RAINBOW DREAMS EARLY LEARNING ACADEMY
2026-2027 Progressive Discipline based on Restorative Practices Plan

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RAINBOW DREAMS EARLY LEARNING ACADEMY

Behavior Management Overview

Rainbow Dreams Early Learning Academy (RDELA) is committed to creating a safe, nurturing, and inclusive learning environment where every student is valued and supported. The purpose of this *Progressive and Restorative Discipline Plan* is to outline clear expectations for behavior, define consistent and equitable disciplinary procedures, and ensure all interventions promote student growth and accountability.

At RDELA, discipline is viewed as a teaching and learning process—not simply a form of punishment. Our approach is grounded in restorative practices, which focus on repairing harm, restoring relationships, and fostering a sense of community responsibility. Through this framework, students are guided to understand the impact of their actions, take responsibility, and develop the social-emotional skills necessary for lifelong success.

Teachers and administrators at our academy are responsible for maintaining a positive and orderly environment, ensuring the well-being and safety of all students. Students who do not follow reasonable rules may face appropriate consequences based on individual circumstances. The safety and educational welfare of all students must remain the highest priority. Whenever possible, the academy will utilize restorative practices in conjunction with parent and caregiver support. For scholars identified with disabilities or who qualify for special education or 504 services, disciplinary actions will align with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

By working collaboratively with families, educators, and the community, RDELA aims to ensure that every student has the opportunity to learn in an environment that is safe, supportive, and conducive to personal and academic growth.

RDELA is committed to transparency. All documents related to our Progressive Discipline Plan based on Restorative Practices are available on our school website for download and review.

Violations of School Rules:
Scholars who break rules or engage in unsafe or inappropriate behavior may face consequences such as suspension or other disciplinary actions as outlined below:

A. On school grounds at any time, whether or not school is in session.
B. Off school grounds during a school activity, event, or on the way to and from such activities.

C. Off school grounds, but near enough to the school that the behavior could affect school operations, activities, or the well-being of students or staff.
D. During school hours when their actions could impact the school community or the safety and welfare of others.
E. At any time, on or off school grounds, when the behavior directly affects the health, safety, or welfare of students or staff members.

RDELA is a CLOSED CAMPUS: All individuals entering the premises must register with the visitor management system at the front office. Students are not permitted to leave by themselves or with individuals not listed on their emergency contacts or who are under the age of 18. Identification will need to be provided prior to signing a child out of school.

This policy aims to foster a nurturing learning environment where all Scholars feel safe and supported.

Code of Conduct

Rainbow Dreams Early Learning Academy (RDELA) is committed to maintaining a drug- and alcohol-free campus. In accordance with state law and school policy, the possession, use, or distribution of drugs, alcohol, or controlled substances is strictly prohibited. RDELA enforces a zero-tolerance policy for such violations. Any student found in violation will be subject to disciplinary action up to and including expulsion, consistent with NRS 392.467 and related statutes.

RDELA strictly prohibits bullying, cyberbullying, intimidation, harassment, or discrimination on the basis of race, color, national origin, religion, gender, gender identity or expression, sexual orientation, disability, or any other protected class. This applies to all interactions on campus, at school-sponsored activities, and through electronic communication, in accordance with NRS 388.122–388.1351.

- Students who engage in such behavior will face disciplinary action, which may include suspension or expulsion.
- Students who witness or experience bullying or harassment are obligated to report the incident immediately to a teacher, administrator, or other school authority.

School-wide Behavior Intervention Policy

At RDELA, we believe that all Scholars can learn and demonstrate positive behavior. Our mission is to provide a strong academic program within a safe, nurturing, and respectful environment where every student can thrive. Our goal is to educate Scholars in order to lay a firm foundation for positive life choices; this includes educating them on appropriate

behaviors and that their actions have meanings and consequences. Whenever possible behavioral interventions take priority over disciplinary actions. These include educating a scholar on whether their action is a green (positive) choice or a red (negative) choice, offering redirection or calming spaces, social-emotional learning, skill building, positive reinforcement tiered supports, family engagement, and behavioral contracts.

- Teacher and Student Rights: All teachers and students have the right to a classroom free from disruption—one that supports both teaching and learning.
- Early Learner Focus: Because our student body is made up of early learners, we prioritize providing tools, teaching skills, and concepts that help students build responsibility, self-control, and positive decision-making abilities.
- Progressive Behavior Interventions: To support students and protect the integrity of instruction, RDELA has established a Progressive Behavior Intervention Plan. This plan distinguishes between minor infractions (e.g., disruption, non-compliance, inappropriate language) and major infractions (e.g., fighting, possession of prohibited items, repeated harassment) and applies interventions accordingly.

Interventions may include, but are not limited to:

1. Redirection and verbal reminders
2. Reflection opportunities and restorative practices
3. Parent/guardian notification and involvement
4. Behavioral support plans or counseling services
5. Suspension or expulsion, if required under NRS 392.467

RDELA is committed to ensuring that disciplinary actions are fair, consistent, and aligned with Nevada law, while supporting students in learning from their mistakes and developing lifelong positive behaviors.

Discipline and Restorative Practices

It is the administrator's responsibility to take actions necessary to protect pupils and school personnel from dangerous or socially detrimental actions of pupils. The governing body of the school has established a plan to use disciplinary practices based on restorative practices. Such a plan must: (a) Authorize the use of disciplinary action based upon restorative

practices which include, without limitation: (1) Holding a pupil accountable for his or her behavior; (2) Restoration or remedies related to the behavior of the pupil; (3) Relief for any victim of the pupil; and (4) Changing the behavior of the pupil; and (b) Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333 including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from schools that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

It is our intent, at Rainbow Dreams Early Learning Academy, to establish and maintain an educational environment in which teachers can successfully teach and Scholars can comfortably learn with minimal disruptions and maximum satisfaction. Students are recognized and rewarded for appropriate behavior through praise, encouragement, and tangible rewards. Logical consequences are used to change misbehaviors. Students are given the opportunity to monitor their own behaviors, and student self-responsibility is fostered as students make choices and accept the consequences for their choices.

FOR THE HOME: It is expected that parents/guardians will:

• Support school officials in their efforts to develop and maintain a well-disciplined school.

• Teach the child socially acceptable standards of behavior.

• Teach the child by word and example to have respect for the law, authority, and the rights and property of others.

• Teach the child to be accountable for his/her own actions.

• Help the child grow and develop into a self-disciplined person.

• Share the responsibility of student control with the school.

• Work with RDELA in the development of a classroom behavior plan should it be necessary.

FOR THE COMMUNITY: It is expected that the community will:

• Support school officials in all efforts to develop and maintain well-disciplined schools.

• Recognize its role in influencing student behavior through media, activities, and customs.

• Show interest in the programs the school offers and personnel who are responsible for them.

• Provide the necessary resources for maintaining instructional programs, staff, and services which are enforced in a well-disciplined school.

Rules and Expectations

At RDELA, we emphasize positive reinforcement and proactive measures, recognizing that early learners may need additional support as they adjust to the school environment. We are committed to providing a nurturing atmosphere where students are respected, encouraged to reflect on their behavior, and equipped with tools to make better choices. Through this approach, we ensure that students not only grow academically but also develop the social and emotional skills necessary to become kind, responsible citizens. Every attempt will be made to deal with inappropriate behavior or problems through the use of Restorative Justice measures (NRS 392.466, 392.467 and 392.472), and through pupil and parent/guardian conferences

Parents and caregivers are integral partners in this process, and we appreciate your support as we work together to build a strong, respectful school community.

Minor Infractions:

Minor Infractions are considered as infractions which *Do Not* jeopardize the safety and welfare of students, faculty, and staff. **Minor infractions are as follows but are not limited to the following examples.**

- Disrespect.
- Non-compliance.
- Talking without permission.
- Shouting and/or yelling.
- Dress code violation.
- Refusal to complete assignments.
- Throwing paper.
- Writing on the desk and breaking pencils or crayons.
- Walking around the classroom without permission.
- Verbal disagreements/confrontations not specific to repeated bullying--- name calling such as stupid, ugly, idiot and telling another student to “shut-up."

- Disruptive behavior such as singing, making noise, tapping the pencil on the desk.
- Misrepresentation of the truth.
- Academic dishonesty.
- Horse-playing.
- Playing with inappropriate objects in class.
- Repeated tardiness

Minor infraction will be handled by the classroom teachers utilizing the school-wide Classroom Management Intervention Plan by implementing the following actions.

- **Step 1**. Re-direct student behavior. A re-direction can be a verbal or nonverbal reminder to the student directed at pointing out what the student should be doing.
- **Step 2**. Verbal warning.
- **Step 3**. Giving the child space to decompress and regulate: This can be accomplished by giving the student a set time out in a "calm corner" or space designed to meet the child's regulatory and sensory needs without disrupting other students in the classroom.
- **Step 4**. Required reflection and apology.
- **Step 5.** One on one conference with the student. During this step, the teacher will communicate behavior expectations to the student and provide the student with the opportunity to respond. It is important to clarify expectations and model appropriate behaviors.
- **Step 6**. Parent/Caregiver Contacts (by phone or email).
- **Step 7.** Limit privileges.
- **Step 8.** Parent/Caregiver-child-teacher conferences (at school).
- **Step 9.** If students have failed to make the appropriate behavior changes, teachers submit detailed referrals to the principal with the appropriate documentation describing the behaviors and previous actions taken. Administration will lay out a behavioral plan or make the decision to escalate the discipline as necessary.
- **Step 10.** Classroom reassignment if administration considers it beneficial for the recurring behaviors.

Proactive Steps to Ensure a Safe and Positive Environment

Whenever possible, it is the intention of Rainbow Dreams Early Learning Academy is to support positive behavioral choices rather than engage in disciplinary action. We would like to empower Scholars to make better choices and we treat every child with love and respect. The following steps are in place to assist our students in becoming respectful, responsible, and safe:

- Classroom incentive programs
- School wide incentives
- Daily positive reinforcement through circle time discussions
- Lessons focusing on positive behavior and choices
    - This includes both modeling and social stories
- Teaching the students to self-assess their social emotional needs
    - PECS introduced for Scholars with receptive or communicative delays
- Allowing Scholars to request time to regroup in the calm corner
- Creating an inclusive space

Whenever possible, when an infraction allows, the goal is to create a teachable moment. Our school consists of early learners who may need extra patience when it comes to adjusting to a classroom environment, however we believe that all students are capable of behaving in a positive and respectful manner which is conducive to learning.

Citizenship Programs

Citizenship programs provide a time to recognize and award students who make an honest effort to abide by the rules, show kindness and consideration to others, and model appropriate behavior. This is a special time for each child and his/her family. The teacher will notify the family when a child will be receiving the Good Citizenship Award so plans may be made to attend that program. Programs are also a means to give Scholars experience in appearing before an audience and in learning to behave as an audience, with quiet attentiveness for the duration of the performance. WE ASK THAT PARENTS DO THE SAME. Limited seating at programs occasionally results in crowded conditions. Your patience and tolerance are appreciated. Cellular phones should be turned off in order to not distract the students.

Major Infractions;

Major Infractions are considered as infractions which DO jeopardize the safety and welfare of students, faculty, and staff. **Major infractions are as follows but are not limited to the following examples.**

- Bullying: including harassment and/or exhortation.

  - Repeated incidents of name calling will be considered a major infraction.
- Threats to inflict bodily harm on another.
  - This includes simulating a firearm.
  - A pupil shall not threaten or intentionally cause or attempt to cause physical injury or intentionally behave in such a way, as could reasonably cause physical injury to a school employee, which would cause a reasonable person to feel apprehension of immediate bodily harm.
- Physical aggression including fighting and throwing objects at others.
  - This includes hair pulling, biting, kicking, or punching regardless of whether the other student was actively or passively involved.
- Profanity or obscene gestures.
- Major classroom disruption involving rough-housing or unsafe behaviors.
- Possession of weapons; Firearms; or any object resembling a weapon with the intention to intimidate or cause disruption.
  - Weapons - A weapon defined by the Gun-Free Schools Act of 1994, or a dangerous weapon, which includes, without limitation, blackjack, slingshot, billy-club, sand-club, sandbag, metal knuckles, dirk or dagger, nunchaku, switchblade knife or trefoil, butterfly knife or any other knife described in NRS 202.350 and NRS 202.265 or 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. Under NRS 202.350, while on school grounds, an airsoft gun, BB gun, paintball gun, and pellet gun are all considered weapons. The principal may, in their discretion, take appropriate disciplinary action other than recommending expulsion for possession of prohibited weapons, except those listed above, such as pen knives which are not used under dangerous circumstances or in a threatening manner. In accordance with the Federal Gun-Free Schools Act of 1994, if an expulsion recommendation results from a pupil's possession of a firearm (any weapon which will or is designated to or may readily be converted to expel a projectile by the action of an explosive or other propellant as defined by the Act, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer) or destructive device, explosive, incendiary, or poison gas, said expulsion from a regular school program shall be for a period of not less than one year unless the superintendent has determined that for good cause whom in a particular case a modification to expulsion may be allowed if such modification is made in writing and it is determined that a restorative plan of action may be used successfully.

- Possession of alcohol, tobacco, or a controlled substance.
    - Possession or distribution of any controlled substance will result in a direct report to social services.
- Continual and repeated disruption of learning environment requiring removal from class on 3 or more occasions.
- Possession of flammable and explosive materials including matches, lighters, firecrackers.
- Arson.
- Bomb threats.
- False fire alarm.
    - Except upon the first incident where the principal or designee may take appropriate disciplinary action other than recommending expulsion.
- Sexual assault or lewd or immoral behavior such as exposing body parts, harassment, and/or touching another student in an inappropriate manner.
    - Sexual Assault includes inappropriate, suggestive, or explicit sexual behavior; conduct inconsistent with rectitude, or indicative of corruption, indecency, depravity, dissoluteness; or as willful, flagrant, or shameless conduct showing moral indifference to the opinions of respectable members of the community
- Excessive tardiness or absences.

Consequences for behaviors are determined by the severity, intensity, and frequency of the infraction, as well as extenuating circumstances. Consequences consist of a required parent conference with a behavior action plan, a required parent conference with the recommendation of suspension and a behavior action plan, or a required parent conference with the recommendation for expulsion.

For a major infraction, depending on the severity and circumstance, the police or child services may be notified. This includes possession of weapons or firearms, physical aggression against another student to the point of injury, lewd or immoral behavior, possession of a controlled substance which will require a report be filed with the local authority.

Possession of a dangerous weapon qualifies for immediate removal under state law.

Plan for temporary removal of a pupil from the classroom in accordance with the NRS 392.4645, 392.4646, 392.4647, and 392.4648:

Suspension is the disciplinary removal of a pupil from school. Pupils receiving, and pupils who have been identified as disabled or qualifying for special education and/or 504 services, shall be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Suspensions may be "significant" which means the school in which the pupil is enrolled: A. Prohibits the pupil from attending school for 3 or more consecutive days; and B. Requires a conference or some other form of communication with the parent(s)/guardian(s) of the pupil before the pupil is allowed to return to school.

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 will provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond.

Required Parent or Caregiver Conference:
A conference is scheduled to discuss students' behavior. Students are not allowed to come to school until the conference has been conducted. Required conferences are usually scheduled within one day after the infraction. Required parent conferences may be conducted on the same day of the infraction. It is within a parent or caregiver's rights to request a follow-up conference at a later date.

Most conferences will be scheduled with a minimum of one day following the infraction. This is to allow for a thorough investigation the alleged infraction and allow time for RDELA to conduct a thorough internal investigation of the incident prior to speaking with a parent or caregiver.

Students are not allowed to return to school until after the Required Parent Conference is conducted and a behavioral contract is signed and submitted to the administration.

Suspension: Temporary removal from school which may consist of one to ten days' dependent upon the nature of the offenses and any extenuating circumstances related to the alleged infraction. All classroom/homework assignments will be provided for students during the temporary removal of school. The duration of suspension is set at a maximum of 10 school days.

Classroom Reassignment: Changing the placement of a misbehaving child has proven to be an effective solution for minor recurring classroom behaviors. Whenever possible, this will be one of the earliest strategies implemented.

Habitual Behavioral Incidents: The school administrator shall deem a pupil a habitual disciplinary problem if a school has written evidence that in one school year a pupil has: Attempted to cause physical ham,, threatened or extorted, or attempted to threaten or extort, another pupil or teacher or other personnel employed by the school a minimum of 3 times AND the school has made reasonable efforts to develop a plan of behavior pursuant to NRS 392.4655 subsection 5 and the pupil and his or her caregivers have not made efforts to enter into or participate in such a plan of behavior;

- The homelessness of the pupil was not a factor in his or her behavior, as determined in consultation with the local educational agency liaison for homeless pupils designated in accordance with the McKinney - Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or social worker; and
- The placement in foster care of the pupil was not a factor in his or her behaviors, as determined in consultation with a contact person at the school, including, without limitation, a school counselor or school social worker.

Recommendation For Voluntary Removal from Program:

A recommendation for removal from the program is made when a student's needs extend beyond the support and services that the school can provide. This is not an expulsion, but rather a proactive step to ensure the child and their family can access the appropriate resources necessary for the student to thrive academically and socially. Our primary concern is the well-being and success of each child, and in certain cases, external supports may be better equipped to address the student's unique challenges. This decision is made with the goal of ensuring the child receives the full range of services they need to reach their potential.

Removal from Program: Permanent removal from school is based upon the extreme intensity, severity, frequency of the infraction, extenuating circumstances, *and* parental cooperation in regard to disciplinary action. RDELA strives to work closely with families and caregivers in supporting a child's behavioral growth. Caregivers who repeatedly are in violation of our Student/Parent Handbook "Code of Conduct" risk their child's removal from the program. RDELA is a choice institution, and the privilege of attendance will be revoked. The student will have to return to his or her home district for the duration of one calendar year.

Please Note:

- Major Infractions will result in a mandatory conference with Administration, Teacher, Student, and Parent/Caregiver which becomes effective immediately.

- Required Parent/Caregiver Conferences may be held the same day of the infraction if the situation requires immediate removal from the campus; however, a follow-up conference can be scheduled to allow time for an internal investigation to be conducted. Parents and Caregiver will be immediately notified in the case of any infraction requiring major intervention.
- Upon notification of the Required Parent Conference, the parent/legal guardians and any other individuals that are designated by parents, and guardians (names must be designated on students' information) must pick up the student from school. Student will not be allowed to return to the classroom until the conference takes place. Picture identification is needed and verification from the parents/legal guardian is required.

Due Process Appeals: Due Process is an appeal process of the recommendation for temporary removal from school (suspension) for more than seven (7) school days or the recommendation for permanent (expulsion) removal from Rainbow Dreams Early Learning Academy (RDELA). All due process appeals are handled by the Rainbow Dreams Early Learning Academy Governing Board.

In accordance with NRS 392.4674(1), if a student is suspended or expelled from school, the administration of RDELA will provide, on the same day, written notice of the suspension or expulsion, along with a copy of the policy and procedures for appealing the decision, pursuant to NRS 392.4671.

Pursuant to NRS 392.4644(1)(a), the written notice will also include specific timelines for filing an appeal. In compliance with NRS 392.4674(2), the student and/or parent/guardian has five (5) school days from the date of the suspension or expulsion to submit a written appeal.

In accordance with NRS 392.4674(3) and NRS 392.4671(1)(d), no later than five (5) school days after receiving notification of the appeal, the Governing Board of RDELA must schedule a hearing. This hearing will provide the student and parent/guardian the opportunity to present evidence, respond to the charges, and participate in the decision-making process. The Governing Board shall establish fair and reasonable procedures for conducting the hearing and rendering a decision.

Additionally, pursuant to NRS 392.4674(4)(a)(1) and NRS 392.4673, the Governing Board must consider whether an alternative placement would be appropriate for the student. Any

such placement must be determined to be the least restrictive environment possible, taking into account the seriousness of the acts that were the basis for the suspension or expulsion. During the period of removal, RDELA will ensure that the student continues to receive all classroom and homework assignments until a final decision has been made regarding the appeal.

No student shall be subjected to corporal punishment in any public elementary or secondary school. A school administrator is not authorized to waive this prohibition based upon the request of a parent or guardian.

RAINBOW DREAMS EARLY LEARNING ACADEMY

Suspension: What You Need to Know if Your Child is Suspended

Why Did My Child Get Suspended?

Your child has been suspended because of a serious or repeated behavior violation as outlined in our student handbook. The reason is explained in your official suspension notice.

What Happens During Suspension?

- Your child will receive classwork and homework to complete at home.
- Work must be returned to the teacher, so your child stays on track
- Your child may not be on school grounds during the suspension.

How Long is Their Suspension?

- Length will vary based on the severity or frequency of the behavior.
- Specifics about the length will be documented in the official suspension notice.

Your Rights as a Parent/Guardian (NRS 392.4644 & 392.4671)

1. **Right to Appeal**
    - You have 5 school days from the date of this notice to file a written appeal if you disagree with the suspension.
    - Appeals must be sent to:
      Rainbow Dreams Early Learning Academy Governing Board:
      Board@rdacharter.org and cc'd to the Director of Compliance:
      Kristy.Borg@rdacharter.org.
2. **Hearing Scheduled Quickly**
    - The Governing Board must schedule a hearing within 5 school days after receiving your appeal.
    - You and your child can attend, share your side of the story, and present any evidence supporting your objection to the suspension.
3. **Alternative Placement May Be Considered**
    - In some cases, the school may consider placing your child in an alternative learning setting if it is the least restrictive and most supportive option.

Important to Know

- Corporal punishment is not allowed under Nevada law.
- If you do not file an appeal within 5 school days, the suspension will remain in place.

- You may always schedule a meeting to discuss your child's behavior with your child's teacher and/or the administration.
- If you have questions, call us at 702-638-0222

We believe all students can learn from mistakes and grow with support. We appreciate your support in your child's educational journey.

Incidents requiring the student to be restrained or secluded: Following an incident involving the use of restraint or seclusion, the following will be provided to a parent or guardian of the student: Verbal or electronic notification of the incident by the end of the school day when the incident occurred including: A description of the restraint or seclusion, the date of the restraint or seclusion, the times when the restraint or seclusion began and ended. The location of the restraint or seclusion and a description of the student's activity that prompted the use of restraint or seclusion will be included in this notification. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted and the names of the personnel who administered the restraint.

Restraint may be used on a student only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

(B) Less restrictive interventions have not been effective.

Seclusion may be used on a student only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

(B) Less restrictive interventions have not been effective.

If restraint or seclusion is used on a student, the restraint or seclusion will be limited to only the time when the student's behavior poses a significant risk to his/herself or others.

Plan for Restorative Justice and Discipline:

Our restorative justice policy aims to foster a positive school culture focused on accountability, repairing harm, and building healthy relationships. We prioritize creating an environment where students learn from their mistakes, develop empathy, and work towards restoring trust within the school community. This approach seeks to address behavioral issues in a constructive and supportive manner rather than relying solely on punitive measures.

Restorative discipline provides students with a space for common understanding, conflict solving, and providing pathways to repair harm. For our early learning community addressing the social emotional needs of our students requires teachable moments where students are able to take ownership of their behavior, practice empathy and conflict resolution with the mediation of a teacher or administrator. The following questions should be asked of the student in order to better understand the situation:

- **Social Restoration**
  - Tell me what happened. What was your part in what happened?
  - What were you thinking at the time? How were you feeling?

  - Who else was affected by this?
  - What have been your thoughts since? What are they now?
  - What do you need to do to make things right?
  - What can we do to support you?
- **Self-Restoration**
  - Tell me what's been happening. What has not been working for you?
  - What are you thinking about this situation? How are you feeling about it?
  - How is this getting in the way of your learning?
  - How is this getting in the way of you being the person you want to be in our community?
  - What do you need to learn/to do to make things better?
  - What might you do differently next time you find yourself in a similar situation?

When a student who has faced a disciplinary action such as suspension is welcomed back into the classroom, care should be given to incorporate the learning in a health and positive way. Behavioral plans should be implemented to support the child's needs that led to the infraction and ways to help rebuild a positive foundation and relationships within the classroom.

(1) Holding a pupil accountable for his or her behavior:

Restorative practices start by holding the pupil accountable for their actions. This involves acknowledging the impact of their behavior on others and understanding the consequences of their actions.

(2) Restoration or remedies related to the behavior of the pupil:

Restoration involves addressing the harm caused by the pupil's behavior. This may include actions such as apologies, making amends, community service, or any other action that helps repair the relationship and restore a sense of trust.

Relief for any victim of the pupil:

In restorative practices, providing relief and support to the victim of the pupil's behavior is essential. This may involve mediation, dialogue, or other appropriate actions to help the victim express their feelings, concerns, and needs, and to facilitate the healing process.

(4) Changing the behavior of the pupil:

The ultimate goal of restorative practices is behavior change. By engaging in reflection, dialogue, and understanding the impact of their actions, the pupil is encouraged to recognize the need for change and take proactive steps toward better behavior and decision-making.

By incorporating these elements into disciplinary procedures, educational institutions foster a positive and supportive environment that encourages personal growth, empathy, and a sense of responsibility among students. Restorative practices promote learning from mistakes, repairing relationships, and ultimately creating a conducive atmosphere for personal and collective development within the educational community.

Supervision:

- Through staff supervision at assigned duty areas before and after school, at nutrition and during lunch, and school-sponsored activities.
- Through the presence of a RDELA campus security guard.
- Through the work of our school social workers and counselors

Interventions/Activities:

- School wide Multi-Tiered System of Supports (MTSS)
- Behavior contracts
- Attendance contracts
- After school programs
- Positive Behavior Support Plans as determined by site teams (i.e. IEP Team, Intervention Team, etc.)
- Restorative Discipline Plans as determined by site intervention assistance teams (IAT)
- School leadership and school mentoring programs

Alternate Placement Protocol: (NRS 392.466)

RDELA is committed to utilizing the least restrictive environment for all scholars. Alternative placement decisions will be made collaboratively between administration, parents/guardians, and support staff. Placement will always seek the least restrictive and most supportive environment for the student, consistent with the seriousness of the behavior and the needs of the child.

Students with Disabilities:

Behavior Interventions for students with Individual Education Plans (IEP) or 504 accommodations will be based upon the content and relatability to the student's Individual

Education Plan or 504 Accommodations and will be determined with the assistance of the school's Multi-Disciplinary Team (MDT).

Discrimination Based on Race, Bullying, or Cyberbullying.

Bullying, Cyber-Bullying, Discrimination Based on Race, Harassment and Intimidation Are Prohibited in Public Schools. According to the NRS 388.122 Bully means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress; or

2. Places the person in reasonable fear of harm or serious emotional distress; or

3. Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

NRS 388.135 Bullying and cyber-bullying prohibited. A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in discrimination based on race, bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus.

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

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

2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the discrimination based on race, bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the discrimination based on race, bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not have access to the reported victim of the alleged violation of NRS 388.135, the administrator or designee may wait until the next school day when he or she has such access to take the action required by this subsection.

3. The investigation conducted pursuant to subsection 2 must include, without limitation:

(a) Except as otherwise provided in subsection 4, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported discrimination based on race, bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the discrimination based on race, bullying or cyber-bullying. The notification must be provided:

(1) If the discrimination based on race, bullying or cyber- bullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying or cyber-bullying is reported; or

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

(b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such parents and guardians. 4. If the contact information for the parent or guardian of a pupil in the records of the school are not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to paragraph (a) of subsection 3.

5. Except as otherwise provided in this subsection, an investigation required by this section must be completed not later than 2 school days after the administrator or

designee receives a report required by subsection 1. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 2 school days after making a good faith effort, 1 additional day may be used to complete the investigation. The time for completing an investigation into a report of cyber-bullying may be extended to not more than 5 school days after the report is received with the consent of each reported victim of the cyber bullying or, if a reported victim is under 18 years of age and is not emancipated, the parent or guardian of the reported victim.

6. An administrator or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred:

(a) The report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 23 as part of the investigation.; and

(b) Any action taken after the completion of the investigation to address the discrimination based on race, bullying or cyber-bullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims. When necessary, the administrator or his or her designee shall give priority to ensuring the safety and well-being of the victim or victims over any interest of the perpetrator or perpetrators when determining the actions to take.

7. If a violation is found not to have occurred, information concerning the incident must not be included in the record of the reported aggressor.

8. Not later than 10 school days after receiving a report required by subsection 1, the administrator or designee shall meet with each reported victim of the discrimination based on race, bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported discrimination based on race, bullying or cyber-bullying, as applicable, is not continuing.

9. To the extent that information is available, the administrator or his or her designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost. If such a list is provided, the administrator, his or her designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.

10. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the administrator or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.

11. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a pupil who is a victim of discrimination based on race, bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil assign the pupil to a different school.

12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of: (a) Reports received pursuant to subsection 1, concerning incidents of bullying or cyber-bullying; (b) Reports received pursuant to subsection 1, concerning incidents of discrimination based on race; (c) Times in which a violation of NRS 388.135 is found to have occurred; and (d) Times in which no violation of NRS 388.135 is found to have occurred.

13. A direct supervisor who receives a monthly report pursuant to subsection 12 shall, each calendar quarter submit a report to the Office for a Safe and Respectful Learning Environment that includes, for the schools for which the direct supervisor has received a monthly report in the calendar quarter, the; (a) Total number of reports received pursuant to subsection 1 concerning incidents of bullying or cyber-bullying; (b) Total number of reports received pursuant to subsection 1 concerning incidents of discrimination based on race; (c) Number of times in which a violation of NRS 388.135

is found to have occurred; and (d) Number of times in which no violation of NRS 388.135 is found to have occurred.

14. The Office for a Safe and Respectful Learning Environment, in consultation with the direct supervisor of a principal, shall, after reviewing a report submitted pursuant to subsection 12 or 13, as applicable, make any recommendations based on identified tends and patterns the Office determines to be appropriate regarding interventions or training to address discrimination based on race, bullying and cyber-bullying at the school.

15. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.

16. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed. (Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069, 2017, 1488, 4159,; 2019, 1307, 1913)

NRS 388.1352 Establishment of policy by school districts for employees to report violations to law enforcement. The board of trustees of each school district, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district, shall establish a policy for the procedures which must be followed by an employee of the school district when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency. (Added to NRS by 2011, 2244)

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

1. If a law enforcement agency is investigating a potential crime involving an alleged violation of NRS 388.135, the administrator or his or her designee may, after providing the notification required by paragraph (a) of subsection 3 of NRS 388.1351, defer the investigation required by that section until the completion of the criminal investigation by the law enforcement agency. If the administrator or his or her designee defers an investigation pursuant to this subsection, the administrator or designee shall:

(a) Immediately develop and carry out a plan to protect the safety of each pupil directly involved in the alleged violation of NRS 388.125; and

(b) To the extent that the law enforcement agency has provided the administrator or designee with information about the projected date for completion of its investigation, provide the parents or guardians of each pupil directly involved in the alleged violation of NRS 388.135, with that information.

2. Except as otherwise provided in this section, the deferral authorized by subsection 1 does not affect the obligations of the administrator or designee pursuant to NRS 388.121 to 388/1395, inclusive and sections 4, 5 and 6 of this act.

3. Any plan developed pursuant to subsection 1 must be carried out in a manner that causes the least possible disruption for the reported victim or victims of discrimination based on race, bullying or cyber-bullying. When necessary, the administrator or his or her designee shall give priority to protecting the reported victim or victims over any interest of the reported perpetrator or perpetrators when determining how to carry out the plan.

4. If the administrator or designee determines that a violation of NRS 188.135 was caused by the disability of the pupil who committed the violation:

(a) The provisions of NRS 388.1351 do not apply to the same or similar behavior if the behavior is addressed in the pupil's individualized education program; and

(b) The administrator or designee shall take any measures necessary to protect the safety of the victim of the violation.

5. The provisions of NRS 388.1351 do not apply to a violation of NRS 388.135 committed by:

(a) A pupil who is enrolled in prekindergarten if the behavior is addressed through measures intended to modify the behavior of the pupil.

(b) An employee of a school or school district against another employee of a school or school district. (c) An adult who is not a pupil or employee of a school or school district against another such adult.

(Added to NRS by 2017, 4153; A 2019, 1310)

NRS 388.1354 Disciplinary action against administrator or principal or designee thereof who fails to comply with certain provisions. If an administrator, principal or the designee of an administrator or principal of a school knowingly and willfully fails to comply with the provisions of NRS 388.1351, the superintendent of the school district:

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and

2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the board of trustees of the school district that the board submit a recommendation to the State Board for the suspension or revocation of the license.

(Added to NRS by 2015, 410)

NRS 388.136 School officials prohibited from interfering with disclosure of violations. 1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of NRS 388.135. 2. As used in this section, "school official" means: (a) A member of the board of trustees of a school district; or (b) A licensed or unlicensed employee of a school district.

Distance Learning Addendum;

Our current educational landscape in light of burgeoning viral pandemics require a modification of the discipline plan to suit periods when school closures are mandated. Discipline is intended to support safety and respect in physical classroom; distance learning will require the same cooperation for our students and their families. The following is the plan for progressive discipline for minor infractions while distance learning is being employed.

- **Step 1**. Verbal warning and/or redirection
- **Step 2**. Child will be muted or have self-screen turned off at the teacher's discretion for a single class period.
- **Step 3**. Email/Phone call to Parent or Caregiver
- **Step 4**. Video conference call with Parent/Caregiver, Teacher, and Administrator
- **Step 5**. Loss of ability to attend live Google Classroom session. Child would need to view recorded lessons until they can be reintegrated into the live classroom.

Language Accessibility (NRS 392.4644(1)(C))

This plan will be made available in English and in other languages as practicable to ensure accessibility for all families. Translated versions will be provided upon request to ensure parents and guardians can fully understand the provisions and procedures.

Stakeholder Input and development (NRS 392.4644(1)(A))
The RDELA Progressive and Restorative Discipline Plan was developed with input from administrators, teachers, school counselors, social workers, behavior specialists, and parent representatives. Feedback was collected during staff professional development meetings and family engagement sessions to ensure that the plan reflects the needs of the school community.

Data Monitoring (NRS 392.462, 392.4644(1)(H))
RDELA will collect, analyze, and review disaggregated student discipline data on a quarterly basis to identify and address any disproportionate patterns in suspension, expulsion, or removal among student subgroups, including those identified in NRS 385A.250(2). The data review process will guide equity-focused interventions and professional development to reduce disparities.

Reporting and Reviews (NRS 385A.250 & 392.462)
RDELA will submit quarterly reports to its Governing Board and the Nevada Department of Education summarizing implementation of the Progressive and Restorative Discipline Plan. Reports will include the number of suspensions, expulsions, removals, restorative interventions, and professional development activities related to restorative practices.

Approval by Governing Body (NRS 392.4644)
This plan was reviewed and approved by the Rainbow Dreams Early Learning Academy Governing Board on September 24, 2025. In compliance with open meeting laws, plan revisions are to be discussed at the November 7th, 2025 Board meeting. Future revisions will be reviewed annually and presented for approval during the first board meeting of each school year.

Professional Development
RDELA will review the implementation and effectiveness of this plan annually. Staff will participate in yearly professional development on restorative practices, de-escalation strategies, and culturally responsive behavior supports to ensure fidelity of implementation.

Conclusion:

As a school and community we will work together and be proactive to correct inappropriate behaviors in order to ensure academic success now and in the future. We believe that all students have the capacity to learn to be safe, respectful, and responsible for their action. We will continue to work closely with our teachers, students, administrators, parents or caregvivers to help develop confident, strong, and bright members of our academic community.

This Progressive Discipline plan based on restorative practices is a dynamic and evolving document that will be reviewed periodically to reflect the changing needs and values of our school community. Through the commitment and collaboration of all stakeholders, we strive to create a nurturing and respectful school environment that empowers every student to succeed academically and socially.

RAINBOW DREAMS EARLY LEARNING ACADEMY

Major Discipline and Firearms Incident Report Form

Incident Details:
Date of Incident:_____
Time of Incident:_____
Location of Incident:_____

Incident Type:
[ ] Discipline Incident
[ ] Firearms/Weapons Incident

Incident Description:

_____
_____
_____
_____
_____

Persons Involved:

Please provide the following details for all individuals involved in the incident:

1. Full Name:
Role/Position (if applicable):
Age:
Contact Information (Parent/Guardian if applicable)
- Phone:
- Email:
- Relation to School:

2. Witnesses (if any):
Full Name:*
Role/Position (if applicable):
Contact Information:
- Phone:
- Email:

- Description of the Incident:

- Provide a detailed account of the incident, including actions taken, behaviors exhibited, and any relevant circumstances.

_____

_____

_____

- Action Taken:

- Describe any immediate action taken to address the incident, including intervention, de-escalation, or reporting to authorities.

_____

_____

_____

- Injuries or Damages:

_____

_____

_____

Firearms Incident Specifics (if applicable):

- Firearms/Weapon Involved:

- Description of weapon:

- Serial Number (if available):

Law Enforcement Contacted (if applicable):

- Law Enforcement Agency:

- Officer's Name:

- Badge/ID Number:

- Report Number:

Follow-Up and Actions:

- Describe any further actions or interventions planned or executed in response to the incident.

_____

_____

_____

Preventative Measures:

- Suggest any preventative measures to avoid similar incidents in the future.

_____

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_____

Report Filing:

- Indicate where the report will be filed and any additional steps that will be taken.

_____

_____

_____

Report Prepared By:

Full Name
Position:
Date Prepared:
Signature: