

Carson Montessori School Restorative Justice/Progressive Discipline Plan

2021-2022



Non-Discrimination Notice: The Carson Montessori School is committed to equal opportunities in both education and employment. The Carson Montessori School provides all students access to educational programs and activities without regard to race, religion, color, national origin, gender, age, sexual orientation, parental status or disability. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Principal, 2263 Mouton Drive, Carson City, NV 89706 (775) 887-9500



School Restorative Justice/Progressive Discipline Plan 2021-2022

Due: To the State Superintendent on or before November, 2021

School: CARSON MONTESSORI
CHARTER SCHOOL

Principal: JESSICA
BARLOW
DANIELS

Individuals responsible for developing site Progressive Discipline Plan.

Per NRS 392.4644, plans are to be developed with input/participation from teachers & parents of enrolled pupils

Name:

Jessica Barlow Daniels

Sara Ross

Kristina Meister

Erika Melara

Shane Watson

Mike Kinkel

Aja Harger, Willow Davies, Tam Holmes

Alicia Brown

Shelley Monroe

Layke Martin

Isaiah Hall/Hank Brown/Hayden Cruz, Sawyer
Ross/Raina Ailes/Tyson Locke/Connor
Leatham

Shelley VanSickle

Tyler Bray

Sabrina Cacioppo

Title:

Executive Director/Principal
Restorative Justice Coordinator

Office Manager/Counselor Intern

Teacher/Social Worker ESL Spec

ESL Specialist/Super Sub/Para Pro

Teacher/Safety Coordinator

Teacher/*Out-Reach Team/ESL*

Teaching Team, SEL Experts

Parent/Event & Covid Coordinator
Community Liaison

Teacher/GATE Coordinator

Attorney/Governing Board Rep

Student Legislative Team

Student Representatives

Special Services

Social Worker/SEL Coordinator

Teacher/World Cultures Liaison/
Amalgamation Resource

Section 1: Carson Montessori maintains a hands-on, real-world, positive, proactive, people-centered, problem solving, and negotiation enhanced learning environment. CMCS uses a peaceful resolution process to solve and resolve issues. We work to get to the bottom of issues, the “why”, the cause, and together we work to find a solution. The teaching of coping skills, courtesy and grace, negotiation skills, and the using of a Peace Rose at CMCS are all key restorative and problem-solving solutions to use as students are encouraged and guided to solve their issues.

Section 2: The committee listed above has been established to review CMCS’ Restorative Justice/Progressive Discipline Plan. The diversity of the committee allows for all parties to have a voice in the decision-making process. The CMCS Principal also serves as an ex-officio member.

Section 3: The CMCS Plan takes into account all federal policies regarding the temporary placement of students including and not limited to IDEA, Americans with Disabilities, Title V and the new Title IX Regulations.

Section 4: As a result of the 78th Session of the Nevada Legislature and SB 504, which is a law regarding Bullying, a reporting requirement, a state office and time limits have been assigned to incidents once they are brought to school regardless of where they occurred. Carson Montessori's Student Legislative Team worked extensively on this bill and the students continued to examine the law and its updated counter parts during the 79th, 80th and 81st Sessions. The CMCS Team worked on clarifications, corrections of flaws in the future Bills on that topic and addressed the fact that there still is not an accountability piece for the parents.

Safe Voice in Place

Carson Montessori has fully enacted the **Safe Voice** program as a piece of the reporting system including all of the contact information, which is posted on the Board in the front of the school and has been placed on the back of all of the student/staff ID cards; As per NRS, on student ID Cards is the suicide hotline number. **800-273-8255** and the **Emergency Hotline 988** required by 7/16/2022.

PREVENTION & CMCS' RESTORATIVE JUSTICE PROGRAM OVERVIEW:

Restorative Justice and many of Carson Montessori's Practical Life Curriculum elements are synonymous and interchangeable. There is a constant building of community and students are engaged as leaders where they have a voice that is always heard. "Family Comes First" is a motto and there are student and family representatives on every committee that the school has. There is ownership and being held accountable for your actions. Everyone takes responsibility and everyone learns to understand that some actions may cause harm. There is always the opportunity to solve, resolve, and fix problems and in so doing to learn the skills and how to solve and resolve. Included in the process is using Affirmative Statements, as well as learning how this applies to real-life and later in life situations.

Carson Montessori is a public Montessori Charter School that ensures that children have the opportunity to learn through educational materials and /or models of instruction that are real-world, hands-on and promote investigation, exploration, discovery and the development of real-life coping skills. These models/materials include acceptable strategies for responding to disruptive behavior that teach important social and life-skills that last a lifetime. Carson Montessori's Restorative Justice and "*Positive Discipline is designed to help children become responsible, cooperative, accountable, empathetic, capable and respectful citizens. It reduces power struggles, improves behaviors, builds meaningful connections, supports intrinsic motivation and it works.*" Alfred Adler and Rudolf Dreikurs.

CMCS' established protocols, are premised on courtesy and grace and specific politeness and respect lessons, are an integral part of CMCS' Montessori Curriculum. The Montessori Philosophy is predicated on choice and guiding each student to become independent and be capable of *CHOOSING WISELY*. Students learn to take responsibility for their actions and choices. Carson Montessori's normalization process and written protocols, that facilitate the development of independence and self-discipline, consist of basic real-world protocols known as the

Big Fifteen. These 15 are composed of REAL-WORLD COPING SKILLS, first responses, survival strategies, and practical real-life essentials that are non-discriminatory and embedded in tolerance, empathy, respect, and acceptance.

CMCS focuses on the positive and embraces discipline policies that are fair and implemented with dignity. Mediation between people is encouraged and is designed to foster a sense of community. CMCS uses Talking Sticks, a Peace Table, the Peace Rose, "The Turquoise Table" and student-led, people-centered, real-world solutions, including a Student Court. The following is a partial list of typical lessons on courtesy and grace that are the foundation of CMCS' Restorative Protocols:

- *How to interrupt politely.
- *How to ask someone to work with you on a project.
- *How to politely ask a friend to join in a play activity.
- *How to enter a room without disturbing.
- *How to greet guests.
- *How to graciously enter and exit the building.
- *How to tell someone he/she has hurt your feelings without hurting his/hers.
- *How to distinguish between reporting and tattling.
- *How to be excused from the room, i.e. restroom sign
- *How to be a friend or a "welcoming buddy."
- *How to do Random Acts of Kindness.
- *How to reach out and extend a helping hand.
- *How to call for an emergency and be a STUDENT MEDIC
- *How if you see something to say something and get action correctly
- *How to lobby lawfully for change and make it happen through Legislative Action.

Carson Montessori requires a general understanding that students will work on academic endeavors and projects during the school day. Students are encouraged to collaborate, work together and share. Our Safety Plan and this Restorative Justice/ Progressive Discipline Plan are carefully interwoven. We want students to feel safe and CMCS has a motto: "***Not scared, always prepared.***" At Carson Montessori the philosophy of being prepared rather than scared is firmly in place, including a simple first protocol, which trains students to immediately locate all exits when entering any facility. The importance of courtesy and grace, along with play and having fun, are openly supported. Daily, students learn coping skills and how to use them in the real-world. Every student learns to step forward to help and to give back. All students are trained to be Student Medics/First Responders. They will always step forward and help.

Behavior Management:

How is the behavior plan distributed to pupils and their families? Where is it available at the site?

Carson Montessori has in place, as a part of its Restorative Justice/Positive Discipline Plan, a progressive series of consequences that follows the established standards of the International Montessori Council. Included in the Positive Discipline Plan are bullying issues, cyber issues/safety, and according to the latest NRS. Mandate, SB 504, cyber issues occurring off-site and not on school time, involving students/and or parents once the issues are brought to school.

This plan has been designed, voted on, and approved by a discipline committee. However, should a severe and/or a repetitive discipline issue arise; Carson Montessori additionally has in place, a Progressive Discipline Plan that is compliant with both the principles and philosophies of the International Montessori Council and NRS 392.4645.

Montessori is simply defined as "preparation for life," and Montessori schools create an environment in which an overriding policy of guiding each student toward independence and personal dignity, while respecting the rights of others, is a key focus. Carson Montessori's protocols, including the right to an uninterrupted work cycle, are an integral part of the curriculum, and have necessitated this plan applying to **ANYONE** (adult or child) who disrupts the learning of others.

COMMUNITY SERVICE IS DEFINED AS A COMMUNITY ENGAGEMENT LEARNING OPPORTUNITY that is founded on fairness, justice, empowerment, participation, self-determination and restitution. It is a collaborative endeavor that has a shared purpose, restores trust and requires reflection when it is finished.

HOW THE PLAN IS AVAILABLE:

The dignified humanitarian "Restorative Justice/Discipline/Behavior Protocols" are provided in a student friendly A-Z format and are part of Carson Montessori's "**Triangle of Accountability**"; teachers, families and students must sign the "**Triangle of Accountability**" and it is considered a binding contract. The Restorative Justice/Progressive Discipline Plan is available for viewing at any time in the main office and families may request a personal copy.

Staff training, as it refers to Restorative Justice/Progressive Discipline Plan:

A copy of the Restorative Justice/Progressive Discipline Plan is included in the initial teacher packet at the beginning of the school year. The protocols and NRS. Requirements are reviewed with the staff.

Show evidence the site's Restorative Justice/Progressive Discipline Plan is consistent with written rules of behavior prescribed in accordance with NRS 392.463 and new AB 168

Ex: list rules designed by students, steps, sharing circles, mediation, giving students a stake in making the classroom success, each class writes classroom protocols, student voices are heard. Students serve on all school committees; everyone, students, staff, parents and many times the community are involved; how to fix it; peer juries, community service; letters of apology; restitution; consequences; sensitivity training; conflict resolution; social emotional learning; etc.

KNOW YOUR STUDENTS AND FAMILIES INSIDE AND OUT

Carson Montessori's Restorative Justice/Progressive Discipline Plan, while premised on NRS codes and regulations, is not a one size fits all document. At Carson Montessori everyone works to know each student and his or her family inside

and out. From *WOW Sheet* interest inventories to “*This is My Real-Life*” Back-stories each incident and each student are taken on a case-by-case basis, with the safety of all parties always at the forefront. From the initial piece referred to as Carson Montessori's normalization process to the written protocols that facilitate the

development of independence and self-discipline, which starts with the five basic real-world protocols known as the *High Five*, CMCS focuses on the positive and embraces discipline policies that are fair and implemented with dignity. Mediation between people is encouraged and is designed to foster a sense of community. CMCS uses Talking Sticks, a Peace Table, the Peace Rose, Family Round Tables, Think Tanks, Student Resolution Teams and Student-Led, People-Centered, Real-World Solutions, even including a Student Court. Also, each class, to develop a sense of empowerment and give students a voice, writes their own set of classroom rules and protocols.

Carson Montessori has a **KNOWLEDGE IS POWER SERIES** that includes a real-world, hands-on training strand, designed to provide the latest, cutting-edge education for the students, staff and families. Topics such as drug and digital addiction and the use of technological devices, along with school safety, response to a crisis and paying it forward are key points of the discussions and trainings, which many times are provided by renown experts.

AT ALL TIMES, 24-7, THERE IS A CMCS HOTLINE THAT STUDENTS AND FAMILIES HAVE ACCESS TO CALL. IT IS THE PRINCIPAL'S CELL NUMBER. 1-775-750-0139.

SERIOUS INFRACTIONS THAT CAN NOT BE RESOLVED WITH RESTORATIVE JUSTICE:

IF A STUDENT MUST BE REMOVED FROM THE CLASSROOM =Plan for temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

Section 4: The plan provides for the temporary removal of a pupil or the adult from a classroom if, in the judgment of the teacher and for the safety of all, the pupil or adult has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and the ability of the other pupils to learn.

For Students:

The Principal will provide the student with an explanation of the reason for removal and give the student an opportunity to respond.

- a. The Principal will notify the student's parents within 24 hours.
Every attempt will be made to contact the parents as quickly as possible.
- b. The parent's immediate presence at school will be requested.
- c. The student will be removed from the classroom immediately.
- d. The student will be placed in an alternate location.
- e. The student will receive his/her assignments.
- f. The student will study under the supervision of the appropriate school personnel.
- g. During this time, the student will not be allowed to engage in any extra-curricular activities.
- h. The Principal shall not assign a pupil to a temporary alternative placement if suspension or expulsion is required by law or if there is a safety issue. The Principal also can require a psychiatric

evaluation through an Area Behavioral health Care Clinic and a thorough evaluation is required before a student may return to school.

Section 5:

A conference will be held as soon as possible, but not later than three days after the student has been removed.

- a. The pupil, a parent or legal guardian of the pupil, the teacher and the Principal shall be present. When school officials meet with any student, parent or representative, they must ALWAYS be 2-DEEP.
- b. The Principal shall give an oral or a written notice of the conference and who must attend.
- c. If the parent refuses to attend, the Principal will send a waiver of rights notice to the parents and make every effort to meet the parents in person, including a home visit or a visit to their work site.
- d. During the conference the parents and the student will be provided by either the teacher or the Principal the reasons for the student's removal from class.
- e. The pupil or his parents or legal guardian will be granted the opportunity to respond.
- f. At the conclusion of the conference, the Principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement.

Major Infractions/Progressive Discipline Plan:

The basic philosophies and protocols of restorative justice remain as the foundation for the Progressive Discipline Plan. They will continue to be used as the Progressive Plan is implemented and function side-by-side with the other protocols.

Section 6: If the Principal recommends that the student be returned to the classroom and the teacher does not agree, the Principal shall continue the temporary alternative placement and immediately convene a meeting of the committee.

- a. The parents or guardians will be notified that the committee is convening.
- b. The committee shall review the circumstances of the pupil's removal and the pupil's behaviors.
- c. Based upon its review, the committee shall assess the best placement and least restrictive, best environment available for the pupil and shall without limitation:
 1. Direct the pupil be returned to the classroom;
 2. Opt. 2: Review if the Montessori setting is the least restrictive, best environment for the student.
 3. Assign the pupil to an alternative program of education if available.
 4. Recommend the student and the parent appear before the Governing Board.
 5. Only after exhausting all resources, interventions and alternatives and only for most egregious and very serious infractions would the committee and the Board recommend suspension or expulsion of

the pupil; or take any other appropriate disciplinary action against the pupil that the committee deems necessary.

Chronic offenses and 3 Strikes Rule when ALL INTERVENTIONS continue to fail;

Parents will be called immediately. The student will not be allowed to return to school until the meeting has been held. It can be required for the student and his/her

parents/guardian to appear before the Carson Montessori Governing Board, at which time, the following requirements will be put into place with the assistance of the members of the Governing Board. At the meeting, the student, his/her family, the teacher and the school administrator will develop three consequences that assure that the child and his/her family realize the seriousness of repeat offenses to the quality of the learning environment. The three natural consequences developed at the meeting must satisfy the following three criteria:

1. Helps the student to repair or remedy any damage or loss experienced by his/her class or school.
2. Repairs levels of trust with classmates and teacher.
3. WILL EXTINGUISH UNDERSIRABLE BEHAVIOR.

Should behavior persist after 3 strikes rule has been implemented, parents/guardians will be called immediately to pick up their child. All of the following consequences must be met before the child may resume regular enrollment at Carson Montessori.

1. Child together with his or her parent/guardian must design a Community project that will benefit the community and complete it in three days preferably Saturdays.
2. Child will be put on a probationary enrollment for one month during which time any further infraction will result in an evaluation regarding the least restrictive, BEST environment for all parties involved. The offending student does NOT have the right to destroy the Montessori learning environment of his/her fellow classmates.
3. Should it be determined that continued enrollment at Carson Montessori is not in the best interest of all the parties involved or if it is a safety issue, the action could result in the immediate and final revocation of enrollment at Carson Montessori as an optional school site and school of choice.

Should it be a parent/adult, who after a courteous and gracious request is asked to leave the premises because he/she is disrupting the learning of others, CMCS' school security officer will notify the Sheriff's Office and a No Trespassing Order will be served.

NRS 392.4644

On or before November 30th – CMCS reviews, updates and submits/sends copy of plan to their sponsor, the Carson City School District and a Copy to the Superintendent of Public Instruction. CMCS' Plan is completely in effect and working successfully. There were no suspensions in the 2020-2021 and none to date In the 2021-2022 School Year.

As a Charter School Sponsored by the Carson City School District the 2021-2022 Updated Restorative Justice/Progressive Discipline Plan was approved by the Carson Montessori Governing Board at the December 13, 2021 Governing Board Meeting.

The Plan was submitted to the Carson City School District, our sponsor on November 30, 2021 and is also submitted to the Superintendent of Public Instruction.

Parent-Teacher-Child Triangle Binding Agreement

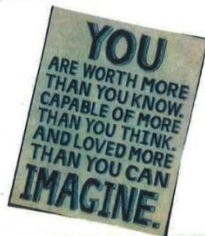
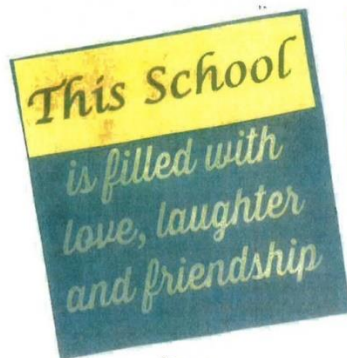


If you are not able to commit to this agreement, then Carson Montessori may not be the least restrictive, best environment for your student or family.

inspiration, integrity, and inquiry.	
Instructional Designer, Facilitator, and Assessor: Passionate about meeting the child's needs using Montessori philosophy and methodology, the Common Core and Real-World, Hands-on learning opportunities using a curriculum wrapping form of deliverance. Nothing is taught in isolation but in a meaningful and purposeful presentation. Provides individual children with appropriate, challenging lessons. Shares information with parents regarding academic and developmental progress.	Respecter of Montessori Professionals: Seeks to understand how things are done in a Montessori learning environment. Actions reinforce the Montessori approach and support the fundamental Montessori tenet of respecting the expertise of Carson Montessori's staff. Agrees to support learning outside of the regular school day and in a consistent way that enhances the classroom activities.
Classroom Role Model: Promotes development of independence, responsibility, and accountability of the child by modeling and reinforcing desired behaviors. Provides boundaries and choices; uses logical consequences and positive, Real-World lessons from which life- learning can occur.	Role with Home Connections: Partners with CMS educators to expand the educational experience for the child. Agrees to provide transportation to and from school on a daily basis. Accepts the importance of the child being present at school each day and will work to make sure student arrives on time each day and that absences should occur only when the student is seriously ill or for a family emergency.
Classroom Authority: Works with child in a manner consistent with Montessori philosophy; respects the child and provides freedom within limits.	Instructional Supporter: Passionate about learning about the Montessori method. Attends student-led conferences and Parent U workshops. Actively asks, "What can I do to support my child?" Follows through on agreed-upon steps.
Facilitator of Problem-Solving: Promotes development of the child's problem-solving skills. Asks questions to help the child solve his/her own problems rather than solving problems for him/her. Allows child to experience consequences of his/her actions.	Facilitator of Problem-Solving: Promotes development of the child's problem-solving skills. Asks questions to help the child solve his/her own problems rather than solving problems for him/her. Allows child to experience consequences of his/her actions.
Collaborative Problem-Solver: Identifies volunteer opportunities and coordinates volunteer efforts to meet classroom needs. Partners with parent in problem solving to enhance the educational experience for the child and builds an environment that stimulates the joy of learning.	Volunteer: Volunteers time, energy, and resources to identified school/classroom needs. Checks with staff for available opportunities. Asks, "How can I help?" Parent/guardian follows the lead of the classroom teacher in working in the classroom and respects his/her classroom protocols and processes.

Carson Montessori's Kindness Protocols

Always Choose
Wisely!



Carson Montessori's

Practical, positive, purposeful, proactive Protocols

Painful opportunities
are life's most meaningful lessons.
Don't let them define you or become crippling excuses,
instead **CHOOSE** to learn from them
and then use those lessons
to make a **POSITIVE DIFFERENCE**
in the World.

Jessica Barlow Daniels
Sept. 2015

Written after hearing the Superintendent of Schools from Sandy Hook



CARSON MONTESSORI FOLLOWS THE WORDS OF ROBIN ROBERTS,
WHEN SHE STATED:
"KEEP YOUR CHALLENGES FROM DEFEATING YOU."