

# Alpine Academy Restorative Discipline Plan

## INTRODUCTION:

Alpine Academy's mission is to ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life.

- **Belief Statements**

- 1) We believe each student fundamentally possesses the ability to meet and exceed rigorous educational and character goals.
- 2) We believe in cultivating an intrinsic love of learning and critical thinking that prepares students to succeed in college and lead choice filled lives.
- 3) We believe in establishing a curriculum that supports individualized learning experiences, equitable opportunities for success, and expectations that all students achieve at high levels.
- 4) We believe in fostering an environment characterized by academic, intellectual, and physical safety through our culture of mutual respect, maturity, and positive relationships amongst all stakeholders.
- 5) We believe in guiding students to become discerning and service-oriented leaders in a complex and competitive world.

- **2023-2024 GOALS**

**MOTIVATING**

Archer staff will strive to increase overall student attendance 90% and individual student attendance for at-risk students by 5% each year. Staff will engage students in the following ways: Small group and individual mentorship, high school career academic planning and goal setting, and creating meaningful partnerships with families.

**CHALLENGING**

Archer staff will increase College and Career Readiness by recruiting and retaining students who will participate and complete Dual Credit and CTE coursework. Alpine will increase the number of Advanced diploma recipients by 5% each year. Staff will identify upon enrollment, challenge, and support all students in these endeavors via mentorship, utilize individualized academic plans, and rigorous coursework in all subjects.

**EFFECTIVE**

Archer staff will work to retain an average of 65% or more students each year and increase retention rates by 5%. Staff will seek opportunities for teambuilding and

peer mentorship among students as well as develop systems of student recognition and rewards to acknowledge efforts both academically and socially.

Alpine Academy College Preparatory High School is built on the pursuit of academic excellence. We focus on rigor, relevance, and relationships to best foster an environment of education where talented teachers facilitate learning in small class settings. Students are supported and challenged to do their very best and achieve quality work. Close, professional relationships also develop via personal attention, a caring atmosphere, and supportive culture.

The school-wide Restorative Discipline Plan creates an environment for effective instruction and learning. Alpine Academy will document all infractions at school. To maintain a productive learning environment for students, disciplinary actions will include increasing levels of interventions. If a parent/guardian disapproves with the consequence they may bring the matter to the Administration.

All students are expected to follow Alpine Academy policies and regulations, school rules of conduct, and city, state and federal law. Students who disregard established policies, rules, regulations, or laws are subject to discipline. All students are expected to adhere to appropriate standards of conduct while at school, traveling to and from school, during lunch, and while involved in school sponsored activities. Students representing the school in extracurricular activities must conform to standards established by their coaches or sponsors in accordance with policy and regulations established by Alpine Academy, as well as the Nevada Interscholastic Activities Association (NIAA) and any other athletic or activity association to which their school belongs.

### **PREVENTION & INTERVENTION:**

Student Misconduct Prevention:

Alpine Academy Communication Plan:

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

- Alpineacademy.net – Posting of Restorative Discipline Plan
- 1:1 conferences with students
- Parent teacher conferences/Open House events
- Teacher contact with parents - by phone, email, electronic messaging and in person
- Teachers' syllabi
- The Arrow – Monthly newsletters
- Parent Organization

- New Student orientation events/activities
- Student handbook policies
- Messaging via Infinite Campus and Social Media

Supervision:

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

Interventions/Activities:

- Individualized Academic Success Plans - This includes individualized academic plans for all students – regardless of academic levels, classification, etc. Because these are individualized, student and school-created goals directly align with the student. Students will complete “intention statements” designed to identify key interests in college and career – further helping the staff to develop curriculum, activities, enrichment to help these students be successful. Students will receive goals based on their individual data, their interests, and most importantly, their goals. Students identified as needing the most assistance will be given tiered interventions which will directly affect their success.
- Reflection activities tied to specific infractions
- Behavior contracts
- Attendance contracts
- After school programs, organizations, clubs and athletics
- Positive Behavior Support Plans as determined in Individualized Educational Plans
- School leadership and school mentoring programs
- *Social Worker in Schools/School Safety Professional* –
  - Alpine Academy was awarded the Social Worker in School Grants for 19-20 and 20-21 school years. This allowed for staffing of a social worker on campus to assist in the diverse needs of our students.
  - Supports/interventions include (but are not limited to):
    - Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.
- *Enrichment* – Student enrichment in a wide variety of areas including social/emotional growth, community involvement, leadership and overcoming personal challenges.
- Contracts via student clubs and organizations to support behavioral expectations
- Teacher, student and guardian phone calls to collaboratively discuss problem behavior and identify solution.
- Classroom observations and support to promote a positive culture
- Referrals to community-based services
- SEL continuing education/professional development opportunities for staff integration into instructional strategies

- Lunch and after school detentions with reflection activities
- In-school and out-of-school suspensions with reflection activities
- Re-entry drug/alcohol activities post related infraction
- Re-entry plans to support student integration back into school after a suspension
- Annual schoolwide awareness/prevention intervention
- Intervention Tracking Forms

**ADDRESSING AT-RISK:**

- o *Definition* - “At-risk” students can be defined as any students who, whether due to behavior or academic performance, is in danger of academic failure, such as dropping out of school or failing to graduate “on time” with his or her cohort. “At-risk” students may lack the social, behavioral, and/or academic skills necessary to be successful in the career or college environment after leaving Alpine Academy.
- o *RTI* - The school will utilize a formal referral process for both behavioral and academic concerns and use the RTI model described below to escalate the level of interventions as needed. The staff will take advantage of the small-school environment by tracking behaviors and struggling students throughout the school using a shared online form, rather than individual teachers tracking these separately for their own classes. When a teacher updates the online referral form for a student, he or she will be able to see if any other teachers have observed similar behaviors or expressed similar concerns. In addition, a portion of each regular staff meeting will be dedicated to discussing these student concerns, brainstorming interventions for individual students, developing individualized intervention plans to be implemented in every course a student is taking. Teachers will monitor and regularly assess student progress and determine the appropriate level of intervention needed to ensure the student’s success.

**RTI:**

- o *Response to Intervention* - The school’s RTI model will involve a three-tiered approach:
  - Tier I**  
Teachers will provide whole-class instruction using research-based methods and differentiating content, practice of skills, and assessments as needed. Teachers will regularly assess students, using both standardized tests, such as MAP, and teacher-created assessments to determine students’ progress and identify any students who are struggling to master course content at this level of intervention.
  - Tier II**  
Students identified as struggling learners at Tier I will be given additional small group instruction and practice to remediate and provide the additional support needed.

Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle at this level of intervention.

### **Tier III**

Students identified as struggling learners at Tier II will more intensive interventions, including: targeted small-group or individual lessons; assignments adjusted for length, difficulty, or process; assignments and course materials read aloud to the student; additional tools such as calculators and talk-to-text programs; and potential referral for special education services and the development of an IEP or 504 plan.

Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle and may need additional accommodations such as special education services or a 504 plan.

- o *Early Indicators of Behavioral Supports Needed* - Students exhibiting early signs of behavioral concerns may be offered a variety of interventions, including (but not limited to):
  - A new seating location in the classroom
  - Teacher proximity
  - Praise and reinforcement for positive behaviors
  - Logical consequences related to the behavior (i.e. failing to complete class work may result in a lunchtime or afterschool intervention session where the student is provided tutoring and an opportunity to successfully complete the assignment)
  - Providing a clear, written schedule for the class so the student knows what to expect
  - Short breaks during class
  - Opportunities to move during class
  - Opportunities to stand while working
  - Rewards or incentives
  - Review of positive alternate behaviors to employ in future situations
  - Conference with the student
  - Conference with the guardian
  - A signal or reminder to the student (using an agreed upon cue to which other students will not be privy)
  - Redirection
  - Varying the level of structure based on the student's needs
  - Differentiating instruction to engage the student and allow him/her to work in a mode that is most engaging to him/her

In cases where a formal behavior plan is needed to help the student adjust behaviors and demonstrate success, a meeting will be held involving the student, the teacher(s), the guardians, and the counselor to discuss the behavior and develop a clear plan of action. A formal behavior plan will be drafted wherein:

- The behavior or behaviors that are interfering with the student's success are clearly identified.
- The negative impact of these behaviors on the student's success is outlined.
- The data relating to the student's behavior is reviewed (i.e. how regularly is the behavior observed and how often has the student received a formal behavior referral for this particular behavior).
- Behavioral expectations are outlined and reviewed.
- Appropriate interventions to help the student adapt to more appropriate behaviors are clearly identified.
- A plan for monitoring the student's behavior and collecting data relating to this behavior is clearly identified.
- Positive reinforcement methods or incentives are clearly outlined if appropriate.

All members of the team (student, guardians, administrator, counselor, and teachers) will demonstrate their agreement with the drafted plan by signing it. The plan will be revisited and revised as needed to best support the individual student.

*o Plans to Address Disproportionate Disciplines*

- Special Education - Alpine Academy will ensure that all students, especially those identified as having special needs, have protected rights in regards to discipline by providing proper documentation of behavior and discipline (along with accommodations – should they include behavioral supports) as well as provide all necessary documentation of a manifestation of disability should the student be suspended more than 10 days in a school year or be recommended for expulsion. Special education staff will be provided to students for required minutes – per IEP in alternative settings such as In-House Suspension, Out of School Suspension, etc.
- Race – Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected.
- ERL - Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected. Students and guardians will still be given information and or resources as appropriate if student is in an alternative setting such as In-House Suspension, Out-of-School Suspension, etc.
- Credit Deficient/Drop Out Risk - Alpine Academy will employ several strategies to help identify at-risk students. Upon enrollment, a credit evaluation (thorough analysis of credit accrual) will be completed and discussed with both student and parent. Based on this information,

students will be identified as on track for graduation, approaching grade level credit accrual, or credit deficient. Students and parents will be given a detailed plan for reclaiming credits. Each plan will be individualized based on the student's need and periodic progress checks will be put in place to measure progress toward meeting goals. Progress checks will be discussed with students as well as parents. For those students performing below grade level, a remediation plan or tutoring plan will be put in place to help regain skills needed to perform at grade level.

Alpine Academy will plan for the hiring of a Parent and Family Engagement Coordinator OR utilize the current position of Social Worker in Schools to help contact students at risk of dropping out and/or difficult to contact parents. Alpine Academy will also enforce strict attendance policies and enlist the aid of truancy officers as needed.

Suspension or expulsion of students in the District will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

#### **SUSPENSIONS:**

Suspension is the temporary removal of a student from school or from school-sponsored activities. Students may be suspended for the following reasons:

- Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity.
- Violation of school rules or regulations.
- Student's actions or reactions at school or school-sponsored activity which disrupt, interfere with, or pose a threat to the educational program, to other students, to staff, to visitors or to the student personally.

#### **TYPES OF SUSPENSION:**

- **Emergency Suspension:** The principal may suspend any student whose conduct is determined to be a clear threat to the physical safety of others, or to the property interest of others, or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of other students to pursue an education.
- **Short-Term Suspension:** The removal of a student from the school for a period less than 10 (ten) days. The student is not allowed to attend any class or school sponsored activity or be on school property for the duration of the suspension.
- **In-School Suspension:** Removal of a student from his/her classes and all school activities for no more than 10 (ten) days. During the term of the suspension, the

student will remain in a separate supervised area of the school.

### **SPECIAL CONDITIONS:**

A student may not participate in extracurricular activities during the term of his/her suspension.

Notations of suspensions from school will be made in the student's cumulative folder. Parents or guardians shall be notified whenever a student is suspended.

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students Alpine Academy may remove the student from further attendance in the school in accordance with state law (NRS 392.467)

Alpine Academy will not enroll a student under suspension or expulsion placement by their prior school until that discipline has been completed.

### **STATE MANDATED EXPULSIONS:**

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

#### **One Year Expulsion**

1. The school must expel any student for a period of not less than one year from school if at any time the student is found in possession of a firearm, dangerous weapon or an explosive substance or device while on the premises of any public school, at any activity sponsored by a public school or on any school bus.
2. A student may be expelled from Alpine Academy for the following reason as stated according to: NRS 392.466 Suspension or expulsion of pupil for battery on employee of school, possession of firearm or dangerous weapon, sale or distribution of controlled substance or status as habitual disciplinary problem; limitations for pupils with disabilities.

### **CLASSROOM RESTORATIVE DISCIPLINE:**

Alpine Academy staff will implement the following strategies to help minimize disruption to classrooms as well as provide restorative practice:

- School and class level communication about restorative plans
- Staff will have one-to-one discussions with students about misconduct

- Staff will engage families in discussions with students about misconduct
- Referrals to the office are to include documentation of classroom interventions based on the school restorative discipline plan.

### **ADMINISTRATIVE INTERVENTIONS:**

Consequences will be determined by the following:

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

### **SOCIAL EMOTIONAL LEARNING (SEL)**

Alpine Academy staff integrate SEL practices into curriculum and student activities to help to enforce positive behavioral expectations.

### **ALPINE ACADEMY MENTORSHIP:**

Alpine Academy participate in small group mentorship with students to help reinforce positive behavior expectations.

### **STAFF TRAINING:**

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

### **PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS 392.4645:**

When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

Additional supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Restorative Discipline Committee (hereinafter "Committee") listed above will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

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

### **ALPINE ACADEMY OFFENSES**

The following non-criminal activities may also lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community. This is not an exclusive list. There may be other activities, which in the opinion of the school administration, may lead to disciplinary action.

1. Alcoholic Beverages: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having consumed and/or possessed an alcoholic beverage.
2. Disobedience, Insolence and Insubordination: Students must adhere to the instructions of school personnel.
3. Disruptive Conduct: Conduct which interferes with the educational process.
  - a. NOTE: Serious situations may be handled under criminal sanctions.
4. Fighting or instigation of fighting
5. Forging or using forged passes, excuses or other school documents.
6. Eating food at inappropriate times or in inappropriate places.
7. Hazing: Any act which forces another student to undergo a humiliating or abusive ordeal.
8. Inappropriate Dress and Appearance: Dress and appearance must not present potential

health or safety problems or cause disruptions.

9. Misconduct on School Vehicles: Any action which creates a safety hazard or distracts the attention of the driver.
10. Plagiarism and Cheating: Presenting the answers, ideas, words or work of others as one's own or using unauthorized notes during a quiz or test.

Interventions may include (but are not limited to):

- Teacher student conference
- Communication with guardians
- Seating change in classrooms
- Refocus activity/additional time in class
- Reflection activity
- Counseling sessions
- Completion of program materials (drug/alcohol, bullying, etc)

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

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

<b>Prohibited Conduct/Offense</b>	<b>Definition</b>	<b>Response</b>
<b>Alcohol</b>	The possession of, sales and furnishing alcoholic beverages.	Referral to local law enforcement; mandatory completion of substance abuse curriculum and counseling
<b>Arson</b>	The intentional setting of fire.	Referral to local law enforcement
<b>Assault</b>	Physical or verbal threats with the intent and the ability to carry it out.	Referral to local law enforcement; Time out of class or educational setting, conference with guardian, mandatory counseling and/or completion of program related to offense.

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

		with guardian, community service.
<b>Indecent Exposure</b>	Exposing one's self to another.	Referral to local law enforcement
<b>Larceny</b>	Stealing, taking, carrying away property of another.	Referral to local law enforcement
<b>Libel</b>	A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.	
<b>Marijuana</b>	The possession of, sales or furnishing marijuana. Narcotics: The possession of, sales or furnishing a controlled substance	Referral to local law enforcement; mandatory completion of substance abuse curriculum and counseling
<b>Narcotics Paraphernalia</b>	The possession of, sales, furnishing or use of controlled substance paraphernalia.	Referral to local law enforcement; mandatory completion of community service.
<b>Profanity</b>	Use of vile or indecent language.	Refocus/reflection, Time out of class or educational setting, conference with guardian.
<b>Robbery</b>	The unlawful taking of personal property from the person of another or in his presence, against his will, by means of force or violence or fear of injury.	Referral to local law enforcement
<b>Stolen Property</b>	Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.	Referral to local law enforcement
<b>Tampering With Motor Vehicles</b>	Willfully breaking, injuring, tampering, removing parts, defacing a vehicle; without consent of owner, climbing into or upon a vehicle with intent to injure; to manipulate	Referral to local law enforcement

	any levers while vehicle is at rest or unattended or to set vehicle in motion.	
<b>Trespass</b>	To be upon the property of another without permission of the owner and to stay upon it after warning. To be on school property or at a school function while under suspension from school.	Referral to local law enforcement
<b>Weapons</b>	<p>a) Brandishing any knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver, or other firearm or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.</p> <p>b) Concealed - It is unlawful for any person to carry any concealed weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearm, or other dangerous weapon.</p> <p>c) Possession - It is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearms, or other dangerous weapon, or to possess any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause bodily injury to a person.</p> <p>d) For the purpose of this regulation, and consistent with</p>	Referral to local law enforcement; Time out of class or educational setting, conference with guardian.

	<p>both NRS 202.265 and 202.253 "firearm" means: Any device from which a metallic projective, including any ball bearing or pellet, may be expelled by means of spring, gas, air, or other forces, or any device designed to be used as a weapon from which a projectile may be expelled through a barrel by the force of any explosion or other form of combustion.</p>	
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Approved 8/22/24