

Miley Achievement Center Wolf Pack Handbook

STUDENT AND PARENT



2025 - 2026

School Hours

7:00 am - 1:11 pm

Office Hours

6:30 am - 2:30 pm

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Welcome to Miley Achievement Center

“One child, one teacher, one book, one pen can change the world.” - Malala Yousafzai

We have been provided a great opportunity to make a difference in the lives of the students in which we support. Our dedication, patience, and caring will have a lifelong impact on them. Welcome to the Miley Wolf Pack.

Our focus is to create an environment in which students and staff feel safe, know joy, and achieve. Our goal is to provide a structured environment where students receive quality social-emotional learning and academic instruction, complete school/community service, and engage in goal-setting to assist with their own challenging behaviors. A few of our systems include our Phase System, CHAMPS, Miley REPS, Academy/Student Success Center, and Tiered Interventions.

Purpose of Handbook

The *Student and Parent Wolf Pack Handbook* provides parents, guardians, and students with the values, programs, and policies of our school. The handbook is our ongoing effort to foster a healthy partnership with parents and guardians based on our mutual interest in the educational and personal development of our students. This handbook describes what parents and guardians can expect from our school.

Miley Mission Statement

We strive to provide our students with the behavioral, social, and emotional supports necessary to promote positive, meaningful relationships, character development, responsible citizens, and academic achievement.

The Miley REPS

Be Respectful
Be Engaged
Be Positive
Be Safe

Student Supports

Miley Achievement Center is a school for students with severe emotional, behavioral, and social challenges. Our staff works with and supports students from all over Clark County who have been unable to find success in any other educational environment. We use a variety of interventions and instructional practices that focus on providing students with the skills they need to be successful on comprehensive campuses and in the community.

Review 360 and Parent Communication

Review 360 is the foundation of our coaching system for students and a progress monitoring tool. The emphasis is always on what the student did well. Parents receive a daily email home with a summary of how their student did, as well as timely information that the teacher needs to share with parents. Please make sure you provide your email to the front office, if you have not already done so, to ensure that you receive the information. Information can be emailed to mileyachievementcenter@nv.ccsd.net.

Reinforcement and The Phase System

Miley Achievement Center implements a school-wide phase (level) system based on the scope and sequence of behavioral and social-emotional skills needed to be successful independent learners. The Phase System provides students an opportunity to earn various daily and long-term incentives, including our student store (The Wolf Den), game rooms, field trips, and participation in clubs and activities. It also helps determine the level of supervision a student needs in order to engage in activities successfully. Elementary and Secondary Schools run in a similar fashion, but each has components that meet the needs of the population.

School Norms and Expectations

Our goal is to maintain a safe environment for all staff and students. In order to achieve our goal, expectations have been developed. The rubric found on the following page defines expectations on a scale and shows how students receive hourly points in Review 360. Students requiring additional specificity have the same rubric with 1-2 additional behaviors added to the rubric. Student movement through the Phase System, reinforcement, and supervision needs are measured and tracked via Review 360 scores based on the rubric in coordination with IEPs and Behavior Plans.

Daily Review 360 Point Rubric (“EXPECT NORMAL BEHAVIOR”) 07/30/2024

	Earn 2 Points	Earn 1 Point	Earn 0 Points	Covers
Respect (language)	*School-appropriate language for the 40-minute period (verbal & in the chat if distance) *Used the option for music appropriately (volume, language)	*Profanity, gestures, teasing, etc. stopped when prompted *Used the option of music inappropriately & *responded appropriately to redirection	*Profanity, teasing, gestures, etc., throughout the 40-minute period *Music disrupted instruction, failed to respond to redirection and/or was disruptive	*Gestures include: flipping off, sexual, etc. *Attempting to argue w/staff *Calling staff names *Argueing about games/sports *Trash talking
Engaged (Participation in Class) The “A & P” in CHAMPs	**Following the “P” in CHAMPs *Asks or answers questions *Completes work *Arrived to instruction on time *Participated throughout session	*Partial completion of classwork *Written/verbal comments are off-topic **Participated for half of the 40-minute session	*Sleeping *No verbal, written, or visual responses during class session period *Did not participate *No to very little work completed	*On-Time *A & P in CHAMPs *Off-topic questions/comments
Positive (Routines & Procedures, Dress Code) The CH & M in CHAMPs	*Followed routines & procedures *Followed staff reminders/directions *Worked through technology issues *Followed CCSD dress code *Discussed/listened to feedback. Stated disagreement respectfully	*Followed most routines & procedures *Mostly on-topic comments *Given 2-3 reminders during the period. *Did not follow dress code once reminded (for part of or full period)	*Did not follow routines *Ignored staff reminders, prompts *Phone (including smart watches, MP3 players, etc.)	Dress Code Staff directions/redirection *Unmuting & interrupting staff or peers *CH in CHAMPs
Safe (Hands/Feet to Self, Stayed in assigned area)	*Hands & feet to self *Stayed in assigned area (includes relaxation room)	*In wing (off-task) 6-20 minutes, including bench *Non-specific and redirectable threats *Horseplay	*Out of assigned area, including bench, for 20+ minutes *Targeted name calling/hate speech *Aggressive contact, throwing items *Opening door w/out permission	*Inappropriate content *Hate speech/bullying *Threats *Horseplay *Physical aggression *Entering personal space of staff

Social and Emotional Supports

Social and emotional supports are embedded across the campus and throughout the day. They include standard classroom supports such as daily social-emotional instruction, regular feedback focusing on the positive, and a variety of interaction techniques to promote a positive environment at the classroom level. Additional supports include small group and individualized social and emotional instruction as well as access to counselors and social workers.

Policies and Procedures

Cell Phones

Students at Miley AC are allowed to use personal technology and communication devices while on District buses. To protect the privacy of students and limit distractions, students are not permitted to bring cell phones into the school. Students are required to check in cell phones and other personal devices at search. At the end of the day, cell phones and other devices will be returned.

Student Phone Calls

Students are not allowed to receive phone calls in the classroom or be called out of class for any reason. Students calling home may access the phone in the front office when they are calm and/or able to communicate with staff. They will be asked a series of questions:

- What is the purpose of the phone call?
- If parent/guardian/_____ does not answer, how will you respond? What is the next best alternative?
- If parent/guardian/_____ does not agree with the request, what is the next best alternative?

*Deviations from the standard phone call procedures are based on IEPs and behavior plans.

Student Dress Code

The Miley Achievement Center Dress Code is in accordance with the CCSD Regulation 5131 and the specific needs of the school campus. The requirements are designed to promote an effective and safe learning environment and are as follows:

Shirts, Blouses, and Sweatshirts

- Shirts have a sleeve at least 3 inches wide
- Tank tops and crop tops are not allowed
- Shirts must cover the shoulder and bra straps cannot be showing
- Skin may not be shown between shirt and waistline
- No suggestive sayings, pictures, or images
- Hoods are not allowed to be worn in the school building

Shorts, Pants, and Skirts

- Skirts and shorts are longer than fingertip length and must not be torn, ripped, or frayed
- Pants must be worn at the waist
- Biker shorts, spandex leggings, or other like clothing are prohibited

Footwear

- Shoes must have a hard sole
- Heels no higher than 1.5 inches
- Sandals are not allowed

Accessories

- Spikes, studded clothing, and trench coats are prohibited
- All headgear (hats, bandanas, beanies, etc.) must be removed upon entering the building
- Large or distracting jewelry will be removed when entering the building
- Gloves must be removed and turned in when entering the building

Search

To help provide a safe and secure environment, the Miley Achievement School Safety Plan contains a mandatory student search procedure.

During the search process, each student is wanded with a handheld metal detector. Each student is required to turn in all personal belongings at the beginning of each school day. All items will be returned at the end of the day.

Students should not bring anything of value to school. The school is not responsible for lost or stolen items.

Students may bring lunch to school. All food and drink items must be in their original sealed container. Carbonated beverages and energy drinks are prohibited. Metal forks and knives and glass containers are also prohibited.

Students may bring technology with headphones for use on the bus. These items must be turned in at the beginning of each day.

Compliance with the search procedure provides a measure of safety for students and staff. The school staff makes every effort to maintain students' belongings in a safe, locked area. The school is not liable for lost or stolen items. It is recommended that students do not bring anything to school except the items necessary for instruction.

Students who refuse or violate the search procedures are subject to disciplinary action. Items will be confiscated and may need to be picked up by parents/guardians. If multiple violations occur, the student will be required to participate in an extended search process.

Miley Achievement Center recognizes that components of the search procedure may be modified through the IEP or Positive Behavior Support Plan to meet the needs of an individual student.

Student Trading or Gifting

Student trading, gifting, or selling of any item(s) is not permitted. Any item brought in to trade, sell, or gift will be confiscated. The student will receive a receipt to protect their property until the parent/guardian can pick up the item.

School Wide Emergency Procedures (Fire Drills, Shelter in Place, etc.)

Safety is critical on any campus, and we take emergency procedures seriously. Procedures are in accordance with CCSD policies and regulations and drills are conducted monthly to help students understand and follow emergency procedures. Students who do not follow emergency procedures are subject to discipline, including Required Parent Conferences, as well as possible police involvement if the behavior constitutes a campus disruption.

Grading Policy

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</i>
2 Meets	A 90–100%	Excellent	E Exceptional Progress	4 Exceeds
1 Approaches	B 80–89%	Above Average	S Satisfactory Progress	3 Meets
	C 70–79%	Average	N Needs Improvement	2 Approaches
	D 60–69%	Below Average		1 Emergent
	F 50–59%	Emergent		
	W Working on standards below grade level			

A. W Guidelines

Due to circumstances beyond students' control, students with challenges (e.g., students with disabilities who are working on below grade-level standard Individualized Education Program (IEP) goals, newcomers, students living in transitional situations due to homelessness or being in foster care) may receive a W on the report card.

- Students who are identified as English language learners, and are considered newcomers (students with less than two years in the District and with a WIDA overall score of 1.9 or below) may be considered for a W only for the first semester of enrollment in the District.
- Special considerations apply to students experiencing homelessness. Use of the W is intended to acknowledge that students experiencing homelessness and those in foster care often have long-term academic impacts due to transitional living situations. Contact the Title I Hope Office at (702) 855-3850 for additional guidance.
- W may be used for students working on a functional curriculum.
- W may be used for students whose cognitive abilities limit their participation in the general education curriculum even with supports, accommodations, and modifications.
- Teachers must make individual determinations on the use of the W for each student and provide evidence to support this designation. Program placement is not a determining factor.
- Principal must approve the use of the W for each student.
- Report card comments must include a statement to express that the student is working on below grade-level

standards and parents/guardians should refer to the IEP progress report for details about student progress.

Secondary Grading Scales			
Grades 6–12			Standards-Based (Available in the future)
A	90–100%	Excellent	4.0
B	80–89%	Above Average	3.0
C	70–79%	Average	2.0
D	60–69%	Below Average	1.0
F	50–59%	Emergent	0
P	Passing (To be used for specific courses designated by the Academic Unit)		
			4 Exceeds
			3 Meets
			2 Approaches
			1 Emergent
			0 No Evidence

- B. As indicated in Regulation 5121, semester exams are only required for high school credit-bearing courses. Semester exam scores will be entered at the percentage or score toward meeting the standards. (i.e., If a student earns a 32% on the semester exam, the score is applied without adjusting to the minimum score on the equitable grading scale of F or 50%).
- C. Miley Achievement Center will accurately score and communicate student progress on individual assignments toward mastery of the standards. Miley Achievement Center will apply the equitable grading scale at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale).
- D. As indicated in Regulation 5121, dual enrollment courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

Infinite Campus Grade Book Category Weighting

- A. 2023-2024 weight categories
- Current: 20% Formative, Summative 80%

Formative: Assessment for Learning	Summative: Assessment of Learning
- Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. - Low stakes; carries little to no weight in the Grade Book. - Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). - Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth).	- Used to measure mastery of standards after learning has occurred. - High stakes; the majority of the student's grade is based on summative evidence. - Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams). - Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Missing Work (Schoolwide Policy in Alignment with District Guidelines Used in Conjunction with Regulation 5113)

- A. Scores are not reduced on assignments and assessments submitted past the due date.
- B. The mark "M" in Infinite Campus documents an assessment that is missing and hasn't been submitted.
- The mark "M" is a score of 50 percent for elementary schools and 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.
 - Once the missing work is submitted, the "M" is replaced with a score reflecting the student's academic performance and the "L" late flag is added to the assignment to monitor student behavior separate from the

- academic grade.
- c. If a student does not submit the missing work within five school days and the teacher is unsuccessful in eliciting evidence of the student's learning, there is no further action from the educator, keeping the "M" in the Grade Book.
- d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- e. Guidelines for athletic eligibility are available [here](#) to support consistency across all secondary schools.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
 - a. Educators must clearly communicate the deadline for the acceptance of missing work.
 - b. Educators must clearly communicate that missing work results in a 50 percent for elementary schools and a 0 percent for secondary schools percent due to no evidence.
 - c. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).
 - d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).
- D. On a regular basis (e.g., weekly), educators must generate a *Missing Assignments Report* within Infinite Campus to identify students with excessive missing work.
 - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Supports (MTSS) framework.
 - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.
 - c. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies For Diverse Learners](#) for additional strategies to equip all students with tools to be successful throughout the learning process.
 - d. Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments and new accommodations to address student behavior are considered, as appropriate.
 - e. For more information on how to generate this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).

Homework (Schoolwide Policy in Alignment with District Guidelines)

- A. Educators work collaboratively with their grade-level/course team to set a common school expectation for homework.
 - a. Homework expectations must be in accordance with [Policy 6143](#) and [Regulation 6143](#).
 - b. In alignment with these expectations, homework is not required for each subject and content area.
 - c. Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to [Regulation 6143](#).
- B. Homework should be used for practice or an extension of learning.
- C. Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work not as an academic grade.

Citizenship Grades

At Miley Achievement Center, citizenship grades are taken as seriously as academic performance. Citizenship grades are assigned based on the student's average Review 360 scores for the grading period and Infinite Campus Referrals using the following rubric.

	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
Demonstrates Respectful Behavior	• Average Review 360 score of 85% or above • 2 or fewer days below 60%	• Average Review 360 score between 75 - 84% • 5 or fewer days below 60%	• Average Review 360 score between 60 and 74%	• Average Review 360 score below 60%
Demonstrates work ethic through Engagement in curriculum and instruction	• Average Review 360 score of 85% or above • 2 or fewer days below 60%	• Average Review 360 score between 75 - 84% • 5 or fewer days below 60%	• Average Review 360 score between 60 and 74%	• Average Review 360 score below 60%
Demonstrates a Positive Attitude towards work, peers, and staff	• Average Review 360 score of 85% or above • 2 or fewer days below 60%	• Average Review 360 score between 75 - 84% • 5 or fewer days below 60%	• Average Review 360 score between 60 and 74%	• Average Review 360 score below 60%
Demonstrates Safe behaviors towards themselves and others	• Average Review 360 score of 85% or above • 2 or fewer days below 60%	• Average Review 360 score between 75 - 84% • 5 or fewer days below 60%	• Average Review 360 score between 60 and 74%	• Average Review 360 score below 60%
Miley Achievement Center focuses on supporting students with emotional dysregulation. By design, Infinite Campus Behavior Referrals result from extreme behaviors (see The Whimpers, Growls, & Howls). • Two behavior referrals in a grading period will result in an automatic 1 level back in citizenship. For example, a student's score averages 92% qualifying them for an "Outstanding" grading mark, but they have 2 behavior referrals for campus disruption. The student would receive a "Satisfactory" for Citizenship. • Behavior referrals for battery on staff will result in an "Unsatisfactory" mark • Three or more bullying reports will result in "Needs Improvement" (or lower based on Review 360).				

Reassessment Opportunities (Schoolwide Policy in Alignment with District Guidelines)

- Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and District curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. District guidance for each grade level/content area is utilized to ensure consistency amongst schools.

Reassessment Is	Reassessment Is Not
- An opportunity for students to show new mastery of a skill or content honoring students learn at different rates. - Prioritized for identified standards. - Coupled with a timeline and new learning that addresses student deficits. - Only for learning targets/standards students did not master. - Using an alternate method of assessment based on student needs. - A natural part of learning, as the curriculum spirals through the year. - Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.	- A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade. - Provided for every assessment on every standard. - Retaking the test right away without any preparation or deadlines. - Doing all parts of the assessment again. - Taking the same test until answers have been memorized. - Making ten different assessments for each standard. - Making students irresponsible and unprepared for the real world.

A. Reassessment Elementary Guidelines

- Schools must establish reassessment opportunities for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families. Students who have not mastered standards may reassess a minimum of once per summative assessment aligned to the schoolwide timeline (see A., e.).
- Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Schools will put a plan in place to support these requests. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.

	Meets Standards	Does Not Meet Standards
Kindergarten	2 Meets	1 Does Not Meet
Grades 1–5	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal

- communication, selected response, and/or written response).
- A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
 - Summative reassessments are limited. Summative reassessments must be completed ***no later than two weeks*** prior to the end of the term unless the summative is administered in the last two weeks of the term.
 - Educators should recognize when curriculum spirals and standards are revisited throughout the year; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
 - Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

<i>Elementary School Reassessment Stakeholder Responsibilities</i>			
<i>Administrators</i>	<i>Educators</i>	<i>Students</i>	<i>Families</i>
- Establish a schoolwide reassessment policy that aligns with the District Reassessment Guidelines. - Communicate the schoolwide reassessment policy to educators and families. - Provide translations of the schoolwide assessment policy, as needed. - Engage educators and families in professional learning opportunities to enhance their understanding of reassessment. - Monitor implementation of schoolwide reassessment policy. - Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed. - Engage in conversations with educators, students, and families to support reassessment practices.	- Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies. - Align classroom expectations based upon schoolwide expectations and communicate with students and families. - Meet with PLCs to identify students who need additional learning. - Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. - Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessment. - Use various assessment methods aligned to the standards to capture new evidence of learning. - Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.	- Engage in practicing classroom expectations. - Be involved in the reassessment process by actively participating in learning. - Be a reflective learner. Complete a reassessment reflection (example) after each summative assessment the student may want to reassess. - Optional: Communicate reassessment request to the teacher (example). - Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards. - Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.	- Support the school's reassessment policy through active participation in the student's educational journey. - Regularly check grades in Infinite Campus/Canvas to be aware of student progress. - Communicate with educators about reassessment opportunities for skills a student has not mastered. - Assist students at home with new learning on identified standards or learning targets.

B. Reassessment Secondary Guidelines

- Schools prioritize establishing reassessment opportunities during the school day for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum. Students who have

not mastered standards may reassess a minimum of once per summative assessment aligned to the schoolwide timeline (see B., i.).

- b. Schools may offer reassessment opportunities before school, after school, or during the school day.
- c. The schoolwide reassessment policy must not exclude students from an opportunity to reassess due to limited transportation before or after school, participation in after-school activities, and family circumstances (e.g., after-school employment, other family responsibilities).
- d. Schools must establish a timely opportunity for reteaching and relearning and communicating expectations to students and families.
- e. Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum can request and participate in *one* reassessment opportunity per each summative assessment. After receiving assessment results, students have up to five school days to communicate with their classroom teacher.

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
Grades 6–12	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement

- f. Students must complete a school-based reassessment reflection to develop a reasonable plan for new learning.
- g. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- h. A student's grade should accurately reflect new learning. The current higher proficiency level of the student must replace previous evidence.
- i. Summative reassessments are limited. Summative reassessments must be completed ***no later than one to two weeks*** before the end of the term.
- j. Reassessment opportunities will not be offered for final exams/semester exams.
- k. Specific assessments required by Advanced Placement and International Baccalaureate may not be reassessed.
- l. Other summative assessments during Advanced Placement and International Baccalaureate courses may be reassessed with test corrections.
- m. Dual enrollment must utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.
- n. Educators should recognize when curriculum spirals and standards are revisited throughout the term; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., revisiting genres of writing).
- o. Reassessment accommodations written in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

Secondary Reassessment Stakeholder Responsibilities			
Administrators	Educators	Students	Families
● Establish a schoolwide reassessment policy that aligns with the District Reassessment Guidelines. ● Communicate the schoolwide reassessment policy to educators and families. ● Provide translations of the schoolwide assessment policy, as needed. ● Engage educators and families in professional learning opportunities to enhance their understanding of reassessment. ● Monitor implementation of the schoolwide reassessment policy. ● Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed. ● Engage in conversations with educators, students, and families to support reassessment practices.	● Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies. ● Align classroom expectations based upon schoolwide expectations and communicate with students and families. ● Meet with PLCs to identify students who need additional learning. ● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. ● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I core instruction if most students are not successful on a summative assessment. ● Use various assessment methods aligned to the standards to capture new evidence of learning. ● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.	● Engage in practicing classroom expectations. ● Be involved in the reassessment process by actively participating in learning. ● Be a reflective learner. Complete a reassessment reflection (example) after each summative assessment that the student may want to reassess. ● Optional: Communicate reassessment request to the teacher (example). ● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards. ● Adhere to deadlines to ensure new learning occurs (e.g., completing aligned formative assignments) within identified schoolwide policy timelines. ● Communicate with the teacher once self-reflection has occurred to schedule reassessment.	● Support the school's reassessment policy through active participation in their student's educational journey. ● Regularly check grades in Infinite Campus/Canvas to be aware of student progress. ● Encourage the student to communicate with educators about reassessment opportunities. ● Support students at home with new learning on identified standards or learning targets.

Communication to Students and Families

- Weekly communication regarding student progress is a vital component to ensure students receive the support needed to be successful.
- Communication of grades via the Infinite Campus Grade Book must be done in accordance with [Regulation 5122](#).
- Scores and grades entered in the Grade Book must be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- The [CCSD Grading Reform website](#) and [Back-to-School Toolkit](#) are great resources for collaborative conversations with the school community.

Tiered Discipline System

Miley Achievement Center is a school for students with severe emotional, behavioral, and social challenges. Miley Achievement Center staff works with and supports students from all over Clark County who have been unable to find success in any other educational environment. Our students have a variety of medical and psychological disabilities that impact every aspect of their lives. Many of our students have suffered traumas that most people cannot comprehend. This means that traditional discipline will not work.

Our discipline plan is based on a variety of interventions and supports to help both students and the school community find success. The plan was developed with the input and participation of teachers, other educational personnel (counselors, social workers, strategists, and specialists), and other stakeholders. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463 and NRS 392.4644 (see [The CCSD Student Code of Conduct](#)).

The following page summarizes our tiered discipline system (Whimpers, Growls, and Howls).

Level	Student Behavior:	POSSIBLE Staff Action(s):
Whimpers Intervention Level: Classroom Tracking: Only via point sheet (Not earning all REPS points)	Aggressive Behavior - minor: impulsive/reactionary, knocking over furniture, etc. Class Disruption - minor: yelling, throwing items, casually knocking over items, etc. Disrespect - rude, dismissive language, inappropriate language Dress Code Violation - minor Elopement from Classroom (remains in wing) Insubordination- failure to follow norms, expectations, class procedures Property Destruction - minor: breaking pencil, tearing up paper, etc. Search Refusal/Violation Tardy Threat - non-specific Work Refusal	Classroom re-teaching/Pt Sheet Positive Practice Restorative Conversation Time-Owed Classroom Intervention Cool-Down Responsive Classroom/Harm Circle Referral for Additional Support Teacher Team Collaborative Meeting Other Tier 1 Interventions (see Progressive Intervention Plan)
Growls Intervention Level: Classroom & Wing Intervention Tracking: Infinite Campus Behavior Referral	Aggressive behavior - moderate: mutual hands-on, able to be stopped quickly with minimal staff Bullying - moderate Class Disruption - moderate: interferes with classroom instruction for 10+ minutes Computer Misuse - Secretive communication via technology, pornography, etc. Contact with staff radio/computer/desk/class phone* Creating Unsafe Situations*: interfering w/de-escalation, opening the door w/out permission, -entering ofc between classrooms Dress Code/Cell Phone - repeated Elopement from Wing Horseplay* Property Destruction - moderate: books, furniture, writing on items, class/school posters, etc. Search Refusal (Sneaking items in during search and/or unable to restore order) Threats - Specific and/or repeated Verbal Assault Verbal Confrontation - A verbal disagreement between students/words alone	<i>All Whimper Staff Actions +</i> Call Home Collect ABC Data Responsive Harm Circle BIP Review/Conduct FBA Referral for Add'l Support/Outside School Support Anti-bullying class Suspension of Privileges Restorative Plan of Action Intervention Stasis – short-term Intensive Classroom Support RPC or Suspension Pause/Move-Back
Howls Intervention Level: Classroom, Wing, & Other School Personnel Tracking: Infinite Campus Behavior Referral	Alcohol, Drug Possession, Tobacco, Nicotine Bullying, Discrimination/Harassment Elopement from Campus Gang Involvement - vandalism, inciting violence Physical Aggression - major: battery, fighting, assault, spitting on staff or students Property Destruction - vandalism, graffiti (computer, multiple pieces of furniture, safety) Search Refusal (if intervention staff unsuccessful) Threat (believable, capable, immediate) Weapon	<i>All Tier 1 & 2 Staff Actions +</i> POSSIBLE ADMIN ACTION(S): Referral for Add'l Support or Outside Support Restorative Practices Conferences (admin) Restorative Plan of Action RPC/Suspension Police Involvement

Pause of Privileges for Safety Violations

There are four main areas of safety violations that will result in a “Pause” and possible movement back in Phase days. When a student is on “Pause” they can continue to earn review 360 points and move forward in days but they may not access privileges and reinforcement except for low-level classroom reinforcement. This means no Wolf Den, Hub, Game Room, video games, etc. and all sports or group activities are highly supervised.

Move-backs are earned for safety violations according to the student’s phase. Students in phase 2, move back 2 days at a time, phase 3 students move back 3 days at a time, and so on. Students who receive 3 Infinite Campus referrals in a month will have a “Phase Status Check.”

Safety Violation	Examples	Pause Privileges *Teacher and Admin determined	Movement Backwards *Admin, Teacher, and Team Determined	Other Possible Discipline
Assault and Battery	Fighting, physical targeted aggression, direct credible threats	2-5 days	0-5 days for isolated events	In-House, RPC, Suspension, CCSD Police, Harbor Referral, Safety Meetings, etc.
Elopement from Wing or Campus	Leaving the wing, leaving campus,	Wing: 1-5 days Wing w/Peers: 2-5 Campus: 3- 5	0-5 days for isolated events	In-House, RPC, Suspension, CCSD Police, Safety Meetings, etc.
Interference w/School Safety Systems	Contact/use of staff radios, fire alarms, fire hydrants, admin assist button, staff keys	1-5 days	0-5 days for isolated events	In-House, RPC, Suspension, CCSD Police, Safety Meetings, etc.
Allowing Student(s) into Room/Area	Opening the door for a student to let them into a classroom, MPR, etc. without staff permission.	1-5 days	0-5 days for isolated events	In-House, RPC, Suspension, CCSD Police, Safety Meetings, etc.

Bullying

According to NRS388.122 “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:

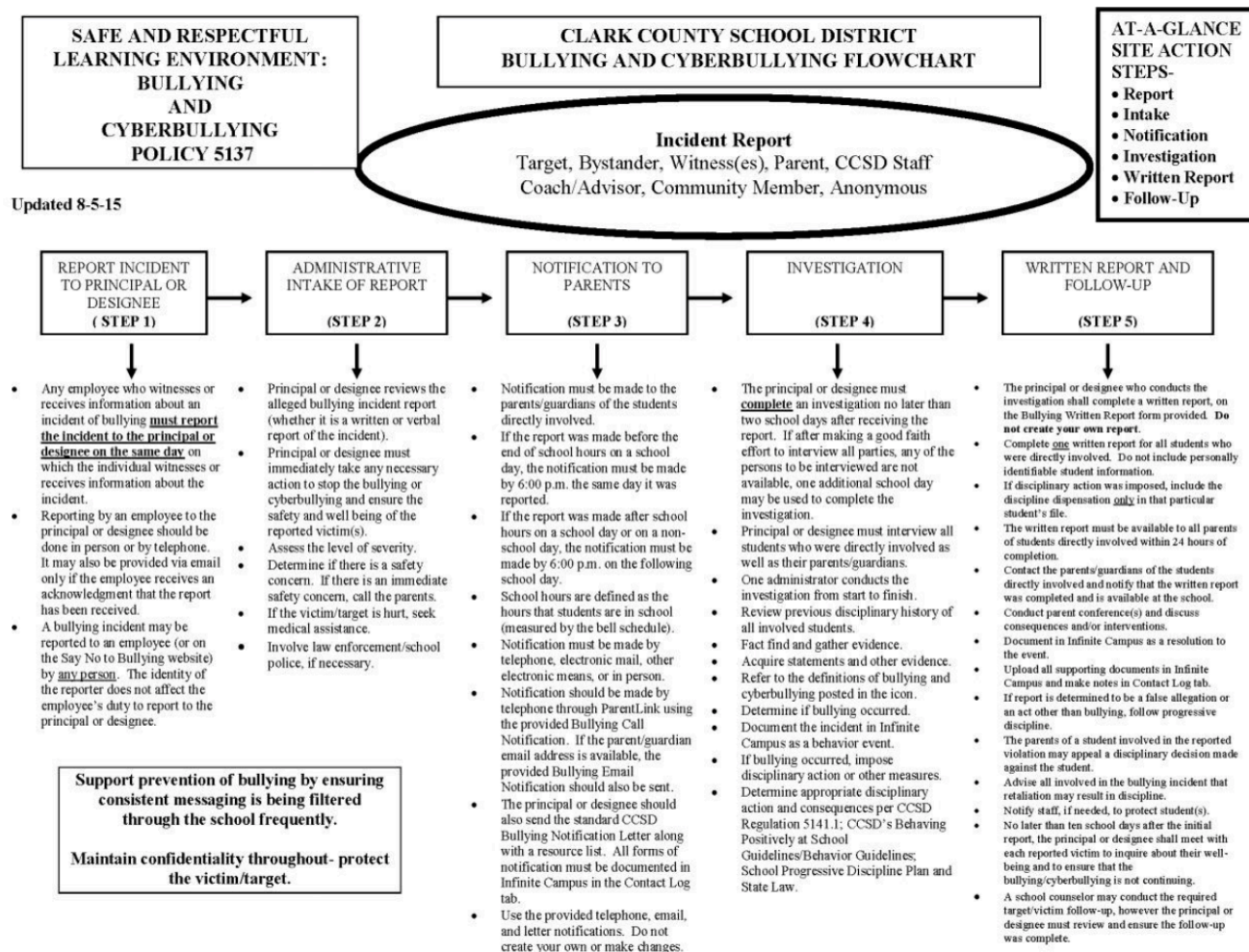
Have the effect of:

- A. (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 (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

It is expected that all school employees will follow the procedures as defined Multi-Tiered Systems of Support (MTSS)/School Discipline Plan and the following flow chart:



Family Educational Rights and Privacy Acts (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

1. the right to annual notification of procedural safeguards;
2. the right to inspect and review your child's educational records within a reasonable period of time, but not more than 45 days after the District has received your request;
3. the right to request that your child's educational records be amended, if you or your child believe that the educational records relating to your child contain any information that is inaccurate, misleading or in violation of your child's right to privacy. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing which includes the:
 - right to request, and have a hearing, and present evidence to challenge the District's decision not to amend your child's educational record;
 - right to receive prior notification of the date, time, and place in advance of the hearing;

- right to present evidence and be represented by someone of your own choosing, or an attorney, at your own expense;
 - right to receive a written decision of the issues presented in the hearing within a reasonable period of time following the hearing.
4. the right to give informed consent (written permission) before the District can release any personal identifying information about your child to any person not otherwise entitled by law to see such information; and
 5. the right to file a complaint with the U.S. Department of Education if you believe that the District has in any way violated your child's or your rights to privacy or alleged failures by the school to comply with the requirements of FERPA