

*Commission
on
School Safety and Juvenile Violence*



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COMMISSION ON SCHOOL SAFETY AND JUVENILE VIOLENCE

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SUMMARY OF RECOMMENDATIONS

LEGISLATIVE COMMISSION ON SCHOOL SAFETY AND JUVENILE VIOLENCE (A.B. 686)

This summary presents the recommendations approved by the Legislative Commission on School Safety and Juvenile Violence (Assembly Bill 686, Chapter 607, *Statutes of Nevada 1999*). The commission submits these proposals to the 71st Session of the Nevada Legislature.

EMERGENCY RESPONSE PLAN TO INCIDENTS OF SCHOOL VIOLENCE

1. Draft legislation to codify the emergency response plan to incidents of school violence in *Nevada Revised Statutes* (as mandated by A.B. 686). In summary, the plan requires each school district to adopt a model crisis response plan, which must be used by each school in the district, with exception in special circumstances. Each school district's plan must be developed by a districtwide committee, and in turn, each school will arrange for a site-based team to implement the plan. Additionally, the State Board of Education is to develop necessary regulations for school districts, and the Division of Emergency Management will assist by coordinating the resources of federal, county, and city authorities.

RECOMMENDATIONS REGARDING PREVENTION AND INTERVENTION PROGRAMS

2. Draft a concurrent resolution urging specified private and public entities to implement or expand upon prevention and intervention programs and services to reduce the incidence of school and juvenile violence, addressing: after-school activities; alternative classrooms; anti-bullying; asset building; child abuse; community-based efforts; firearms; gangs; mentoring; parental involvement; peer mediation; research and evaluation; and school staffing patterns.

RECOMMENDATIONS REGARDING REPORTING OF CRIMINAL ACTIVITY ON SCHOOL CAMPUSES

3. Amend *Nevada Revised Statutes* to mandate that campus police or school officials report certain violent or sexual criminal acts (based upon the crimes outlined in the Sherrice Iverson Act of 1999), to the appropriate local law enforcement authority.

**REPORT TO THE 71ST SESSION OF THE NEVADA LEGISLATURE BY THE
LEGISLATIVE COMMISSION ON SCHOOL SAFETY
AND JUVENILE VIOLENCE**

I. INTRODUCTION

The 70th Session of the Nevada Legislature adopted Assembly Bill 686 (Chapter 607, *Statutes of Nevada 1999*), which created the Commission on School Safety and Juvenile Violence. This commission was charged with two major responsibilities: (1) developing a statewide plan of emergency response to incidents of school violence; and (2) recommending prevention and intervention programs to reduce school and juvenile violence. See Appendix A for the text of this measure.

The 11-member commission was composed of legislators, law enforcement representatives, school administrators, teachers, and parents. The Senate Majority Leader and Speaker of the Assembly both appointed three members, and the Governor appointed the remaining five members.

The following individuals served on the commission:

Senator Valerie Wiener, Chairperson
Michael Johnson, Vice Chair and Parent Representative
Assemblywoman Bonnie Parnell
Marcia R. Bandera, Superintendent, Elko County School District
Barbara Baxter, Teacher, Sparks High School
Tom Burns, Law Enforcement Representative
Pamela Hawkins, Principal, Western High School
M. Kim Radich, Teacher, O'Callaghan Middle School
Annie Rees, Parent Representative
Keith Savage, Principal, Yerington High School
Vince Swinney, Law Enforcement Representative

Legislative Counsel Bureau (LCB) staff services for the commission were provided by Juliann K. Jenson, Senior Research Analyst, and Christine Kuhl, Senior Research Secretary, of the Research Division; and R. Rene Yeckley, Senior Deputy Legislative Counsel, of the Legal Division.

During the course of the study, the commission held seven meetings, including one work session. Meetings were held throughout the State, including three in Carson City, two in Las Vegas, one in Pahrump, and one in Reno. The meetings in Carson City and Las Vegas were conducted through simultaneous videoconferences between meeting rooms at the Legislative Building in Carson City and the Grant Sawyer State Office Building in Las Vegas.

The commission received extensive expert and public testimony regarding school safety and juvenile violence. Testimony was provided by representatives from the National Conference of State Legislatures (NCSL), the Center for the Study and Prevention of Violence at the University of Colorado, Boulder, and the Crisis Management Institute in Salem, Oregon. The commission also heard from concerned citizens, law enforcement officials, members of the business community, parents, representatives of nonprofit organizations, school administrators, students, and teachers.

Additionally, the commission reviewed local and nationally recognized school emergency response plans to assist the commission in developing one for Nevada. The commission also examined exemplary national and local prevention and intervention programs, and considered the results of research conducted by experts in the field. Further, related laws and policies from other states were reviewed.

At its final meeting and work session, the commission adopted three recommendations for consideration by the 2001 Legislature. The recommendations address the following major topics:

- Codification of the statewide emergency response plan to incidents of school violence (as mandated by A.B. 686);
- Resolution regarding prevention and intervention strategies to reduce the incidence of school and juvenile violence; and
- Mandated reporting by campus police or school officials of certain violent or sexual crimes to the appropriate local law enforcement agency.

See Appendix B for the commission's suggested bill draft requests (BDRs).

This report contains information on Nevada's recently enacted legislation regarding school safety and juvenile violence. In addition, it presents an overview of what is happening nationally in this arena. Further, the report provides an outline of other prominent issues regarding school violence, and the frameworks that are being used to address the problem.

II. RECENT LEGISLATION IN NEVADA

In the past decade, Nevada has remained diligent in addressing school violence and has continually included this subject in its education and juvenile justice discussions. Activities of the 1999 Legislature reflect this continuing attention and helped place the actions of this commission in context.

A. School Discipline and Truancy

The problems associated with disruptive and habitually truant students were once again prominent education issues considered by the 1999 Legislature. Several bills addressed the continuing problem of disruptive student behavior and high truancy rates in schools throughout the State. These bills were passed primarily to modify major legislation enacted in 1997, to curb disciplinary problems and combat habitual truancy.

Assembly Bill 14 (Chapter 453, *Statutes of Nevada 1999*) requires schools to notify parents before pupils are deemed habitual disciplinary problems. Schools must also notify parents when a student is suspended for initiating a fight on school property. The determination that a student is a habitual disciplinary problem must be made by the principal and at least one teacher of a pupil enrolled in elementary school, or at least two teachers of a pupil enrolled in junior high, middle, or high school. This measure authorizes schools to develop plans of behavior for students, to prevent habitual disciplinary problems.

A number of changes were made to State statutes concerning truancy by **Assembly Bill 15** (Chapter 624, *Statutes of Nevada 1999*). This measure requires schools to take reasonable actions to encourage habitual truants to attend school. If such actions do not result in a sufficiently improved record of attendance by the pupil, the school must refer the pupil to the board to review school attendance created in the county. The bill also requires an affected pupil, and his or her parents or legal guardians, to attend a hearing held by the board. The measure clarifies the duties and authority of the board to review school attendance and the chairman of this board, with respect to pupil and parental participation in programs designed to reduce truancy, the referral of pupils to law enforcement agencies due to habitual truancy, and the issuance of citations and subpoenas. Finally, the measure allows community service to be substituted for the fine specified for first offenders.

Assembly Bill 521 (Chapter 591, *Statutes of Nevada 1999*) requires the principal of each public school to establish a progressive discipline plan and a plan to review disciplinary decisions. Teachers and parents must be involved in the development of such plans. These plans must be designed to address the specific disciplinary needs and concerns of the school.

The school disciplinary plan must provide for the temporary removal of a pupil from a classroom if, in the judgment of a teacher, the pupil has engaged in behavior that seriously interferes with teaching and learning. If a student is removed from a classroom, the principal must provide an explanation of his or her action and notify the pupil's parents or legal guardians within 24 hours. Pupils removed from the classroom under the plan's provisions must be assigned to a temporary alternative placement that separates the pupil from other students. Students in such placements are prohibited from participating in all extracurricular activities.

The measure further specifies procedures for conducting a conference with the student and his or her parents or legal guardians, the principal, and the teacher who removed the pupil. Procedures are also established concerning whether and when the student may return to the classroom.

Assembly Bill 521 requires the principal of each public school in Nevada to establish a committee to review the temporary alternative placement of pupils.

Assembly Bill 521 also requires the Superintendent of Public Instruction to establish a pilot project for alternative programs of education for disruptive students in eight schools. The bill specifies the type of schools to be included in the project. In addition, the bill appropriates a total of \$1 million to the Nevada Department of Education for Fiscal Years 1999-2000 and 2000-2001, to establish the pilot project. Further, participating schools must report specific information about the project to the Nevada Department of Education, prior to October 1, 2000, which is required to evaluate the effectiveness of the pilot project and submit a report of its findings to the Legislative Committee on Education on or before November 1, 2000.

B. School Safety

Recent tragic incidents of school violence in Colorado, Georgia, Oregon, and several other states that resulted in the deaths of students and teachers, and serious injury to many more people, prompted the Nevada Legislature to take steps to prevent similar incidents from occurring in Nevada's public schools. In addition to A.B. 686, which created the Commission on School Safety and Juvenile Violence, another measure concerned the provision of police services to public schools.

Assembly Bill 376 (Chapter 625, *Statutes of Nevada 1999*) allows the Clark County School District to contract with the Las Vegas Metropolitan Police Department (Metro), for the provision and supervision of school police services. The measure also specifically authorizes other school districts to contract with the county sheriff for school police services. Assembly Bill 376 further requires that if a school district employs persons to serve as school police officers, it must employ a law enforcement officer to serve as the chief of school police. The chief must be supervised by the district superintendent, and he or she must supervise each person employed as a school police officer.

C. Juvenile Justice

In past legislative sessions, lawmakers have established and strengthened the penalties for juvenile crime. In 1999, lawmakers focused attention on bills to provide early intervention and possibly help prevent future criminal activity by juvenile offenders. Enacted legislation includes work programs to pay off restitution, life skills programs, mandatory participation in programs for the arts such as dance or painting, and psychological evaluations for children arrested for cruelty to animals and for firearm offenses. In addition, the detention procedures

for juveniles arrested for firearm offenses and for domestic violence allegations are strengthened to protect both the offender and the victim.

Assembly Bill 314 (Chapter 216, *Statutes of Nevada 1999*) creates a funding mechanism to ensure the completion of a regional facility for juvenile offenders. This facility will serve Carson City and Churchill, Douglas, Lyon, and Storey Counties.

Noting the need for a comprehensive approach to juvenile justice, the Legislature approved **Assembly Concurrent Resolution No. 13** (File No. 139, *Statutes of Nevada 1999*) to continue the work of the 1997-1998 interim study committee. The work of the A.C.R. 13 committee included a review of juvenile correctional facilities, sanctions, methods of intervention, substance abuse and mental health services, gang activity, school violence, and restorative justice. Because Senator Wiener served as Chairperson of both the Commission on School Safety and Juvenile Violence and of this juvenile justice study the two subcommittees/commissions monitored and took into consideration each other's findings and recommendations.

III. SCHOOL VIOLENCE TRENDS

Recent school shootings have heightened public awareness and concern about school violence and safety. Although homicides in school are rare events, they affect public perceptions and attitudes that ultimately impact responses to school and juvenile violence. As a result, it is important for the community, lawmakers, staff, and students to better understand the actual trends and occurrences of school violence.

As referenced earlier, a representative from NCSL provided the commission with an overview of recent directions in school violence. The presented information was primarily extracted from *The 1999 Annual Report on School Safety* (United States Department of Education and U.S. Department of Justice, 1999), which provides an accurate and complete picture of today's school environment.

Following is a list of the most significant findings contained in the report:

Homicides at school are rare events.

There exists a less than one in a million chance of suffering a school associated violent death.

Students are still safer at school than at home.

Life away from school may be more dangerous for some students than life at school. For example, students between the ages of 12 and 18 are more likely to be victims of violent crime away from school than at school, and 11 children die every day as a result of family violence.

Multiple victim homicide events at school have increased.

The total number of these events has increased from two during the 1992-1993 school year to five in the 1997-1998 school year.

Fewer students are carrying weapons or physically fighting on school grounds.

Student weapon carrying and physical fighting have declined steadily in recent years, contrary to public perception.

Fear of being attacked has increased.

The percentages of students feeling unsafe while at school and while going to and from school has increased slightly. Further, minority students and young students feel less safe at school than other students.

Most school crime is theft, not serious violent crime.

Theft accounted for approximately 61 percent of all crime against students at school during 1997.

Weapons on school campuses have decreased.

The percentage of students in grades 9 through 12 who reported carrying a weapon (for example, a club, gun, or knife) to school declined during the period from 1993 to 1997.

IV. STATE RESPONSES TO SCHOOL VIOLENCE

The commission also received a briefing concerning recent actions by other states with regard to school and juvenile violence issues. According to NCSL, state legislatures currently respond to and address school violence in a variety of ways. Many states enact laws that address security and disciplinary codes, while others are taking a more preventative approach. Further, many lawmakers are designing programs which include the community and family, thereby acknowledging that school violence is part of a greater, communitywide problem.

While not exhaustive, the following list, compiled by NCSL, highlights recent state legislative activity regarding school safety issues.

A. Physical Safety/Building Security

Zero Tolerance, Weapon-Free, Drug/Alcohol-Free, and Safety Zones

These zones are generally in and around schools, with predetermined consequences for specific offenses.

Law Enforcement Presence/School Resource Officers

Many states are requiring law enforcement officers in schools. In addition to arrest powers, School Resource Officers counsel students and educate staff.

Emergency Response/Safety Plans/Hotlines

A few legislatures, including Nevada, have mandated the development of a statewide emergency response plan. Also, at least five states (California, Mississippi, New Jersey, Virginia, and Wisconsin) have created statewide or school district hotlines for school crime reporting purposes.

B. Disciplinary Programs and Policies

Suspension/Expulsion

The 1994 Safe and Gun Free Schools Act requires states receiving certain federal funds to expel students for possession of a firearm on school grounds. All states currently comply with the requirements in some fashion although its application varies.

Alternative Schools

Approximately 20 states require alternative school placements for youth who are suspended or expelled from school. These schools are designed to allow at-risk youth to continue their education, while receiving individualized services. New Jersey, for example, provides one-on-one counseling, and Oklahoma targets counties with high levels of truancy and adjudication.

C. School-Based Interventions

Nonviolence Curriculums

At least nine states have either authorized or designated funding for nonviolence curriculum in schools. This may include statewide violence education programs, such as the one in Iowa, which includes anger management, anti-bullying, conflict resolution, and peer mediation components.

Mental Health Services

Some states (i.e., Kansas) are requiring the state board of education to fund collaborations between school districts and community health centers to provide mental health services in schools.

Gang Prevention Programs

A handful of states have funded gang prevention programs in schools. Minnesota, for example, created a pilot training program for police officers to teach gang resistance in middle schools.

After-School Programming

A small number of states are providing incentives and block grants to establish after-school programs. California has created incentives for establishing after-school enrichment programs.

D. Staff Training

Teacher Training

Teacher training components regarding school violence prevention and conflict resolution are required in Connecticut, Illinois, Mississippi, and Missouri. This type of training generally concentrates on violence prevention and identification of risk factors.

At-Risk Pay

One state, Kentucky, offers at-risk pay for teachers who work in alternative schools with violent students.

E. Records Sharing/Notification

Notification and Access

At least 42 states have passed laws to allow juvenile records to be shared between juvenile justice agencies and school officials. Some of these laws require police to notify school officials when a student is taken into custody. In turn, schools must report certain criminal activity to law enforcement. Other states allow for the transfer of disciplinary records when a youth transfers to another school.

F. Criminal Penalties

Weapons Prohibition

Almost half of the states have enacted some form of general prohibition against weapon possession on school grounds. Some of these prohibitions are broad and extend to parents and visitors. For example, Montana law extends liability to a parent or guardian who permits the juvenile to possess a weapon on school property.

Expanded Definitions/New or Increased Penalties

Many states have created new school-based offenses, expanded offender definitions to include juveniles, or increased penalties for committing certain offenses at school. For example, Virginia assigns criminal liability to juveniles who threaten another student or school employee.

Parental Responsibility

Some states now hold parents responsible for the behavior of their children, assigning restitution, community service, or criminal liability. Texas fines parents for contributing to their child's truancy.

G. Statewide Programs

State Commissions/Task Forces

Several states, such as Arizona and Arkansas, have established statewide bodies to study and address school and juvenile violence.

Local Grants

Many states, including North Carolina and Washington, provide funding for community and agency-based programs, and collaborative efforts to address violence prevention.

School Safety Centers

At least three states (Kentucky, North Carolina, and Tennessee) have created school safety centers, which study and disseminate school safety information to state government agencies, schools, and other interested parties.

V. NEVADA'S IMPLEMENTATION OF SCHOOL SAFETY INITIATIVES

Nevada lawmakers have responded to school violence in a variety of ways. From federal programs to local initiatives, Nevada has attempted to take into consideration school violence trends and respond accordingly. While it should be acknowledged that schools and school districts across the State have implemented innovative responses to school violence, this section focuses on statewide initiatives.

A. Safe and Drug-Free Schools

The Safe and Drug-Free Schools Program is the federal government's primary vehicle for reducing violence, and alcohol, drug, and tobacco use, through education and prevention activities in the nation's schools. These initiatives are designed to prevent violence in and around schools, as well as strengthen programs that prevent the illegal use of alcohol, drugs, and tobacco. Further, the initiatives involve parents and are coordinated with related federal, state, and community efforts and resources. Initiatives are supported to meet the seventh National Education Goal, which states that by the year 2000, all schools will be free of drugs, alcohol, violence, and the unauthorized presence of firearms, and offer a disciplined environment conducive to learning.

1. Programs

The Safe and Drug-Free Schools Program consists of two major programs: (1) State Grants for Drug and Violence Prevention; and (2) National Programs. State Grants is a formula grant program that provides federal funds to state and local education agencies, as well as governors, for a wide range of school- and community-based education and prevention activities. National Programs carries out a variety of discretionary initiatives that respond to emerging needs. Among these are direct grants to school districts and communities with severe drug and violence problems, program evaluation, and information development and dissemination.

2. Performance Indicators

The Safe and Drug Free Schools Program has identified a number of indicators to measure the progress of schools in meeting program goals. Relating to school violence, the program measures teacher and student victimization and physical fights.

According to the National Education Goals Panel, Nevada is the only state that significantly reduced the percentage of students who engage in physical fights in school. This reduction (from 20 percent in 1993 to 15 percent in 1997) has been attributed, in part, to a variety of local programs. A 1998 survey of school districts in Nevada, conducted by the Nevada Department of Education, gathered information about the district's substance abuse and violence prevention programs. The results of the survey revealed that many of the more successful programs are designed to reach the entire population of students in a school, rather than targeting at-risk students, or students already engaged in risky behavior.

B. The Gun-Free Schools Act

In 1995, the Nevada Legislature amended *Nevada Revised Statutes* (NRS) 392.466 to require suspension or expulsion from school of any student found in possession of a dangerous weapon on school property, at a school sponsored activity, or on a school bus (Senate Bill 85, Chapter 706, *Statutes of Nevada 1995*). The possession of a dangerous weapon provision was added to NRS 392.466 to bring State law into compliance with the federal Gun-Free Schools Act of 1994 (GFSA). States were required to adopt the provision of the GFSA as a condition for the receipt of certain federal funds.

C. School Uniforms

Nevada Revised Statutes 392.458 sets forth in State statute for the first time, the authority of school districts to establish a school uniform policy. Specifically, the provision allows local school boards, in consultation with parents, schools, and organizations representing licensed educational personnel, to establish a policy requiring pupils to wear school uniforms. Additionally, districts that adopt such policies must facilitate the acquisition of uniforms for pupils whose parents or legal guardians request financial assistance to purchase them. The statute also allows school districts to establish a dress code for teachers and other personnel employed by the school district.

D. Truancy

In addition to facing discipline in the schools (as previously described on page three, under Assembly Bill 15) children who are classified as habitual truants are subject to criminal penalties. For a first offense, the child may be fined up to \$100 and is required to perform community service. A second or subsequent offense is punished by a fine of up to \$200 and up to ten hours of community service. If the child has a driver's license, that license is suspended for between 60 days and 1 year (NRS 62.224). A parent or legal guardian of a habitual truant may also be subject to criminal prosecution if he or she fails to prevent the child's truancy (NRS 392.210). This offense is a misdemeanor and may be punished by up to six months imprisonment in the county jail and a fine of up to \$1,000 (NRS 193.150).

E. Discipline of Students

Nevada Revised Statutes 392.4655 specifies the criteria under which a student may be deemed a habitual disciplinary problem. If a student who is a habitual disciplinary problem is found guilty of battery of a school employee, possession of a dangerous weapon, the sale or distribution of controlled substances, or any other crime specified in NRS 392.466, the student must be expelled for at least one semester. Any student expelled under these provisions must receive equivalent academic instruction pursuant to NRS 392.070.

F. School District Discipline Policies

All 17 school districts in Nevada have developed written policies governing student discipline. In general, school districts use the following formal methods to discipline students who have committed infractions of school rules or State laws, depending on the seriousness of the infraction or statutory requirement.

Detention

A student must stay at school beyond the normal dismissal time or on Saturday.

In-School Suspension

A student is removed from classes and/or school activities for no more than ten days. During the term of in-school suspension, the student must remain in a separate supervised area.

Short-Term Suspension

The student is temporarily removed from school and school-sponsored activities, usually for ten days or less.

Long-Term Suspension

The student is removed from school and all school-sponsored activities for a period of more than ten days and less than a specified period of time (usually less than one year).

Alternative Education Placement

Some districts allow the use of an alternative educational placement in lieu of suspension. In such a placement, the student is removed from the regular school setting and assigned to an alternative setting for a designated period of time. Students assigned to alternative placements must complete all academic assignments and follow specified rules of behavior.

Expulsion

If a local board of trustees determines that a student's behavior interferes with the educational program or the safety and/or welfare of school personnel and/or other students, the student may be removed from further attendance in the school, in accordance with State law. In some instances, for example, if a student is found in possession of a dangerous weapon, State law requires the student's immediate expulsion from school.

Districts use a variety of methods to communicate rules and policies concerning discipline to parents, students, and teachers including: assemblies, bulletin boards, discipline procedure

reference guides, parent handbooks, student folders, student handbooks, and teacher handbooks. As an example, the Nye County *Student Behavior Handbook* is attached as Appendix C.

VI. FACTORS TO ASSIST IN IDENTIFYING YOUTH AT RISK

It is not always possible to predict behavior that will lead to violence. However, several aspects of a child's individual, situational, and neighborhood/community life have been identified as possible warning signs of violent or delinquent behavior. Increasingly, families, teachers, and school administrators are being trained to identify and respond to these factors in an effort to intervene and prevent violence from occurring.

In short, these risk factors or warning signs convey that there may be a cause for concern when a child exhibits a particular behavior, such as violence toward himself/herself or others. They are not intended to be used as a checklist against which to measure individual children, but rather are offered as an aid to identify and refer children who may need help.

A. Warning Signs

The following warning signs have been identified by the National Association of School Psychologists:

- Affiliation with gangs;
- Being a victim of violence;
- Excessive feelings of isolation;
- Excessive feelings of rejection;
- Expression of violence in writings and drawings;
- Feelings of being persecuted;
- History of discipline problems;
- History of violent and aggressive behavior;
- Inappropriate access to firearms;
- Intolerance for differences and prejudicial attitudes;
- Low school interest and poor academic performance;
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors;
- Serious threats of violence;
- Social withdrawal;
- Uncontrolled anger; and
- Use of drugs and alcohol.

B. Assets Building

Rather than identifying negative behavior, the Search Institute (a private, nonprofit organization in Minnesota) recently developed a program called Assets Building. The Search Institute has identified 40 critical factors for young people's growth and development, and these factors are to be used as possible benchmarks to gauge progress.

The first 20 developmental assets focus on positive experiences that youth receive from the people and institutions in their lives. These assets, for example, include opportunities for growth and support from their community and families. In turn, the Search Institute has placed a similar commitment on the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Therefore, internal assets, such as commitment to learning and social competencies, are also included in this framework.

See Appendix D for a more detailed description of the Assets Building program.

VII. MODEL PREVENTION AND INTERVENTION PROGRAMS

Recent school shootings have focused attention to the occurrence of serious violent incidents as the major school safety issue. However, creating a safe school environment involves much more than concentrating on such rare events. Prevention and intervention programs are becoming a necessary and inherent part of a comprehensive school safety curriculum. These programs range from implementing schoolwide discipline programs to increasing parental involvement and promoting better ethnic relations in a community and classroom.

While a variety of prevention and intervention options are available, most states have limited funding. Identifying the most beneficial and cost-effective programs, based on reliable research, is increasingly guiding legislators as they make decisions about which policies and public expenditures are good investments.

Blueprints for Violence Prevention

The Center for the Study and Prevention of Violence at the University of Colorado, Boulder, conducted an ambitious study and reviewed more than 400 delinquency, drug, and violence prevention programs. Through this study, ten programs (so far) have been identified as exemplary and have demonstrated success rates. These programs are targeted at children of all ages and need levels, including prenatal services to parent, school-based prevention and intervention programs for all grade levels, and treatment programs for youths that have been adjudicated as delinquent. They include:

Bullying Prevention Programs

A school-based program to reduce victim/bullying behavior among primary and secondary school-aged children;

Prenatal and Infancy Home Visits by Nurses

Primarily a home based program for high-risk pregnant women to reduce child abuse and neglect and later delinquency;

Promoting Alternative Thinking Strategies (PATH)

A school-based program to promote emotional and social competence, including the expression and regulation of emotion among primary school children;

Big Brothers, Big Sisters of America

A community-based mentoring program targeting children, ages 6 to 18, from single parent or disadvantaged households;

Quantum Opportunities Program

A school-based program to increase graduation rates and postsecondary school attendance by improving academic skills of high school students who are at risk of dropping out;

Multisystemic Therapy

A family systems approach for serious, violent, or substance-abusing juvenile offenders;

Functional Family Therapy

A community-wide program for adjudicated or conduct-disordered youth and status offenders;

Midwestern Prevention Project

A community-based intervention program to prevent drug use among middle school youth;

Life Skills Training

Primarily a school-based program to prevent drug use among junior high and middle school students; and

Treatment Foster Care

A community-based program to provide structured, therapeutic living for serious and chronic juvenile offenders.

A more detailed explanation of the above-referenced programs can be found in Appendix E.

The Center for the Study and Prevention of Violence and the Office of Juvenile Justice and Delinquency Prevention have entered into a cooperative agreement to provide training and technical assistance to community organizations and program providers interested in implementing one of these programs.

VIII. RECOMMENDATIONS

At its final meeting and work session on May 24, 2000, the Commission on School Safety and Juvenile Violence adopted three recommendations. These proposals, all BDRs, are submitted for consideration by the 2001 Legislature. Appendix B contains the BDRs.

Organized by topic headings, the following sections of the report discuss the commission's recommendations.

A. Statewide Emergency Response Plan to Incidents of School Violence

Pursuant to Assembly Bill 686, the commission was charged with developing and adopting a statewide plan of emergency response to incidents of school violence by January 2000. The bill listed specific elements to include in the plan, and instructed the commission to provide a copy to the Nevada Department of Education for dissemination to the board of trustees of each school district in the State. By July 1, 2000, school districts were required to have developed and maintained a local plan that is consistent with the State plan. Additionally, the bill mandates that the statewide plan be submitted to the 2001 Nevada Legislature for codification. The commission made adjustments to and finalized the plan at its work session.

The commission met the January deadline (referenced above) and devoted the first half of its meetings to the development of the emergency response plan. Cheri Lovre, Executive Director of the Crisis Management Institute in Salem, Oregon, assisted the commission in designing a framework for the plan at the November 9, 1999, meeting. Ms. Lovre has worked with school administrators and other officials nationwide, including those in Littleton, Colorado, and Springfield, Oregon.

Additionally, the commission solicited input and recommendations from organizations representing law enforcement agencies, parents, school administrators, school boards, school support staff, school police, students, and teachers. It became apparent through this testimony that local entities did not want to be micromanaged. As a result, the commission opted to provide guidelines to assist school districts in developing plans to better meet local needs. This approach, however, also included a listing of particular elements that must be included in local plans.

Specifically, the commission discussed requiring each school district to develop and adopt a model crisis response plan in accordance with prescribed guidelines. The plan should be designed with each school in the district in mind, providing for exceptions in special circumstances. The commission contended that a districtwide, rather than individual school plans, would provide a more uniform approach, thereby allowing for law enforcement and other involved parties to be better prepared in the event of a violent incident.

The commission also considered that each school district's plan be developed by a districtwide committee, and in turn, each school form a site-based team to implement the plan. The commission felt that it was necessary for the intricacies of the plan to be developed and subsequently implemented by those who were familiar with the nuances of the school districts and the particular schools within the district. Further, a team approach was thought to be essential to promote cooperation and coordination.

To provide oversight, it was contemplated that the State Board of Education be asked to develop the necessary regulations for school districts. In order to take advantage of the Division of Emergency Management resources, the commission discussed using the Division as the coordinator of federal, county, and city authorities.

Endorsing the above-described elements of a crisis response plan, the commission recommended that the 71st Session of the Legislature:

- **Provide, within *Nevada Revised Statutes*, the statewide plan of emergency response to incidents of school violence.**

Specifically, the plan requires each school district, and charter and private school, to adopt a model crisis response plan, which must be used by each school in the district, with exception in certain circumstances. The bill defines crisis as a traumatic or sudden event or emergency condition that: involves violence; profoundly or negatively affects a school population; occurs on the property of a school, a school-sponsored activity, or on a school bus; and may involve serious injury or death.

The board of trustees of each school district, or the governing body of a charter or private school, must establish a committee consisting of certain specified persons to develop the plan. In turn, each school is directed to form a site-based team, which also consists of certain specified persons, to implement the plan. The plan must address the following components:

- **Communication procedures between persons inside and outside of the school, including the media;**
- **Response procedures at the time of and after a crisis that resulted in physical harm to a pupil or employee of the school;**
- **Evacuation procedures to move pupils and employees safely within and from the school; and**
- **Policies for enforcing discipline to maintain a safe and orderly environment in a crisis.**

Further, each plan must be reviewed and updated at least once each year and provided to the State Board of Education, local law enforcement agencies, the Division of Emergency Management, school employees, and other local agencies that have a direct part in the plan. Otherwise, the plans are confidential and may not be disseminated. Crisis response training must also be provided to school employees, and the bill grants school districts the authority to seek creative funding mechanisms for this purpose.

The crisis response plans and any deviations must comply with regulations adopted by the State Board of Education. The State Board of Education must also develop a plan for the management of emergencies involving incidents of school violence. The Division of Emergency Management will assist by coordinating the resources of federal, county, and city authorities.

Lastly, if an incident of school violence that warrants emergency action occurs, the principal of the school, or the designated representative, must contact the appropriate local agencies. (BDR #34-200) (Recommendation No. 1)

A copy of each school district's emergency response plan is available in the LCB Research Library. In general, most school districts enhanced their current plans to incorporate the required components. The Nevada Department of Education has been delegated the task of gathering and reviewing the plans for conformance to State guidelines. Additionally, the department will also notify and provide assistance to those school districts that have not addressed the required components of an emergency response plan, as outlined in the BDR.

It is important to note that local plans will need to make further modifications that reflect any needed changes made by the 2001 Legislature.

B. Prevention and Intervention Programs

Assembly Bill 686 also required the commission to make recommendations concerning programs that are designed to: reduce violence at school and in the community; reduce the activities of gangs on school property and in the community; and restrict the inappropriate access to firearms by juveniles. To become familiar with the subject, representatives from the NCSL and the Center for the Study and Prevention of Violence at University of Colorado, Boulder, provided an overview of exemplary programs and services that have proven to reduce juvenile violence and increase school safety. Additionally, commission members reviewed laws from other states. Representatives from Clark, Nye, and Washoe Counties also summarized local prevention and intervention approaches. Finally, in an effort to gain a more comprehensive perspective, spokespersons representing the business community, law enforcement, nonprofit organizations, parents, school administrators, school police, students, support staff, and teachers provided testimony.

The commission recognized that there are many promising strategies to reduce and treat youth violence. Further, it was conceded that communities should have the flexibility to tailor programs to meet local needs. The commission also believed that school violence is not simply a school problem, and instead is endemic to an entire community. Another prevailing theme included the need for collaboration among affected public and private entities.

Acknowledging that programs and services require money, the commission did not intend to place any unfunded mandates on local schools or districts. Rather, they encouraged expanding current programs or seeking creative funding opportunities.

In short, the commission expressed a willingness to understand the root causes of violence and encouraged the implementation of innovative and effective treatment approaches.

Recognizing the costs involved and the limited resources, the commission agreed to:

- **Draft a concurrent resolution urging certain nonprofit organizations, businesses, state and local governmental agencies, and school districts to implement or expand prevention and intervention programs to reduce the incidence of school and juvenile violence, addressing: after school activities; alternative classrooms; anti-bullying; asset building; child abuse and neglect; community-based efforts; firearms; gangs; mentoring; parental involvement; peer mediation; research and evaluation; and school staffing. (BDR #R-198) (Recommendation No. 2)**

C. Reporting of Criminal Activity on School Campuses

A recurring theme throughout the commission hearings was the need to report crimes that occur on school campuses. In particular, Phil Gervasi, President, Clark County School District Police Officers' Association, provided repeated testimony regarding the lack of crime reporting by school administrators. As a result, schools were not prepared or appropriately responding to students' criminal behavior. It was speculated that certain schools did not report criminal acts committed by students to preserve the school's reputation.

Representatives from the Las Vegas Metropolitan Police Department (Metro) also commented on reporting. However, they argued that felony crimes (or certain delinquent acts) be reported to the appropriate local law enforcement authority, rather than to school police. It was reasoned that local law enforcement agencies have the necessary expertise and experience to better handle more serious offenses.

The commission was persuaded by Metro's testimony and felt that the handling of serious crimes on school grounds may benefit from the assistance of a more diversified police force. However, it was acknowledged that the involvement of local law enforcement should be clearly defined to avoid any reporting confusion. Based on a law that was enacted during the 1999 Legislative Session, the Sherrice Iverson Act, the commission agreed on a listing of certain, specified violent acts that would require reporting to local law enforcement agencies. Further, the commission considered placing the burden of reporting on school administrators or school police, rather than requiring such of all school personnel.

After discussing all the aforementioned information, the commission voted to:

- **Amend *Nevada Revised Statutes* to mandate that campus police or school officials report certain violent or sexual criminal acts, based upon the crimes outlined in the Sherrice Iverson Act of 1999, to the appropriate local law enforcement authority. (BDR #34-199) (Recommendation No. 3)**

X. APPENDICES

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APPENDIX A

Assembly Bill 686 of the 1999 Legislative Session
(Chapter 607, *Statutes of Nevada 1999*)

Assembly Bill No. 686—Committee on Education

CHAPTER 607

AN ACT relating to public schools; creating the Commission on School Safety and Juvenile Violence; providing for its membership and duties; making an appropriation; and providing other matters properly relating thereto.

[Approved June 9, 1999]

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. 1. The Commission on School Safety and Juvenile Violence, consisting of 11 members, is hereby created.

2. The Majority Leader of the Senate shall appoint three members to the Commission as follows:

- (a) One Senator;
- (b) One representative of law enforcement; and
- (c) One principal of a public school in this state that is located in an urban area.

3. The Speaker of the Assembly shall appoint three members to the Commission as follows:

- (a) One Assemblyman;
- (b) One representative of law enforcement; and
- (c) One principal of a public school in this state that is located in a rural county.

4. The Governor shall appoint five members to the Commission as follows:

- (a) One teacher who currently provides instruction in a high school;
- (b) One teacher who currently provides instruction in a middle school or junior high school;
- (c) One superintendent of schools of a school district;
- (d) One parent of a pupil who is enrolled in a public school that is located in an urban area of this state; and
- (e) One parent of a pupil who is enrolled in a public school that is located in a rural county.

5. The Commission shall elect a chairman from among its members.

6. A vacancy in the membership of the Commission must be filled in the same manner as the original appointment.

7. For each day or portion of a day during which a member of the Commission who is a Legislator attends a meeting of the Commission or is otherwise engaged in the work of the Commission, except during a regular or special session of the Legislature, he is entitled to receive the:

(a) Compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding session;

(b) Per diem allowance provided for state officers and employees generally; and

(c) Travel expenses provided pursuant to NRS 218.2207.

8. A member of the Commission who is not a Legislator is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally for each day or portion of a day during which he attends a meeting of the Commission or is otherwise engaged in the business of the Commission.

9. The Legislative Counsel Bureau shall provide administrative support to the Commission.

Sec. 2. 1. The Commission shall:

(a) Hold at least three meetings to hear public testimony regarding violence in the public schools, acts of violence committed by juveniles and methods to address violence in the public schools. The Commission shall hold at least one such meeting in:

(1) Clark County.

(2) Washoe County.

(3) A rural county.

(b) Develop and adopt a statewide plan of emergency response to incidents of school violence in accordance with section 3 of this act.

(c) Consider recommendations made by the Legislative Commission's interim study of the system of juvenile justice in the State of Nevada created pursuant to Assembly Concurrent Resolution No. 57 of the 69th session of the Nevada Legislature.

(d) Make recommendations concerning programs that are designed to:

(1) Reduce the incidence of violence in the public schools;

(2) Reduce the activities of gangs on school property and in local communities;

(3) Restrict the accessibility of firearms to juveniles; and

(4) Reduce the incidence of violence committed by juveniles in communities.

(e) Submit a report to the Director of the Legislative Counsel Bureau on or before November 1, 2000, for transmittal to the 71st session of the Nevada Legislature. The report must include:

(1) The findings of the Commission;

(2) Any programs recommended by the Commission pursuant to paragraph (d) of subsection 1;

(3) A summary of each local plan of emergency response to incidents of school violence adopted by the board of trustees of each school district pursuant to section 4 of this act; and

(4) Any recommendations for legislation.

2. The Commission may request the preparation of not more than three legislative measures to carry out the recommendations of the Commission. One legislative measure must include a proposal to codify the statewide plan of emergency response to incidents of school violence adopted by the Commission pursuant to section 3 of this act.

Sec. 3. Not later than January 1, 2000, the Commission shall develop and adopt a statewide plan of emergency response to incidents of school violence. The plan must include:

1. A description of the action that will be taken in response to an incident of school violence that warrants emergency action, including, without limitation, a designation of the persons and state agencies that are primarily responsible for each action;

2. A method for determining the amount of money that is necessary to respond appropriately to an incident of school violence;

3. A mechanism for approving requests for money and a limit on the amount of money that may be granted;

4. A strategy for state officers and employees to coordinate with the appropriate city, county and federal authorities;

5. The type and duration of support services for pupils, teachers, parents and communities;

6. The type and duration of support for law enforcement agencies; and

7. Other factors that the Commission determines necessary to respond to an incident of school violence that warrants emergency action.

Sec. 4. 1. Upon adoption of the statewide plan of emergency response to incidents of school violence by the Commission, the Chairman of the Commission shall provide a copy of the plan to the Department of Education for dissemination to the board of trustees of each school district in this state.

2. On or before July 1, 2000, the board of trustees of each school district shall develop and maintain a local plan of emergency response to incidents of school violence that is consistent with the statewide plan.

Sec. 5. 1. There is hereby appropriated from the state general fund to the legislative fund the sum of \$20,000 for the payment of the compensation, per diem allowances and travel expenses of the members of the Commission pursuant to subsections 7 and 8 of section 1 of this act.

2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2001, and reverts to the state general fund as soon as all payments of money committed have been made.

Sec. 6. On or before July 1, 1999, the Majority Leader of the Senate, the Speaker of the Assembly and the Governor shall make appointments to the Commission on School Safety and Juvenile Violence in accordance with section 1 of this act.

Sec. 7. 1. This section and sections 5 and 6 of this act become effective upon passage and approval.

2. Section 1 of this act becomes effective upon passage and approval for the purpose of appointing members to the Commission on School Safety and Juvenile Violence and on July 1, 1999, for all other purposes.

3. Sections 2, 3 and 4 of this act become effective on July 1, 1999.

4. This act expires by limitation on June 30, 2001.

APPENDIX B

Suggested Legislation

(The bill draft requests will be available after commencement of the session.)

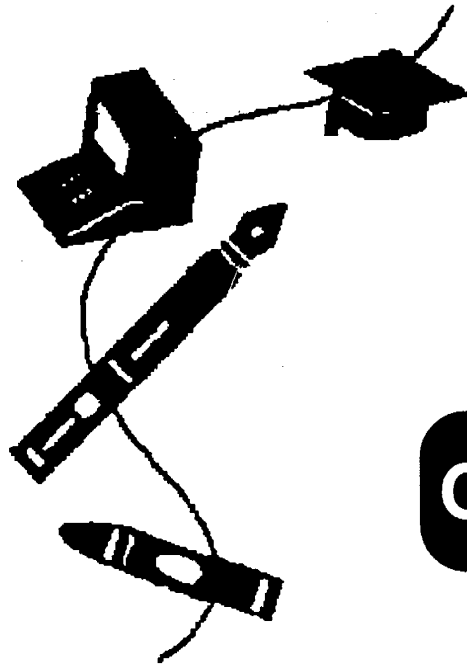
APPENDIX C

Nye County School District's *1999-00 Student Behavior Handbook—Grades 6-12*

NYE COUNTY
SCHOOL DISTRICT

1999-00

STUDENT BEHAVIOR HANDBOOK



GRADES 6-12

NYE COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Peggy Smith, President
Ron Trummell, Vice President
Deborah Wescoatt, Clerk
Bobbie Hommel, Trustee
Jim Merlino, Trustee
Lina Sharp, Trustee
Nancy Sollinger, Trustee

Superintendent
Geraldine M. Harge

Nye County School District
District Office
P.O. Box 113
Tonopah, NV 89049
Phone: 1-800-796-6273 or
775-482-6258
Fax: 1-800-771-6273 or
775-482-8573

Nye County School District
Southern District Office
484 S. West Street
Pahrump, NV 89048
Phone: 775-727-7743
Fax: 775-727-7768

INTRODUCTORY STATEMENT

The purpose of the Student Behavior Handbook is to provide information to students, parents and staff about the Nye County School District's policies and procedures regarding student behavior.

The quality of education in any school is dependent on the social as well as the academic environment. Order, reasonable discipline, and respect for all persons contribute to a good learning environment. This booklet is designed to outline the expectations that we, and the law, have for student behavior. Please read it and keep it close at hand so that you may refer to it if necessary.

This is the fifth year that the handbook and student behavior code have been in effect in our district. From events of the past year, we have seen a dramatic reduction in the number of student suspensions for many of the more common behavior problems. Staff and students have reported that they know what is expected and the consequences of breaking rules; consequently, discipline problems have been reduced.

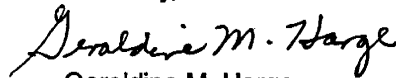
This booklet tells you what is expected of students, what behaviors carry criminal penalties and require that we notify the Sheriff's office, and what the consequences are for unacceptable behavior. It is important for parents to know that the list is, obviously, not all-inclusive; some behaviors not listed here can also be reason for disciplinary action. Principals and other administrators have the discretion to use their judgment in any situation.

More importantly, it outlines the rights and responsibilities of students and clarifies what we believe is important information for students to know so that they can be full participants in their own education.

Parental involvement in support of the student code of conduct is essential. A positive school climate can be maintained and the opportunities for learning increased by the home and school working together and sharing high expectations.

If you have any questions, please contact your school principals.

Sincerely,



Geraldine M. Harge
Superintendent

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SECTION 1

WHEN IS THE STUDENT BEHAVIOR HANDBOOK IN FORCE?

The provisions of the Student Behavior Handbook are in force:

- During regular school hours;
- When students are being transported in district authorized vehicles to and from school or to school-sponsored events;
- At times and places where appropriate school administrators and staff have jurisdiction including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other school related activities;
- On the way to, or going home from, school or a school related event.

Additionally, the principal, any public school official, or designated chaperone is authorized to take administrative action when a student's misconduct away from school, during a school activity, has a detrimental effect on other students, staff, or on the educational process.

Each school's handbook supplements the Student Behavior Handbook and should be referred to for more specific guidelines.

SECTION 2

WHAT RIGHTS DO STUDENTS HAVE?

All students have the right to an educational setting that is safe, orderly, educationally efficient, and free from disruption of normal teaching-learning functions. The following statement is intended to be consistent with NRS 392.465, 392.466, and 392.467.

A. Educational Opportunity

1. Every student has the right to an education relevant to his/her needs and ability and a corresponding responsibility not to deny this right to any other student.
2. No individual shall be subjected to prejudicial treatment, nor to abridgment of his/her right to attend and benefit from public school on the basis of any of the following: ethnic identity, religion, color, sex, political belief, mental or physical handicap, or for the exercise of his/her right within this policy.

B. Participation in Educational Decisions

1. In each secondary school, there shall be established an elected student government with membership open to all eligible students. The student government will establish reasonable standards for candidates for office. All students shall be allowed to vote in elections designed to promote careful consideration of the candidates and issues. Elementary school personnel are encouraged to introduce students to principles of student government through school and class activities.
2. The responsibilities of the student government shall be subject to the policies and administrative regulations of the School Board and State statute and shall include, but not be limited to, the following:
 - a. Involvement in the process of developing policies for revisions and additions to the curriculum, school rules, and regulation;
 - b. Involvement in the formulation of guidelines for co-curricular activities; and

- c. Involvement in allocation of student funds, subject to established audit controls and the approval of the principal.
3. Representatives selected by the student government shall meet regularly with the principal or his/her designee to exchange views, to share in the formulation of school student policies, and to consider revisions to the school's curriculum.

C. Expression and Association

Students are protected in the exercise of their constitutional rights of free speech, press, and assembly. The exercise of such rights, however, must be conducted in a manner that does not disrupt the educational process.

1. Students of the school may exercise the right to wear political buttons, arm bands, and other badges of symbolic expression.
2. Publications:
 - a. Students shall be allowed to distribute political leaflets, newspapers, and other literature on school premises, without prior restraint or censorship, at specified times and places. The distribution may not include materials that are obscene or libelous. The principal and student government shall establish guidelines governing the time and place of distribution at sites that will not interfere with normal school activities.
 - b. Official school publications shall reflect, where possible, a wide spectrum of student opinion. The student editors shall be governed by standards of responsible journalism.
 - c. The distribution of printed materials or petitions.
 - d. The performance of school assemblies and theatrical and musical events.
 - e. Opinions and expressions in school-sponsored publications.
 - f. Student election campaigns.
 - g. Student club activities.
 - h. The use of designated student bulletin boards.
3. The undifferentiated fear or apprehension of disturbance, or the mere desire to avoid the discomfort associated with an unpopular viewpoint, is not enough to restrain the student right to exercise free speech, press and expression.
4. The district reserves the right to administratively adopt responsible provisions for the time, place and manner of exercising freedom of speech, press and expression activities.
5. No student shall be denied the right to exercise freedom of speech, press and expression unless such speech, writing or expression:
 - a. Materially and substantially interferes with the requirements of appropriate discipline in the operation of a school;

- b. Infringes upon the rights, or endangers the health and welfare, of others;
 - c. Is libelous or slanderous;
 - d. Is obscene; or
 - e. Incites students as to create a clear and present danger of the commission of unlawful acts on school premises, or the violation of lawful school regulations or the substantial disruption of the orderly operation of a school.
6. No expression made by students in the exercise of free speech, press or expression shall be considered to be an expression of district policy.
7. Organizations and Clubs. Students may form clubs or organizations for any legal purpose. These organizations must be open to all students on an equal basis and must operate within procedural guidelines established by the student government acting in concert with the principal. Any such organization shall have a faculty advisor, except religious clubs or groups which shall have a monitor, who shall be appointed by the principal after consultation with the student group, provided that no appointment shall be made without the consent of the faculty member involved. In the rare case that no faculty member is willing to accept appointment as advisor, the lack of an advisor shall be cause to deny recognition to an organization. Organizations that meet these conditions shall have reasonable access to school facilities, provided the principal is given reasonable notice of planned programs and authorizes the use of the facilities. Appeals of such decisions may be made in accordance with Section 3 of this document.

D. Privacy

1. Custody. Except in the most extreme circumstances, custody of a student shall not be relinquished by school personnel to any person without the approval of the parent/guardian, unless the student is placed under arrest. In every case of arrest, the school authorities must attempt to notify the student's parent/guardian.
2. Questioning of Students. Representatives of recognized agencies may find it necessary or convenient to interview or question students during school hours on school grounds, and it is the policy of the district to assist and cooperate with such agencies. A student may be interviewed or questioned by representatives of the following agencies during school hours on school grounds provided the representative contacts the student's principal or his/her appointed representative prior to the questioning:
- a. Local, state and federal law enforcement agencies and probation departments.
 - b. Local and regional fire departments.
 - c. Recognized welfare or social service agencies.
 - d. Any branch of the armed forces.
 - e. Other appropriate governmental agencies.

Permission from the parent(s) or guardian(s) shall be obtained prior to the questioning, except no parental permission shall be required in the following cases: (1) continuing interviews conducted by a probation department of a student on probation, (2) cases involving crimes allegedly committed by a student's parent(s) or guardian(s) where the student is the victim, (3) child abuse cases, (4) emergency situations where the health or safety of another person is at issue, (5) emergency situations where the identity or apprehension of a criminal offender other than the student being questioned or a member of his/her family is at issue, (6) situations where the student is the victim of a crime, (7) situations in which the student is a witness and not a suspect, and (8) cases involving referrals made by the individual school or the school district.

When the students are questioned by a representative of such an agency, the principal or his/her appointed representative shall be present at all times unless the principal feels that such presence is unnecessary or inappropriate. The only exception hereto is when the investigator invokes the provision of NRS 432.B.270(1), Child Abuse and Neglect.

3. **Student Records.** Student records kept by the Nye County School District will be open to review by parents/ guardians and/or students and will be treated in a confidential manner, as prescribed by Board policy and the Family Educational Rights and Privacy Act of 1974.
4. **School Facilities.** The schools will, insofar as possible, provide facilities for the storage of items needed during the school day and will inform the students that these facilities may be searched without their consent. However, facilities assigned to students will not be opened by school authorities except for general housekeeping purposes and in instances when, in the judgment of the principal, the health, safety, or general welfare of the student or school requires such action. A record of such searches will be maintained in the principal's office, to be destroyed at the end of two school years. Neither the school nor the district can assume any responsibility for items stored in these facilities.
5. **Search of Person or Vehicle.** Searches of a student's person or vehicle parked on school property may be conducted only if a certified school employee, school security officer, campus security aide, or school bus driver notices or is suspicious of arrangement of student's clothing, possessions, or actions which give reasonable cause to believe that a crime or breach of the disciplinary code is being committed by the student.

Physical searches of a student's person may be conducted only by an authorized person who is of the same sex as the student, and except where circumstances render it impossible, may be conducted only in the presence of another authorized person of the same sex.

E. Controversial Issues

1. Students shall have the right to encounter diverse points of view. They shall have opportunities to hear speakers and view presentations representing a wide range of views in classes, clubs and assemblies under guidelines established by the school district.
2. If it is established that a student and/or parent objects as a matter of principle to participation in an activity assigned by school personnel, an alternative activity will be assigned without penalty or embarrassment to the student.
3. As a public institution, the schools have a commitment to objectivity and the presentation of all sides of an issue.

SECTION 3

WHAT SHOULD YOU DO IF YOU FEEL YOUR RIGHTS HAVE BEEN VIOLATED?

Education is a right guaranteed to the student. The courts have defined the basis on which the denial of that right is justified. The conditions of denial carry with them the guarantee of due process. It is the intent of the Board that every reasonable effort be made on behalf of the student's education, even in the case of suspension or expulsion.

A. Grievance Procedure:

It is the intent of the Board that students and their parents be informed of the regulations regarding disciplinary and appeal procedures affecting students within the school. Faculty, parents and students shall attempt resolution of problems affecting students and the education process by informal means. If any student or parent feels that the conditions of the school or decisions made by its staff are not fair or reasonable, a conference shall be afforded with the principal or designee to discuss the matter. If the student or parent is not satisfied, the student or parent shall be afforded the opportunity to confer with the Assistant Superintendent and subsequently to the Board of Education if not satisfied with the disposition of the matter.

B. Disciplinary Hearing Procedures:

The Fourteenth Amendment to the U.S. Constitution requires that no state shall "deprive any person of liberty or property without due process of law." Because of the important role education can play in a person's life, deprivation of the right to an education must meet the requirements of "due process of law."

Essentially, due process means being fair. The due process clause requires that procedures be established so as to guarantee that punishment which denies access to educational opportunity is administered for good and just cause. The procedures are designed to ensure that corrective action is taken only after an examination of the facts. The nature of corrective action must be reasonably related to the nature and circumstances of the violation(s).

C. Hearing Procedure:

The imposition of serious discipline upon any student including, but not limited to, suspension from interscholastic activities, long-term suspension from school (10 or more days), and expulsion, shall be governed by the provisions of this regulation.

D. Suspension and Expulsion from School:

1. The principal of each school or the administrator assigned to the general administration of this regulation (hereafter referred to as administrator) shall have the power to initiate proceedings to suspend or expel any student. If, upon receiving a complaint of possible student misconduct, the administrator believes the matter is a potential disciplinary one, he/she shall fully investigate the facts. Wherever possible, facts shall be obtained from those who directly observed them, and the student shall be given notice of the charges against him/her and an explanation of the evidence against him/her. The student or his/her parent(s) or guardians(s) may then provide oral or written evidence to the administrator. After the investigation, the administrator may hold a conference with the student and his/her parent(s) or guardian(s).
2. If, after investigation, discussion and attempted resolution of a complaint against a student, the administrator finds:

- a. That there is evidence the student has actually committed the conduct charged; and the situation is so serious that the matter cannot be handled through discussion or counseling; and
- b. That the conduct warrants suspension from school for more than ten (10) school days or expulsion, he/she may initiate the hearing procedure, as provided below, to suspend, transfer or expel any student.

In the event the administrator finds that the conditions described in (a) of this section exist, but that the conduct warrants a lesser discipline than described in (b), such lesser discipline may be imposed without the necessity of a further hearing.

No suspension or expulsion shall be imposed unless in the opinion of the administrator there is good reason to believe that other forms of corrective action or punishment would fail if imposed.

In the event a statute or a rule developed by a district, school or extra-curricular organization prescribes a mandatory penalty for a specified violation, the principal or designee shall be required to follow the prescribed mandate.

3. Prior to the suspension from school for more than ten (10) days or expulsion of any student, the student and his/her parent(s) or guardian(s) shall receive written notice of an opportunity for a hearing. The notice shall:
 - a. Specify the alleged misconduct and the law(s), district regulation(s), school rule(s), or extra curricular rule(s) alleged to have been violated.
 - b. State the proposed disciplinary action.
 - c. Explain the right of the student and/or his/her parent(s) or guardian(s) to a hearing for the purpose of contesting the allegation(s).
 - d. Include an explanation of the hearing procedure as outlined in Section 5.
 - e. State that a written request for a hearing must be received by the superintendent or designee on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing and that if such a request is not received within the three (3) school business days, then the right to a hearing is waived and the proposed suspension or expulsion may be imposed without further opportunity to contest the matter.
 - f. Include a form letter (see Admin. Reg. 7310) addressed to the superintendent that can be signed by the student and/or his parent(s) or guardians(s) and that will provide to him, her or them a convenient method of requesting a due process hearing.
4. Upon receipt of a request for a hearing, the district shall schedule a hearing to commence within five (5) school business days after the date upon which the request was received. The student and parent(s) or guardian(s) shall be promptly informed of the time, date and place of the hearing.
5. All hearings shall be conducted as follows:

The hearing shall be closed to the public pursuant to NRS 392.467.

- . A tape recording of the hearing may be made at the expense of the Nye County School District upon prior request. The student, on request and at his/her own expense, may obtain a copy of such recording.
 - . The student shall have the right to be represented by an advocate of his/her choosing. The student may retain an attorney if he/she wishes.
 - . No evidence shall be offered against a student unless prior to the hearing the student is allowed to inspect written evidence and is informed of the names of witnesses against him/her and the substance of their testimony.
 - . The designee(s) of the district assigned to present the district's case shall have the right to inspect in advance of the hearing any documentary or other physical evidence which the student and his/her parent(s) or guardian(s) intend to introduce at the hearing.
 - . At the hearing, evidence may be admitted that reasonable persons are accustomed to use in the conduct of serious affairs. The determination of whether the student has actually committed the conduct charged shall be based on the evidence of the events surrounding the incident which is the subject of the proposed discipline. The determination of the appropriate penalty shall be based on the seriousness of the conduct, as well as the student's prior disciplinary record insofar as it reflects the effectiveness or ineffectiveness of forms of discipline previously imposed. The hearing officer has the right to limit evidence he/she determines to be cumulative or introduced for the purpose of delay.
 - g. The student may present his/her explanation of the alleged misconduct.
 - h. All parties shall have the right to present evidence, call witnesses, cross-examine adverse witnesses and submit rebuttal evidence.
 - i. The student shall have the right to confront any witnesses against him/her.
 - j. In cases of suspension, the hearing officer shall issue within five (5) school business days a written decision stating its findings of fact and the evidence upon which the findings are based. Findings shall be based solely on relevant evidence presented at the hearing. Copies of the decision shall be sent to the student and his/her parent(s) or guardian(s) and to any aggrieved employee of the district. Copies of the decision shall also be placed on file in the office of the superintendent and in the office(s) of the principal(s).
 - k. In a case wherein expulsion is the penalty being recommended, the Board of Trustees' decision shall be final. The findings shall be based solely upon relevant evidence presented at the hearing. Copies of the decision shall be sent to the student and his/her parent(s) or guardian(s) and to any aggrieved employee of the district. Copies of the decision shall also be placed on file in the office of the superintendent and in the office(s) of the principal(s).
- (1) In the case wherein a penalty of expulsion is recommended by the hearing officer and in the case of a recommendation of suspension or expulsion of a pupil in grades one to five or a pupil participating in a program of special education under the statutory mandated

penalties set forth for the commission of battery upon an employee of the school, possession of a dangerous weapon, or sale or distribution of a controlled substance, the hearing officer shall issue a written recommendation stating its findings of fact and the evidence upon which the recommendation is based. The findings shall be based solely on relevant evidence presented at the hearing. The recommendation and findings shall be submitted to the Board of Trustees for final determination at its next regularly scheduled meeting, or as soon as possible in compliance with the provisions of the Nevada Open Meeting Law. The Board may, prior to making a decision, refer the report back to the hearing officer for further evidence and recommendations. The decision of the Board of Trustees shall be sent in writing to the student and his/her parent(s) or guardian(s) and to any aggrieved employee of the district. Copies of the decision shall also be placed on file in the office of the superintendent and in the office(s) of the principal(s).

In all other cases, the Board of Trustees' decision shall be final.

6. In the event that disciplinary action is not found warranted by the hearing officer, all notations relating thereto shall be completely removed from all school records. Students shall have the right to inspect their school records to ensure that such matters are removed and also so that they will have reasonable opportunity to bring to the attention of school authorities and to rebut or correct any mistaken or incorrect information or notation thereon.
7. The administrator may take emergency action, including temporary suspension, after making a finding that:
 - a. The student's conduct presents a clear threat to the physical safety of others, or to the property interests of others, or is so extremely disruptive so as to make the student's temporary removal necessary to preserve the right of other students to pursue an education, or that the student is selling or distributing any controlled substance or is in possession of a dangerous weapon.
 - b. It is impossible to hold the hearing described in Section 5 because of the emergency nature of the situation.

See NRS 200.471, 200.481 and 392.480.

The administrator shall do everything feasible to assure that the temporary action is based upon a clear factual situation including questioning the student and the complaining party, if possible.

A temporary suspension or removal shall last no longer than necessary to avoid the dangers described in (a) of this section, and in such cases the administrator shall initiate the procedures set forth in sections 2 through 7 as soon as practicable.

Whenever the administrator thinks the actions of a student are dangerous or potentially dangerous to staff members or other students, the administrator may require that the student be evaluated by a school psychologist. The school psychologist shall render an opinion as to whether or not the student represents a threat to the safety and welfare of students or staff members before the student is permitted to return to school. If required, this action will be in addition to the procedures set forth in sections 2 through 7 as specified above.

E. Suspension from Extra-Curricular Activities:

The principal of each school or the administrator assigned to the general administration of this regulation will have the power to suspend any student from participation in extra-curricular activities. With respect to ineligibility for participation in extra-curricular activities based on suspension from school, the procedures set forth in sections 1 through 7 of this regulation shall apply. With respect to suspension from extra-curricular activities either imposed without a corresponding suspension from school, or involving a more lengthy suspension than the proposed suspension from school, the following procedures shall apply:

1. If, upon receiving a complaint of possible student misconduct, the administrator believes the matter is a potential disciplinary one, necessitating suspension from extra-curricular activities, he/she shall fully investigate the facts.
2. The administrator shall schedule as soon as possible a conference with the student respecting the proposed suspension from extra-curricular activities.
3. At the conference before the administrator, the student shall be provided an explanation of the charges against him/her, an explanation of the evidence supporting the charges and explanation of the proposed disciplinary action, and an opportunity to explain his/her side of the story.
4. If, after the conference, the administrator finds that the student has committed the conduct charged, the administrator shall impose the discipline he/she deems warranted.
5. The administrator may take emergency action, including temporary suspension from extra-curricular activities, prior to scheduling the above-described conference, after making a finding that the student's conduct presents a clear threat to the physical safety of others or to the property interests of others, or is so extremely disruptive as to make the student's immediate removal necessary to preserve the rights of other students.

SECTION 4

WHAT TYPES OF BEHAVIOR DISRUPT THE EDUCATIONAL PROCESS?

This list is not all-inclusive; acts of misconduct not specified here shall also be subject to discretionary action by appropriate school personnel.

This document does not attempt to set societal standards. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow State statutes and Board policy (see Mandatory Consequences).

Grades 6 - 12:

Prohibited Conduct:

The commission of, or participation in, or unlawful attempt of any of the following activities or acts in school buildings or on school property is prohibited and may constitute cause for disciplinary action. In addition, students at school sponsored, off campus events and those using district sponsored transportation shall be governed by school district rules and regulations and are subject to the authority

SECTION 5

THIS CHART LISTS UNACCEPTABLE BEHAVIORS AND DESCRIBES MANDATORY AND POSSIBLE ADDITIONAL RESPONSES

— = NOT APPLICABLE

X = SPECIFIC VIOLATIONS AND THEIR MANDATORY RESPONSES

O = POSSIBLE ADDITIONAL RESPONSES

* CIVIL OR CRIMINAL OFFENSE

** Detention is an option under staff/student/administrator student contact

MANDATORY RESPONSE	STAFF/STUDENT CONTACT	STAFF/PARENT CONTACT	**ADMINISTRATION/STUDENT CONTACT	ADMINISTRATION/PARENT CONTACT	ADMINISTRATION/STUDENT/PARENT CONFERENCE	SHORT TERM SUSPENSION	LONG TERM SUSPENSION	RECOMMENDATION FOR EXPULSION	SEEK RESTITUTION	REFERRAL FOR LEGAL ACTION	SUSPENSION OF EXTRA CURRICULAR PRIVILEGES	PAGE REFERRAL
ALCOHOL*												
ANY OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	14
ALCOHOLIC BEVERAGES												
ANY OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	16
ARSON*												
1ST OFFENSE=	O	O	O	X	O	O	X	O	X	X	X	14
2ND OFFENSE=	O	O	O	X	O	O	O	X	X	X	X	
ASSAULT*												
1ST OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	14
2ND OFFENSE=	O	O	O	X	O	O	X	O	O	X	X	
BATTERY*												
ANY OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	14
BOMB THREAT OR FALSE BOMB THREAT*												
1ST OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	14
2ND OFFENSE=	O	O	O	X	O	O	X	O	O	X	X	
BURGLARY*												
1ST OFFENSE=	O	O	O	X	O	O	O	O	X	O	X	14
2ND OFFENSE=	O	O	O	X	O	X	O	O	X	X	X	
DESTRUCTION OF PROPERTY*												
1ST OFFENSE=	O	O	O	X	O	O	O	O	X	O	O	14
2ND OFFENSE=	O	O	O	X	O	X	O	O	X	X	X	
DISOBEDIENCE, INSOLENT AND INSUBORDINATION												
1ST OFFENSE=	X	X	O	O	O	O	O	O	O	—	O	16
2ND OFFENSE=	O	O	O	X	O	X	O	O	O	—	X	
DISRUPTIVE CONDUCT												
1ST OFFENSE=	X	X	O	O	O	O	O	O	O	—	O	16
2ND OFFENSE=	O	O	O	X	O	X	O	O	O	—	X	
DISTURBING THE PEACE*												
1ST OFFENSE=	O	O	O	X	O	X	O	O	O	O	X	14
2ND OFFENSE=	O	O	O	X	O	X	O	O	O	X	X	

-- = NOT APPLICABLE
 X = SPECIFIC VIOLATIONS AND THEIR MANDATORY RESPONSES
 0 = POSSIBLE ADDITIONAL RESPONSES
 * CIVIL OR CRIMINAL OFFENSE
 ** Detention is an option under staff/student/administrator student contact

	STAFF/STUDENT CONTACT	STAFF/PARENT CONTACT	**ADMINISTRATION/STUDENT CONTACT	ADMINISTRATION/PARENT CONTACT	ADMINISTRATION/STUDENT/PARENT CONFERENCE	SHORT TERM SUSPENSION	LONG TERM SUSPENSION	RECOMMENDATION FOR EXPULSION	SEEK RESTITUTION	REFERRAL FOR LEGAL ACTION	SUSPENSION OF EXTRA CURRICULAR PRIVILEGES	PAGE REFERRAL
MANDATORY RESPONSE												
EXPLOSIVE DEVICES*												
1ST OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	14
2ND OFFENSE=	0	0	0	X	0	0	X	0	0	X	X	
EXTORTION*												
1ST OFFENSE=	0	0	0	X	0	0	0	0	X	0	X	14
2ND OFFENSE=	0	0	0	X	0	X	0	0	X	X	X	
FALSE FIRE ALARMS*												
1ST OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	14
2ND OFFENSE=	0	0	0	X	0	0	X	0	0	X	X	
FIGHTING*												
1ST OFFENSE=	0	0	0	X	0	X	0	0	0	0	0	16
2ND OFFENSE=	0	0	0	X	X	0	X	0	0	0	X	
FIREWORKS*												
1ST OFFENSE=	0	0	X	X	0	0	0	0	0	0	0	14
2ND OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	
FORGING SCHOOL DOCUMENTS												
ANY OFFENSE=	X	0	0	0	0	0	0	0	0	—	0	16
GANG RELATED ACTIVITY												
1ST OFFENSE=	0	0	X	X	0	0	0	0	0	0	0	
2ND OFFENSE=	0	0	X	X	0	X	0	0	0	0	0	16
HARASSMENT*												
1ST OFFENSE=	0	0	0	X	0	X	0	0	0	0	X	14
2ND OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	
HAZING												
ANY OFFENSE=	X	0	0	0	0	0	0	0	0	—	0	16
ILLEGAL SUBSTANCE												
ANY OFFENSE	0	0	0	X	0	X	0	X	0	X	X	16
INAPPROPRIATE DRESS AND APPEARANCE												
ANY OFFENSE	X	0	0	0	0	0	0	0	0	—	0	16
INDECENT EXPOSURE*												
1ST OFFENSE=	0	0	X	X	0	0	0	0	0	0	0	14
2ND OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	
LARCENY												
1ST OFFENSE=	0	0	0	X	0	0	0	0	X	0	0	14
2ND OFFENSE=	0	0	0	X	0	X	0	0	X	X	X	

— = NOT APPLICABLE
 X = SPECIFIC VIOLATIONS AND THEIR MANDATORY RESPONSES
 0 = POSSIBLE ADDITIONAL RESPONSES
 * CIVIL OR CRIMINAL OFFENSE
 ** Detention is an option under staff/student/administrator student contact

	STAFF/STUDENT CONTACT	STAFF/PARENT CONTACT	**ADMINISTRATION/STUDENT CONTACT	ADMINISTRATION/PARENT CONTACT	ADMINISTRATION/STUDENT/PARENT CONFERENCE	SHORT TERM SUSPENSION	LONG TERM SUSPENSION	RECOMMENDATION FOR EXPULSION	SEEK RESTITUTION	REFERRAL FOR LEGAL ACTION	SUSPENSION OF EXTRA CURRICULAR PRIVILEGES	PAGE REFERRAL
MANDATORY RESPONSE												
LEWDNESS ANY OFFENSE (NRS 201.230)	0	0	0	X	0	0	X	X	0	X	X	N/A
LIBEL 1ST OFFENSE= 2ND OFFENSE=	0 0	0 0	X 0	X X	0 0	0 X	0 0	0 0	0 0	0 X	0 X	14
MARIJUANA* ANY OFFENSE=	0	0	0	X	0	X	0	X	0	X	X	15
MISCONDUCT ON SCHOOL VEHICLES 1ST OFFENSE= 2ND OFFENSE=	0 0	0 0	0 0	0 0	X X	0 0	0 0	0 0	0 0	0 0	0 X	16
NARCOTICS/NARCOTICS PARAPHERNALIA* ANY OFFENSE=	0	0	0	X	0	X	0	X	0	X	X	15
OBSCENITY 1ST OFFENSE= 2ND OFFENSE=	0 0	X 0	0 X	0 X	0 0	0 0	0 0	0 0	0 0	0 0	0 0	16
PLAGIARISM AND CHEATING 1ST OFFENSE= 2ND OFFENSE=	X X	0 X	0 0	0 0	0 0	0 0	0 0	0 0	0 0	— —	0 0	17
POSSESSION/USE OF TOBACCO ON SCHOOL PROPERTY OR AT SCHOOL SPONSORED ACTIVITY 1ST OFFENSE= 2ND OFFENSE=	X 0	0 0	0 0	X X	0 0	0 X	0 0	0 0	0 0	0 0	0 X	17
PROFANITY* 1ST + 2ND OFFENSE (1+DAYS UNEXCUSED ABSENCES)= 3RD OFFENSE=	X 0	0 0	0 0	0 0	0 X	0 0	0 0	0 0	0 0	0 0	0 X	15
RADIO PAGERS (BEEPERS) AND PORTABLE PHONES ANY OFFENSE=	0	0	X	X	0	0	0	0	0	0	0	17
RESISTING OFFICER* ANY OFFENSE	0	0	0	X	0	X	0	0	0	X	X	15
ROBBERY* 1ST OFFENSE= 2ND OFFENSE=	0 0	0 0	0 0	X X	0 0	X 0	0 X	0 0	X X	X X	X X	15

— = NOT APPLICABLE
 X = SPECIFIC VIOLATIONS AND THEIR MANDATORY RESPONSES
 0 = POSSIBLE ADDITIONAL RESPONSES
 * CIVIL OR CRIMINAL OFFENSE
 ** Detention is an option under staff/student/administrator student contact

	STAFF/STUDENT CONTACT	STAFF/PARENT CONTACT	**ADMINISTRATION/STUDENT CONTACT	ADMINISTRATION/PARENT CONTACT	ADMINISTRATION/STUDENT/PARENT CONFERENCE	SHORT TERM SUSPENSION	LONG TERM SUSPENSION	RECOMMENDATION FOR EXPULSION	SEEK RESTITUTION	REFERRAL FOR LEGAL ACTION	SUSPENSION OF EXTRA CURRICULAR PRIVILEGES	PAGE REFERRAL
MANDATORY RESPONSE												
ROUT/RIOT												
ANY OFFENSE	0	0	0	X	0	X	0	0	0	X	X	15
SEXUAL ASSAULT												
ANY OFFENSE (NRS 200.366)	0	0	0	X	0	0	X	X	0	X	X	N/A
SEXUAL HARASSMENT												
1ST OFFENSE=	0	0	0	X	0	X	0	0	0	0	X	17
2ND OFFENSE=	0	0	0	X	0	0	X	0	0	0	X	
STALKING												
ANY OFFENSE=	0	0	0	X	0	X	0	0	0	X	X	15
STOLEN PROPERTY*												
1ST OFFENSE=	0	0	0	X	X	X	0	0	X	0	0	15
2ND OFFENSE=	0	0	0	X	X	X	0	0	X	X	X	
TAMPERING WITH MOTOR VEHICLES*												
1ST OFFENSE=	0	0	0	X	0	X	0	0	X	X	X	15
2ND OFFENSE=	0	0	0	X	0	0	X	0	X	X	X	
THROWING SUBSTANCE AT VEHICLES*												
1ST OFFENSE=	0	0	0	X	0	0	0	0	X	0	0	15
2ND OFFENSE=	0	0	0	X	0	X	0	0	X	X	X	
TRAFFIC VIOLATIONS ON SCHOOL GROUNDS												
1ST OFFENSE=	X	0	0	X	0	0	0	0	0	0	0	17
2ND OFFENSE=	0	0	0	X	0	0	0	0	0	X	X	
TRESPASS*												
1ST OFFENSE=	X	0	0	X	0	0	0	0	0	0	0	15
2ND OFFENSE=	0	0	0	X	0	0	0	0	0	X	X	
TRUANCY												
1ST + 2ND OFFENSE (1+DAYS UNEXCUSED ABSENCES)=	0	0	0	X	0	0	0	0	0	X	0	17
3RD OFFENSE=	0	0	0	X	0	0	0	0	0	X	X	
WEAPONS*(REAL OR LOOK-ALIKE)												
ANY OFFENSE=	0	0	0	X	0	0	X	X	0	X	X	15

school district officials. An incident which constitutes the commission of a criminal offense may be immediately reported to the Nye County Sheriff's Department. The student's parent(s) or guardian(s) all also be notified, if possible. Disciplinary action will be taken by the district, whether or not criminal charges result.

Category I Criminal or Civil Offenses (as defined in applicable statutes or ordinances)

Violations of local, state or federal laws are enforced on properties of the Nye County School District or at activities sponsored by the Nye County School District. Examples of such laws are indicated below:

ALCOHOL: The possession of, sale, and furnishing alcoholic beverages.

ARSON: The intentional setting of fire.

ASSAULT: An unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.

BATTERY: An unconsented touching or application of force to another person.

BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat, knowing it to be false.

BURGLARY: Illegal entry with the intent to commit a crime.

DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.

DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.

EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.

EXTORTION: Using intimidation or the threat of violence to obtain money, information, or anything else of value from another person.

FALSE FIRE ALARMS: False reporting of or transmission of signal, knowing same to be false.

FIREWORKS: The possession of, sale, furnishing, use, or discharging of same.

HARASSMENT: Threat of bodily injury, threat to cause physical damage to another's property, or threat of physical confinement or restraint; the person by words or conduct places the person receiving the threat in reasonable fear that the threat will be carried out.

INDECENT EXPOSURE: An open indecent or obscene exposure of his/her person or the person of another.

LARCENY: Stealing, taking, or carrying away property of another.

LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.

MARIJUANA: The possession of, sale, or furnishing marijuana.

NARCOTICS/NARCOTICS PARAPHERNALIA: The possession of, sale, or furnishing substance or paraphernalia.

PROFANITY: Use of vile or indecent language.

RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.

ROBBERY: The unlawful taking of personal property from the person of another in the presence, against his/her will, by means of force or violence or fear of injury.

ROUT/RIOT: Two or more persons meeting to do an unlawful act; two or more persons doing an unlawful act with or without a common cause or quarrel.

STALKING: Willfully or maliciously engaging in a course of conduct that would cause a person to feel terrorized, frightened, intimidated or harassed, and that actually causes a person to feel terrorized, frightened, intimidated or harassed.

STOLEN PROPERTY: Receiving or possessing stolen property of another, knowing the circumstances as would cause a reasonable person to know they were so obtained.

TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove or disable a motor vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; tamper with any levers while vehicle is at rest or unattended or to set vehicle in motion.

THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any other object at any motor bus, truck or other motor vehicle.

TRESPASS: To be upon the property of another without permission of the owner or to be on school property or at a school function while under suspension from school.

WEAPONS (REAL AND LOOK-ALIKE):

- a. Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, or explosive substance, dirk, dagger, pistol, revolver, or other firearm, or other dangerous weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.
- b. Concealed - It is unlawful for any person to carry any weapon, commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dagger, pistol, revolver or other firearm, or other dangerous weapon concealed on their person. For the purpose of this section, nunchaks are included herein.
- c. Possession - It is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon.

In addition, violation of other federal or state criminal laws or local ordinances at school, at school sponsored activities or on district sponsored transportation is prohibited.

B. Category II: District Offenses

The following activities may also lead to disciplinary action. Generally, these are acts which disrupt and interfere with the educational process or with the rights of other members of the educational community.

ALCOHOLIC BEVERAGES: Being on campus, on district sponsored transportation or at a school sponsored activity after having consumed an alcoholic beverage.

DISOBEDIENCE, INSOLENT AND INSUBORDINATION: Students not following the instructions of district personnel.

DISRUPTIVE CONDUCT: Conduct which interferes with the educational process. (Note: Serious situations may be handled under criminal sanctions.)

FIGHTING: Two or more persons fighting in a public place.

FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.

GANG-RELATED ACTIVITY: Gang-related activity can be intimidating to students, faculty, and staff and is disruptive to the educational process. Although this list is not all inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or "colors."

Since gang behavior, markers, and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in their neighborhood schools when evaluating gang-related activity. Gang-related indicators which will be considered should include but are not limited to: (1) the student associates with admitted or known gang members, (2) the student wears attire consistent with gang dress, (3) the student displays gang logos, graffiti, and/or symbols on personal possessions, (4) the student displays gang hand signs or signals to others, and (5) the student talks about gang activity to others.

HAZING: Any act which forces another student to undergo a humiliating or abusive ordeal, as in initiations.

ILLEGAL SUBSTANCE: Being on campus, on district sponsored transportation, or at a school sponsored activity after having used an illegal substance.

INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not disrupt or detract from the educational environment of the school.

MISCONDUCT ON SCHOOL VEHICLES: Any action which creates a safety hazard or distracts the attention of the driver.

OBSCENITY: Displaying material which is indecent and has the potential of being disruptive.

PLAGIARISM AND CHEATING: Use of a created production without crediting the source or to violate rules dishonestly.

POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL SPONSORED ACTIVITY.

RADIO PAGERS (BEEPERS) AND PORTABLE PHONES: Students in grades K-12 are prohibited by law from carrying or possessing a beeper, portable telephone, or any similar electronic device designed to page or contact a person while upon the grounds of a school unless the student is expressly authorized in writing to do so by the school administrator. Those students having a legitimate need to carry or possess same should go to their building principal for an application to carry or possess such a device. Notification will be given to the student and his/her parent(s) or guardian(s) of the decision made on such applications. (See NRS 392.500).

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any district educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school district or by a school district student. No student shall be denied or limited to the provision of aid, benefits services or treatment protected under Title IX.

TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.

TRUANCY: Being absent from school without a valid excuse acceptable to the district.

SECTION 6

HOW WILL THE SCHOOL HANDLE UNACCEPTABLE BEHAVIOR?

Mandatory consequences have been established and must be expected for any violation (see Mandatory consequences). Administrators may impose consequences beyond those identified as minimum mandatory. The administrative response to the unacceptable behavior may vary as each principal selects from a broad spectrum of actions such as those listed here and in each school's discipline handbook.

STAFF/STUDENT CONTACT: Staff member, defined as any school employee assigned to that school, will contact student.

STAFF/PARENT CONTACT: Staff member will contact parents by note, by telephone, or in person.

ADMINISTRATOR/STUDENT CONTACT: Administrator will contact student in person, by note or by telephone.

ADMINISTRATOR/PARENT CONTACT: Administrator will contact parent by note, by telephone, or in person.

ADMINISTRATOR/STUDENT PARENT CONFERENCE: Administrator, student, and parent will be involved in one conversation.

SEEK RESTITUTION: Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities (bathrooms, lockers, desks, etc.); damage

or loss of school textbooks, materials, and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the Sheriff's Department for further action.

DETENTION: When it is necessary to detain students for disciplinary reasons or for special help, the teacher or administrator may require them to report before school in the morning, after school in the afternoon, or during recess (not during instructional physical education) for not more than one (1) hour per day.

Students are not to be deprived of necessary time to eat breakfast or lunch, either for punishment or for special help.

Parent(s) or guardian(s) are naturally concerned that a child return home immediately from school; therefore, no elementary student will be detained without prior notification of the parent(s) or guardian(s). In the case of bus detention, the principal shall make arrangements with the student's parent(s) or guardian(s) prior to the implementation of any after-school detention.

SHORT-TERM SUSPENSION: Removal of a student from classes and all school related activities for a period of time ranging from a minimum of a few minutes to a maximum not to exceed three school days.

Students whose presence poses a danger to persons or property are considered to be a disruption to the educational process and may be removed immediately from class, school or school sponsored events. The Sheriff's Department may participate in removal if necessary.

Students suspended from school will not receive credit for work missed unless all assignments are picked up by the student prior to the suspension and completed upon immediate return to classes. This includes testing that occurred during suspension. The student is responsible for all work upon return to classes or a grade of zero will be given. Absences because of school-sanctioned activities or suspension will not be considered for the purposes of this section. Short-term suspensions can only be appealed to the principal.

LONG-TERM SUSPENSION: Removal of a student from school and all school-related activities for four to ten days. A student receiving long-term suspension may receive a lower grade. Students have the right to a due process hearing. The student may, at his/her own expense, choose to be represented by an attorney during any due process hearing.

EXPULSION: Removal of a student from all schools for a period exceeding one semester. In some cases expulsion may be a permanent removal from this school system. A student receiving an expulsion will lose credit for the semester in which the expulsion occurs. Students must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing. Expulsion may only occur through Board action.

REFERRAL FOR LEGAL ACTION: Communication of any illegal act or action by a student will be forwarded to the law enforcement agency. In the case of truancy, reports will be made to local juvenile authorities upon the third unexcused absence.

SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES: Removal at the discretion of the principal, of any part, or all, of extra-curricular privileges for time periods up to one full calendar year. Participation in extra-curricular activities is a privilege offered to, and earned by, students. Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times. Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.

ALTERNATIVE EDUCATION: Designed to help students who are not functioning productively in the normal classroom environment, if available in the attendance area. Alternative education is structured to provide the following: (1) individualized help to achieve academic credit, (2) students working at their own functional level and rate, (3) structured classroom atmosphere, and (4) feedback on appropriate and inappropriate social behaviors through an incentive program.

SOME OTHER ACTIONS WHICH MAY BE USED ARE LISTED BELOW BY CATEGORIES.

CONTRACTS:

- a. Student commits to more positive behavior in the form of a written contract.
- b. Student may be assigned school or community service. Supervision will be determined by the principal.

REFERRALS:

- a. Student may be referred to school counselor.
- b. Student and school authority may call parent/guardian to discuss problem and solution.
- c. Student and/or parents may be provided information regarding outside professional resources.
- d. Student may be referred to peer jury as designed by the school.
- e. Student may be formally referred for legal action.

REMOVAL FROM CLASS

- a. Student may be removed from class or activity but remains at school pending conference with appropriate school personnel (in-house detention).
- b. Student may be placed in "time out" setting until satisfactory resolution is reached (in-house detention).
- c. Student may be suspended from school pending parent conference.
- d. Student may be transferred from the school of residence to alternative placement at the request of the student and parents or through mutual agreement of both schools, parent, and student. Transportation will be the responsibility of the parent/guardian.
- e. The authority of the schools to supervise and control the conduct of students includes the authority to impose reasonable periods of detention during the day or outside normal school hours as a disciplinary measure.

SECTION 7
WHAT ARE THE SUSPENSION AND DISCIPLINARY CONSIDERATIONS
FOR SPECIAL EDUCATION STUDENTS?

5.6 Suspensions, Expulsions, and Discipline considerations for Special Education Students

Special Education students are not immune from the District's disciplinary process once placement procedures are properly followed. The following considerations must be addressed.

1. When considering suspension or recommendation for expulsion, the Multi-Disciplinary Team must convene first to determine whether the behavior of concern is related to the student's disability and make recommendations to the IEP committee whether his/her program is appropriate.
2. If the IEP committee determines either that the behavior is not related or that the student's program is appropriate, then disciplinary actions may be taken against the student in accordance with the procedures in these regulations. Should the disciplinary procedures include short-term or long-term suspension or expulsion, the District must continue to provide special education services.

If the IEP committee determines either that the behavior is related or that the student's program is not appropriate, then the student may not be suspended and must receive an appropriate program. The decision to remove a student from his/her education program must be made on an individual basis. All parental/student due process rights must be afforded.

SECTION 8
WHAT ARE THE RULES ON THE SCHOOL BUS?

A. Rules of Passenger Conduct

The safety of school bus passengers is the most important consideration of the school bus operation. Parent(s) or guardian(s) and students should be familiar with the Misconduct Report Procedure described in paragraph C of this regulation.

Passengers must:

1. Comply with the directions of the driver when appropriate to the safe operation of the bus.
2. Behave in an orderly manner while waiting for the bus at the bus stop, entering, riding or leaving the bus.
3. Remain seated at all times and refrain from any movement that would cause interference of passenger safety.
4. Not extend any part of their bodies out of the bus or throw any item out of the bus.
5. Not eat, drink, use tobacco, or engage in any activity detrimental to passenger safety.
6. Not bring animals, weapons, liquors, drugs or any other items on the bus that would interfere with passenger safety.
7. Not do damage to any part of the bus, fellow students or their property.

8. Not participate in loud talking, use of profanity, scuffling, throwing things, standing or changing seats, or any other action which creates a safety hazard or which distracts the attention of the driver.
9. Follow the bus driver's directions and signals when crossing the highway after departing the bus.
10. Abide by the above rules. Failure to do so will result in a Misconduct Report which will be given to the school administrator.

B. Responsibilities of Administrators and Bus Drivers

1. Responsibility of Administrators

The transporting of students in district-owned or operated transportation equipment is regarded as an extension of the school property and as such the principal of the school of attendance has full disciplinary jurisdiction. The principal will notify the Transportation Department of action taken.

2. Driver Responsibility

District school buses will be operated only by school bus drivers who hold a current State of Nevada Commercial Drivers License Class A or B, with a "P" passenger endorsement.

Drivers have full responsibility and authority for the safety of students while on or around a bus. They will make every effort to drive safely and encourage good student behavior on the bus so that they may devote their attention to driving. The bus will be operated in a safe and prudent manner at all times.

Drivers will enforce established student conduct regulations. Drivers are to take proper precautions to avoid physical injury to students. This does not preclude taking adequate defensive measures if the safety of the driver or students is involved.

- a. Whenever a passenger's conduct potentially affects the safety of the driver or other passengers on the bus, the driver must stop. If, in the driver's best judgment, the incident is of a critical nature, the offending passenger(s) will be removed from the bus and provided an alternate means of transportation for the remainder of the trip.
- b. When the student is guilty of misconduct, the driver will give the completed Misconduct Report to the school administrator. After disposition of the report, copies will be distributed to the student, parent(s) or guardian(s), Transportation Director and the driver.

C. Consequences of Violating Bus Rules

1. The following courses of action are considered as minimum:
 - a. The first Misconduct Report will be reviewed by the principal or his/her designee with appropriate action taken and the parent(s) or guardian(s) advised of the situation.
 - b. The second Misconduct Report shall result in suspension from the privilege of bus transportation for a period of up to three (3) days unless a satisfactory alternative to such suspension can be arranged as a result of parent conference. Extra-curricular privileges will be suspended.

- c. The third and any subsequent Misconduct Report(s) within a school year may result in permanent suspension from the privilege of bus transportation. A conference will be required among the driver, student, parent(s) or guardian(s), principal or his/her designee and a representative of the Transportation Department to determine the length of the suspension. Extra-curricular privileges will be suspended.

2. Severe Disruption:

The following inappropriate behavior may result in immediate suspension of transportation privileges:

- a. Physical harm or threat of harm to another student.
- b. Physical harm or threat of harm to bus driver.
- c. Fighting, carrying weapons, smoking, use of drugs.
- d. Property damage (damage will be paid by offender).
- e. Refusal to obey bus driver.

SECTION 9

WHAT ARE THE GUIDELINES FOR SCHOOL ATTENDANCE?

NRS 392.040 dictates that students between 7 and 17 years are mandated to attend public school, private school, or home school.

After July 1, 1999, kindergarten will be considered a mandatory prerequisite to first grade. If the child has not attended kindergarten she/he must undergo an assessment by the district to determine whether she/he is developmentally prepared for first grade. Nevada's compulsory school ages are 7-17. However, a 7 year old may be required to enroll in kindergarten.

Excused Absences

The principal/designee of any student shall excuse a student for four (4) absences in any grading period. Any absence in excess of four (4) days shall be excused for mandated court appearances or with medical certification of the student's health problem.

Students will be allowed the number of days absent to make up work.

The district strongly recommends that medical and other appointments be scheduled outside school time.

Unexcused Absences

Any absence beyond four (4) per grading period will be unexcused unless there is verification of any of the stated conditions listed under "Excused Absences." Family vacations should not be taken when school is in session. Unexcused absences will have the following consequences:

- Referral made to Juvenile Probation or Child Protective Services
- No credit given or makeup work allowed for unexcused days

Exceptional Circumstances

After consultation with the parent/guardian, the school principal/designee shall determine on an individual basis whether or not there are exceptional circumstances that justify an excused absence. The excuses granted under the category of "Exceptional Circumstances" should be pre-arranged at least five (5) school days before the absence begins. Prior good attendance and good grades will be factors when considering exceptions.

In order to receive full credit, a completion plan for makeup work will be arranged before the absence begins. Makeup work turned in after the assigned work completion date will be lowered one full grade (10 percent).

Students may be eligible for an exception if there is medical documentation indicating a chronic health condition which affects attendance. The Americans with Disabilities Act (504) may exempt a student from the attendance requirements based on a medical handicap condition. Students will need to sign a completion plan for makeup work before an exception will be granted.

Truancy

Truancy, as defined by NRS 392.130, is an absence for any or all of the school day without a valid excuse acceptable to the teacher or principal of the school and/or without the knowledge and consent of the parent/guardian.

Other Absences

Students who are absent from school for all or part of a day because of a school-sanctioned activity or recognized religious holiday will not have that day included in the absence totals. Suspended students will have an unexcused absence, but a referral to the juvenile probation office will not be made and not be counted within the four days permitted in the grading period. Suspended students, like unexcused students, will not be allowed to make up school work when they return to school.

Tardiness

Tardiness, like an absence, also adversely affects the learning process. Since promptness is a recognized virtue in adult life, the schools will emphasize the importance of being on time; therefore, the number of tardies per class will be recorded. After ten minutes, a student will be considered truant.

Three unexcused tardies will be counted as one unexcused absence. Each tardy thereafter will be counted as an unexcused absence. The process will begin again with each new grading period.

Chronic Absenteeism

Any student who is absent for more than four (4) days during a grading period and continues to have absentee problems during subsequent grading periods may, at the discretion of the principal:

- Be required to attend a staff/parent conference to determine possible causes and solutions to the student's attendance problems.
- Be referred for placement in an alternative program depending upon availability and need.

- Be required to attend Saturday school, tutorials or summer school.
- Be considered for retention in the same grade for the next school year (attendance problems will not be the sole basis for retention).

Students who are excessively absent and parents/guardians of such students are subject to the legal sanctions of the Nevada Revised Statutes.

APPENDIX A STUDENT RECORDS

A. Nye County School District maintains the following education records directly related to students:

1. Academic records
2. Personal information records
3. Attendance records
4. Health records
5. Progress records
6. Standardized testing records.

B. Access to education records is limited to:

1. Parents of students under 17;
2. Parents of students over 17 if such student is a dependent as defined in the Internal Revenue code;
3. Students;
4. Officials of this school district who have a legitimate educational interest;
5. State and local officials to whom information is required to be reported;
6. Certain testing organizations;
7. Accrediting organizations;
8. Appropriate persons in connection with an emergency;
9. Pursuant to subpoena or court order;
10. To any person with the written consent of the parent of students under 17 or the student over 17.

11. To a school or schools in which a student seeks or intends to enroll.
- C. Educational records are kept to an essential and relevant minimum. Records are reviewed at the end of each school year, and non-essential or irrelevant material is deleted.

The right of access to education records is limited to persons and under the circumstances indicated in paragraph B above. Copies can be made available to persons entitled at 10 cents per page. Copies of records will be available at no cost for students and parents or guardians unable to pay.

Questions regarding educational records should be directed to the principal of the school the student is attending.

APPENDIX B FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

ACCESS TO STUDENT RECORDS

In compliance with federal law (Family Educational Rights and Privacy Act, 1984), parents who wish to review their child's records may do so by making a request to the school principal. Adult students (over 18) may also make such requests.

If you feel an item in the record is inaccurate and misleading, you may ask to have it corrected or you may add your comments to the record.

RELEASING STUDENT RECORDS AND INFORMATION

With a few exceptions, we will not release personally identifiable information from student educational records to persons or agencies without written consent. Under one exception, we are authorized to forward student records to schools in another district where a student seeks to enroll or to colleges or educational institutions to which a student is applying.

RELEASING DIRECTORY INFORMATION

Certain information about your child is defined by the Family Educational Rights and Privacy Act as "directory information." Directory information includes:

1. The student's name, address, and telephone number;
2. Date and place of birth;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance;
7. Degrees and awards received; and
8. The most recent previous educational agency or institution attended by the student.

In most cases, requests for this type of information come from the news media. Unless you request

that directory information not be released, it will be made available on request. Your written request to withhold directory information should be noted on the annual registration form. It is the policy of the Nye County School District not to release any directory information for commercial purposes.

PHOTOGRAPHS

Occasionally, we take photographs of students for use in district or school-produced publications or for use of the news media. If you choose to grant permission for the use of your student's photograph, please check the appropriate box on the enrollment/update form. If you DO NOT wish to grant permission, please check the appropriate box on the form and let the principal of your child's school know in writing. Published photos in yearbooks, student newspapers, school handbooks, etc., are considered public domain and can be reproduced by news media.

COMPLAINTS/REGULATIONS/POLICY

If you have any complaints regarding the failure of the district or one of its schools to comply with the Family Educational Rights and Privacy Act, you may contact the principal or the District office, 1-800-796-6273, or file a complaint with the U.S. Department of Education. Copies of the regulations implementing the Family Rights and Privacy Act and District policy on student records are available by calling the District office.

APPENDIX C GUN FREE SCHOOLS ACT

In accordance with the Federal Gun-Free Schools Act of 1994, if an expulsion recommendation results from a student's possession of a firearm (any weapon which will or is designed 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. Said recommendation may only be modified by the Board of Trustees on a case-by-case basis

NOTE: The Federal Gun-Free Schools Act of 1994 does not affect the requirement that discipline of students with disabilities who violate school regulations/policies regarding firearms or destructive devices must still comply with Part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

APPENDIX D HARASSMENT/SEXUAL HARASSMENT AND INTIMIDATION

It is the policy of the Nye County School District to maintain a learning and working environment free from discrimination. The district prohibits the form of discrimination known as sexual harassment or intimidation of its employees or students, whether committed by a co-worker, supervisor, subordinate, contractor, volunteer or student. Discrimination adversely affects employee morale and productivity and interferes with the student's ability to learn. The district, therefore, also prohibits harassment of any person on the basis of that person's race, color, national origin, sex, age, disability, and/or religious preference, as harassment is defined by this policy and regulation. Such behavior is just cause for disciplinary action. The district will not tolerate harassing behavior in general, sex based or sexually harassing behavior between members of the same or opposite sex. The district will act promptly on reports, complaints, and grievances of harassment and sexual harassment or intimidation (including informal reports) which come to the attention of the district.

The district prohibits retaliation against any employee or student because he/she has made a report of alleged harassment or sexual harassment, or against any employee or student who has testified, assisted, or participated in the investigation of a report. Such retaliation is itself a violation of federal regulation prohibiting discrimination and will lead to disciplinary or other appropriate action against the offender.

This policy applies to harassment/sexual harassment by any individual and/or of any employee or student on district property, while on district business, or at any school-sponsored event, regardless of location. This policy applies to any student, regardless of age.

These statements have been adopted by the Board of Trustees. Copies of these policy statements and hearing procedures will be made available to each student. Copies of the comprehensive administrative regulations are available for review by students and their parents at each school office.

Suggested amendments or additions will be reviewed by the Board of Trustees each school year for consideration.

APPENDIX E **Student Dress**

- A. The NCSD reserves the right to insist that the dress and grooming of students are within the limits of generally accepted community standards and that students shall be required to show proper attention to personal cleanliness.
- B. Student's dress, personal appearance, and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school. Any style which tends to diminish instructional effectiveness or discipline control by teachers is not acceptable.
- C. The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard.
- D. The following shall be required:
 - 1. The wearing of shoes with soles.
 - 2. The wearing of shirts or blouses appropriately buttoned in accord with the design of that shirt or blouse. The length must extend beyond the belt level.
 - 3. That all attire be at least fingertip length. If shorts are worn, they must be hemmed and without fray.
 - 4. Prohibit wearing transparent, see-through tops, bare midriff, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.
 - 5. Prohibit the wearing of headgear on campus except for designated school approved uniforms or at authorized athletic practices or activities.
 - 6. Prohibit slogans or advertising on clothing which, by their controversial or obscene nature, disrupt the educational setting.
- E. The site administrator shall retain the authority to grant exceptions for special occasions and/or special conditions.

MISSION STATEMENT

The Nye County School District, a dynamic multi-cultural, geographically large community of all ages, will ensure that each student has the skills necessary to succeed, achieve his or her aspirations, be a productive citizen and become a life-long learner.

In a safe, nurturing environment, students will meet high standards with the guidance of dedicated, well qualified staff and teachers using effective educational practices and the latest technology in partnership with families and communities.

EDUCATIONAL PHILOSOPHY

We believe that each human being has intrinsic worth.

We believe that we all share the responsibility for the development of good citizens.

We believe that high expectations foster greater achievement.

We believe that people need love and respect.

We believe that a safe and nurturing environment is essential for success.

We believe that trust is essential for a productive community.

APPENDIX D

The Asset Approach: Giving Kids What They Need to Succeed,
by the Search Institute, 1997

The Asset Approach

giving kids what they need to succeed

Why do some kids grow up with ease, while others struggle? Why do some kids get involved in dangerous activities, while others spend their time contributing to society? Why do some youth “beat the odds” in difficult situations, while others get trapped?

Many factors influence why some young people have successes in life and why others have a harder time. Economic circumstances, genetics, trauma, and many other factors play a role. But these factors—which seem difficult, if not impossible, to change—aren’t all that matters. Research by Search Institute has identified 40 concrete, positive experiences and qualities—“developmental assets”—that have a tremendous influence on young people’s lives. And they are things that people from all walks of life can help to nurture.

Research shows that the 40 developmental assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets (see page 2) are grouped into eight categories:

- ▶ **Support**—Young people need to experience support, care, and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- ▶ **Empowerment**—Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- ▶ **Boundaries and expectations**—Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- ▶ **Constructive use of time**—Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
- ▶ **Commitment to learning**—Young people need to develop a lifelong commitment to education and learning.
- ▶ **Positive values**—Youth need to develop strong values that guide their choices.
- ▶ **Social competencies**—Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- ▶ **Positive identity**—Young people need a strong sense of their own power, purpose, worth, and promise.

The asset framework is a framework that includes everyone. Families, schools, neighborhoods, congregations, and all organizations, institutions, and individuals in a community can play a role in building assets for youth. This brochure introduces the assets, shows their power and presence in young people’s lives, and gives concrete suggestions for what you can do to build assets.



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40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. Percentages of young people who experience each asset represent almost 100,000 6th- to 12th-grade youth surveyed in 213 towns and cities in the United States.

ASSET TYPE	ASSET NAME AND DEFINITION	PERCENTAGE
EXTERNAL ASSETS	Support	
	1. Family support—Family life provides high levels of love and support.	64%
	2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	26%
	3. Other adult relationships—Young person receives support from three or more nonparent adults.	41%
	4. Caring neighborhood—Young person experiences caring neighbors.	40%
	5. Caring school climate—School provides a caring, encouraging environment.	24%
	6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.	29%
	Empowerment	
	7. Community values youth—Young person perceives that adults in the community value youth.	20%
	8. Youth as resources—Young people are given useful roles in the community.	24%
	9. Service to others—Young person serves in the community one hour or more per week.	50%
	10. Safety—Young person feels safe at home, school, and in the neighborhood.	55%
	Boundaries and Expectations	
	11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.	43%
	12. School boundaries—School provides clear rules and consequences.	46%
	13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.	46%
	14. Adult role models—Parent(s) and other adults model positive, responsible behavior.	27%
	15. Positive peer influence—Young person's best friends model responsible behavior.	60%
	16. High expectations—Both parent(s) and teachers encourage the young person to do well.	41%
	Constructive Use of Time	
17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	19%	
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	59%	
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.	64%	
20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.	50%	
INTERNAL ASSETS	Commitment to Learning	
	21. Achievement motivation—Young person is motivated to do well in school.	63%
	22. School engagement—Young person is actively engaged in learning.	64%
	23. Homework—Young person reports doing at least one hour of homework every school day.	45%
	24. Bonding to school—Young person cares about her or his school.	51%
	25. Reading for pleasure—Young person reads for pleasure three or more hours per week.	24%
	Positive Values	
	26. Caring—Young person places high value on helping other people.	43%
	27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.	45%
	28. Integrity—Young person acts on convictions and stands up for her or his beliefs.	63%
	29. Honesty—Young person "tells the truth even when it is not easy."	63%
	30. Responsibility—Young person accepts and takes personal responsibility.	60%
	31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.	42%
	Social Competencies	
	32. Planning and decision making—Young person knows how to plan ahead and make choices.	29%
	33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.	43%
	34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	35%
	35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.	37%
	36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.	44%
	Positive Identity	
37. Personal power—Young person feels he or she has control over "things that happen to me."	45%	
38. Self-esteem—Young person reports having a high self-esteem.	47%	
39. Sense of purpose—Young person reports that "my life has a purpose."	55%	
40. Positive view of personal future—Young person is optimistic about her or his personal future.	70%	

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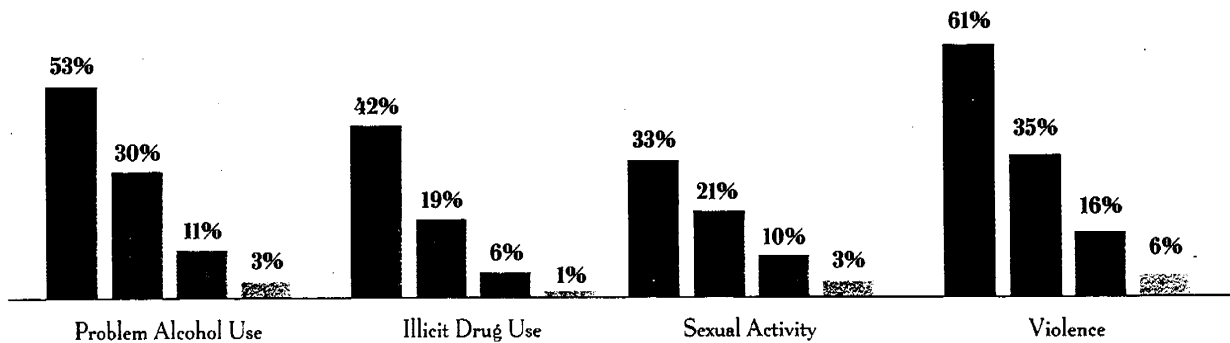
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The Power of Assets

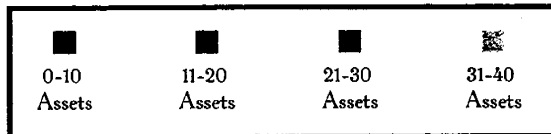
On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from other research that assets may have the same kind of power for younger children.

Protecting Youth from High-Risk Behaviors

Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior. (For definitions of each problem behavior, see page 7.)

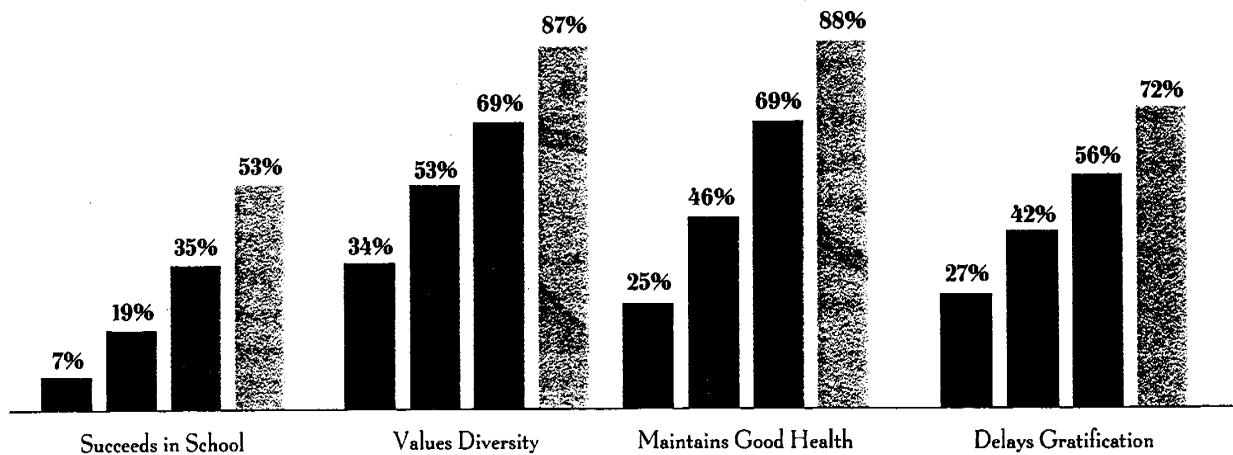


The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving and alcohol, and gambling.



Promoting Positive Attitudes and Behaviors

In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show. (For definitions of each thriving behavior, see page 7.)

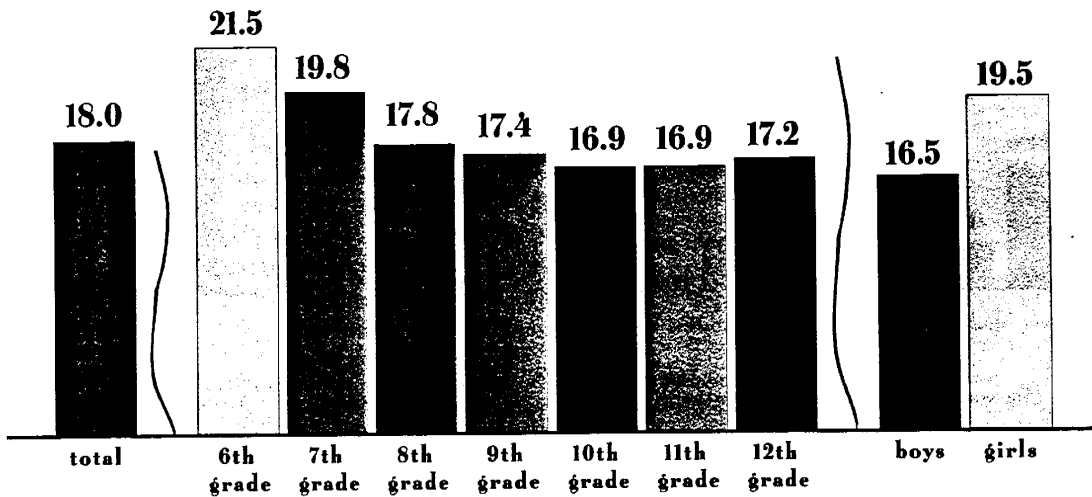


The Challenge Facing Communities

While the assets are powerful shapers of young people's lives and choices, too few young people experience many of these assets. Twenty-five of the 40 assets are experienced by less than half of the young people surveyed.

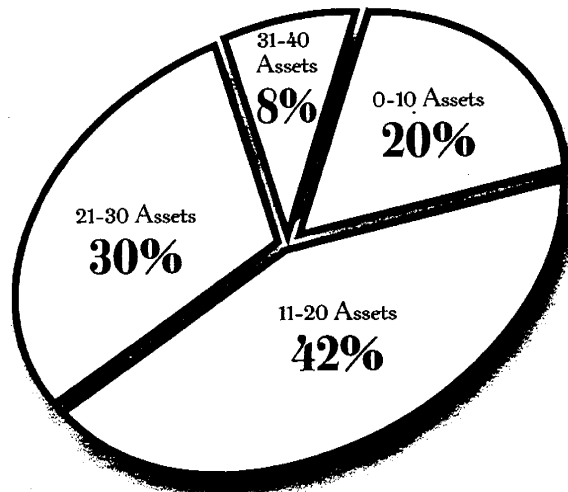
Average Number of Assets by Grade and Gender

The average young person surveyed experiences only 18 of the 40 assets. In general, older youth have lower average levels of assets than younger youth. And boys experience fewer assets than girls.



Youth with Different Levels of Assets

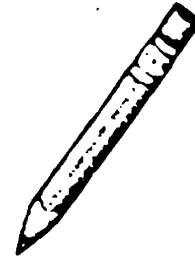
Ideally, all youth would experience at least 31 of these 40 assets. Yet, as this chart shows, only 8 percent of youth experience this level of assets. Sixty-two percent experience fewer than 20 of the assets.



What goal would you set for young people in your community, organization, neighborhood, or family?

An Asset Checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities. *NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.*



1. I receive high levels of love and support from family members.
2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
3. I know some nonparent adults I can go to for advice and support.
4. My neighbors encourage and support me.
5. My school provides a caring, encouraging environment.
6. My parent(s) or guardian(s) help me succeed in school.
7. I feel valued by adults in my community.
8. I am given useful roles in my community.
9. I serve in the community one hour or more each week.
10. I feel safe at home, at school, and in the neighborhood.
11. My family sets standards for appropriate conduct and monitors my whereabouts.
12. My school has clear rules and consequences for behavior.
13. Neighbors take responsibility for monitoring my behavior.
14. Parent(s) and other adults model positive, responsible behavior.
15. My best friends model responsible behavior.
16. My parent(s)/guardian(s) and teachers encourage me to do well.
17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
18. I spend three hours or more each week in school or community sports, clubs, or organizations.
19. I spend one hour or more each week in religious services or participating in spiritual activities.
20. I go out with friends "with nothing special to do" two or fewer nights each week.
21. I want to do well in school.
22. I am actively engaged in learning.
23. I do an hour or more of homework each school day.
24. I care about my school.
25. I read for pleasure three or more hours each week.
26. I believe it is really important to help other people.
27. I want to help promote equality and reduce world poverty and hunger.
28. I can stand up for what I believe.
29. I tell the truth even when it's not easy.
30. I can accept and take personal responsibility.
31. I believe it is important not to be sexually active or to use alcohol or other drugs.
32. I am good at planning ahead and making decisions.
33. I am good at making and keeping friends.
34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
35. I can resist negative peer pressure and dangerous situations.
36. I try to resolve conflict nonviolently.
37. I believe I have control over many things that happen to me.
38. I feel good about myself.
39. I believe my life has a purpose.
40. I am optimistic about my future.

How You Can Build Assets ... On Your Own

Everyone—parents and guardians, grandparents, teachers, coaches, friends, youth workers, employers, youth, and others—can build assets. It doesn't necessarily take a lot of money. But it can make a tremendous difference in raising

confident, caring young people. What it takes is building relationships, spending time together, and being intentional about nurturing positive values and commitments. Some things you can do:

- ▶ Get to know the names of kids who live around you. Find out what interests them.
- ▶ Get to know what young people around you are really like, not just how they are portrayed in the media.
- ▶ Eat at least one meal together every day as a family. Take time to talk about what's going on in each other's lives.
- ▶ Volunteer as a tutor, mentor, or youth leader in a youth-serving program.

... In Your Organization

If you're involved in an organization such as a school, youth organization, congregation, family service agency, health-care provider, or business—either as an employee or volunteer—you can encourage asset-building action within that organization. Some possibilities:

- ▶ Educate your constituency, employees, or customers about their potential as asset builders.
- ▶ Develop policies that allow parents to be involved in their children's lives and that encourage all employees to get involved with kids in the community.
- ▶ Contribute time, talent, or resources to support community asset-building efforts.
- ▶ Develop or strengthen programs and activities that build assets, such as mentoring, service-learning activities, peer helping, and recreation.

... In Your Community

Hundreds of communities across the United States are discovering the power and potential of uniting efforts for asset building. They involve people from all parts of the community in shaping and coordinating strategies that will help all young people be more likely to succeed. You can use your influence in the community to:

- ▶ Talk about asset building with formal and informal leaders and other influential people you know. Get their support for asset building.
- ▶ Conduct a survey to measure the asset levels of young people in your community. (Call Search Institute for information.)
- ▶ Develop opportunities for youth to contribute to the community through sharing their perspectives and taking action and leadership.
- ▶ Celebrate and honor the commitments of people who dedicate their lives and time to children and youth.

Six Keys to Asset Building

It doesn't cost a lot of money or require special training to build developmental assets. Here are six keys to guide asset-building action.

- 1. Everyone can build assets.** Building assets requires consistent messages across a community. All adults, youth, and children play a role.
- 2. All young people need assets.** While it is crucial to pay special attention to those youth who have the least (economically or emotionally), nearly all young people need more assets than they have.
- 3. Relationships are key.** Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
- 4. Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
- 5. Consistent messages are important.** Young people need to receive consistent messages about what's important and what's expected from their families, schools, communities, the media, and other sources.
- 6. Intentional redundancy is important.** Assets must be continually reinforced across the years and in all areas of a young person's life.

About the Research in this Brochure

Search Institute has been studying developmental assets in youth in communities since 1989, using a survey called *Profiles of Student Life: Attitudes and Behaviors*. In 1996, the current framework of 40 developmental assets was released. The data in this brochure is based on surveys during the 1996-97 school year of 99,462 6th- to 12th-grade public school students in 213 towns and cities in 25 states.

How Problem Behaviors and Thriving Indicators Were Defined

Here is how each of the behaviors and attitudes shown in the charts on page 3 were defined in the survey. *Note that the definitions of high-risk behaviors are set rather high, suggesting ongoing problems, not experimentation.*

High-Risk Behavior Patterns

- ▶ **Problem Alcohol Use**—Has used alcohol three or more times in the past 30 days or got drunk once or more in the past two weeks.
- ▶ **Illicit Drug Use**—Used illicit drugs (cocaine, LSD, PCP or angel dust, heroin, and amphetamines) three or more times in the past 12 months.
- ▶ **Sexual Activity**—Has had sexual intercourse three or more times in lifetime.
- ▶ **Violence**—Has engaged in three or more acts of fighting, hitting, injuring a person, carrying a weapon, or threatening physical harm in the past 12 months.

Thriving Attitudes and Behaviors

- ▶ **Succeeds in School**—Gets mostly A's on report card.
- ▶ **Values Diversity**—Places high importance on getting to know people of other racial/ethnic groups.
- ▶ **Maintains Good Health**—Pays attention to healthy nutrition and exercise.
- ▶ **Delays Gratification**—Saves money for something special rather than spending it all right away.

About Healthy Communities • Healthy Youth

This brochure is part of Search Institute's national Healthy Communities • Healthy Youth initiative, which seeks to equip communities across the country to build assets for youth. This initiative is underwritten by Lutheran Brotherhood, a not-for-profit organization providing financial services and community service opportunities for Lutherans nationwide. Search Institute's work on asset building also has received support from the Blandin Foundation, the Cargill Foundation, the DeWitt Wallace-Reader's Digest Fund, and the W.K. Kellogg Foundation.

Search Institute also leads Assets for Colorado Youth, a statewide initiative that seeks to mobilize all Coloradans to build assets in children and adolescents. Major support for Assets for Colorado Youth is provided by The Colorado Trust.

Search Institute is a nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. The institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance.

For More Information About Asset Building

Healthy Communities • Healthy Youth
Search Institute
700 South Third Street, Suite 210
Minneapolis, MN 55415
Phone: 612-376-8955
Toll-free: 800-888-7828
Web: www.search-institute.org

Assets for Colorado Youth
Search Institute—Colorado
1580 Logan Street, Suite 700
Denver, CO 80203
Phone: 303-832-1587

tools for asset builders

Here is a sampling of asset-building resources available from Search Institute.

101 Asset-Building Actions is a full-color poster that lists the 40 assets and gives ideas for individuals and organizations on how to build assets. Portions of the poster are bilingual (English and Spanish).

All Kids Are Our Kids is the groundbreaking book by Search Institute President Peter L. Benson that gives in-depth information on the assets and how communities can mobilize individuals and organizations to build assets in young people.

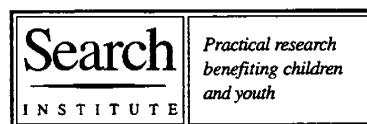
Assets: The Magazine of Ideas for Healthy Communities & Healthy Youth offers information and strategies for building assets and promoting positive youth development in kids. The magazine has ideas, stories, and resources for individuals, organizations, and community-wide initiatives that care about young people. To subscribe, call 800-869-6882.

Parenting with a Purpose is a booklet that challenges parents to view parenting through the asset framework, highlighting how the assets can reshape major parenting tasks and suggesting ways parents can find support in their community.

Starting Out Right: Developmental Assets for Children offers new frameworks for understanding and building the foundation that children from birth through age 11 need to begin a healthy life. It blends Search Institute's extensive research on adolescence with the literature on child development and the practical wisdom of people who work with and care for children.

What Kids Need to Succeed is an easy-to-read book that shows the importance of helping youth make positive life choices and gives practical ideas for building each developmental asset.

Introducing Healthy Communities • Healthy Youth is an informational handout that provides an overview of the Healthy Communities • Healthy Youth initiative and Search Institute. It opens to a colorful poster of asset-building ideas.



For more information on these resources and others, contact Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415. Toll-free: 800-888-7828. Web: www.search-institute.org.

APPENDIX E

Model Prevention and Intervention Programs— Blueprints for Violence Prevention



For Violence Prevention

Model Programs

PROJECT	TARGET POPULATION	EVID. OF EFFECT*	MULTI-SITE	COST/BENEFIT	SUSTAINED EFFECT	GENERALIZABLE	TYPE OF PROGRAM
Nurse Home Visitation (Dr. David Olds)	Pregnant women at risk of preterm delivery and low birthweight	X	X	X	through age 15	X	Prenatal and postpartum nurse home visitation
Bullying Prevention Program (Dr. Dan Olweus)	Primary and secondary school children (universal intervention)	X	England, Canada; South Carolina		2 years post-treatment	Generality to U.S. unk; initial S.C. results positive	School-based program to reduce victim/bully problems
Promoting Alternative Thinking Strategies (Dr. M. Greenberg and Dr. C. Kusche)	Primary school children (universal intervention)	X	X		2 years post-treatment	X	School-based program to promote emotional competence
Big Brothers Big Sisters of America (Ms. Dagmar McGill)	Youth 6 to 18 years of age from single-parent homes	X	Multisite single design, 8 sites			X	Mentoring program
Quantum Opportunities (Mr. Ben Lattimore)	At-risk, disadvantaged, high school youth	X	Multisite single design, 5 sites; replic. by D.O.L.	X	through age 20		Educational incentives
Multisystemic Therapy (Dr. Scott Henggeler)	Serious, violent, or substance abusing juvenile offenders and their families	X	X	X	4 years post-treatment	X	Family ecological systems approach
Functional Family Therapy (Dr. Jim Alexander)	Youth at risk for out-of-home placement	X	X	X	30 months posttreatment	X	Behavioral systems family therapy
Midwestern Prevention Project (Dr. Mary Ann Pentz)	Middle/junior school (6th/7th grade)	X	X		Through high school	X	Drug use prevention with parent, media, and community components
Life Skills Training (Dr. Gilbert Botvin)	Middle/junior school (6th/7th grade)	X	X		Through high school	X	Drug use prevention (social skills and general life skills training)
Multidimensional Treatment Foster Care (Dr. Patricia Chamberlain)	Serious and chronic delinquents	X	X	X	1 year post-treatment		Foster care with treatment

An "X" indicates the program met this criterion satisfactorily.

MODEL PROGRAM DESCRIPTIONS

Prenatal And Infancy Home Visitation By Nurses

Nurse home visitation is a program that sends nurses to the homes of pregnant women who are predisposed to infant health and developmental problems (i.e., at risk of preterm delivery and low-birth weight children). The goal of the program is to improve parent and child outcomes. Home visiting promotes the physical, cognitive, and social-emotional development of the children, and provides general support as well as instructive parenting skills to the parents. Treatment begins during pregnancy, with an average of eight visits for about 1 hour and 15 minutes, and continues to 24 months postpartum with visits diminishing in frequency to approximately every six weeks. Screenings and transportation to local clinics and offices are also offered as a part of treatment. Nurse home visiting has had some positive outcomes on obstetrical health, psychosocial functioning, and other health-related behaviors (especially reductions in smoking). Child abuse and neglect was lower and the developmental quotients of children at 12 and 24 months were higher in the treatment group than in the control group for poor, unmarried teens. Follow-up at 15 years postpartum showed significant enduring effects on child abuse and neglect, completed family size, welfare dependence, behavior problems due to substance abuse, and criminal behavior on the part of low income, unmarried mothers. Positive program effects through the child's second birthday have been replicated in a major urban area.

Bullying Prevention Program

The Bullying Prevention Program has as its major goal the reduction of victim/bully problems among primary and secondary school children. It aims to increase awareness of the problem and knowledge about it, to achieve active involvement on the part of teachers and parents, to develop clear rules against bullying behavior, and to provide support and protection for the victims of bullying. Intervention occurs at the school level, class level, and individual level. In Bergen, Norway, the frequency of bully/victim problems decreased by 50 percent or more in the two years following the campaign. These results applied to both boys and girls and to students across all grades studied. In addition, school climate improved, and antisocial behavior in general such as theft, vandalism and truancy showed a drop during these years.

Promoting Alternative Thinking Strategies

Promoting Alternative Thinking Strategies (PATHS) is a school-based intervention designed to promote emotional competence, including the expression, understanding, and regulation of emotions. The PATHS program is a universal intervention, implemented by teachers (after a three-day training workshop) with entire classrooms of children from kindergarten through fifth grades. The curriculum includes a feelings unit (with a self-control and initial problem-solving skills program within that unit) and an interpersonal cognitive problem solving unit. The generalization of those learned skills to children's everyday lives is a component of each major unit. An additional unit on self-control and readiness is provided for special needs classrooms. Studies have compared classrooms receiving the intervention to matched controls using

populations of normally-adjusted students, behaviorally at-risk students, and deaf students. Program effects included teacher-, child sociometric-, and child self-report ratings of behavior change on such constructs as hyperactivity, peer aggression, and conduct problems.

Big Brothers Big Sisters of America

Big Brothers Big Sisters of America (BBBSA) is the oldest and best known mentoring program in the United States. Local programs are autonomously funded affiliates of BBBSA, with the national office of Philadelphia. The more than 500 affiliates maintain over 100,000 one-to-one relationships between a volunteer adult and a youth. Matches are carefully made using established procedures and criteria. The program serves children 6 to 18 years of age, with the largest portion being those 10 to 14 years of age. A significant number of the children are from disadvantaged single-parent households. A mentor meets with his/her youth partner at least three times a month for three to five hours. The visits encourage the development of a caring relationship between the matched pair. An 18 month study of eight BBBS affiliates found that the youth in the mentoring program, compared to a control group who were on a waiting list for a match, were less likely to start using drugs and alcohol, less likely to hit someone, had improved school attendance, attitudes and performance, and had improved peer and family relationships.

Quantum Opportunities Program

The Quantum Opportunities Program (QOP) provides education, development, and service activities, coupled with a sustained relationship with a peer group and a caring adult, over the four years of high school for small groups of disadvantaged teens. The goal of the program is to help high risk youth from poor families and neighborhoods to graduate from high school and attend college. The program includes (1) 250 hours per year of self-paced and competency-based basic skills, taught outside of regular school hours; (2) 250 hours per year of development opportunities, including cultural enrichment and personal development; and (3) 250 hours per year of service opportunities to their communities to help develop the prerequisite work skills. Financial incentives are offered to increase participation, completion and long range planning. Results from the pilot test of this program indicated that QOP participants, compared to the control group, were less likely to be arrested during the juvenile years, were more likely to have graduated from high school, to be enrolled in higher education or training, planning to complete four years of college, and less likely to become a teen parent.

Multisystemic Therapy

Multisystemic Therapy (MST) views individuals as being nested within a complex of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Behavior problems can be maintained by problematic transactions within or between any one or a combination of these systems. MST targets the specific factors in each youth's and family's ecology (family, peer, school, neighborhood, support network) that are contributing to antisocial behavior. MST interventions are pragmatic, goal oriented, and

emphasize the development of family strengths. The overriding purpose of MST is to help parents to deal effectively with their youth's behavior problems, including disengagement from deviant peers and poor school performance. To accomplish the goal of family empowerment, MST also addresses identified barriers to effective parenting (e.g., parental drug abuse, parental mental health problems) and helps family members to build an indigenous social support network (e.g., with friends, extended family, neighborhoods, church members). To increase family collaboration and treatment generalization, MST is typically provided in the home, school, and other community locations by master's level counselors with low caseloads and 24 hours/day, seven days/week availability. The average duration of treatment is about four months, which includes approximately 50 hours of face-to-face therapist-family contact. MST has been demonstrated as effective treatment for decreasing the antisocial behavior of violent and chronic juvenile offenders at a cost savings--that is, reducing long-term rates of rearrest and out-of-home placement. Moreover, families receiving MST have shown extensive improvements in family functioning.

Functional Family Therapy

Functional Family Therapy (FFT) is a short term, easily trainable, well documented program which has been applied successfully to a wide range of problem youth and their families in various contexts (e.g., rural, urban, multicultural, international) and treatment systems (e.g., clinics, home-based programs, juvenile courts, independent providers, federally funded clinical trials). Success has been demonstrated and replicated for over 25 years with a wide range of interventionists, including paraprofessionals and trainees representing the various professional degrees (e.g., B.S.W., M.S.W., Ph.D., M.D., R.N., M.F.T.). This program involves specific phases and techniques designed to engage and motivate youth and families, and especially deal with the intense negative affect (hopelessness, anger) that prevents change. Additional phases and techniques then change youth and family communication, interaction, and problem solving, then help families better deal with the utilize outside system resources. Controlled comparison studies with follow-up periods of one, three, and even five years have demonstrated significant and long-term reductions in youth re-offending and sibling entry into high-risk behaviors. Comparative cost figures demonstrate very large reductions in daily program costs compared to other treatment programs.

Midwestern Prevention Project

The Midwestern Prevention Project is a comprehensive population-based drug abuse (cigarettes, alcohol and marijuana) prevention program that has operated in two major Midwestern SMSAs, Kansas City and Indianapolis, where it has been known locally as Project STAR (Students Taught Awareness and Resistance) and I-STAR, respectively. The goal of the program is to decrease the rates of onset and prevalence of drug use in young adolescents (ages 10-15), and to decrease drug use among parents and other residents of the two communities. The program consist of five intervention strategies designed to combat the community influences on drug use: mass media, school, parent, community organization, and health policy change. The components

focus on promoting drug use resistance and counteraction skills by adolescents (direct skills training), prevention practices and support of adolescent prevention practices by parents and other adults (indirect skills training), and dissemination and support of non-drug use social norms and expectations in the community (environmental support). This program has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents, with some effects maintained up to age 23.

Life Skills Training

Life Skills Training is a drug use primary prevention program (cigarettes, alcohol, and marijuana), which provides general life skills training and social resistance skills training to junior high/middle (6th or 7th grade) school students. The curriculum includes 15 sessions taught in school by regular classroom teachers with booster sessions provided in year two (10 class sessions) and year three (five class sessions). The three basic components of the program include: (1) Personal Self-Management Skills (e.g., decision-making and problem-solving, self-control skills for coping with anxiety, and self-improvement skills); (2) Social Skills (e.g. communication and general social skills); and (3) Drug-Related Information and Skills designed to impact on knowledge and attitudes concerning drug use, normative expectations and skills for resisting drug use influences from the media and peers. Life Skills Training has been effective at reducing alcohol, cigarette, and marijuana use among young adolescents. The effects for tobacco and heavy alcohol use have been sustained through the end of high school.

Treatment Foster Care

Social learning-based Treatment Foster Care (TFC) is a cost effective alternative to residential treatment for adolescents who have problems with chronic delinquency and antisocial behavior. Community families are recruited, trained and closely supervised to provide TFC placements, treatment and supervision to participating adolescents. TFC parent training emphasizes behavior management methods to provide youth with a structured and therapeutic living environment. After completing a preservice training, TFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to TFC parents during daily telephone calls to check on youths' progress. Family therapy is provided for the youths' biological (or adoptive) families. The parents are taught to use the structured system that is being used in the TFC home. The effectiveness of the TFC model has been evaluated, and TFC youth had significantly fewer arrests during a 12-month follow-up than a control group of youth who participated in residential group care programs. The TFC model has also been shown to be effective for children and adolescents leaving state mental hospital settings.