

David E. Norman Elementary

1001 E. 11th St., Ely NV 89301

775-289-4846

2021-2022 Family Handbook



PANTHERS

DEN

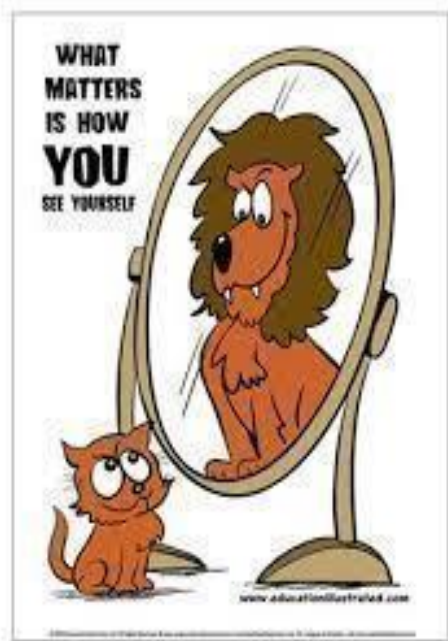
Parents & Students WELCOME!

We are so excited to welcome you and your students for the school year in 2021-22. The purpose of this handbook is to give you a better understanding of the rules, policies, and procedures at DEN. It will also help to explain our instructional program, school activities, and student expectations. **Take time to share this handbook as a family, so all can become aware of important items for the coming school year.**

Parents and families are vital and necessary partners in their child's school career. David E. Norman Elementary School is committed to striving for excellence. We are dedicated to making our school an outstanding school. We therefore invite you to join our school community to accomplish this goal.

Ms. Cammie Briggs Principal

I SEE . . . ■



David E. Norman is a *Leader in Me* school, teaching children the 7 Principles of Highly Effective People. Our mission is to love, value and teach by nurturing the WHOLE child.

Leader in Me Panther Habits

Proactive

An end in mind

Number 1st things 1st

Think Win-Win

Hear 1st to understand, than to be understood

Everyone Synergy

Regularly sharpen the saw



DEN's Mission:

We will nurture the whole child by providing a world class learning environment, emotional support, and STEAM teaching. We will change the world one child at a time!

DEN's Vision:

All children will know they are valued and loved, empowering them to become exceptional learners and successful leaders. They will show consistent improvement on measured assessments ensuring they are grade level prepared to enter middle school by the end of 5th grade.

DEN's Belief:

DEN Staff BELIEVE and COMMIT to a common [School Operation & Instruction Life-line \(SOIL\)](#). It is the SOIL in which we grow students. It will afford each educator knowledge of expected participation in the education experience at DEN. Changes will be made as needed by the school's Leadership Team within a culture of mutual respect. We commit to **Leader in Me** characteristics to create a world class learning environment in which all staff and students can succeed based on well defined areas of CULTURE, ACADEMICS and LEADERSHIP.

DEN Pledge:

We are DEN students and staff. We love, value, and respect each other by honoring the whole person. We are an effective team of collaborators who work together to ensure high levels of learning for ALL. We will help change the world one person at a time, starting with ME!

Welcome to David E. Norman Elementary School!

Safe School Statement

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps.

Students will learn about recognizing and responding to warning signs of suicide in friends using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all level of the school leadership and stakeholders.

Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.

When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.

Students will have access to national resources that they can contact for additional support, such as:

- National Suicide Prevention Lifeline: 1-800-273-TALK (8255) suicidepreventionlifeline.org
- Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
- Trevor Lifeline Text-Chat Services, available 24/7 Text "TREVOR" to 678-678
- Crisis Text Line: Text TALK to 741-741 crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy.

The White Pine County School District does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment, and provides equal access to the Boy Scouts of America and other designated youth groups.

SCHOOL OFFICE HOURS

7:00 A.M. to 4:30 P.M. Monday through Thursday. Students may not be on campus until 7:30 am as supervision is not available (unless registered for Boys and Girls Club) During vacation periods, the scheduled hours may vary, or the office may be closed. The School Office is a place of business. Students must have permission from an adult to come to the office (except for tardy students or emergencies). Students are expected to maintain proper behavior while in the office.

LEARN TO EARN CITIZENSHIP PROGRAM

Leadership and citizenship are vitally important parts of your child's learning experience. We believe that students should be rewarded for their good citizenship. One student from each class can earn a bicycle. See full published program rules.

PERSONAL COMMUNICATION DEVICES

As DEN is a one-to-one device school for students 2nd-5th grade and has availability of phones in the office for all student emergencies, there is NO use for personal communication devices during school hours from 7:50-3:20 (including recess times). If a child brings AND uses a device during these hours, the device will be taken and the parent will be called to pick the device up at the office.

Devices include but are not limited to cell phones, smart watches, tables, etc. As per District Policy:

- The possession and use of Electronic Communication Devices, including Personal Electronic Communication Devices, by students that are found to be disruptive to the educational process and/or environment can be abusive in ways that negatively affect students, employees, and the district's mission and environment, and is prohibited in accordance with this Policy, other district policies, regulations, rules and procedures, and local, state, and federal laws.
- Building level administrators, in consultation with the Superintendent and in compliance with this Policy, other district policies, regulations, rules, and procedures, are authorized to determine the extent of the use of Electronic Communication Devices, including Personal Electronic Communication Devices, within their schools, on the school's property, and while students are attending that school's sponsored activities during regular school hours. For example, use of Electronic Communication Devices, including Personal Electronic Communication Devices, at the elementary grade level may be different than that at the middle school, and/or high school grade levels.
- Unless a teacher determines otherwise, Electronic Communication Devices, including Personal Electronic Communication Devices, must be turned off upon entering any instructional area and remain off until the student leaves the instructional area. Instructional areas include, but are not limited to, classrooms, gymnasiums, practice fields, field trip locations, auditoriums, band rooms, and chorus rooms. The district shall have the right to restrict Electronic Communication Devices during school evacuations as necessary, for the safety and security of all individuals.
- The district shall not be liable for the theft, loss, damage, misuse, or unauthorized use of any Personal Electronic Communication Device brought to school by a student. Students are personally and solely responsible for the security of Personal Electronic Communication Devices brought to school, school events, or district property. The district will not be responsible for restricting, monitoring, or controlling the personal electronic communications of students; however, it reserves the right to do so. If Personal Electronic Communication Devices are loaned to or borrowed and/or misused by non-owners, the owners of the Personal Electronic Communication Devices are jointly responsible with the non-owner for the misuse and/or violation of district policy, regulations, rules, or procedures.

For more detailed information on personal communication devices consult the District Policy #7381.

LATE STUDENTS

Please make sure your child is at school at 7:50 a.m. each morning to begin LEARNING. If they want to participate in breakfast, they must be here by 7:30 am so that they will not be late for class at 7:50. Students arriving late are to be dropped at Kiss-N-Go areas until 8:15 am. After 8:15 students are to be dropped at the office.

CHECKING STUDENTS OUT DURING SCHOOL HOURS

Students are not allowed to leave during school hours without being checked out at the School Office by a parent or guardian. Please do not go to the child's classroom. ***Always report to the office first when checking in or out of school.*** Students may NOT be picked up early between 3:00-3:20. The focus of the office and student staff is essential for the safety of all students.

COMMUNICATION DURING SCHOOL HOURS

Student messages are for emergencies only, which include serious illness, automobile accident or death. Please handle routine communication, such as pick-up plans or other non-emergency information, with your child at home. *The office should be aware of your daily pick up schedule. **If those daily plans have to be changed, you must present a photo ID at the office during school hours to make that change. Phone calls will not be accepted for student safety.***

LOST AND FOUND

Please label all items of clothing and other personal property with your student's name. Remember to regularly check the lost and found rack for missing articles of clothing, lunch pails, and backpacks.

VISITORS

Visitors are welcome at David E. Norman Elementary School. We require all visitors to adhere to the following guidelines:

All visitors **MUST present a photo ID** in the School Office prior to visiting the classroom or playground to receive a visitor tag.

Make prior arrangements with teachers or staff members for visits.

Avoid undue disruption to the classroom program.

ADULT VOLUNTEERS

Parent and Community volunteers are WELCOMED and ENCOURAGED. All adult volunteers will be required to complete a **WPCSD Volunteer Information Form and Request for Background Investigative Report Form** prior to volunteering in the classroom or traveling on field trips. Forms must be completed at the School Office and proper identification will be required. Volunteers must sign in at the School Office **each time** you volunteer at school.

ATTENDANCE POLICIES

The federal definition of chronic absenteeism that State Education Agencies must use in reporting absenteeism is as follows:

- *A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Students who are absent 10% or more of their enrolled school days are considered chronically absent⁴.*

Attendance is vitally important to both your student and our school as a whole. IF you know YOUR student will be absent in advance, you may fill out a DEN ADVANCED WORK AGREEMENT found at the office. This formal written PRIOR notice will provide your student with needed work and **if approved** will be used for an AR (attendance review) code, **thus not harming your students' reported attendance**.

Health Screenings for DEN students and staff:

- Health screenings will be the responsibility of the family prior to student/staff entry in the building daily including temperature check, symptom checks for sore throat, diarrhea, vomiting, family members sick, use of fever reducing agents within a 24 hour period. The district will provide a screening framework. Parents and students must review the questions on the screening before coming to school each day. (See Appendix G WPCSD Self-Screening Tool).
- Students who display symptoms of illness will be supervised in a separate sick room. Teachers will call the office that a student is coming. Students will be met in the hall at the sick room entrance with a mask on and temperature will be taken. Office staff will triage and call the District nurse. Students will remain in the sick room until parents come to take them home. If symptoms align to COVID, they must see a physician and provide clearance from the physician before re-entry to school. The sick room will immediately be disinfected.
- As per district policy: "If students are tested positive or are confirmed to have Covid19 or are living in a home with someone who has tested positive, adhere to the following.
 - Do not attend school or enter any school or district facilities.
 - Notify the principal or your supervisor immediately.
 - Individuals who have tested positive for Covid19 or who have not been tested but were directed to stay home from school may return to school under the following conditions according to Centers for Disease Control (CDC) guidelines.
 - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever reducing medications *and*
 - Improvement in respiratory symptoms (cough, shortness of breath) *and*
 - At least 10 days have passed since symptoms first appeared."
- If a student must miss school based on screening procedures, they must attend class virtually as health permits. Technology will be made available when it is not accessible at home as available for

the school to do so. Teachers will provide daily opportunities for connection with the class through virtual platforms. Student participation will count as “present” for the day.

- Staff will perform personal screenings, COVID testing, and other health rules the same as students.
- *“Individual and family responsibility are not negotiable. We need families and students who want to be back at school to respect and support the guidelines and self-monitor compliance. Everybody has to do his or her job.”* (District Plan)

EMERGENCY CONTACT

It is your responsibility to keep home and work telephone numbers, addresses, and other demographic information updated with the INFINITE CAMPUS SYSTEM. We need your current phone numbers to contact you in an emergency.

STUDENT RECORDS

Parents or legal guardians of a student are allowed access to their child’s records. If you wish to view your child’s records, please contact the office at 289-4846 to schedule an appointment.

SPECIAL SERVICES

The White Pine County School District has the duty to have policies and procedures in effect to ensure that all children in the district who are in need of special services are identified, located and evaluated. Teachers or parents need to contact the special education department at the school to initiate the process.

PHOTO/VIDEO & MEDIA RELEASE

All parents/guardians will be required to complete a Photo/Video & Media Release for each school year for each student. This form is found online at the DEN Website.

COMPUTER USER AGREEMENT

All students will be required to complete and sign a Computer User Agreement for computer access each year. This form is found online at the DEN Website.

PREVENTION OF SEXUAL MISCONDUCT TOWARD STUDENTS

The District prohibits and will not tolerate any form of sexual misconduct toward students on the part of District employees, administrators, officials, volunteers, or third parties. All incidents are reported to the District immediately. Inappropriate student sexual behaviors will also be met with severe consequences.

COUNSELING AND SOCIAL SERVICES

David E. Norman Elementary provides the services of a certified Elementary School Counselor and licensed Social Worker. These social/emotional support staff provide a variety of services for students, parents and teachers. They are available to all students as much as possible, and in conjunction with the other staff members, strives to create a smoothly functioning school with a prime educational atmosphere.

SCHOOL NURSE

David E. Norman Elementary does NOT have a school nurse **on campus** each school day. Students who are ill or injured are referred to the office. Depending upon the situation, the child may receive minor treatment and return to class. If the office staff or District Nurse feels it is appropriate, the parent will be contacted and asked to come to school and take their child home. School staff will

notify the parent as soon as possible in the event of a physical injury at school. The District Nurse will determine the need for a student to be removed from school if any highly contagious or infectious condition occurs such as head lice, pink eye, chicken pox and other communicable diseases. The student may be required to provide a release from a doctor to be allowed to return to school.

State law AB 182 requires principals and school nurses to allow pupils to self-administer prescribed medications for asthma and anaphylaxis under certain circumstances. *Students are not permitted to bring any kind of medication to school to self-medicate.* All medications including non-prescription drugs must be given to the school nurse and the nurse will dispense the medication to the student. The nurse will not give any medication unless the school has on file the Consent for Oral Medication form. The parent and prescribing physician must sign this form.

The parent/guardian of every child enrolled in Nevada Public Schools must provide evidence that their child has been properly immunized. Students will not be allowed to enter school without proper documentation.

SCHOOL NUTRITION PROGRAM

All students may receive FREE breakfast and lunch at David E Norman Elementary during the 2021-2022 school year. This gift is due to parents filling out Free Reduced Lunch Applications. ALL PARENTS ARE ENCOURAGED AGAIN TO FILL OUT THE APPLICATIONS AGAIN THIS YEAR THAT OUR STUDENTS MAY ENJOY THIS AGAIN NEXT YEAR.

Breakfast is served from 7:30-7:45 a.m. Students must be finished eating and heading to class at 7:50 a.m. when the bell rings. Late students may use the "Second Breakfast" program which is served 9:30-10:40 depending upon the grade band's recess schedule. This program is designed to ensure students have access to food without detracting from learning time. Please call 289-9692 if you have questions or concerns regarding this program.

STUDENT/TEACHER ASSIGNMENT

At David E. Norman Elementary School, students are assigned to a teacher's classroom for the entire school year. Those class assignments are made by administration, based on the recommendations of the parent, existing teachers, and support teachers who work directly with the students. The principal will notify parents of class placement prior to school beginning. Parents who object to their child's placement should forward their objection in writing to the principal's office within two weeks of the school start date. The principal will consider the objection with other factors and make the final decision about a child's placement.

Parents choosing ON-LINE learning may not change to IN-PERSON learning until the end of a quarter.

WPCSD Dress Expectations

The purpose of this policy is to promote a comfortable non-offensive learning environment. Besides the following guidelines, any style of dress or grooming that disturbs this environment is forbidden. The principal determines what is disturbing.

1. Shoes or sandals must be worn.

2. Tops must extend to cover the midriff area. At the shoulder area, they must be at least three inches wide. Tops must cover all undergarments and may not be sheer so as to display undergarments. Tank tops, halter tops, shirts with tears that display skin other than the arms are not permitted.
3. Shorts and skirts must be no shorter than five inches above the knee. For a standard interpretation, this measurement is conducted as the student kneels and the ruler is placed on the floor. The student may conduct the measurement himself or herself. Torn or ripped jeans are permitted so long as tears or rips do not reveal skin or are consistent with the five inch rule described above.
4. Pajamas are not allowed.
5. Clothing and jewelry must not include symbols advertising controlled substances, alcohol, or tobacco. It must not include inappropriate words or pictures or contain any type of inappropriate innuendo. Clothing and accessories that imply known gang connotations are also prohibited. This includes apparel and the manner in which it is worn, jewelry, pocket chains, wallet chains, accessories, notebooks, or any manner of personal grooming. Any clothing promoting hate speech or degrading references towards is forbidden.
6. Caps, hats, and other head coverings may not be worn in classrooms. Any confiscated clothing or other item will only be returned to a parent or legal guardian.
7. Schools, teachers, and supervisors may require specific apparel for certain courses (such as PE or career and technical education) and work environments.
8. The principal is the final authority as to interpretation and decisions with regard to acceptable dress in the school.

STUDENT TRANSPORTATION

The White Pine County School District offers busing for all currently enrolled students, transportation is a privilege not a right. Students are under the supervision and authority of the bus driver. Students are to obey the rules and regulations of the bus and will be given consequences if they do not abide by the rules and regulations of the bus. **Transportation Consequences include:**

- *1st offense* - the student will be counseled and the parents notified
- *2nd offense* - bus riding privileges of the student are suspended for 3 to 5 days.
- *3rd offense* - the student can be suspended from using the bus service for the remainder of the school year.

BULLY POLICY

David E. Norman is dedicated to providing a safe and respectful learning environment, free from bullying and cyber-bullying. If you feel that bullying has occurred, parents may report to the principal by calling 775-289-4846 or filling out our NO BULLY REPORT FORM on our website.

Please be advised, bullying is more than just being unkind. As an elementary school we partner with parents to teach children to be kind to one another. This takes practice, time, and patience. Bullying on the other hand is defined as: “acts or gestures, or any combination thereof, that are directed at a person or group of person, or a single *severe and willful act or expression* that is directed at a person or group of persons” and “repeated or *pervasive* (acts) 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.” (See SB504). Once a Bully Report Form is filled out and received by the principal, investigation will begin.

White Pine County School District does not discriminate on the basis of race, color, national origin, sex, age or disability in compliance with Title VI, Title IX, Section 504 and all other applicable civil rights legislation.

SEARCH OF PROPERTY AND STUDENTS 10103

APPLICATION OF POLICY

Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol and other materials ("Contraband") in violation of school policy or state law. Students who bring Contraband on to school grounds may be searched in order to secure the school environment so learning can take place and to protect other students from any potentially harmful effects stemming from the Contraband. School property shall remain under the control of school officials, and shall be subject to search.

SCHOOL PROPERTY

The school owns student lockers, desks and other such property. The school exercises exclusive control over the school property, and students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.

AUTOMOBILES

Automobiles on school property are subject to search by a school official if a school official has reasonable cause to believe that Contraband is in or on the automobile.

THE PERSON

Students and their effects are subject to being searched by school officials if a school official has reasonable cause to believe that the student is in possession of Contraband.

SUGGESTED PROCEDURES

If a school official has reasonable cause to believe that Contraband is present, he or she may institute a search. Although the following procedures for a search are suggested, they are not mandated, because the circumstance attendant to the need for each search may vary. If practical, the student should be required to be present and asked to consent to the search. If after being informed of the basis for the school official's reason to search, the student does not consent and the circumstances permit, the student's parent or guardian should be called and informed of the circumstances. If the parent or guardian will not consent to the search, the school official may proceed with the search, contact security, or if necessary, call law enforcement authorities. Ordinarily, and if circumstances permit, the search of a person or his or her effects should be conducted out of the presence of other students.

USE OF CANINES

The Administration is authorized to utilize canines whose reliability and accuracy for sniffing out Contraband had been established to aid in the search for Contraband in school owned property and automobiles parked on school property. Canines shall not be used to search students unless school officials have established independently that there is reasonable cause to believe the student possesses Contraband on his or her person. A qualified and authorized trainer who will be responsible for the dog's actions must accompany the canines. An indication by the dog that Contraband is present on school property or an automobile shall be reasonable cause for a further search by school officials.

NOTICE

Students will be provided notice of this Policy concerning search and seizure by having it placed in the student handbook or distributed by supplemental publication. A copy of this Policy will also be posted in the principal's office or another prominent place in each school.

David E Norman Elementary Behavior Plan

DEN uses Restorative Justice to teach children when they misbehave. The following outline our plan for training behavior:

Tier 1 Strategies: to be understood and employed by all staff members as foundational elements to meeting our vision of creating a world class learning environment. The goal at Tier 1 is to reach each and every student and establish a world class relationship. The most effective intervention occurs before there is a problem.

- Greet students regularly by their preferred name. Ask them questions about their lives and interests. Be curious about why they do what they do. Find activities that they enjoy and ask about them. Compliment them using specific language reinforcing their efforts, grit, persistence, etc.
- Make time to contact parents. Utilize the following question stems.
 - What should I know about your student?
 - How can I best support your student?
 - Where does your student struggle?
 - What helps your student be motivated?
 - When your student is upset, what is the best approach to take?
 - What are warning signs or triggers I should be aware of?
- Explicitly teach and strive to integrate the Social and Emotional Learning Pillars listed in this document. Notice when students display these pillars and name them.
- Intentionally use restorative practices like mindset, language, affective statements, talking circles etc. into daily interactions and classroom activities.
- Model your own thinking using the CBT lense in this document. When you notice students displaying common thinking traps, take the opportunity to help students reflect on how their thinking affects their emotions and thus their behavior.
- Utilize the trauma informed lense. Many times, if people are behaving poorly, using the trauma informed lense can assist in illuminating a factor that is contributing.
- Monitor your own mental health. When higher levels of agitation, frustration, and irritation are present, it might be more from your own mindset than that of your colleagues and students. Before voicing your concerns, consider how both grace and truth can be delivered in a way that values the people involved and provides a path forward?

- Provide students with regular, positive feedback regarding their academic and social-emotional learning. Notice when they do something kind or make a positive change and give them earnest, specific encouragement.

Tier 2 Strategies: to be used by teachers and administrators when minor classroom or school level problems need intervention in order for harm to be repaired, relationships to be restored, problems to be solved, conflict to be mediated, and learning to progress. Many times, what we have traditionally viewed as misbehavior is actually a manifestation of a need: “I don’t understand this content,” “I don’t feel safe,” “I feel stupid,” “I feel ashamed,” etc. These strategies and this framework are designed to help us focus on identifying that need and responding in a way that helps the student learn, grow, and develop the capacity to self correct in the future. As discussed in the [Common Language](#) section, consequences alone rarely help students develop these desired traits. We can be more effective in our approach to helping students develop as we embrace the journey to help students to identify the reasons they are acting out and discover ways to actually address their needs versus expressing those needs by acting out. The goals of Tier 2 strategies are

- To build world class relationships with students.
- To repair relationships between and among students.
- To use the trauma informed care lense to understand the perspective of students.
- To continue the classroom level learning experience with as few hiccups as possible.

Tier 2 Procedures

1. Utilize the [World Class Relationships Summary](#) document as a guide.
2. Employ classroom level restorative practices.
3. Complete an IC referral.
4. Notify the administrator **prior** to sending the student to the office (request an escort if necessary).
5. Contact parent.

Tier 2 [Possible restorative practices](#)

1. Affective questions and statements.
2. Peer conference.
3. Student/teacher conference.
4. Reintegration conference..
5. Written reflection.
6. Personal or written apology.
7. Restorative circle.
8. Assignment to connect negative action with SEL Pillar.

Tier 2 Possible consequences used in conjunction with restorative practices

1. Detention.
2. Loss of recess or lunch period.
3. Community service.
4. Time out of class.
5. Lunch cleanup duty, etc.
6. Anytime a consequence is assigned, parent contact is required.
7. Utilize the [World Class Relationships Summary](#) document as a guide.

Tier 3 Strategies: to be used by administrators when urgent, potentially dangerous, and/or repeated minor classroom or school level problems need intervention in order for harm to be repaired, relationships to be

restored, problems to be solved, conflict to be mediated, and learning to progress. *Many times, what we have traditionally viewed as misbehavior is actually a manifestation of a need: "I don't understand this content," "I don't feel safe," "I feel stupid," "I feel ashamed," etc.* These strategies and this framework are designed to help us focus on identifying that need and responding in a way that helps the student learn, grow, and develop the capacity to self correct in the future. As discussed in the **Definitions** section, consequences alone rarely help students develop these desired traits. We can be more effective in our approach to helping students develop as we embrace the journey to help students to identify the reasons they are acting out and discover ways to actually address their needs versus expressing those needs by acting out. The goals at Tier 3 are

- To build or preserve world class relationships with students, to repair relationships between and among students.
- To use the trauma informed care lense to understand the perspective of students.
- To balance classroom level learning experiences as a whole with the needs of the individual student(s) who might need extra attention.

Tier 3 Procedures

1. Utilize the [World Class Relationships Summary](#) document as a guide.
2. Escort (or call an administrator) the student to the office.
3. Ensure that deescalation occurs: provide student time to decompress, isolate students in conflict, provide water or a snack.
4. Contact parent.
5. Utilize restorative discussion and practices, guiding students to reflect and self assess.
6. Administer consequence.

Tier 3 [Possible restorative practices](#)

1. Affective questions and statements.
2. Peer conference.
3. Student/teacher conference.
4. Reintegration conference (required when there is a suspension).
5. Social worker or counselor discussion.
6. Mediation with a group of peers.
7. Written reflection.
8. Personal or written apology.
9. Assignment to connect negative action with SEL Pillar (required when there is a suspension).
10. Plan to correct behavior in the future (required when there is a suspension).

Tier 3 Possible consequences used in conjunction with restorative practices

1. Suspension or emergency suspension. In cases where student or staff safety is not at stake and the student is cooperative, the principal may utilize consequences in alternative to suspension such as community service, Friday school, etc.
2. Restitution.
3. Possible referral to law enforcement.
4. Utilize the [World Class Relationships Summary](#) document as a guide.
5. All consequences available in Tier 2 strategies.

Tier 4 Responses: to be used in cases of emergency, immediate threat to safety, and illegal acts. The goals of Tier 4 are to prioritize the safety and well being of the students/staff/organization as a whole and provide extreme intervention for the student(s) who might need it through referral(s) to outside agencies.

Procedures

1. Immediately call administrator and/or law enforcement.
2. Ensure that deescalation occurs: provide student time to decompress, isolate students in conflict, provide water or a snack.
3. Contact parent.
4. Investigate and consult with the superintendent.
5. Utilize the [World Class Relationships Summary](#) document as a guide.

Possible consequences

1. Immediate emergency suspension.
2. Possible consideration for expulsion.
3. Required referral to law enforcement.
4. Possible psychological or mental health assessment.
5. Referral to outside counseling or DCFS.

NEVADA DEPARTMENT OF EDUCATION
EDUCATIONAL INVOLVEMENT ACCORD
(To be completed at Open HOUSE)

Parent

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 the computer, playing video games, etc.
- Contributing at least 5 hours of time to each school year in areas 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/Legal 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
- 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 students
 - Carrying out the professional responsibility of educators to seek the best interest of each student
- Providing frequent reports to parents on their child's progress and providing reasonable access to staff to the parents and legal guardians of students to discuss their concerns

Teacher/Staff Designee Signature_____ **Date**_____

