STUDENT DRESS CODE

The Clark County School District Basic Student Dress Code serves to provide guidelines for student dress and appearance at all District schools (whether or not they adopt Standard Student Attire). Students are to be dressed in such a manner that their appearance in the school contributes to the learning environment. Exemption from the Clark County School District Basic Student Dress Code may be permitted for medical or religious reasons. Students have a responsibility to dress in alignment with the District dress and appearance guidelines.

Require the wearing of shoes with soles. House slippers and shoes with wheels are not permitted.

All clothing must be sufficient to conceal any and all undergarments. No skin will show between bottom of shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches wide. Prohibited tops include, but are not limited to, crop tops, tank tops, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.

Require that all shorts, skorts, skirts, and jumpers/dresses must be at fingertip length.

All jeans, pants, and trousers must be secured at waist level. Sagging is strictly prohibited. Jeans, pants, and trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.

Headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) is not permitted on campus except for designated school approved uniforms, special events, authorized athletic practices, documented medical conditions, bona fide religious reasons, or District/school sanctioned activities.

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, protective hairstyle (to include without limitation, hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks, and twists).

Slogans or advertising on clothing, jewelry, buttons, and/or accessories, which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting, are prohibited.

Any clothing, jewelry, buttons, and/or accessories that promote illegal or violent conduct, or affiliation with groups that promote illegal or violent conduct, such as, but not limited to, the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats are prohibited.

Spiked or studded clothing, jewelry, and/or accessories are prohibited.

Outerwear such as coats, mittens, and scarves must be removed upon entering the classrooms/buildings. Administrators, teachers, and staff may use their discretion as appropriate based on the temperature in the facility.

The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard. The principal shall retain the authority to grant exceptions for spirit days, special event dress days, and schoolwide free dress days. On those District/school sanctioned exception days, schools will notify the students and parent/guardian of the unique dress provisions.

Additional information regarding student dress and appearance, including Standard Student Attire, is contained in the District Regulation 5131, Dress and Appearance.

CLARK COUNTY SCHOOL DISTRICT REGULATION 5131, DRESS AND APPEARANCE

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • Telephone: (702) 799-CCSD (2273)

CLARK COUNTY SCHOOL DISTRICT REGULATION

R-5131

DRESS AND APPEARANCE

I. Community Standards

The Clark County School District (CCSD) reserves the right to promote that the dress and grooming of students are within the limits of generally accepted community standards. Students shall be required to show proper attention to personal cleanliness. Students have a responsibility to dress in alignment with the CCSD dress and appearance guidelines in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct.*

II. Educational Environment Standards

Student's dress, personal appearance, and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school. Any style which tends to diminish instructional effectiveness or classroom management by teachers is not acceptable.

III. Responsibility

The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard. The principal shall retain the authority to grant exceptions for spirit days, special event dress days, and schoolwide free dress days. On those CCSD/school sanctioned exception days, schools will notify the students and parents/guardians of the unique dress provisions.

IV. Basic Student Dress Code

The CCSD Basic Student Dress Code serves to provide guidelines for student dress and appearance at all District schools, regardless of adoption of Standard Student Attire. Students are to be dressed in such a manner that their appearance in the school contributes to the learning environment. Exemption from the CCSD Basic Student Dress Code may be permitted for medical or religious reasons.

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, hair textures, protective hairstyle (to include without limitation, hairstyles, such as natural hairstyles, hair textures, afros, bantu knots, curls, braids, locks, and twists), sex, gender identity or expression, sexual orientation, or disability.

A. Information and Basic Student Dress Code Provisions

The *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*, school-based handbooks, school Web sites, and/or newsletters prepared at each organizational level (elementary, middle/junior high, or senior high) shall express uniformity on specific requirements and prohibitions. Each school will be responsible for in-service activities to familiarize students and staff with the enforcement procedures of these requirements. Notifications of dress code changes occurring during the school year shall be sent promptly to parents/guardians. Statements which incorporate the following provisions for the Basic Student Dress Code shall be included in the notifications:

1. Require the wearing of shoes with soles. House slippers and shoes with wheels are not permitted.

2. All clothing must be sufficient to conceal any and all undergarments. No skin will show between bottom of shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches wide. Prohibited tops include, but are not limited to, crop tops, tank tops, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.

3. Require that all shorts, skorts, skirts, and jumpers/dresses must be at fingertip length.

4. All jeans, pants, and trousers must be secured at waist level. Sagging is strictly prohibited. Jeans, pants, and trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.

5. Headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) is not permitted on campus except for designated school approved uniforms, special events, authorized athletic practices, documented medical conditions, bona fide religious reasons, culturally responsive practices, or CCSD/school sanctioned activities.

6. Slogans or advertising on clothing, jewelry, buttons, and/or accessories which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting are prohibited.

7. Any clothing, jewelry, buttons, and/or accessories that promote illegal or violent conduct, or affiliation with groups that promote illegal or violent conduct, such as, but not limited to, the unlawful use of weapons, drugs, alcohol, prejudice, discrimination, tobacco, drug paraphernalia, or clothing that contains threats are prohibited.

8. Spiked or studded clothing, jewelry, and/or accessories are prohibited.

9. Outerwear, such as coats, mittens, and scarves, must be removed upon entering the classrooms/buildings. Administrators, teachers, and staff may use their discretion as appropriate based on the temperature in the facility.

10. The Basic Student Dress Code provisions [Section IV(A)(1-9)], and if adopted by the school, Standard Student Attire provisions [Section V(D)], shall be included in the student and parent/guardian notifications.

V. Standard Student Attire

Standard Student Attire provides an option for those communities that would like to have students wear Standard Student Attire for the purposes of increasing student achievement, promoting safety, and enhancing a positive school climate. Exemption from the Standard Student Attire may be permitted for medical or religious reasons [Section V(G)(4)(b)].

A. With the consent of the region superintendent or school associate superintendent, principals may establish a policy that requires pupils to wear Standard Student Attire. Each school that chooses to participate will separately determine appropriate attire, programs for financial assistance, and work with members of the school community to ensure community involvement. The implementation of Standard Student Attire at a specific school site must adhere to the parameters as set forth by this regulation.

1. A school that chooses to implement Standard Student Attire must conduct a survey of families. The survey will be administered electronically, with one survey response per household at the school. At least 10 percent of the surveys sent to the families must be returned and 55 percent of the surveys returned must agree to implement Standard Student Attire. The survey shall be designed, administered, and reported centrally through the Assessment, Accountability, Research, and School Improvement Division.

2. The survey shall pose the sole question as to whether the parents/guardians support the school adopting Standard Student Attire. Pro and con statements and a description of required Standard Student Attire will be included on the survey.

3. Schools will survey their community every fourth year. The surveys will be administered by the Assessment, Accountability, Research, and School Improvement Division.

4. Parents/Guardians of students who do not desire to attend a Standard Student Attire school may request a Change of School Assignment under the provisions of CCSD Regulation 5112. A Change of School Assignment may be granted based on the provisions of CCSD Regulation 5112. It is not necessary to wait until the survey process is complete to request a Change of School Assignment.

B. With the approval of the region superintendent or school associate superintendent, a school may implement voluntary Standard Student Attire without going through the survey process if students and parents/guardians are provided a non-participation option. The non-participation option may be exercised by parents/guardians submitting a written, signed Application for Exemption, and discussing the option with the principal or designee. The school shall determine Standard Student Attire clothing requirements from the list set forth in Section V(D). Notification of the final decision to implement voluntary Standard Student Attire (for the following school year) will be sent to families that make up the population of the student body via the District's electronic communication method no later than May 31 of the current school year. The decision will be posted on the school's public website no later than May 31 of the current school year. Upon parent/guardian request, printed notification will be provided.

C. The principal and the site-based committee consisting of students, parents/guardians, staff, and administrators shall determine Standard Student Attire requirements from the following list. The committee shall consist of an odd number of members with a minimum of 11 members. The committee membership shall have six parents/guardians, two teachers/staff, two students, and one administrator. Stricter Standard Student Attire requirements than those delineated below may be implemented through the committee-based survey process as set forth in Section VI.

D. Basic colors of khaki, navy, and white will be required at all Standard Student Attire schools. Optional colors may be added based on the Standard Student Attire committee's input. In addition, depending on the committee's selections, the final surveys may not necessarily include all the options listed below. The options selected shall not be characterized as gender-specific.

1. Tops
    a. Shirts in basic/optional colors (plain or school logo, long- or short-sleeved, with or without collar).
    b. Sweaters in basic/optional colors (work over approved shirts).
    c. Sweatshirts in basic/optional colors (plain or school logo).
    d. Jumpers or dresses in basic/optional colors.

2. Bottoms
    a. Pants, shorts, jeggings/yoga pants, skirts, skorts in basic/optional colors (sized to fit).
    b. Blue jeans in basic/optional colors (sized to fit).
    c. Denim pants in basic/optional colors (sized to fit).
    d. Sweatpants in basic/optional colors (sized to fit).
    e. Tights/leggings in basic/optional colors (worn under approved clothing).

3. Miscellaneous
    a. Ties in basic/optional colors.

The school logo may only include the school name and/or school mascot. No other names or symbols related to school athletic teams, school clubs/activities, charitable organizations, or similar groups/organizations should be on the clothing.

Colors and styles of outerwear, such as jackets and coats, are not required to meet the color/style specifications of Standard Student Attire.

E. Special Occasions at Schools Implementing Standard Student Attire

On those CCSD/school sanctioned exemption days, schools will notify the students and parents/guardians of the unique dress provisions.

F. Compliance Measures

1. All students enrolled in site-specific schools that have determined to implement Standard Student Attire are required to wear the adopted school attire. Additionally, all Standard Student Attire violations will result in disciplinary action in alignment with the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct.*

2. Each school shall develop positive reinforcement measures to encourage full compliance with Standard Student Attire. Each school should strive to achieve full compliance through use of positive reinforcement measures, and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents/guardians so that the expectations, rationale, and benefits are fully understood by the student and his/her family.

3. Since the intent of the policy is not to inhibit or prohibit any student who is not in Standard Student Attire from receiving the education to which he/she is entitled, no student shall receive a lowered

academic grade as a result of not complying. See CCSD Regulation 5121, Student Progress: Grading (Grades Kindergarten through Twelve). In addition, prior to initiating any disciplinary action against a student not complying with the policy, the school will conference with the student and give him or her an opportunity to change into Standard Student Attire. Additionally, a conference with the parent/guardian must be held with a school administrator to ensure the parent/guardian is aware of the policy and possible consequences of non-compliance.

4. Exemptions

a. A parent/guardian may apply for their child to be exempt from Standard Student Attire in the following instances:

(1) When the parent/guardian can demonstrate a bona fide religious objection to wearing Standard Student Attire.

(2) When wearing Standard Student Attire is inappropriate due to a verified medical condition.

b. Exemption Procedures

(1) Parents/Guardians may apply for their child to be exempt from Standard Student Attire for that particular school year by submitting a written, signed Application for Exemption to the school principal.

(2) If the parent/guardian requests an exemption based upon a bona fide religious objection, the Application for Exemption must include a written statement explaining the religious belief and how it is adversely affected by complying with Standard Student Attire.

(3) The parent/guardian shall meet with the school principal or designee to discuss Standard Student Attire and the nature of the objections to Standard Student Attire. The purposes of this meeting include (a) ensuring that the parents/guardians understand the reasons for and goals of Standard Student Attire; (b) verifying the accuracy of the information on the Application for Exemption; and (c) preventing fraud or misrepresentation.

(4) A decision to grant or deny the Application for Exemption will be made by the school principal. If the principal denies the Application for Exemption, the parent/guardian may appeal the decision to the region superintendent or school associate superintendent. If the denial is upheld by the school associate superintendent/designee, the parent/guardian may appeal the decision to the Superintendent of Schools or designee. The decision by the Superintendent of Schools or designee shall be final. The student will be exempt from the Standard Student Attire requirements while the Application for exemption is being processed. During this time, students will still be required to comply with the Basic Student Dress Code provisions as set forth in Section IV.

5. Students will be expected to wear the school approved Standard Student Attire during regular school hours while in attendance at the school or school approved functions. Regular school hours are considered to be the accepted regular school academic day.

G. Information Dissemination

It is the responsibility of the school to communicate to parents/guardians information including general guidelines for enforcement of Standard Student Attire.

H. Financial Considerations

1. No students shall be denied attendance at school, penalized, or otherwise subject to compliance measures for failing to wear Standard Student Attire by reason of financial hardship.

2. Each school shall:

a. Develop a procedure to identify families in need of financial assistance.

b. Work with staff, the local school community, and business partners to identify resources for assisting families.

c. Assist those identified families to purchase the approved attire.

VI. Standard Student Attire Determination Procedure

Parent/Guardian support for Standard Student Attire is critical for its implementation and success. Therefore, parent/guardian involvement in the decision-making process must take place throughout the procedure.

Prior to the implementation of voluntary or mandatory Standard Student Attire, the individual school considering Standard Student Attire will:

A. Ensure student, parent/guardian, and staff input and involvement throughout the decision-making process.

B. Thoroughly review with students, parents/guardians, and staff available research on the advantages/disadvantages of Standard Student Attire.

C. Openly communicate with students, parents/guardians, and staff all issues of Standard Student Attire actively seeking their input, suggestions, and recommendation(s).

D. Should a decision be made to implement Standard Student Attire, the principal and the site-based committee shall determine Standard Student Attire. The committee membership shall align with the requirements set forth in Section V(C).

E. If a school has met the criteria provided for in Section V(A), the principal, with the approval of the region superintendent or school associate superintendent, will determine whether to implement mandatory Standard Student Attire. The requirement to survey families contained in Section V(A)(1) does not apply to voluntary Standard Student Attire.

F. With approval of the region superintendent or school associate superintendent, a school and the Standard Student Attire site-based committee in accordance with CCSD established timelines, may initiate after a minimum of one year of implementation, the survey process in order to discontinue implementation of mandatory Standard Student Attire prior to the expiration of the identified survey cycle.

G. In order to give adequate time to plan for the opening of the school year, notification of the final decision will be sent to families that make up the population of the student body via the District’s communication method no later than May 31 of the current school year. Results will also be posted on the school’s public website no later than May 31 of the current school year. Upon parent/guardian request, printed notification will be provided.

H. The requirement to survey families contained in Section V(A)(1) does not apply to schools which provide services in an alternative school

setting/location as identified by the Education Services Division. It is not practical to survey families at these schools due to the temporary assignment of the student population. Therefore, the Assistant Superintendent of the Education Services Division shall have the authority to adopt Standard Student Attire as identified in Section V(D) at these schools.

Legal Reference:	Nevada Revised Statutes 386.855 Senate Bill 327 of the 81st Session of the Nevada Legislature
Review Responsibility:	Education Services Division
Adopted:	[5132:8/11/66]
Revised:	(3/13/80; 8/13/81; 7/12/84; 5/7/87; 6/9/88; 8/25/92; 5/14/96; 7/24/97; 4/23/98; 7/22/99)
Pol Gov Rev:	6/28/01
Revised:	(7/11/02; 7/10/03; 11/18/04; 8/4/05; 2/25/10; 6/9/22)

CLARK COUNTY SCHOOL DISTRICT POLICY 5114, DISCIPLINE: STUDENT EXEMPTION AND EXCLUSION (VOLUNTARY AND INVOLUNTARY)

CLARK COUNTY SCHOOL DISTRICT POLICY

P-5114

DISCIPLINE: STUDENT EXEMPTION AND EXCLUSION (VOLUNTARY AND INVOLUNTARY)

I. Students may be suspended, expelled, exempted, or excluded from school in accordance with District regulations. Students receiving, and students who have been identified as qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

   A. Suspension is the temporary removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct.*

   B. Exemption is the release from the legal obligation to attend school.

   C. Exclusion is the temporary interruption of enrollment due to medical reasons or other conditions such that the student's continued enrollment would be detrimental to the student, to other students, or to the educational program.

   D. Expulsion is the removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct.* An expulsion may be permanent or limited.

      1. Permanent Expulsion – Permanent expulsion means permanent removal of a student from a regular school campus and contemplates no trial enrollment except for alternative school placement.

      2. Limited Expulsion – Limited expulsion allows a student to return to a regular school campus, which may or may not be the campus from which the student was expelled, on a trial enrollment following a successful period of alternative school placement.

II. Limitations

   A. <u>Suspensions, Exemptions, and Exclusion</u> – Students may only be suspended, exempted, or excluded from school in accordance with provisions of Nevada Revised Statutes (NRS) and District policies and regulations.

   B. <u>Expulsion</u> – Only the Board of School Trustees or its designee has the authority to expel a student from school.

Elementary and middle school students are only subject to a limited expulsion recommendation. In extraordinary circumstances, a school may request a permanent expulsion exception from the Board of School Trustees for a student under eleven (11) years of age.

III. A limited expulsion imposed upon a student shall be modified following successful completion of alternative school placement and completion of one calendar year of successful trial enrollment.

IV. Any general education student found in possession of a firearm or dangerous weapon, as defined by NRS 392.466, while on the premises of any public school, at an activity sponsored by a public school, or on any school bus, is subject to expulsion. A student participating in a program of special education or receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 must be eleven (11) years of age or older to be recommended for expulsion for possession of a firearm or dangerous weapon. For all other applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct*, the Board of School Trustees may authorize the expulsion of a student who is at least eleven (11) years of age**.**

Cross Reference:	Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Legal Reference:	NRS Chapter 386 Local Organization NRS Chapter 388 System of Public Instruction NRS Chapter 392 Pupils
Review Responsibility:	Education Services Division
Adopted:	[5114:7/11/63]
Revised:	(7/22/76; 7/9/81; 4/14/92; 4/12/94; 2/14/95; 11/14/95; 3/12/98; 6/16/16;)
Pol Gov Rev:	6/28/01
Revised:	(12/8/05; 5/13/21)

CLARK COUNTY SCHOOL DISTRICT REGULATION 5114.1, DISCIPLINE: SUSPENSION

CLARK COUNTY SCHOOL DISTRICT REGULATION

R-5114.1

DISCIPLINE: SUSPENSION

I. Implementation

The Education Services Division is responsible for developing and implementing procedures for student suspension and will specify the procedures in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct* in accordance with Board of School Trustees policies and Nevada Revised Statutes (NRS) 392.467.

Significant suspensions as defined by Assembly Bill 67 of the 81st Session (2021) of the Nevada Legislature prescribes that the school in which the student is enrolled (a) prohibits the students from attending a school for three or more consecutive days, and (b) requires a conference or other form of communication with the parent/guardian of the student before the student is allowed to return to school.

II. Procedures

Suspension is the disciplinary removal of a student from school for any of the applicable offenses outlined in the *Clark County School District Pre-Kindergarten–12 Student Code of Conduct*. When circumstances permit, students who must be removed from a classroom or playground should remain at school to engage in restorative practices and participate in as much of the educational program as possible. The primary purpose of a suspension is to provide the student, the student's parent/guardian, and the school the time needed for resolving a problem. The parent/guardian must be notified in writing of each suspension. Reasonable effort must be made to contact the parent/guardian regarding the impending suspension before the student leaves the school.

A. Since the time and actions needed to resolve problems depend on individual circumstances, the duration of a suspension shall in all cases be related to a course of action designed to resolve the problem. The duration shall be specified in advance only when known factors preclude immediate resolution. The student shall be readmitted as soon as the school has reasonable assurance that the problem has been resolved or significantly improved.

B. The school may impose appropriate requirements relating to parent/guardian contacts, the student's future behavior at a school, and school work to be done during suspension as outlined in District regulations.

C. A Notice of Suspension is generated by the principal, assistant principal, or student success coordinator when a student is being placed on suspension, including in cases of a more serious nature or when circumstances may warrant further action, such as an academic center referral or an expulsion recommendation. Within three school days of suspension, a conference with

the student; parent/guardian; and principal, assistant principal, or student success coordinator is to be held. If a recommendation to attend an academic center or expulsion is made, a suspension will remain in effect until the final disposition of the academic center or expulsion recommendation. No student who is participating in a program of special education or receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 shall be placed on a suspension for more than five school days per occurrence dependent on the student's status. Students receiving, and students who have been identified as qualifying for, special education and/or 504 services shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

D. Students suspended are not allowed on a school campus or at any school-sponsored activity for any reason without the express prior permission of the principal. When a student is placed on a suspension for any offense, the appropriate administrator will read the following statement to the student and will verify that act by making a notation on the Notice of Suspension:

"As the duly appointed representative of the owner of school district property, I hereby warn you that should you come on this or any school district property during the term of this suspension without the express prior permission of the principal, you will be trespassing upon this property as defined by NRS 207.200 and may be subject to arrest for a misdemeanor."

E. Before suspending a student experiencing homelessness or residing in foster care from a classroom or any other premises of a public school for more than one school day, the principal of the school must consult with the appropriate personnel to determine if the student's situation led to the behavior incident in alignment with Senate Bill 354 of the 81st Session (2021) of the Nevada Legislature.

III. Appeal Process

In accordance with Assembly Bill 194 of the 81st Session (2021) of the Nevada Legislature, information on the right to appeal a suspension must be provided to the parent/guardian of the student on the same day a suspension is issued. The parent/guardian of the student, or the student if he/she is 18 years of age or older, must attend the suspension conference with the assistant principal or student success coordinator prior to filing an appeal with the principal. If the principal issued the suspension, the parent/guardian of the student, or the student if he/she is 18 years of age or older, must attend the suspension conference with the principal prior to filing an appeal with the site's supervisor. If applicable, a conference with the teacher or staff member who reported the behavior offense, will also occur within three days of the student removal.

IV. Hearing Process

The principal of a school shall serve as the Board of School Trustees designee for suspension hearings. The length of a suspension following an appeal may not be increased.

Cross References:	Regulation 5113, Attendance Enforcement Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Legal References:	NRS Chapter 392, Pupils NRS Chapter 207, Miscellaneous Crimes Assembly Bill 67 of the 81st Session of the Nevada Legislature Assembly Bill 194 of the 81st Session of the Nevada Legislature Senate Bill 354 of the 81st Session of the Nevada Legislature
Review Responsibility:	Education Services Division
Adopted:	[5114.1: 8/13/64]
Revised:	(8/9/76; 5/12/77; 8/13/81; 1/8/91; 11/23/93; 6/16/16;)
Pol Gov Rev:	6/28/01
Revised:	(8/26/04; 5/13/21, 6/9/22)

CLARK COUNTY SCHOOL DISTRICT REGULATION 5114.2, DISCIPLINE: EXPULSION PROCEDURES

CLARK COUNTY SCHOOL DISTRICT REGULATION

R-5114.2

DISCIPLINE: EXPULSION PROCEDURES

I. Expulsion is the removal of a student from school for any of the applicable offenses outlined in the *Clark County School District K-12 Student Code of Conduct*. Students receiving, and students who have been identified as qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The procedures for determining whether a student should be recommended for expulsion are set forth below.

A. The principal or designee shall report any violation of the law to the appropriate law enforcement agency.

B. The principal shall suspend the student by use of a Notice of Suspension pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.

C. Within three (3) school days of the suspension, the principal or designee must conduct a hearing with the student and the student's parent/guardian to discuss the investigation of the incident, the violation of school rules and/or District regulations, and the student's prior discipline history, as well as any information submitted that the parent/guardian would like the principal or designee to consider as it relates to the suspension and the possible recommendation for expulsion.

At the conclusion of the hearing, the principal or designee shall make a decision regarding the disciplinary action, which may include a recommendation for expulsion. The principal or designee must recommend expulsion if it is determined at the hearing the student has or is believed to have committed the offense of possession of a firearm or dangerous weapon, as defined by Nevada Revised Statutes (NRS) 392.466 while on the premises of any public school, at an activity sponsored by a public school, or on any school bus, which requires a mandatory recommendation for expulsion.

D. If the student is to be recommended for expulsion, the parent/guardian must be informed of the due process procedures available. The parent/guardian must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent/guardian does not sign the statement, the expulsion will be treated

as a contested expulsion. The parent/guardian will be provided in writing with the available due process procedures. These procedures will be provided during the hearing with the principal or designee, or with the written decision.

E. The student is at least eleven (11) years of age (no age limitation for general education students) for possession of a firearm or dangerous weapon, as defined by NRS 392.466, while on the premises of any public school, at an activity sponsored by a public school, or on any school bus.

F. The school shall provide a restorative plan of action to the parent/guardian of the student.

II. The following levels of due process are available to the parent/guardian of a student who is being recommended for expulsion:

A. A hearing will be conducted by the principal or designee. The principal will disclose information obtained during the investigation of the incident which resulted in the recommendation for expulsion. This information, as well as the student's prior disciplinary record will be reviewed with the student and the parent/guardian. The parent/guardian must be allowed to present any information to the principal or designee that the parent/guardian would like the principal or designee to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.

B. At the conclusion of the hearing, the principal or designee shall inform the parent/guardian of the decision and must within two (2) school days following the hearing provide written notice to the parent/guardian of the decision regarding the recommended expulsion.

C. If the decision to recommend expulsion is upheld by the principal, the principal or designee will forward the required documentation (as listed on Clark County School District Referral School Form to the applicable region behavior director within two (2) school days.

D. Within three (3) school days of receiving the principal's recommendation, the region behavior director will review the recommendation to assure compliance with due process procedures and evaluate the appropriateness of the discipline recommended. The region behavior director will determine whether the recommended expulsion should be limited or permanent as defined in Section III (D)(4), or modified.

E. Within two (2) school days after a determination has been made, the region behavior director will notify the parent/guardian of the recommendation and determination.

F. If the decision to recommend expulsion is upheld and the parent/guardian decides to contest the expulsion recommendation, the parent/guardian must notify the region behavior director of the intent to contest the recommendation for expulsion within fourteen (14) days of receiving notice of the recommendation for expulsion. Within fourteen (14) days after receipt of the notice contesting the expulsion, a hearing will then be scheduled for an Education Services Division Hearing Panel.

III. EXPULSION HEARING PANEL

A. The Education Services Division Hearing Panel, selected by the assistant superintendent, Education Services Division or designee, will consist of three (3) members as follows:

1. A secondary education administrator;
2. A secondary education professional licensed staff; and
3. A secondary education support professional.

B. The members of the Education Services Division Hearing Panel may not be selected from the school from which the student was recommended for expulsion.

C. Clark County School District police officers may not serve as members of the Education Services Division Hearing Panel.

D. The Education Services Division Hearing Panel will make the following determinations:

1. What disciplinary offense, if any, has been committed by the student.

2. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement.

3. The Education Services Division Hearing Panel must consider the nature of the offense; the student's disciplinary history for one calendar year prior to the recommendation for expulsion; the student's academic record and academic concerns; as well as any district regulations, and state or federal laws.

4. If the Education Services Division Hearing Panel determines that the student has committed the offense for which the student has been charged, the Education Services Division Hearing Panel may decide on:

a. Permanent expulsion - Permanent expulsion means permanent removal of a student from a regular school campus and contemplates no trial enrollment except for alternative school placement.

b. Limited expulsion - Limited expulsion allows a student to return to a regular school campus, which may or may not be the campus from which the student was expelled, on a trial enrollment following a successful period of alternative school placement, except that no student who has been twice expelled for an offense for which a mandatory expulsion recommendation must be made in accordance with Clark County School District Regulation 5141.1 may be granted more than one (1) trial enrollment in Grades 6 through 8 and one (1) trial enrollment in Grades 9 through 12.

c. A modified plan for school placement.

5. If the disciplinary offense falls under NRS 392.466, mandatory expulsions, and the Education Services Division Hearing Panel determines that the student did commit the disciplinary offense, the Education Services Division Hearing Panel has the authority to modify the expulsion recommendation, if such modification is made in writing and the Education Services Division Hearing Panel determines that a restorative plan of action may be used successfully.

E. If appropriate, the assistant superintendent, Education Services Division, may process an appeal directly to the Board of School Trustees Expulsion Review Board.

F. If the Education Services Division Hearing Panel upholds the decision to expel the student and the parent/guardian does not agree with the decision of the Education Services Division Hearing Panel, the parent/guardian may appeal the decision to the Board of School Trustees Expulsion Review Board.

G. An appeal to the Board of School Trustees Expulsion Review Board must be requested in writing and submitted to the assistant superintendent, Education Services Division, or designee no later than fourteen (14) days after receipt of the decision of the Education Services Division Hearing Panel.

IV. EXPULSION REVIEW BOARD

A. The Board of School Trustees Expulsion Review Board will consist of a panel composed of three (3) members, with no more than two (2) members of the Board of School Trustees selected on a rotating basis and an individual selected from a pool of individuals to be identified by the Superintendent of Schools or designee. A Trustee may not, however, serve as a member of the Board of School Trustees Expulsion Review Board to hear any appeal from a student's parent/guardian within the Board District represented by the Trustee.

B. The Board of School Trustees Expulsion Review Board will meet as necessary.

C. The identified pool of persons eligible to serve as members of the panel of the Board of School Trustees Expulsion Review Board will consist of former Trustees, retired educational administrators, retired school counselors, and retired school psychologists. A person selected to serve as a member of the Board of School Trustees Expulsion Review Board will serve a term of one (1) year as a member of the Board of School Trustees Expulsion Review Board.

D. Two (2) members of the Board of School Trustees Expulsion Review Board will constitute a quorum. A quorum does not have to include a Trustee. A decision of the Board of School Trustees Expulsion Review Board shall be by majority vote and two (2) votes are required to constitute a majority.

E. The Board of School Trustees Expulsion Review Board will conduct an evidentiary hearing at which both, a school administrator(s) and the student and parent/guardian, may present evidence, testimony, and argument related to the student's alleged misconduct and the appropriate discipline in view of all the circumstances, including any prior disciplinary intervention(s) by the school. The evidence and testimony may be directed to the incident itself and/or to the character of the student, including, for example, no more than three (3) other persons familiar with the character or background of the student. Such evidence may not include testimony or other evidence regarding the school disciplinary status of other students who may have been involved in the incident.

F. The student may be represented by legal counsel at the Board of School Trustees Expulsion Review Board hearing, if the parent/guardian so desires, at no expense to the District. The school shall be represented by the Office of the General Counsel. The Board of School Trustees

Expulsion Review Board will be represented by counsel from the Office of the Clark County District Attorney.

G. The Board of School Trustees Expulsion Review Board must make the following determinations:

1. What disciplinary offense, if any, has been committed by the student; and

2. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement considering the nature of the offense, the student's disciplinary history for one (1) calendar year prior to the date of the subject offense, as well as the student's overall academic record or any other academic concerns.

H. The Board of School Trustees will be informed by the assistant superintendent, Education Services Division, or designee, of the decision of the Board of School Trustees Expulsion Review Board.

I. The Board of School Trustees will not conduct a formal hearing regarding the decision of the Board of School Trustees Expulsion Review Board, having designated the Board of School Trustees Expulsion Review Board as the final level of due process for the review of an expulsion recommendation, including expulsion recommendations which result from conduct that is in violation of the Federal Gun-Free Schools Act of 1994. If the disciplinary offense falls under NRS 392.466, mandatory expulsions~~s~~, and it is determined that the student did commit the disciplinary offense the Board of School Trustees Expulsion Review Board has the authority to modify the expulsion, if such modification is made in writing and the Board of School Trustees determines that a restorative plan of action may be used successfully.

J. The decision of the Board of School Trustees Expulsion Review Board is final and binding.

Cross References:
Policy 5114, Discipline: Student Exemption and Exclusion (Voluntary and Involuntary)
Regulation 5114, Student Dismissal (Voluntary and Involuntary)
Regulation 5114.1, Discipline: Suspension Procedures
Regulation 5141.1, Discipline: Control of Dangerous and Antisocial Behavior
Regulation 5141.2, Discipline: Harassment

Regulation 5140, Student Discipline and Cooperation with Law Enforcement Agencies
Policy 1213, Public Concerns
Regulation 1213.1 Public Concerns

Legal References:	NRS Chapter 392 Pupils
Review Responsibility:	Education Services Division
Adopted:	[10/8/98]
Pol Gov Rev:	9/5/01
Revised:	(5/13/04; 11/17/09; 6/16/16; 5/13/21)

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

PROVISION OF SAFE AND RESPECTFUL LEARNING ENVIRONMENT

Bullying and Cyberbullying is Prohibited in Public Schools

The Nevada laws related to bullying and cyberbullying were revised during the 2017 Legislative Session by the Nevada Legislature in Senate Bill (SB 225) and Assembly Bill (AB 292). The law requires the District to include the text of the provisions of NRS 388.121 to 388.1395 in verbatim form with a copy of the bullying, cyberbullying, policy (P-5137).

GENERAL PROVISIONS

NRS 388.121 Definitions.

As used in NRS 388.121 to 388.1395, inclusive, unless the context otherwise requires, the words and terms defined in NRS 388.1215 to 388.127, inclusive, have the meanings ascribed to them in those sections.
(Added to NRS by 2001, 1928; A 2005, 705; 2009, 687; 2011, 2244; 2013, 1654, 2137; 2015, 411; 2017, 4153; 2019, 3234; 2021, 1715, 3359, 3559; 2023)

NRS 388.1215 "Administrator" defined.

"Administrator" means the principal, administrator or other person in charge of a school.
(Added to NRS by 2017, 4152)

NRS 388.122 "Bullying" defined.

1. "Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
   (a) Have the effect of:
      (1) Physically harming a person or damaging the property of a person; or
      (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
   (b) Interfere with the rights of a person by:
      (1) Creating an intimidating or hostile educational environment for the person; or
      (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
   (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
      (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
      (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
   (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
   (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
   (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
   (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
   (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
   (f) Blocking access to any property or facility of a school;
   (g) Stalking; and
   (h) Physically harmful contact with or injury to another person or his or her property.
3. The term does not include expressions, acts or gestures which are engaged in as part of a mutual disagreement or conflict.

(Added to NRS by 2009, 687; A 2011, 2245; 2013, 1655, 2138; 2015, 411; 2023)

NRS 388.123 "Cyber-bullying" defined.
"Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737.
(Added to NRS by 2009, 687; A 2011, 1062)

NRS 388.1235 "Discrimination based on race" defined.
"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.

(Added to NRS by 2021, 3358)

NRS 388.124 "Electronic communication" defined.
"Electronic communication" means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.
(Added to NRS by 2009, 687)

NRS 388.126 "Governing body" defined.
"Governing body" means the board of trustees of a school district or the governing body of a charter school.
(Added to NRS by 2017, 4152)

NRS 388.1265 "Protective hairstyle" defined.
"Protective hairstyle" includes, without limitation, hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks and twists.
(Added to NRS by 2021, 1715)

NRS 388.1267 "Race" defined.
"Race" includes traits associated with race, including, without limitation, hair texture and protective hairstyles.
(Added to NRS by 2021, 1715)

NRS 388.127 "School" defined.
"School" means a public school, including, without limitation, a charter school.
(Added to NRS by 2017, 4152)

NRS 388.132 Legislative declaration concerning safe and respectful learning environment.
The Legislature declares that:

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the schools in this State and is necessary for those pupils to achieve academic success and meet this State's high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a school in this State must be maintained as a safe and respectful learning environment, and no form of discrimination based on race, bullying or cyber- bullying will be tolerated within the system of public education in this State;
4. Any form of discrimination based on race, bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:
   (a) The schools in this State 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;
   (b) All administrators, teachers and other personnel of the school districts and schools in this State 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 cyber-bullying, 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;

(c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, teachers, coaches or other personnel of a school district or school;

(d) All persons in a school are entitled to maintain their own beliefs and to respectfully disagree without resorting to discrimination based on race, bullying, cyber-bullying or violence; and

(e) 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, regarding a response to discrimination based on race, bullying or cyber-bullying against a pupil will be held accountable; and

7. By declaring this mandate that the schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while at school and that pupils be provided with an environment that allows them to learn.

(Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881; 2017, 4153; 2021, 3360)

NRS 388.1321 Legislative declaration concerning duty of governing body, administrators and teachers to create and provide safe and respectful learning environment; authority of parent or guardian of pupil to petition court to compel performance of duty; remedy not exclusive.

1. The Legislature hereby declares that the members of a governing body and all administrators and teachers have a duty to create and provide a safe and respectful learning environment for all pupils that is free of discrimination based on race, bullying and cyber-bullying.
2. A parent or guardian of a pupil may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provisions of NRS 388.121 to 388.1395, inclusive.
3. Nothing in this section shall be deemed to preclude a parent or guardian of a pupil from seeking any remedy available at law or in equity.

(Added to NRS by 2015, 410; A 2017, 4154; 2021, 3361)

NRS 388.1322 Compliance with provisions relating to safe and respectful learning environment by private school authorized.

A private school, as defined in NRS 394.103, and the governing body and administrator of the private school are authorized to comply with NRS 388.121 to 388.1395, inclusive, wholly or in part. Any such compliance is wholly voluntary, and no liability attaches to any failure to comply on the part of the private school, governing body or administrator.

(Added to NRS by 2017, 4152; A 2021, 3361)

NRS 388.1323 Office for a Safe and Respectful Learning Environment: Creation; appointment and duties of Director.

1. The Office for a Safe and Respectful Learning Environment is hereby created within the Department.
2. The Superintendent of Public Instruction shall appoint a Director of the Office, who shall serve at the pleasure of the Superintendent.
3. The Director of the Office shall ensure that the Office:

(a) Maintains a 24-hour, toll-free statewide hotline and Internet website by which any person can report a violation of the provisions of NRS 388.121 to 388.1395, inclusive, and obtain information about anti-bullying efforts and organizations; and

(b) Provides outreach and anti-bullying education and training for pupils, parents and guardians, teachers, administrators, coaches and other staff members and the members of a governing body. The outreach and training must include, without limitation:

(1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying behaviors;

(2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying;

(3) Training regarding methods for reporting violations of NRS 388.135; and

(4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide, including, without limitation, resources for pupils who are members of groups at a high risk of suicide. Such groups include, without limitation, the groups described in subsection 3 of NRS 388.256.

4. The Director of the Office shall establish procedures by which the Office may receive reports of bullying and cyber-bullying and complaints regarding violations of the provisions of NRS 388.121 to 388.1395, inclusive.

5. Except as otherwise provided in this subsection, the Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, coach or other staff member or member of a governing body has violated a provision of NRS 388.121 to 388.1395, inclusive. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety. The Director of the Office or his or her designee is not required to investigate a complaint pursuant to this subsection if the complaint is made through the SafeVoice Program established pursuant to NRS 388.1455 and investigated by the team appointed pursuant to paragraph (a) of subsection 1 of NRS 388.14553, unless the complaint alleges that a previous investigation conducted by the team appointed pursuant to paragraph (a) of subsection 1 of NRS 388.14553 regarding the same matter failed to resolve the issue or was otherwise deficient.

(Added to NRS by 2015, 410; A 2017, 4155; 2019, 1762; 2021, 3361; 2023)

NRS 388.1324 Committee on statewide school safety; membership; duties.

1. The Governor shall appoint a committee on statewide school safety. Appointments must be made to represent each of the geographic areas of the State.
2. The committee must consist of:
   (a) One representative of the Department of Education;
   (b) One representative of the Department of Public Safety;
   (c) One representative of the Division of Emergency Management of the Office of the Military;
   (d) One representative of the Department of Health and Human Services;
   (e) One representative who is a licensed teacher in this State;
   (f) One representative who is the principal of a school in this State;
   (g) One superintendent of a school district in this State;
   (h) One school resource officer assigned to a school in this State;
   (i) One person employed as a paraprofessional, as defined in NRS 391.008, by a school in this State;
   (j) One school psychologist employed by a school in this State;
   (k) One provider of mental health other than a psychologist who provides services to pupils at a school in this State;
   (l) The State Fire Marshal or his or her designee;
   (m) One parent or legal guardian of a pupil enrolled in a school in this State;
   (n) At least two pupils enrolled in a school in this State; and
   (o) Any other representative the Governor deems appropriate.
3. The committee shall:
   (a) Establish methods which facilitate the ability of a pupil enrolled in a school in this State to express his or her ideas related to school safety and the well-being of pupils enrolled in schools in this State;
   (b) Evaluate the impact of social media on school safety and the well-being of pupils enrolled in schools in this State; and
   (c) Discuss and make recommendations to the Governor and the Department related to the findings of the committee.
4. As used in this section, "social media" has the meaning ascribed to it in NRS 232.003.

(Added to NRS by 2019, 3232; A 2021, 2091)

NRS 388.1327 Regulations.

The State Board shall adopt regulations as are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive.
(Added to NRS by 2011, 2244; A 2013, 2755; 2015, 413; 2017, 4155; 2021, 1125, 3362)

POLICIES; INFORMATIONAL PAMPHLET; PROGRAM OF TRAINING

NRS 388.133 Policy by Department concerning safe and respectful learning environment.

1. The Department shall, in consultation with the governing bodies, educational personnel, local associations and organizations of parents whose children are enrolled in schools throughout this State, and individual parents and legal guardians whose children are enrolled in schools throughout this State, prescribe by regulation a policy for all school districts and schools to provide a safe and respectful learning environment that is free of discrimination based on race, bullying and cyber-bullying.
2. The policy must include, without limitation:
   (a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, coaches and other personnel of a school district or school;
   (b) Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions;

(c) Recommendations for restorative disciplinary practices that align with the statewide framework for restorative justice; and

(d) A policy for use by school districts and schools to train members of the governing body and all administrators, teachers and all other personnel employed by the governing body. The policy must include, without limitation:

(1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber- bullying so that pupils may realize their full academic and personal potential;

(2) Training in methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying;

(3) Training concerning the needs of persons with diverse gender identities or expressions;

(4) Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder;

(5) Methods to promote a positive learning environment;

(6) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

(7) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

3. As used in this section, "restorative justice" has the meaning ascribed to it in NRS 392.472.

(Added to NRS by 2005, 704; A 2009, 687; 2013, 1656, 2138; 2015, 881; 2017, 4155; 2019, 3234; 2021, 3362, 3559; 2023)

NRS 388.1337 Development of restorative practices for victims and perpetrators of discrimination based on race.

A governing body shall develop restorative practices in accordance with the provisions of NRS 388.133 for both victims and perpetrators of discrimination based on race.

(Added to NRS by 2021, 3358)

NRS 388.134 Policy by governing bodies for provision of safe and respectful learning environment and policy for ethical, safe and secure use of computers; provision of training to governing bodies and school personnel; posting of policies on Internet website; annual review and update of policies.

Each governing body shall:

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to subsection 2 of NRS 389.520. The governing body may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to NRS 388.133 or pursuant to subsection 2 of NRS 389.520, as applicable.
2. Provide for the appropriate training of members of the governing body and all administrators, teachers and all other personnel employed by the governing body in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the governing body who have not previously served on the governing body or for employees of the school district or school who have not previously been employed by the district or school, the training required by this subsection must be provided within 180 days after the member begins his or her service or after the employee begins his or her employment, as applicable.
3. Post the policies adopted pursuant to subsection 1 on the Internet website maintained by the school district or school.
4. Ensure that the parents and legal guardians of pupils enrolled in the school district or school have sufficient information concerning the availability of the policies, including, without limitation, information that describes how to access the policies on the Internet website maintained by the school district or school. Upon the request of a parent or legal guardian, the school district or school shall provide the parent or legal guardian with a written copy of the policies.
5. Review the policies adopted pursuant to subsection 1 on an annual basis and update the policies if necessary. If the governing body updates the policies, the governing body must submit a copy of the updated policies to the Department within 30 days after the update.

(Added to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138; 2017, 4156)

NRS 388.1341 Development of informational pamphlet by Department; annual review and update; posting on Internet website; development of tutorial.

1. The Department, in consultation with persons who possess knowledge and expertise in discrimination based on race, bullying and cyber-bullying, shall, to the extent money is available, develop an informational pamphlet to assist pupils and the parents or legal guardians of pupils enrolled in schools in this State in resolving incidents of discrimination based on race, bullying or cyber-bullying. If developed, the pamphlet must include, without limitation:

(a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.1395, inclusive;

(b) A description of practices which have proven effective in preventing and resolving violations of NRS 388.135 in schools, which must include, without limitation, methods to identify and assist pupils who are at risk for discrimination based on race, bullying and cyber-bullying; and

(c) An explanation that the parent or legal guardian of a pupil who is involved in a reported violation of NRS 388.135 may request an appeal of a disciplinary decision made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by a governing body.

(1) If the Department develops a pamphlet pursuant to subsection 1, the Department shall review the pamphlet on an annual basis and make such revisions to the pamphlet as the Department determines are necessary to ensure the pamphlet contains current information.

(2) If the Department develops a pamphlet pursuant to subsection 1, the Department shall post a copy of the pamphlet on the Internet website maintained by the Department.

(3) To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.

(Added to NRS by 2011, 2241; A 2013, 1656; 2015, 414; 2017, 4157; 2021, 3363)

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and governing bodies; completion of certain programs by school district and school personnel; annual review and update of programs of training.

1. The Department, in consultation with persons who possess knowledge and expertise in discrimination based on race, bullying and cyber-bullying, shall establish a program of training:
   (a) On methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for members of the State Board.
   (b) On methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for the members of a governing body.
   (c) For school district and school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.1395, inclusive.
   (d) For school district and school personnel in the prevention of violence and suicide, including, without limitation, violence and suicide associated with discrimination based on race, bullying and cyber-bullying, and appropriate methods to respond to incidents of violence or suicide. Such training must include, without limitation, instruction concerning the identification of:
      (1) Appropriate mental health services at the school and in the community in which the school is located and how and when to refer pupils and their families for such services; and
      (2) Other persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to a suicide.
   (e) For school district and school personnel concerning the needs of persons with diverse gender identities or expressions.
   (f) For school district and school personnel concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.
2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on discrimination based on race, bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.
3. Except as otherwise provided in NRS 388.134, each member of a governing body shall, within 1 year after the member begins his or her service on the governing body, complete the program of training on discrimination based on race, bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the governing body.
4. Each administrator of a school shall complete the program of training established pursuant to paragraphs (d), (e) and (f) of subsection 1:
   (a) Within 90 days after becoming an administrator;
   (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
   (c) At least once during any school year within which the program of training is revised or updated.
5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.
6. The governing body may allow school personnel to attend the program established pursuant to paragraph (c), (d), (e) or (f) of subsection 1 during regular school hours.
7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.

(Added to NRS by 2011, 2242; A 2013, 1657, 2139; 2015, 414; 2017, 4157; 2019, 1762; 2021, 3364)

SCHOOL SAFETY TEAM

NRS 388.1343 Establishment by administrator of each school; duties of administrator.

The administrator of each school or his or her designee shall:

1. Establish a school safety team to develop, foster and maintain a school environment which is free from discrimination based on race, bullying and cyber-bullying;
2. Conduct investigations of violations of NRS 388.135 occurring at the school; and
3. Collaborate with the governing body and the school safety team to prevent, identify and address reported violations of NRS 388.135 at the school.

(Added to NRS by 2011, 2243; A 2013, 1658; 2017, 4158; 2021, 3365)

NRS 388.1344 Membership; chair; duties.

1. Each school safety team established pursuant to NRS 388.1343 must consist of the administrator of the school or his or her designee and the following persons appointed by the administrator:
   (a) A school counselor, school psychologist or social worker if the school employs a person in such a position full-time;
   (b) At least one teacher who teaches at the school;
   (c) At least one parent or legal guardian of a pupil enrolled in the school;
   (d) A school police officer or school resource officer if the school employs a person in such a position full-time;
   (e) For a middle school, junior high school or high school, one pupil enrolled in the school; and
   (f) Any other persons appointed by the administrator.
2. The administrator of the school or his or her designee shall serve as the chair of the school safety team.
3. The school safety team shall:
   (a) Meet at least two times each year;
   (b) Identify and address patterns of discrimination based on race, bullying or cyber-bullying;
   (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying;
   (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying;
   (e) To the extent practicable, work with members of the community with expertise in cultural competency; and
   (f) To the extent money is available, participate in any training conducted by the school district or school regarding bullying and cyber- bullying.
4. To the extent practicable, the school safety team must consist of members who are representative of the demographic groups identified in subsection 1 of NRS 388.1235.

(Added to NRS by 2011, 2243; A 2013, 1658; 2017, 4159; 2019, 3235; 2021, 3365)

PROHIBITION OF BULLYING AND CYBER-BULLYING; REPORTING AND INVESTIGATION OF VIOLATIONS

NRS 388.135 Discrimination based on race, bullying and cyber-bullying prohibited.

A member of a governing body, any employee of a governing body, including, without limitation, an administrator, teacher or other staff member, a member of a club or organization which uses the facilities of any school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in discrimination based on race, bullying or cyber-bullying on the premises of any school, at an activity sponsored by a school or on any school bus.
(Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658; 2017, 4159; 2021, 3366)

NRS 388.1351 Staff member required to report violation to administrator; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action; reassignment of pupil who is victim; reports.

1. Except as otherwise provided in NRS 388.13535, a teacher, administrator, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the discrimination based on race, bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the discrimination based on race, bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not have access to the reported victim of the alleged violation of NRS 388.135, the administrator or designee may wait until the next school day when he or she has such access to take the action required by this subsection.
3. The investigation conducted pursuant to subsection 2 must include, without limitation:
   (a) Except as otherwise provided in subsection 4, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported discrimination based on race, bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the discrimination based on race, bullying or cyber-bullying. The notification must be provided:
      (1) If the discrimination based on race, bullying or cyber-bullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying or cyber-bullying is reported; or
      (2) If the discrimination based on race, bullying or cyber-bullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the bullying or cyber-bullying is reported.
   (b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such parents and guardians.
4. If the contact information for the parent or guardian of a pupil in the records of the school is not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to paragraph (a) of subsection 3.
5. Except as otherwise provided in this subsection, an investigation required by this section must be completed, to the greatest extent practicable, within 5 school days after the administrator or designee receives a report required by subsection 1. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 5 school days after making a good faith effort, 2 additional school days may be used to complete the investigation
6. An administrator or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred:
   (a) The report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 3 as part of the investigation; and
   (b) Any action taken after the completion of the investigation to address the discrimination based on race, bullying or cyber-bullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims. When necessary, the administrator or designee shall give priority to ensuring the safety and well-being of the victim or victims over any interest of the perpetrator or perpetrators when determining the actions to take.
7. If a violation is found not to have occurred, information concerning the incident must not be included in the record of the reported aggressor.
8. Not later than 10 school days after receiving a report required by subsection 1, the administrator or designee shall meet with each reported victim of the discrimination based on race, bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported discrimination based on race, bullying or cyber- bullying, as applicable, is not continuing.
9. To the extent that information is available, the administrator or designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost and may be provided in person or by electronic or regular mail. If such a list is provided, the administrator, or designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.
10. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the administrator or designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.

11. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a pupil who is a victim of discrimination based on race, bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil, assign the pupil to a different school.
12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of:
    (a) Reports received pursuant to subsection 1 concerning incidents of bullying or cyber-bullying;
    (b) Reports received pursuant to subsection 1 concerning incidents of discrimination based on race;
    (c) Times in which a violation of NRS 388.135 is found to have occurred; and
    (d) Times in which no violation of NRS 388.135 is found to have occurred.
13. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.
14. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

(Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069; 2017, 1488, 4159; 2019, 1307, 1913; 2021, 3366, 2023)

NRS 388.1352 Establishment of policy by governing body for employees to report violations to law enforcement.

A governing body, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district or school, shall establish a policy for the procedures which must be followed by an employee of the school district or school when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency.

(Added to NRS by 2011, 2244; A 2017, 4161)

NRS 388.13535 Deferral of required investigation of discrimination based on race, bullying or cyber-bullying; actions by administrator or designee if investigation is deferred; exemption from certain requirements if violation committed by certain pupils.

1. If a law enforcement agency is investigating a potential crime involving an alleged violation of NRS 388.135, the administrator or his or her designee may, after providing the notification required by paragraph (a) of subsection 3 of NRS 388.1351, defer the investigation required by that section until the completion of the criminal investigation by the law enforcement agency. If the administrator or his or her designee defers an investigation pursuant to this subsection, the administrator or designee shall:
    (a) Immediately develop and carry out a plan to protect the safety of each pupil directly involved in the alleged violation of NRS 388.135; and
    (b) To the extent that the law enforcement agency has provided the administrator or designee with information about the projected date for completion of its investigation, provide the parents or guardians of each pupil directly involved in the alleged violation of NRS 388.135 with that information.
2. Except as otherwise provided in this section, the deferral authorized by subsection 1 does not affect the obligations of the administrator or designee pursuant to NRS 388.121 to 388.1395, inclusive.
3. Any plan developed pursuant to subsection 1 must be carried out in a manner that causes the least possible disruption for the reported victim or victims of discrimination based on race, bullying or cyber-bullying. When necessary, the administrator or his or her designee shall give priority to protecting the reported victim or victims over any interest of the reported perpetrator or perpetrators when determining how to carry out the plan.
4. If the administrator or designee determines that a violation of NRS 388.135 was caused by the disability of the pupil who committed the violation:
    (a) The provisions of NRS 388.1351 do not apply to the same or similar behavior if the behavior is addressed in the pupil's individualized education program; and
    (b) The administrator or designee shall take any measures necessary to protect the safety of the victim of the violation.
5. The provisions of NRS 388.1351 do not apply to a violation of NRS 388.135 committed by:
    (a) A pupil who is enrolled in prekindergarten if the behavior is addressed through measures intended to modify the behavior of the pupil.
    (b) An employee of a school or school district against another employee of a school or school district.
    (c) An adult who is not a pupil or employee of a school or school district against another such adult.

(Added to NRS by 2017,4153; A2019, 1310; 2021, 3368)

NRS 388.1354 Disciplinary action against administrator or designee who fails to comply with certain provisions.

If an administrator or his or her designee knowingly and willfully fails to comply with the provisions of NRS 388.1351, the superintendent of the school district or governing body, as applicable, or the designee of either:

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and
2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the governing body that the governing body submit a recommendation to the State Board for the suspension or revocation of the license.

(Added to NRS by 2015, 410; A 2017, 4161)

NRS 388.136 School officials prohibited from interfering with disclosure of violations.

1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of NRS 388.135.
2. As used in this section, "school official" means:
   (a) A member of a governing body; or
   (b) A licensed or unlicensed employee of a school district or school.

(Added to NRS by 2005, 705; A 2017, 4161)

NRS 388.137 Immunity for reporting of violations; exceptions; recommendation for disciplinary action if person who made report acted with malice, intentional misconduct, gross negligence or violation of law.

1. No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of NRS 388.135 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
2. If an administrator determines that a report of a violation of NRS 388.135 is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the administrator may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the governing body.

(Added to NRS by 2005, 705; A 2013, 2140; 2017, 4161)

RULES OF BEHAVIOR; WEEK OF RESPECT

NRS 388.139 Text of certain provisions required to be included in rules of behavior.

Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading "Discrimination Based on Race, Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

(Added to NRS by 2001, 1929; A 2005, 706; 2009, 688; 2011, 2246; 2013, 1659; 2015, 417; 2021, 3369)

NRS 388.1395 Requirements for delivery of information during annual "Week of Respect."

The governing body of each school shall determine the most effective manner for the delivery of information to the pupils of the school during the "Week of Respect" proclaimed by the Governor each year pursuant to NRS 236.073. The information delivered during the "Week of Respect" must focus on:

1. Methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying;
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
3. Methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber-bullying.

(Added to NRS by 2013, 2137; A 2017, 4162; 2021, 3369) — (Substituted in revision for NRS 388.145)

CLARK COUNTY SCHOOL DISTRICT POLICY 5137, SAFE AND RESPECTFUL LEARNING ENVIRONMENT: DISCRIMINATION BASED ON RACE, BULLYING, OR CYBERBULLYING

CLARK COUNTY SCHOOL DISTRICT POLICY

P-5137

SAFE AND RESPECTFUL LEARNING ENVIRONMENT: DISCRIMINATION BASED ON RACE, BULLYING, OR CYBERBULLYING

I. Introduction

The Clark County School District (District) is committed to providing a safe, secure, and respectful learning environment for all students and employees at all District facilities, school buildings, in school buses, on school grounds, and at school-sponsored activities. The District strives to address discrimination based on race, bullying, or cyberbullying to ensure there is no disruption to the learning environment.

II. Definitions

A. Definition of Bullying

1. Under Nevada Revised Statutes (NRS) 388.122, “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:

   a. Have the effect of:

      (1) Physically harming a person or damaging the property of a person; or

      (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or

   b. Interfere with the rights of a person by:

      (1) Creating an intimidating or hostile educational environment for the person; or

      (2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities, or privileges provided by a school; or

   c. Are acts or conduct described in Section (II.A.1.a.) or Section (II.A.1.b.) and are based upon the:

      (1) Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or

(2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

a. Repeated or pervasive taunting, name-calling, belittling, mocking, or use of put-downs or demeaning humor regarding the actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, language, legal status, or any other distinguishing characteristics or background of a person.

b. Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors.

c. Repeated or pervasive nonverbal threats or intimidation, such as the use of aggressive, menacing, or disrespectful gestures.

d. Threats of harm to a person, to his or her possessions, or to other individuals, whether such threats are transmitted verbally, electronically, or in writing.

e. Blackmail, extortion, or demands for protection money or involuntary loans or donations.

f. Blocking access to any property or facility of a school.

g. Stalking.

h. Physically harmful contact with or injury to another person or his or her property.

B. Definition of Cyberbullying

1. Under NRS 388.123, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.

2. Under NRS 388.124, “electronic communication” means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.

3. A student who is a minor who knowingly and willfully transmits or distributes an image that is racially motivated or illustrates bullying, electronically or using another means, with the intent to encourage, further, or promote racially motivated behavior or bullying:

    a. For a first violation is considered a child in need of supervision, as that term is used in Title V of the NRS.

    b. For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

C. Definition of Discrimination Based on Race

1. Under Assembly Bill 371 of the 81st Session of the Nevada Legislature, “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 person’s demographic identified in subsection a;

    a. 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

    b. That occurs in person, online, or in any other setting, including without limitation, in a course of distance education.

D. Definition of Restorative Disciplinary Practices

1. An alternative to exclusionary disciplinary practices or removal from the academic environment; instead, restorative disciplinary practices help students establish respect for one another, take responsibility for their actions and behaviors, repair the harm that their behavior may have caused, reestablish positive relationships, and reintegrate back into the school community. Each School Performance Plan shall include restorative disciplinary practices, Multi-Tiered System of Supports, and culturally inclusive teaching practices.

III. Discrimination Based on Race, Bullying, or Cyberbullying are Prohibited in Public Schools

A. No member of the Board of School Trustees, employee of the District, member of a club or organization which uses District facilities (regardless of whether the club or organization has any connection to the District), or any student shall tolerate or engage in discrimination based on race, bullying, or cyberbullying at any District facilities, school buildings, in school buses, on school grounds, or at school-sponsored activities. This includes classrooms, hallways, locker rooms, cafeterias, restrooms, gymnasiums, playgrounds, athletic fields, school buses, parking lots, and other areas on school premises.

B. The provisions of the discrimination based on race, bullying, or cyberbullying law do not apply to a violation committed by:

1. An employee of a school or school district against another employee of a school or school district;

2. An adult who is not a student or employee of a school or school district against another such adult;

3. A student who is enrolled in pre-kindergarten if the behavior is addressed through measures intended to modify the behavior of the student; or

4. A student who was determined to have previously violated the discrimination based on race, bullying, or cyberbullying law as a result of their disability, and who subsequently displays the same or similar behavior if the behavior is addressed in the student's individualized education program (IEP) and the school takes measures to protect the safety of the alleged victim and provide parent/guardian notification.

C. For purposes of the discrimination based on race, bullying, or cyberbullying law and this policy, school hours and school days are determined by the schedule established by the Board of School Trustees.

IV. Reporting of Discrimination Based on Race, Bullying, or Cyberbullying

A. Students

It is the policy of the District to encourage students who are subjected to, witness, or overhear incidents of discrimination based on race, bullying, or cyberbullying to report such incidents. Students should report any incident(s) of discrimination based on race, bullying, or cyberbullying to a teacher, counselor, or school administrator. Students are also encouraged to report knowledge of discrimination based on race, bullying, or cyberbullying via the SafeVoice website that allows individuals to anonymously report unlawful activities.

B. Employees

Any District administrator, principal, educator, support professional, or other employee who witnesses or receives information about an incident of discrimination based on race, bullying, or cyberbullying at any District facility, on school grounds, in school buildings, on school buses, or at school-sponsored activities shall report it to the principal or the principal's designee as soon as practicable, but not later than a time during the same day on which the administrator, principal, educator, support professional, or other employee witnesses or receives information about the incident.

C. The principal or designee must categorize an incident of discrimination based on race as a racially motivated incident in the student information system; document the date, time, subject, and content of each interview conducted; and maintain the documentation in a manner that is consistent with the policy governing maintenance of student disciplinary records.

D. No cause of action may be brought against a student, an employee, or volunteer of a school who reports a discrimination based on race, bullying, or cyberbullying incident unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

E. If the principal or designee determines that the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal or designee may recommend the imposition of disciplinary action or other measures against the person in accordance with District policies that govern disciplinary action.

V. Investigation of Reported Violation

A. Upon receiving a report of discrimination based on race, bullying, or cyberbullying, the principal or designee shall immediately take any necessary action to stop the discrimination based on race, bullying, or cyberbullying and ensure the safety and wellbeing of the reported victim(s) of the discrimination based on race, bullying, or cyberbullying by taking the following actions:

1. Categorize the discrimination based on race behavior as a racially motivated incident in the student information system.

2. Develop an Individual Safety Plan for the reported victim and offender to ensure the behavior that caused harm to the reported victim is not repeated during the time of the investigation.

a. To the extent practicable, parents/guardians of the victim and offender of the student(s) involved in a racially motivated incident shall be involved in the development of the Individual Safety Plan which outlines identified areas of support to ensure a safe and respectful learning environment.

3. Begin an investigation of the report.

If the principal or designee does not have access to the reported victim of the alleged violation, the principal or designee may wait until the next school day when he or she has such access to the reported victim to take the action required set forth in Section V.A.

When ensuring the safety and wellbeing of the reported victim, the principal or designee will not take action to cause harm to the reported victim, such as requiring the reported victim to change classrooms or isolating the reported victim from his/her peers.

B. Notification of Reported Violation of Discrimination Based on Race, Bullying, or Cyberbullying Prohibition

1. The investigation must include notification provided by telephone, electronic mail or other electronic means, or provided in person to the parents/guardians of all students directly involved in the reported discrimination based on race, bullying, or cyberbullying, as applicable, either as a reported offender or a reported victim of the discrimination based on race, bullying, or cyberbullying. The notification must be provided:

   a. If the discrimination based on race, bullying, or cyberbullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying, or cyberbullying is reported; or

   b. If the discrimination based on race, bullying, or cyberbullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the discrimination based on race, bullying, or cyberbullying is reported.

2. If the incident of discrimination based on race, bullying, or cyberbullying was reported via the SafeVoice website, the principal or designee shall be deemed to have received information about the incident on the next school day after which the student or parent/guardian reports the incident using the SafeVoice website. After the principal or designee is deemed to have received the information, the regular timelines set forth in Section (V.B.1.) commence.

3. The notification may not include personally identifiable student information other than the name of the parent's/guardian's child to whom the notice is addressed, and is not required to label the student's alleged role in the incident.

4. The notification must include a statement that the principal or designee will be conducting an investigation of the reported violation and that the parent/guardian may discuss with the principal or designee any counseling or intervention services that are available to the student.

5. If the parent/guardian contact information is inaccurate, a good faith effort to notify the parent/guardian shall be deemed sufficient to meet the notification requirements of Section (V.B.1.). The principal or designee must maintain a record of each notification made pursuant to Section (V.B.1.), including all good faith efforts to notify a parent/guardian if the contact information for the parent/guardian is inaccurate.

C. Investigation

1. Each investigation of a report of discrimination based on race, bullying, or cyberbullying must be conducted thoroughly and impartially in a manner that does not further traumatize the reported victim and must include, without limitation, an interview with:

   a. Each person involved in the reported discrimination based on race, bullying, or cyberbullying incident(s), including without limitation, the reported offender, the reported victim, and relevant witnesses; and

   b. The parent/guardian of the reported offender and the reported victim.

2. To the extent practicable, the identities of the persons interviewed and the content of the interviews must remain confidential.

3. The principal or designee must document the date, time, subject, and content of each interview conducted and maintain the documentation in a manner that is consistent with the policy governing maintenance of disciplinary records.

D. Timeline for Investigation

1. The investigation must be completed no later than two (2) school days after the principal or designee receives a report of discrimination based on race, bullying, or cyberbullying. If extenuating circumstances prevent the principal or designee from completing the investigation within two (2) school days after making a good faith effort, one (1) additional school day may be used to complete the investigation.

2. If a law enforcement agency is investigating a potential delinquent act or crime involving an alleged violation of the discrimination based on race, bullying, or cyberbullying law, the principal or designee may, after providing the notification required by Section (V.B.1.), defer the discrimination based on race, bullying, or cyberbullying investigation until the completion of the criminal investigation by the law enforcement agency. If the discrimination based on race, bullying, or cyberbullying investigation is deferred, the principal or designee shall immediately develop an Individual Safety Plan to protect each student directly involved in the alleged violation. If law enforcement has provided a projected date for completion of the criminal investigation, the principal or designee shall provide that time estimate to the parent/guardian of the students directly involved.

E. Written Report

1. A principal or designee who conducts an investigation shall complete a Written Report of the findings and conclusions of the investigation.

2. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with Clark County School District (CCSD) Regulation 5141.1.

3. A violation of discrimination based on race shall be categorized as a racially motivated incident in the student information system.

4. If a violation is found not to have occurred, information concerning the incident must not be included in the permanent record of the reported offender. Due to data reporting requirements, the unsubstantiated reports will be expunged from the reported offender's discipline record following data reporting requirements.

5. Subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, a principal or designee must fulfill the following requirement, within 24 hours after completion of the written report:

   a. Provide to the parent/guardian of the reported offender a copy of the written report that does not contain the personally identifiable information of any other student.

   b. Notify the parent/guardian of any other student directly involved in the incident of the outcome of the investigation and make available upon request to any such parent/guardian a copy of the report that does not contain the personally identifiable information of any student other than the student to whose parent/guardian the report is provided.

c. Notify the parent/guardian of each student directly involved in the incident that the parent/guardian may:

(1) Submit to the principal or designee a complaint or concern regarding the conduct or outcome of the investigation.

(2) Request a meeting with the principal or designee to discuss the outcome of the investigation.

(3) Appeal the outcome of the investigation or disciplinary decision made against the student in the manner prescribed in Section VII below.

6. Restorative Disciplinary Practices

In accordance with the provisions of NRS 388.133 and Assembly Bill 371 of the 81st Session of the Nevada Legislature, any action taken after the completion of the investigation to address the discrimination based on race, bullying, or cyberbullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim(s). When necessary, the principal or designee shall give priority to ensuring the safety and wellbeing of the victim(s) over any interest of the offender(s) when determining the actions to take.

a. The principal or designee must utilize restorative disciplinary practices to focus on correcting harm and repairing damage that has occurred. The goal is to place value on relationships and focus on repairing and restoring relationships that have been damaged by using protocols to engage students in reflection to develop respect for other students and take responsibility for their behavior and actions and develop an agreement to ensure the inappropriate behaviors are not repeated. The victim and the offender are provided with opportunities to share how they were impacted and how they will resolve or repair the harm caused.

b. The principal or designee must develop a Restorative Conference Agreement to ensure the inappropriate behaviors are not repeated.

F. Healing and Recovery Culture

1. The District will develop and implement restorative practices for both victims and offenders of discrimination based on race, bullying, or cyberbullying.

a. When it is determined that an incident of discrimination based on race, bullying, or cyberbullying has occurred, the offender shall be provided the

opportunity to learn about the impact of their actions on others through the implementation of restorative disciplinary practices.

b. When it is determined that a student(s) is the target of discrimination based on race, bullying, or cyberbullying the student will be provided an Individual Safety Plan; Restorative Conference Agreement; and access to mental health services, counseling, and other resources to assist in recovering and healing from the incident.

2. The District shall implement alternative discipline processes, including restorative disciplinary practices, to reduce racial disparities in exclusionary discipline outcomes.

   a. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative discipline, educational mediation, or educational opportunities.

3. Victims and offenders involved in or associated with discrimination based on race shall have sufficient opportunities to work in consultation with a school counselor. Supports shall be provided to the student(s), as well as the parent(s)/guardian(s) of the student(s) to promote healing and a safe and respectful learning environment.

G. Follow-Up

Not later than ten (10) school days after receiving a report required by Section (V.E.5.), the principal or designee shall meet with each reported victim of the discrimination based on race, bullying, or cyberbullying and each reported offender, regardless of the outcome of the investigation, to inquire about the wellbeing of the reported victim and to ensure that the reported discrimination based on race, bullying, or cyberbullying, as applicable, is not continuing.

H. To the extent information is available, the principal or designee must provide, to a parent/guardian of a student to whom notice of a reported discrimination based on race, bullying, or cyberbullying violation was provided a list of resources that may be available in the community to assist a student, as soon as practicable, and which may be provided in person or by electronic or regular mail. If a list is provided, the principal or designee, or any employee of the school or the District, is not responsible for providing the resources to the student or ensuring the student receives the resources.

I. If a violation of the discrimination based on race, bullying, or cyberbullying law is found to have occurred, the parent/guardian of the student who is a victim may

request to be assigned to a different school. Upon receiving such a request, and after consultation with the parent/guardian, the District will assign the student to a different school.

VI. Discipline

A. Student Discipline

1. Discipline for a violation of the discrimination based on race, bullying, or cyberbullying policy for students is imposed in accordance with CCSD Regulation 5141 and must include restorative disciplinary practices to address the behavior.

2. The parent/guardian of a student involved in the reported discrimination based on race, bullying, or cyberbullying violation may appeal a disciplinary decision of the principal or designee made against the student as a result of the violation in accordance with District policies as set forth in Section VII below.

3. Not later than thirty (30) days after receiving the disciplinary decision, the parent/guardian may submit a complaint to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education.

B. Employee Discipline

1. The provisions of the discrimination based on race, bullying, or cyberbullying law do not apply to a violation committed by an employee of a school or District against another employee of a school or District. However, if applicable, the District will comply with Regulation 4110, Employment Discrimination, Harassment, and Sexual Harassment: All Employees; administrative procedures; any applicable collective bargaining agreement; and other applicable laws. Also refer to District Policy 5139, Anti-Racism, Equity, and Inclusion.

2. Any District employee who violates this discrimination based on race, bullying, or cyberbullying policy shall be subject to discipline, if appropriate.

3. An administrator, including the principal or designee of a school, or assigned to a central services, department, or division:

a. Shall be disciplined by written admonishment, demotion, suspension, dismissal, or refusal to re-employ for knowingly and willfully failing to comply with the provisions of NRS 388.1351.

b. May be demoted, suspended, dismissed, or not re-employed for knowingly and willfully failing to comply with the provisions of NRS 388.1351 or an intentional failure to report a violation of NRS 388.135 if the administrator witnessed the violation.

4. An educator may be suspended, dismissed, or not re-employed if knowingly and willfully failing to comply with the provisions of NRS 388.1351 or an intentional failure to report a violation of NRS 388.135 if the educator witnessed the violation.

5. If an employee is the holder of a license issued pursuant to NRS 391.320, the Superintendent of Schools may recommend to the Board of School Trustees that the Board of School Trustees submit a recommendation to the State Board of Education for the suspension or revocation of the license for knowingly and willfully failing to comply with the provisions of NRS 388.1351.

VII. Appeal Process

A. Appeal Process for the Alleged Offender

1. The parent/guardian of the alleged offender has ten (10) school days to appeal the outcome of the bullying investigation and/or appeal the disciplinary decision the principal or designee made against the student as a result of the violation.

2. If the assistant principal or student success coordinator issued the initial student discipline, the parent/guardian may appeal to the principal. In these cases, there is no right to another appeal with the region superintendent/school associate superintendent.

3. If the principal issued the initial student discipline, then the parent/guardian may appeal to the region superintendent/school associate superintendent assigned to that school.

4. Upon receiving an appeal request, the principal/school associate superintendent/region superintendent (as applicable) must contact or meet with the parent/guardian to hear their concern(s) within five (5) school days from the date of the request. Within ten (10) school days following the contact/meeting, the principal/school associate superintendent/region superintendent must inform the parent/guardian of his/her decision: uphold, modify, or rescind. Extensions of this timeline may be made by the District if needed, and parents/guardians will be notified of any extension via telephone, email, or in person.

5. For discipline that does not result in a recommendation for behavior school or expulsion, the decision of the principal/school associate superintendent/region superintendent (as applicable) is the final level of appeal at the District.

6. If a student is referred to a behavior school or for expulsion, the same process outlined above should occur; however, the process will continue through the appeal process administered by the Education Services Division (ESD). After the ESD appeal is complete, the District's decision is final.

7. Not later than thirty (30) days after receiving notification of the final decision of the District, the parent/guardian may submit a complaint/appeal to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education concerning the outcome of the appeal or an alleged violation of the discrimination based on race, bullying, or cyberbullying laws. The procedures for submitting a complaint/appeal are set forth in Chapter 388 of the Nevada Administrative Code (NAC), a copy of which is distributed annually to all parents/guardians of students enrolled in the District.

8. This appeal process applies to school issued discrimination based on race, bullying, or cyberbullying disciplinary action only. It does not apply to any citation or action imposed by CCSD Police Services or local law enforcement when the conduct also involves a criminal offense.

B. Appeal Process for the Alleged Victim

1. The parent/guardian of the alleged victim may appeal a determination that the discrimination based on race, bullying, or cyberbullying was "unsubstantiated" within ten (10) school days of the issuance of the initial determination contained in the discrimination based on race, bullying, or cyberbullying Written Report.

2. The level of discipline imposed/not imposed is not subject to appeal by the victim at the local level given that the District cannot disclose those details to the parent/guardian of the alleged victim under FERPA.

3. If the assistant principal or student success coordinator issued the initial finding/decision contained in the discrimination based on race, bullying, or cyberbullying Written Report, the parent/guardian of the alleged victim may appeal to the principal. In these cases, there is no right to another appeal with the school associate superintendent/region superintendent.

4. If the principal issued the initial finding/decision contained in the discrimination based on race, bullying, or cyberbullying Written Report, the parent/guardian of the alleged victim may appeal to the school associate superintendent/region superintendent.

5. Upon receiving an appeal request, the principal/school associate superintendent/region superintendent (as applicable) must contact or meet with the parent/guardian to hear their concern(s) within five (5) school days from the date of the request. Within ten (10) school days following the contact/meeting, the principal/school associate superintendent/region superintendent must inform the parent/guardian of his/her decision: uphold, modify, or rescind. Extensions of this timeline may be made by the District, if needed, and parents/guardians will be notified of any extension via telephone, email, or in person.

6. The decision of the principal/school associate superintendent/region superintendent (as applicable) constitutes the final decision at the district level.

7. Not later than thirty (30) days after receiving notification of the final decision of the District, the parent/guardian may submit a complaint/appeal to the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education concerning the outcome of the appeal or an alleged violation of the discrimination based on race, bullying, or cyberbullying laws. The procedures for submitting a complaint/appeal are set forth in NAC Chapter 388, a copy of which is distributed annually to all parents/guardians of students enrolled in the District.

C. When a staff member is involved in the alleged discrimination based on race, bullying, or cyberbullying of a student, the District will follow the bullying process. However, there are other labor and employment law implications. These procedures are addressed in separate administrative guidelines.

VIII. School Safety Team

A. To the extent practicable, the principal of each school shall develop a school safety team to help develop, foster, and maintain a school environment which is free from discrimination based on race, bullying, or cyberbullying. The school safety team shall:

1. Include a diverse group of employees representative of the school's demographics, including the school principal or designee and the following persons appointed by the principal: a school counselor; at least one educator from the school; at least one parent/guardian of a student enrolled in the school; and any other person appointed by the principal. The principal has discretion to limit the number of additional persons appointed to the safety team so that it does not become too large or unmanageable.

2. Meet at least two (2) times each year.

3. Identify and address patterns of discrimination based on race, bullying, or cyberbullying.

4. Assist the principal in reviewing and strengthening school policies to prevent and address discrimination based on race, bullying, or cyberbullying.

5. To the extent practicable, work with members of the community with expertise in cultural competency.

6. Assist the principal in providing information to school employees, students, and parents/guardians about methods to address discrimination based on race, bullying, or cyberbullying.

7. Not have access to personally identifiable student information related to discrimination based on race, bullying, or cyberbullying, unless a member of the school safety team is a school official with a legitimate educational interest, and then only that particular member may have access.

8. Participate in District professional learning sessions regarding discrimination based on race, bullying, or cyberbullying, to the extent that funds are available.

B. The work of the school safety team must be outlined in each school's annual School Performance Plan which is conveyed to the Nevada Department of Education.

IX. Professional Learning

The District will provide for the appropriate professional learning of all administrators, principals, educators, and other employees of the District as prescribed by this policy.

A. The District shall develop methods of discussing this policy with staff in order to help prevent discrimination based on race, bullying, or cyberbullying. This will also include methods for addressing the rights and needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination based on race, bullying, or cyberbullying.

B. In addition to informing employees and students about the policy, the District shall develop a plan, including requirements and procedures, to assure that the following professional learning be provided to all administrators, principals, educators, support professionals, and other personnel employed by the Board of School Trustees of the District:

1. Awareness concerning the various types of discrimination based on race, bullying, or cyberbullying; how the discrimination based on race, bullying, or cyberbullying manifests itself; and the devastating emotional and educational consequences of discrimination based on race, bullying, or cyberbullying.

2. Appropriate methods to facilitate restorative disciplinary practices and positive human relations without the use of discrimination based on race, bullying, or cyberbullying so that students and employees may realize their full academic and personal potential.

3. Methods to prevent, identify, and report incidents of discrimination based on race, bullying, or cyberbullying.

4. Needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination based on race, bullying, or cyberbullying.

5. Needs of students with disabilities and students with autism spectrum disorder.

6. Methods to promote a culturally inclusive, positive learning environment.

7. Culturally inclusive teaching and restorative disciplinary practices so that students and employees are able to replace inappropriate behaviors with positive actions.

C. The Superintendent of Schools shall work with the Office for a Safe and Respectful Learning Environment within the Nevada Department of Education to access available outreach and restorative disciplinary practices education and professional learning materials, if appropriate.

X. Disclosure, Public Reporting, and District Accountability

A. This policy and the portion of NAC Chapter 388 related to discrimination based on race, bullying, or cyberbullying will be distributed annually to all students enrolled in the District, their parents/guardians, and employees. It will also be made available upon request to any person, including organizations in the community having cooperative agreements with the District.

B. As required by NRS 385.3483, the following statistics regarding discrimination based on race, bullying, or cyberbullying will be included in the District's annual report of accountability:

1. The number of reported violations of the discrimination based on race, bullying, or cyberbullying policy occurring at each school, or otherwise involving a student enrolled at the school, regardless of the outcome of the investigation conducted.

2. The number of incidents determined to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted.

3. The number of incidents resulting in suspension or expulsion for discrimination based on race, bullying, or cyberbullying.

4. Any actions taken to reduce the number of incidences of discrimination based on race, bullying, or cyberbullying, including without limitation, professional learning that was offered or other policies, practices, and programs that were implemented, including actions taken for the Week of Respect.

C. Personally identifiable student information related to discrimination based on race, bullying, or cyberbullying must not be included in the annual report of accountability.

D. No member of the Board of School Trustees, administrator, principal, educator, support professional, or other staff member may interfere with the reporting of statistics concerning violations of the discrimination based on race, bullying, or cyberbullying law.

E. As required by NRS 388.1351, central services will act as the school principal or designee to generate and submit monthly statistical reports to region superintendents and the Equity and Diversity Education Department to make recommendations for intervention or professional learning to address discrimination based on race, bullying, or cyberbullying in schools based on the data. For each school, the report shall include the number of reported discrimination based on race, bullying, or cyberbullying incidents; the number of incidents determined to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted; and the number of incidents determined not to be discrimination based on race, bullying, or cyberbullying after an investigation is conducted. The Education Services Division will submit a quarterly report with these statistics to the Nevada Department of Education, Office for a Safe and Respectful Learning Environment.

F. The annual Anti-Racism, Equity, and Inclusion Report, in alignment with Policy 5139, provided to the Board of School Trustees, which includes trends in discrimination based on race, bullying, or cyberbullying incidents and recommendations on how to further reduce discrimination based on race, bullying, or cyberbullying incidents. The annual report will be available to the public. The annual report will include statistical information and will not include personally identifiable student information.

Legal References:	NRS Chapter 200, Crimes Against the Person NRS Chapter 385, State Administrative Organization NRS Chapter 388, System of Public Instruction NRS Chapter 613, Employment Practices
Review Responsibility:	Equity and Diversity Education Department, Education Services Division
Adopted:	[5137: 7/13/06]
Revised:	(3/11/10; 7/12/12; 2/4/15; 9/14/17, 11/18/21)

CONTACT INFORMATION NUMBERS

AGENCY	PHONE NUMBER
Boulder City Police	(702) 293-9224
CCSD Attendance Enforcement Dispatch	(702) 799-8640
CCSD Crisis Response Team	(702) 799-7449
CCSD Education Services Division	(702) 855-9765
CCSD Equity and Diversity Education Department	(702) 799-8484
CCSD Foster Care Department	(702) 799-1196
CCSD Guidance and Counseling Department	(702) 799-8441
CCSD Health Services/School-Based Health and Provider Relations	(702) 799-7443
CCSD Psychological Services	(702) 799-7465
CCSD Department of Safe and Drug Free Schools	(702) 799-8411
CCSD Police Services Dispatch	(702) 799-5411
CCSD Police Tip Line	(702) 799-0228
CCSD Student Services Division	(702) 799-5471
CCSD Wraparound Services Department	(702) 799-0761
Child Protective Services Hotline	(702) 399-0081
Clark County Neighborhood Justice Center	(702) 455-3898
Henderson Police Department	(702) 267-5000
Las Vegas Metropolitan Police Department	(702) 828-3111
North Las Vegas Police Department	(702) 633-9111
SafeVoice Nevada	(833) 216-7233
The Harbor-Juvenile Assessment Center	(702) 455-6912

GLOSSARY

TERM	DEFINITION
Administrative-Managed Behavior Incident	Student behavior incidents addressed by administration requiring an immediate response.
Antecedent	An event(s) that existed before or logically precedes another.
BIP Behavior Intervention Plan	A plan based on a Functional Behavior Assessment (FBA) that include strategies to help replace problem behaviors with more positive ones to help a student succeed.
Bodily injury	Any actual damage or injury to a person that interferes with, or is detrimental to, the health of the person and is more than merely accidental, transient, or trifling in nature.
Certificate of Attendance	DMV-301 form utilized for the purpose of a person between the ages of 14 and 18 years, and enrolled in school, to obtain an instruction permit or driver's license.
CWP Conference with Parent	A conference with parent is a meeting between the student, parent/guardian, and staff to discuss the student's issue at school and find solutions to academic or behavioral problems.
DFS Department of Family Services	A local public agency whose primary purpose in the community is to help keep children safe.
Distribution	The selling, sharing, or giving of any form or amount of illicit or controlled substance(s) between students.
DMV Department of Motor Vehicles	The state agency that issues drivers licenses, vehicle registrations, and license plates in Nevada.
ESD Education Services Division	Provides instruction and related services to students who have experienced challenges in the comprehensive academic environment.
Excused Absences	A type of absence where written evidence is presented to the principal or designee stating the student is physically or mentally unable to attend school. Prior approval is needed from the principal or designee for a required court appearance or religious holiday.
FBA Functional Behavior Assessment	Process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.
FERPA	A federal law that protects the privacy of student education records.

Family Educational Rights and Privacy Act of 1974	
HDP Habitual Disciplinary Problem	After behavior planning to prevent deeming habitual disciplinary status, a legal definition applied to a student who may be recommended for expulsion if involved in the threatening or extortion of others two times or more during a school year or suspended five times or more during a school year.
The Harbor	A community resource that provides guidance regarding mental health, behavior, or other issues impacting children. The Harbor provides free resources to youth and families through a multi-agency approach.
IDEA Individuals with Disabilities Education Act	Federal law that describes a student's rights in special education.
IEP Individualized Education Program	Written legal document that maps out the program of special education instruction, supports and services students need to make progress and succeed in school.
In-House Suspension	A structured and supervised on-site program for students to complete designated coursework and participate in behavioral interventions following a disciplinary infraction warranting a short-term removal from the traditional classroom environment.
LEA Local Education Agency	School district or entity, which operates local public primary and secondary schools.
Limited Expulsion	The temporary exclusion from all comprehensive school campuses, with an 18-week placement at an alternative setting. Allows for the return to a comprehensive school campus on a trial enrollment following successful completion at the alternative setting. (See Regulation 5114.2)
MTSS Multi-Tiered System of Supports	Systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students academically and behaviorally.
NAC Nevada Administrative Code	Coded, permanent, administrative regulations of state agencies.
NDE Nevada Department of Education	State governmental agency to improve student achievement and educator effectiveness.
NRS Nevada Revised Statutes	Compilation of all legislation passed by the Nevada Legislature during a particular legislative session.
Office-Managed Behavior Incident	Student behavior incidents addressed by office staff and/or administrative staff.

Permanent Expulsion	The permanent exclusion from all comprehensive school campuses, with no opportunity for trial enrollment except for placement at an alternative setting.
PBIS **Positive Behavioral Interventions and Support**	Way for schools to encourage good behavior. Schools teach students about behavior, just as they would teach about other subjects like reading or mathematics. The focus of PBIS is prevention.
RMI **Racially Motivated Incident**	Single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic 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 that occurs in person, online, or in any other setting including, without limitation, in a course of distance education.
Recommended Expulsion	A formal notice reflecting the recommendation of termination of enrollment, either for a limited time or permanently, for students in CCSD.
RPC **Required Parent Conference**	A required parent conference is utilized when a student parent conference or temporary removal of a student from school is necessary.
RTI **Response to Intervention**	A process that aligns interventions and educational support to match individual student needs.
RP **Restorative Practices**	Relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.
SAAP **Substance Abuse Awareness Program**	Assists schools as they address drug and alcohol use and specific students. Students and parents are required to participate in the collaborative approach implemented to combat the causes of substance abuse.
Section 504	A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.
SDI **Specially Designed Instruction**	CCF-604 form utilized when writing an Individualized Education Program to detail the method for reporting progress, special education services, and supplementary aids and services.
SSD **Student Services Division**	District department offering a broad spectrum of support to meet the individualized needs of students. (Gifted Education Services, Special Education, LINKS Team, Child Find, Homebound Services, Extended School Year).
SISP **Specialized Instructional Support Personnel Referral**	Student referral generated by a School Counselor(s), School Psychologist(s), and/or School Social Worker(s).

Staff-Managed Behavior Incident	Student behavior incidents addressed by school personnel, such as a classroom teacher, when applicable.
SWI Suspension With Instruction	An allowable code that does not impact chronic absenteeism as long as the student is offered instruction and has access to an instructor. This can be accomplished through options including, but not limited to, after-school instruction, Saba Centra and Canvas. It is advisable that schools create a system to show that the offer for SWI services was provided to students and parents/guardians.
Schools Targeting Alternative Reform On-site (STAR-On) Programming	An on-site behavior placement alternative to a recommendation for removal to Academic Center. Students receive instruction, counseling, and behavioral supports from staff members at their zoned/ home school, while separated from the other students attending the school.
Unexcused Absences	Principal or designee is not notified of the reason for an absence within 3 days of the student returning to school; is not due to a physical or mental inability to attend school, court appearance, or religious holiday; prior approval is not received from the principal or designee; or exceeds the allowable days for family business, prearranged, personal business, or emergencies.
Urgent Behavior Incident	Urgent Behavior Incidents are identified as expellable offenses.

5100 WEST SAHARA AVENUE • LAS VEGAS, NEVADA 89146 • Telephone: (702) 799-CCSD (2273)