Equipo Academy Progressive Discipline and Restorative Practices Plan

School year 2026–2027 | Grades 6–12 | Revised October 30 2026

Equipo Academy uses consistent expectations, explicit teaching, proportionate consequences, and restorative support to protect learning and safety. Students are accountable for their choices, receive an opportunity to explain what happened, and receive support to repair harm and practice more effective behavior. Adults are responsible for respectful, predictable implementation.

1 Plan administration and adoption

Required record	School completion field
Administrative head and principal	Emily Bassier, Principal
Plan coordinator	Emily Garcia, Dean of Students
Governing body approval	
Effective date	August 10, 2026
Public plan and appeal policy links	https://equipoacademy.org/students/spcsa-compliance/
Appeal recipient and filing methods	Lorrie Bamford, Board Chair lorrie.bamford@equipoacademy.org
Temporary placement review committee	TBD on a case-by-case basis

Authority and use

This revision is proposed for leadership and governing body adoption. Adoption replaces conflicting school discipline instructions with this plan and its approved behavior matrix. Existing documents do not change until adoption. Statutory requirements, disability protections, and lawful emergency procedures control over any conflicting local provision. No signature waives student or family rights.

Before submission, complete the school fields, reconcile the handbook and 2026–2027 matrix, attach participation and approval evidence, and complete the readiness review in Section 12. The school must verify its submission channel and any additional authorizer or NDE instructions.

2 Shared expectations and school commitments

The Commitment to Excellence applies to students, families, and teachers. The numbered references below identify the uploaded Nonnegotiables. Staff teach expectations using observable actions and respectful language. A student may seek help, ask a respectful question, or report a concern without that act alone being treated as misconduct.

Expectation	Student action and source	Adult responsibility
Attend and participate	Arrive on time, remain in assigned instruction, and request help. Nonnegotiables 1, 2, 6.	Use attendance supports and investigate barriers; follow approved attendance procedures.
Be prepared to learn	Bring materials, engage, and complete work. Nonnegotiables 3, 5, 12.	Provide access to materials, clear directions, accommodations, feedback, and academic help.
Respect people and identities	Use respectful language; avoid threats, harassment, and targeted insults. Nonnegotiable 4; Commitment to Excellence.	Correct privately when possible; investigate concerns objectively; protect against retaliation.
Use spaces safely	Remain in assigned locations and obtain permission and a pass. Nonnegotiable 6.	Maintain supervision and respond promptly when a student leaves.
Respect property and technology	Care for materials; follow approved technology and phone rules. Nonnegotiables 7, 10.	Apply the same published rules; follow authorized device handling procedures.
Maintain safety	Keep hands and feet to self; do not bring prohibited substances or weapons. Nonnegotiables 8, 9, 13.	Secure safety, summon trained help, and use administrative investigation procedures.
Own and repair mistakes	Describe actions honestly, complete a repair plan, and practice the expected behavior. Commitment to Excellence.	Listen, provide support, recognize progress, and follow through on agreements.

Access and dignity

Replace labels such as “baby attack,” “tiny baby,” and “borderline bullying” with factual behavior descriptions. Emotional expression alone is not an offense. Medical needs, disability-related supports, necessary restroom use, food for a health condition, and approved accommodations must be honored. Lack of supplies, family attendance at events, or inability to pay does not independently justify exclusion.

Nonnegotiables 11 and 14 guide enrichment and communication. They do not restrict access to administrators, safety reporting, appeals, or legally protected enrollment and educational rights. Reconcile older contract language on withdrawal, absences, same-day detention, and physical contact with current approved policies before redistribution.

3 Consistent classroom response sequence

Tier I behavior is managed by the teacher unless an immediate safety concern requires assistance. Use the following sequence for a minor behavior that continues after instruction. Students receive a clear opportunity to correct before the next step. A safety incident may bypass these steps; staff document why.

Step	Teacher action	Student opportunity
1 Prompt and teach	Use proximity or a private cue; state the expected action; check understanding and access to work.	Correct the behavior or request clarification or support.
2 Clear redirection	Name the observable behavior, give a concise direction and reasonable time to respond. Avoid public arguments.	Demonstrate the expected behavior and return to learning.
3 Support and document	Use a seat adjustment, brief in-class reset, task chunking, or choice. Record the incident in LiveSchool using the approved category.	Use the offered support and practice the routine.
4 Follow up	For continued or repeated behavior, arrange a brief conference, reflection, logical consequence, and family contact.	Explain what happened and make a specific improvement plan.
5 Request additional support	Refer persistent patterns to the Dean/restoration team with interventions and results. Request an escort if removal is authorized.	Receive a reviewed support plan and a clear return-to-class process.

Documentation and demerit rules

Document what was seen or heard, time and location, the direction given, support offered, student response, impact, and follow-up. Record a single continuous incident once; do not add separate demerits simply because the adult repeats a direction. A separate act after a new opportunity to comply may be documented separately with its own factual description. Do not assign whole-class demerits.

Use the approved LiveSchool point values consistently. Demerit totals trigger review and support; a total alone does not automatically require suspension, expulsion, or a higher tier. Recognize observable improvement and positive behavior consistently.

Family communication

Initiate contact by the end of the school day for an administrative referral, significant repeated concern, or assigned detention. Record the attempt, language, response, and next step. Seek successful two-way communication, but do not penalize a student because a caregiver has not responded. The principal is responsible for statutory notices in addition to teacher communication.

4 Behavior categories and response ownership

The school's 2026–2027 matrix uses Tier I for classroom-managed behaviors, Tier II for administrative investigation and targeted support, and Tier III for serious safety concerns. These tiers describe response ownership; MTSS support intensity is selected separately based on need. Tier placement does not predetermine exclusion or a fixed number of suspension days.

Category and tier	School commitment	Consistent response
Talking, calling out, off-task activity, minor routine violations | I	4, 5, 6	Use Section 3; reteach, supported practice, brief reflection, or seat change. Review recurring patterns.
Work refusal or missing materials | I	3, 4, 5	Check difficulty, understanding, supplies, and accommodations. Offer an entry task and help before determining misconduct.
Phone or headphones | I	10	Direct storage under the approved phone policy, including first-bell to last-bell expectations. Follow authorized collection procedures; escalate persistent refusal for review.
Indirect profanity or discourteous language | I	4	Identify the words or action, teach a replacement phrase, and use the classroom sequence.
Eating or dress concerns | I	3, 5	Check medical, disability, religious, and resource needs. Provide a practical correction that preserves instruction.
Low-risk horseplay or nuisance conduct | I	5, 13	Stop and reteach. Actual injury, exposure, fire risk, explosive items, or credible danger requires immediate administrative response.
Leaving class without permission | I with immediate location response	6	Notify designated staff immediately; maintain supervision of class. Record departure and return. Apply targeted attendance or safety support and review repeat incidents.
Unauthorized selling | II	5, 7, 8 when applicable	Stop the transaction; refer for review of the item, coercion, disruption, and safety. Distinguish approved fundraising from prohibited sales. Suspected controlled substances require Tier III review.
Fighting | II with immediate safety response	4, 13	Summon help, separate safely, assess injuries, gather individual accounts, and notify families. Administrator considers role, severity, prior interventions, and protections before selecting consequences.

Staff do not physically pursue a student at the expense of supervising others. Use school emergency procedures if a student cannot be located or is in danger. Only trained, authorized personnel use physical intervention under applicable law and policy.

5 Serious conduct and safety decisions

Category and tier	Commitment	Required response and repair options
Threats, intimidation, hate speech, suspected bullying or harassment | II; III if serious immediate danger	4; respect for identities	Notify administration promptly; preserve evidence; protect the targeted student; use required reporting and investigation procedures. Do not require repeated incidents before reporting. Safety plan, targeted teaching, and follow-up are required as warranted.
Pulling or attempting to pull clothing down | II; III where exposure, sexual conduct, injury, coercion, or serious harm is alleged	4, 13	Stop, protect privacy, separate as needed, and report immediately. Administrators investigate the facts under applicable safety and harassment policies. Do not treat this as ordinary horseplay or require mediation.
Violence toward a teacher or staff member | III	4, 13	Initiate safety response and medical assistance as needed. Document and investigate; apply applicable NRS 392.466 procedures and protections. Plan staff and student safety before return.
Drugs, vaping, alcohol, or paraphernalia | III	8	Refer immediately; assess medical risk; preserve items under authorized procedures. Determine the substance and conduct. Provide education, support referral, and a re-entry plan; distinguish possession, use, and distribution.
Weapons or dangerous items | III	8	Activate emergency procedures and notify administration immediately. Follow applicable mandatory statutory actions and exceptions; do not handle an item beyond training and authority.
Leaving campus or serious elopement | III	6	Activate missing-student and safety procedures, notify family, and assess underlying needs. Develop a supervision and return plan.
Intentional property destruction or theft | III for serious incidents; administrator reviews minor incidents	7	Document damage or loss, investigate intent and impact, and arrange proportionate repair or restitution when appropriate. Provide an accessible alternative if payment is not feasible.
Severe disruption or repeated major incidents | III review	4, 5, 6 as facts apply	Describe the actual conduct and impact. Assess safety, prior supports, disability considerations, and alternatives; create an individualized support and accountability plan.

Academic dishonesty and technology misuse receive fact-specific review, reteaching, an opportunity to demonstrate learning, and proportionate responses. Report harmful online behavior for investigation. No category authorizes automatic expulsion based on a principal's unrestricted discretion. Mandatory actions and exceptions are determined from current law.

6 Repeated behavior and proportionate consequences

This proposed progression replaces inconsistent automatic escalation across prior documents. For Tier I patterns, count separate documented incidents in the same category within a rolling 20-school-day period. Multiple entries about one continuous event count as one incident. The Dean reconciles cross-class patterns before escalation. Review progress after 10 school days without recurrence; begin a new count after 20 school days without recurrence, while retaining records and useful supports.

Pattern	Standard response	Responsible adult
First documented incident after redirection	Reteach, document, brief restorative conversation, and initiate family contact when the behavior continued or had meaningful impact.	Teacher
Second separate incident	Reflection and family contact; add one logical consequence or structured support. Teacher lunch detention may be used under approved supervision procedures.	Teacher and advisor
Third separate incident	Refer for Monday or Tuesday after-school detention review; family conference; set one measurable behavior goal. Check transportation and accommodations.	Teacher referral; Dean review
Fourth or further incident	Student support meeting; consider CICO, counseling, task or schedule supports, or behavior assessment. Determine a proportionate consequence and review date.	Dean and support team

Decision rules

Consequences must relate to the conduct, preserve dignity, have a stated duration, and include a way to regain privileges. Do not remove meals, necessary restroom access, required instruction, disability services, or a safe means of getting home. Do not use public humiliation, compulsory public apologies, or unrelated service tasks. Participation in a restorative conference requires readiness and safe, voluntary participation by people harmed.

Tier II and III incidents are investigated immediately. A first serious incident can warrant formal action when authorized, while repeated minor incidents require support review rather than automatic conversion into a serious offense. Administrators document severity, injury, intent when established, student accounts, prior supports, disability considerations, alternatives, decision, and review date.

Fixed fighting sanctions in the prior matrix are replaced by individualized administrative determinations. The school must approve this change and update the matrix before implementation. Lawful mandatory consequences remain subject to statutory requirements and exceptions.

7 Den procedures and detention

Den entry and return

The Den is a supervised location for an authorized reset, support, or assigned in-house consequence. Staff specify which purpose applies. A brief reset must not become an undocumented suspension or a substitute for instruction. Den personnel record entry and exit, reason, referring adult, escort, supports, work provided, and disposition.

Teachers request assistance and keep the student supervised while waiting. Do not send a student to stand outside, walk to the Den, or leave the classroom alone for behavior removal. If a situation becomes unsafe, use emergency procedures and request immediate help. The receiving adult confirms arrival and responsibility for supervision.

Proposed brief reset target: 10–15 minutes, with a documented review by the supervising adult before extension. Return as soon as safe and ready. The teacher provides a neutral welcome and a short plan for rejoining the task. Longer removals require administrative review, instructional access, and applicable formal notice and placement procedures.

After-school detention

Detention operates Mondays and Tuesdays, 3:00–3:30 p.m., supervised by Emily Garcia. Location: [Enter approved room]. Only documented Tier I referrals meeting the approved progression are eligible. The Dean reviews referrals and confirms the assignment; teachers do not assign detention merely because they want a student removed.

Notice identifies the incident, expectation, prior steps, date, room, dismissal arrangements, and contact for questions. Confirm safe transportation and provide an equivalent supervised option when access barriers or accommodations prevent attendance. Advance notice is required; do not rely on an old contract's same-day detention language.

Students arrive on time, remain quiet, store phones, and complete the reflection sheet followed by missing assignments. Games and recreational device use are not permitted. Necessary accommodations, medical care, and restroom access remain available. The supervising adult checks the reflection and identifies a next step before dismissal.

Missed detention

Determine the reason and contact the family before escalation. For an unexcused first miss, add one detention day. For a second unexcused miss, conduct administrative review for an in-house consequence with instruction and services. For three or more unexcused misses, hold a family/support meeting and consider a time-limited supervised quiet lunch in the Den. These responses require individualized review; disability, transportation, communication failures, and emergencies are addressed without punitive escalation.

8 Restorative accountability and re entry

A restorative response must identify the behavior, the impact, a reasonable repair, a replacement skill, and follow-up. Reflection alone does not establish that harm has been repaired. A required parent conference (RPC) is a family meeting; it is not a separate suspension category or an indefinite direction to stay home.

Element	Required action
Responsibility	Explain the allegation, hear the student account, distinguish confirmed facts from disputed facts, and identify the expectation.
Relief for the person harmed	Ask privately what support is needed; provide safety measures, counseling access, a trusted adult, and protection from retaliation.
Repair	Choose a related, feasible action such as restoring damaged materials, correcting misinformation, or an accepted private apology. Do not require the person harmed to meet or forgive.
Behavior change	Teach and practice a replacement action: requesting a break, seeking adult help, disagreeing respectfully, managing conflict, or following a transition routine.
Monitoring	Name a responsible adult, a measurable goal, a review date, and criteria for completion. Record whether the repair and support occurred.

Re entry after formal removal

Before return, the Dean coordinates a plan with the student, relevant teachers, family when available, and support staff. Document return date, instructional catch-up, safety measures, accommodations and services, replacement skill, check-in adult, and first review date. Conduct a private check-in on return and review progress within five school days.

A parent's inability to attend or sign does not independently extend a suspension or prevent return. Offer phone, video, interpretation, or another accessible meeting time. Parent shadowing may be offered as voluntary support when appropriate; it is not a required condition of enrollment or readmission.

When joint restoration is inappropriate

For suspected bullying, harassment, sexual misconduct, violence, or unequal power, begin with protection, required reporting, and investigation. Do not substitute mediation for required procedures or compel face-to-face contact. Counseling and community referrals supplement school support; a family's inability to obtain outside services does not automatically bar attendance.

9 Removal notices appeals and placement review

Only authorized administrators impose formal suspensions or recommend expulsion. Before a disciplinary decision, explain the concern and available evidence and provide a meaningful opportunity for the student to respond, except where immediate safety requires removal first and prompt follow-up. Record the legal basis, duration, alternatives considered, and required approvals.

Temporary classroom removal

For removal under NRS 392.4645, the principal provides the student a written explanation and an opportunity to respond and notifies the parent or guardian within 24 hours. Students remain supervised and receive instruction and required supports. The school follows the applicable temporary placement and return-review process under NRS 392.4645–392.4648; enter the committee member names in Section 1. Ordinary short resets do not replace those procedures when the statutory removal process applies.

Suspension and expulsion notice

On the same day a suspension or expulsion is imposed, provide the student and, if under 18, the parent or legal guardian a clear written notice of the appeal policy. Include the decision and dates, reasons, education and support arrangements, appeal recipient and methods, filing deadline, and access to interpretation and translated materials to the extent practicable. Provide English and Spanish versions and additional language access as needed.

Appeal timeline

Under NRS 392.4674, an appeal may be filed no later than five school days after receipt of the applicable suspension or expulsion notification. No later than five school days after receiving the appeal, the governing body or its authorized designee must schedule a hearing. This is a deadline to schedule the hearing, not a statement that the hearing must be completed within five days. Follow the adopted appeal policy and applicable NDE timelines, including NRS 392.4671 for significant suspensions and expulsions. Do not increase the initial significant suspension or expulsion after the appeal hearing where prohibited by NRS 392.4671.

The school provides the adopted policy with each notice and posts it publicly. Section 1 must name the actual recipient, filing methods, and approved hearing procedure before this plan takes effect. School days exclude weekends, holidays, and days school is not in session.

Alternative and more restrictive placements

The principal considers temporary alternative placement when it is the least restrictive appropriate setting and the student does not pose a serious safety threat, consistent with NRS 392.4674 and 392.4676. More restrictive placement and mandatory safety actions follow NRS 392.466 and applicable exceptions. Document the setting, services, review dates, transition plan, and safeguards; do not use an informal request that a family withdraw.

10 Instruction services and individual protections

Education during removal

Students who are suspended or expelled receive education services to prevent loss of academic credit and disengagement, as required by NRS 392.4674. Teachers provide assignments, explanations, feedback, and a reasonable completion plan. Assign a staff contact who checks access and progress. A link to online coursework alone is not a complete services plan.

For students removed for more than two school days under applicable provisions of NRS 392.4645 or 392.466, the school maintains an annually reviewed service plan that includes an in-person option, the location, completion of missed work, positive behavioral interventions, trauma-informed support, and referral to a school counselor or social worker. Review and submit the applicable school services plan by August 1 to the governing body, State Board, and Joint Interim Standing Committee on Education under NRS 392.4645(4)–(6).

Required service arrangement	Complete before approval
In-person service location and hours	[Enter actual accessible location, days, hours, transportation arrangements, and safety procedures]
Instructional coordinator and contact	[Enter name, role, contact, and backup]
Assignments and credit	[Enter delivery, teacher feedback, attendance or participation documentation, and catch-up process]
Behavioral and trauma-informed support	[Enter support provider, contact schedule, and counselor/social worker referral process]
Disability and language services	[Enter staff responsible for IEP/504 services, accommodations, accessible materials, and interpretation]

Additional protections and extended placements

Before decisions affecting a student with an IEP, Section 504 plan, or suspected disability, involve qualified staff and apply IDEA, Section 504, and Nevada requirements. Track cumulative removals and possible changes of placement; complete required determinations, notices, services, and behavioral reviews. A behavior matrix does not override these protections.

For applicable removal lasting more than one school day, the principal contacts the homeless liaison or designated school counselor/social worker to determine homeless status under NRS 392.4645(7). For a temporary placement longer than 21 days, develop the required transition plan and meeting under subsections 11–12. Before extending an applicable placement beyond 45 school days, complete the required safety determination, meeting, targeted interventions, and notices under subsections 8–10. Track the legal basis and deadlines for each case.

11 Data review reporting and staff implementation

Quarterly collection and action

The Dean compiles data; the principal reviews it and records actions. Collect suspension and expulsion counts, placements in another school, staff vacancies, average class size by grade, counselor/psychologist/social worker ratios, plan implementation, and teacher and administrator training. Disaggregate required discipline data by offense and applicable NRS 385A.250(2) subgroups, including race/ethnicity, disability, English learner status, economic disadvantage, gender, migratory status, homelessness, foster care, and military-connected status as applicable.

Review unique students affected, incident counts, days removed, classroom/Den removals, repeat incidents, services, and intervention completion. Compare subgroup discipline rates using enrollment denominators; do not interpret raw counts alone as evidence of disproportionality. Protect small groups and student privacy in public reports. Record an owner, action, deadline, and next review for each concern. Actions may include coaching, clearer definitions, better classroom supports, or access checks.

Annual calendar

Deadline	Required action and owner
August 1	Principal reports NRS 392.462 data to the governing body, administrative head, Joint Interim Standing Committee on Education, Superintendent of Public Instruction, and NDE. Complete applicable services-plan review and submission under NRS 392.4645.
September 15	Principal reviews the discipline plan, subgroup outcomes, and proposed revisions with the required school personnel, students, and families.
September 30	Administrative head issues a revised plan reflecting stakeholder comments as required.
Within 14 days of receipt	Principal posts the plan and distributes it to required school staff and teams.
November 15	Governing body submits the progress/compliance report to the Superintendent of Public Instruction and posts it on the school website.
Each quarter	Collect and review required data; document corrective actions; post permissible aggregate data and maintain reporting evidence.

Implementation and consistency checks

Before rollout, train all instructional and support staff on the classroom sequence, tier definitions, objective documentation, family communication, escort procedures, detention, restorative practice, reporting, appeals, and student protections. Maintain dated agendas and attendance. Use shared scenarios to calibrate decisions and include training for new staff.

The Dean reviews a sample of referrals and Den records monthly for inconsistent coding, duplicate demerits, missed services, disproportionate outcomes, and repeated removals. Provide coaching and document corrections. Communicate the student-facing summary in Section 13 through advisory and provide families an accessible copy and a feedback channel.

12 Submission readiness and evidence checklist

This crosswalk covers the uploaded evaluation checklist and adds requirements identified in current NRS text. “Included” describes written coverage, not proof of completed implementation or state approval. The administrative head verifies current submission instructions and required attachments before signing.

Review area	Plan location	Evidence required before submission
Appeal notice, language access, five-day filing and scheduling	9; contact fields in 1	Adopted appeal policy, actual filing contacts, translated notice templates, delivery records.
Alternative placement and educational services	9–10	Completed in-person location and service details; applicable services plan and submission receipts.
Governing body review and approval	1, 11	Dated minutes/resolution, adopted version, progress report and receipt.
Required stakeholder participation	1, 11	Dated agendas, attendance, feedback, and response to input from required staff groups, students, and families.
Written behavior rules and specific school needs	2–7	Reconciled handbook, commitment forms, approved matrix, school data and documented needs.
Quarterly data and disproportionality response	11	Required measures, subgroup/offense analysis, privacy-safe public report, corrective action log.
Conflict resolution, SEL, accountability, repair, victim relief, behavior change	3, 6, 8	Teaching materials, completed de-identified repair plans, victim support procedures, intervention records.
Temporary removal and restrictive placements	1, 7, 9–10	Named committee and applicable procedures, notices, supervised placement and transition records.
Public posting and distribution	1, 9, 11	Plan/data/appeal URLs, dated posting evidence, staff distribution and training records.
Annual review and reports	11	September review/revision evidence, August reporting and services-plan receipts, November progress report.

School completion and verification

Confirm each item above as complete, incomplete, or not applicable with a documented reason. Do not mark an item complete solely because a policy statement appears in this plan. Do not invent meeting dates, training records, student results, or board approvals.

Administrative head:



Date: 11/6/26

Governing body representative: _____ Date: _____

Submission recipient and method: _____

Receipt or confirmation reference: _____

13 Student and family quick guide

What students can expect

Your teachers will explain the expectation, help you correct a minor mistake, and give you a chance to explain. Adults will use respectful language, recognize progress, and provide required supports. Serious safety concerns are reported immediately. You can report harm, request help, and use the school's appeal process.

What students are responsible for

Be where you are expected, arrive prepared, follow reasonable directions, keep people and property safe, and use respectful language. When a mistake happens, explain honestly, complete a reasonable consequence, repair harm when possible, and practice the expected behavior.

If a minor behavior continues

Expect a reminder and reteaching, a clear redirection, support and documentation, then a conference and family contact if needed. Repeated documented incidents can lead to reflection, detention review, or a support meeting. Demerit totals do not automatically mean suspension. A serious incident can lead directly to administrative investigation.

If you need a reset

Ask for support. Stay with your supervising adult until an approved escort arrives when removal is needed. In the Den, complete the assigned reflection or work and make a plan to return. Adults will explain the purpose and next steps.

If detention is assigned

The Dean confirms the reason, date, room, and dismissal arrangements. Detention is Monday or Tuesday, 3:00–3:30 p.m. Work quietly on reflection and then missing assignments; phones and games stay away. Tell the school promptly about a transportation, health, accommodation, or emergency barrier.

If suspension or expulsion is imposed

You receive a clear written notice and the appeal policy on the same day. The notice explains how and where to appeal. The applicable filing deadline is no later than five school days after notification. Within five school days after receiving an appeal, the governing body or authorized designee must schedule a hearing. Education services continue during removal.

Family access and support

Contact the teacher for classroom questions or the Dean for support and discipline questions. Safety concerns and appeals may be directed to the appropriate administrator without first going through a teacher. Request interpretation, translated materials, disability accommodations, or a phone/video conference when needed. A caregiver's inability to attend a meeting does not independently extend exclusion.

Dean contact: Emily Garcia, emily.garcia@equipoacademy.org | Principal contact: Emily Bassier, emily.bassier@equipoacademy.org

Appeal filing contact and methods: Board Chair Lorrie Bamford, lorrie.bamford@equipoacademy.org
Plan and appeal policy website: https://equipoacademy.org/students/spcsa-compliance/

14 Restorative support and re entry record

Use this record for a documented intervention or re-entry plan. Store completed student records securely. Only de-identified examples belong in a public submission.

Field	Record
Student, grade, date, and responsible adult	_____
Observable incident and student account	_____ _____
Commitment or expectation and impact	_____
Person harmed and support offered	_____
Interventions already attempted and results	_____
Consequence, authority, start/end dates	_____
Repair action and replacement skill	_____ _____
Adult teaching/support and frequency	_____
Instruction, services, and accommodations	_____
Return date and safety/transition steps	_____
Measurable goal and review date	_____
Family contact, language, and response	_____
Student input and acknowledgment	_____
Follow-up outcome and next action	_____

Sources and alignment records

School sources: Equipo Academy Discipline Plan 2025–2026; EA SLT Progressive Discipline Matrix 26–27 V2; Commitment to Excellence 2024; Equipo Academy Nonnegotiables 2023. State resource uploads: Restorative Discipline Plan Template; RP Evaluation Checklist; ExamplePDRJPPlan (illustrative only).

Nevada Department of Education. Discipline and Restorative Practices. https://doe.nv.gov/offices/osrle/discipline-and-restorative-practices (accessed October 30, 2026).

Nevada Legislature. NRS Chapter 392, especially 392.462, 392.4644–392.4648, 392.466–392.4671, 392.4674, and 392.4676. https://www.leg.state.nv.us/NRS/NRS-392.html (accessed October 30, 2026). Current text places the appropriate-education reference at 392.4676; older uploaded materials reference 392.4673.