



Washoe County School District

Every Child, By Name And Face, To Graduation

Student Behavior – Administrative Procedures Manual

www.washoeschools.net

775.348.0200

425 East Ninth Street

Reno, NV 89512

Non-Discrimination Statement: The Washoe County School District is committed to nondiscrimination on the basis of race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status in educational programs or activities, and employment as required by applicable federal and state laws and regulations. No District employee, including, without limitation, administrators, faculty, or other staff members, nor students shall engage in acts of bullying, harassment, or discrimination on the premises of any public school, school-sponsored event, or school bus in the District. Prohibited behaviors include cyber-bullying, sexual harassment, hazing, intimidation and retaliation.

Disclaimer: This manual may contain references to Board Policy, administrative regulations and other documents pertaining to the rules and regulations of the Washoe County School District. The District reserves the right to revise any of these documents. To verify the current version of any of these documents, please check the District's website at <http://www.wcsdpolicy.net>.

Introduction

This manual has been written to establish procedures related to student behavior, interventions and support for students in the Washoe County School District ("District"). These contents apply to all students enrolled in the Washoe County School District. Dictated by federal and state statute, there are at times differences in procedure when considering students with disabilities on Individual Education Plans (IEP), and students qualified under Section 504. When these distinctions are critical, appropriate references will be made.

The focus of the District Behavior Placements and Hearings Division is to provide quality and timely support to all district schools and juvenile agencies by leading and facilitating decision making that positively affects the probability of student success among students exhibiting behavioral challenges. Each student and family have unique circumstances and abilities that must be recognized, validated and supported by the best available means to foster student academic success and associated behavioral success. Acknowledging this, the overall health, safety and welfare of all students, staff and schools is paramount in all placements and behavioral decisions rendered. The District's goal is to create and support avenues of success for all students keeping at the forefront pathways to college and career readiness.

Though the focus of this manual is student behavior, the inextricable links between student behavior, academic and social outcomes must be stressed. Engaging instructional practice matters! Too often, traditional disciplinary strategies result in students being removed from the instructional setting. This may be in the form of an office discipline referral (ODR), in-school suspension (ISS), or out of school suspension (OSS). In each case, the net effect is lost instructional time. Although students must be held accountable

for their behavior, the loss of instructional time can contribute to a cycle of academic frustration triggering subsequent behavioral outbursts leading, yet again, to lost instructional time.

With few exceptions, our objective is to ensure that students are educated in their neighborhood or zoned school while providing a safe and healthy learning environment for all. Further, every effort should be made to limit student exclusion from core instructional practice and to prevent poor behavioral decisions through positive classroom management strategies including, but not limited to, Positive Behavioral Interventions and Supports, Restorative Practices and Social Emotional Learning (SEL) designed to promote trusting relationships and a sense of shared community. Additionally, careful documentation of student behavior and planned interventions and remedies, informal and formal, should take place to ensure that students are receiving proper intervention as early as possible to minimize the loss of instructional time and disruption of instruction impacting them, and their classmates.

Guidance on Social Distancing and COVID-19

As WCSD moves towards reopening schools and welcoming student, staff, families and community members back, it is critical for school site teams to revisit and update current structures in place for behavioral supports. Using the evidence-based framework of Positive Behavioral Interventions and Supports (PBIS) for both school-wide and/or class-wide systems, revising sites expectations matrices, explicit lesson plans for expectations, and acknowledgement system for teaching/re-teaching and reinforcing to include public health behaviors. The framework may include behaviors such as: social distancing (6 feet apart), washing hands (minimum of 20 seconds), keeping personal items to self, wearing a face mask, and any other behavior(s) which are socially significant to the school campus within the various identified locations. In addition to explicit attention on public health behaviors, an increase frequency of teaching/re-teaching and reinforcing school-wide and class-wide general school prosocial behaviors will need to be considered in a higher dosage than previous years. For additional information and support, please contact the MTSS/SEL Department.

With guidance from the National Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, areas of focus should include:

- Re-teach, remind and acknowledge positive school-wide expectations
- Re-teach classroom routines
- Focus on the positive, and avoid punitive approaches
- Get to know your students-again
- Look for signs that students might need more help
- Re-engage families as partners in their child's education

Because of the COVID-19 pandemic, it is understandable that we all are returning to work and school with great uncertainty and potentially fear. Many efforts, some we are familiar with (e.g. handwashing) and others where we lack familiarity (e.g. mask wearing), are designed to protect the individual as well as the broader community. This latter realization makes it that much more important to do all we can to build relationships and to establish a warm, valuing, and respectful community, one in which children feel a sense of belonging.

With respect to the new behavioral expectations relative to health and safety, we must carefully teach and re-teach these skills. At the same time, we will be “unteaching” behaviors that children have already learned (e.g. sharing, handshaking, hugging). We will encounter students who have difficulty learning these new expectations and we may encounter students who choose to defy expectations. Although there are categories of behavior within the behavior matrix which do address this (e.g. failure to follow directions), the ongoing strength of our community will rely on inclusionary strategies, not exclusionary strategies. When temporary exclusion must be considered, careful thought must be put toward reintegration.

For further information from the National PBIS TA Center, please go to www.pbis.org

(McIntosh, K., Simonsen, B., Horner, R., Swain-Bradway, J., George, H., & Lewis T. (2020). *Getting back to school after disruptions: Resources for making your school year safer, more predictable, and more positive.*)

Roles and Responsibilities

As evidenced by relatively recent Nevada statutory changes as well as research and opinion pieces from across the nation, greater emphasis is being placed on school climate and its importance in optimizing student learning. This includes necessary attention to building meaningful relationships, social emotional learning, equity and inclusion, and a variety of strategies (e.g. restorative practices) that can help us as we create conditions in which children, and staff, feel a sense of belongingness.

Even with our best efforts, children will misbehave, and we all share responsibility in addressing challenging behavior in order to support ongoing school climate efforts and embedded learning. Given all the attention that student behavior garners, and through a series of meetings with educational stakeholders regarding concerns they have, Superintendent Dr. Kristen McNeil established a task force to look at school climate and student behavior. This task force met several times during the 2019-20 school year. During this same timeframe, meetings with the Washoe Education Association (WEA), and meetings with school administrators responsible for student behavior ensued. From these gatherings, a number of common questions and themes emerged that deserve some attention.

Ultimately, the task force and administrators were asked to respond to questions regarding the rights of the individual vs. the rights of the whole, the roles and responsibilities of teachers and administrators in supporting and intervening with students exhibiting challenging behavior, and the supports in place within the school and district to support teachers and administrators in their efforts.

The Rights of the Individual vs. the Rights of the Whole→ There is a shared understanding and acceptance that individual students have rights that must be protected even when they behave in ways that violate our shared expectations. There is also understanding that federal and state law establishes even greater protections for certain groups of students (e.g. students with disabilities). Less clear is why these protections are necessary, although a review of literature would reveal great inequities that have historically disadvantaged certain groups of students.

At times it is felt that the rights of the individual come at the expense of the rights of other individuals, or the group as a whole. There are cases of disruptive student behavior that does impact the learning of all

students because of intermittent interruptions of instructional practices, and even fear among students when a student exhibits periodic violent outbursts.

While this tension will continue to exist, task force members and administrators alike suggested that the best way to mitigate this is through the creation and ongoing support of a healthy school climate (classroom climate as well as school wide climate). Spending greater time getting to know students and building genuine relationships, and allowing peers to do the same, fosters a valuing and respectful setting. The resulting sense of belonging leads to greater engagement on the part of students. By contrast, a lack of engagement and/or a lack of feeling included or valued is often associated with poor behavioral choices.

This is not meant to suggest that where there are behavioral challenges there is a negative school climate. It is to suggest, however, that with a strong positive climate, behavior challenges will be less frequent, easier to manage, and the community will be strengthened by its reintegration efforts when there does exist an absolute need to temporarily exclude students.

Consistency in Classroom and School wide Expectations→ Teachers are often faced with mixed messages regarding how they are supposed to approach learning and teaching. For example, they are told to be inclusive and at the same time differentiate. Rarely is it clearly articulated that differentiation is a key to inclusion.

Teachers are professionals with great responsibility. They are also individuals with unique backgrounds and personalities. Because of this and because of the diversity of our student population, teachers need great latitude in order to effectively do their jobs. At the same time, there is a great need for behavioral expectations to be consistent within and between classrooms, and with school wide expectations. This need becomes even greater as we move from elementary schooling to secondary schooling.

It is a mistake to assume that students come to our classrooms knowing how to meet our expectations. It is also a mistake to assume that a failure to meet our expectations is indicative of a child, or family, not valuing education. Just like we explicitly teach academic concepts, the same thoughtful planning and execution is needed to teach our classroom expectations (e.g. how to gain attention, when/where to turn in assignments, when talking is and isn't allowed.) Once we appreciate this need, it follows from it that having different expectations in different classrooms is a recipe for mistakes.

Consistency in expectations must be accompanied with consistency in addressing behavioral infractions. It is the case that while our expectations should not differ, how we support a student in meeting those expectations may differ. Just as we have the same grade-level expectations for math for all students, we know we must differentiate instruction for all students to meet those expectations. Given the need for differentiation, the quickest way to pull the rug out from shared expectations is for some teachers to hold students responsible for learning and meeting our expectations, while others do not.

Inconsistency leads to a perception of unfairness. Much is said about "picking battles." Considerable effort should be made with teachers, administrators, and students to define a reasonable set of expectations that all agree require compliance for the safety, health, and support of the community.

Role of the Teacher regarding Discipline→ Our school district has a rich tradition with Multi-Tiered System of Supports (MTSS). We view academic, social, and behavioral learning through this same lens. We understand that through effective Tier 1 practice, the large majority of students will be responsive. Of

course, all students don't "get it" on their first try and so teaching and reteaching is required as part of Tier 1 practice.

The small minority of students who are not responsive to core practices require some intervention. Typically, this includes small group interventions at the Tier 2 level. Students that continue to struggle over time may require more specialized/targeted, personalized intervention (Tier 3).

Classrooms teachers have a substantive role to play in all three tiers of practice. The role of the teacher is commonly underappreciated as teachers must be able to effectively integrate equitable and culturally responsive practices, social emotional learning strategies, and behavioral strategies (Positive Behavior Interventions & Strategies—PBIS) within their milieu of academically focused instructional practice.

Challenging classroom behaviors can be extremely frustrating. Effectively engaging the class as a whole and differentiating based on individual student needs is a tall order, and then to have it interrupted by disruptive behavior can be deflating. It is not uncommon for us, as individuals, to react emotionally to such affronts.

In order for the teacher to restore order quickly and with minimal or no incident, the teacher needs to remain calm. To do this, teachers must practice self-awareness. This will enable them to identify their own biases, and when they themselves are becoming emotionally charged. If a student is misbehaving and creates an emotional response, the chances of that situation deescalating is minimal and the chance that it escalates into something even more disruptive grows.

It is in this situation when the teacher must exercise great skill in keeping the whole of the class engaged and making progress, while quietly ignoring and/or intervening with the disruptive child. The goal, of course, is to gain the students attention and engagement in the task. Or at least to minimize the disruption for the benefit of the engaged learners.

The teacher who can consistently "win this battle" will gain capital and credibility in the eyes of her/his students. It is likely there will be times when the teacher's best efforts are for not and a student's behavior will not be tolerable within the classroom setting. There needs to be a clear process for how this is communicated and how support will be deployed to support the teacher.

Role of the School Administrator regarding Discipline→ The administrative team must be in lock step with teachers regarding expectations for student behavior and at what junctures administration intervenes. As noted, this relies heavily on an efficient tiered process of student supports.

The administrative team is chiefly responsible for establishing the processes within the school and securing the necessary professional development and learning opportunities designed to build teacher capacity. As related to behavior management, this includes MTSS and more specifically systems to support and professional learning in PBIS. It also includes classroom management, social-emotional learning and culturally responsive practices, and it requires the seamless connection between school climate and academic learning.

Like the teacher, the effective administrator must forge genuine relationships with students, and teachers. The administrator needs to be visible and to visit classrooms regularly. With skill and visibility, the

administrator needs to model management strategies, provide coaching to teachers, and provide feedback validating efforts that promote classroom climate.

Always a work in progress, with foundational systems and capacity learning in place, the administrator needs to support teachers at those times when disruption within the class setting has become unmanageable. This may take multiple forms such as “discipline at the door”, temporary alternative placements within the school setting, and restorative practices to disentangle conflict, to restore relationships, and to support both student and teacher with respect to student reintegration within the classroom.

Role of the Central Office regarding Discipline→ Like school administration but at a broader level, central office is responsible for the implementation of tiered processes and capacity building to support their implementation. This includes, and is not limited to, many school climate supports such as MTSS, PBIS, SEL, Equity and Culturally Responsive Practices, Restorative Practices, and Trauma-Informed Practices.

Central services have limited resources that can be deployed to schools to support professional learning. It can also deploy staff to evaluate, coach, and model Tier 1, 2, and 3 processes. This includes behavioral technicians and specialized Board Certified Behavior Analysts (BCBAs).

As the school administrator must support the teacher when disruptive behavior goes beyond what can immediately be managed within the classroom setting, certain students may demonstrate repetitive behaviors or behaviors that threaten the health and safety of a school, and that require a greater level of intervention than can be addressed currently at the school setting.

Toward this end, central services have established the District Intervention Assistance Team which mimics school-based MTSS teams. Additionally, the Hearing & Placements Division will support schools when dealing with students who have committed a single behavior or habitual patterns of behavior that could result in their temporary removal to an alternative educational setting. These central service processes are described more fully within this manual.

The Role of Teachers, Administrators & Central Services when Transitioning Students→ As noted, to maximize student opportunities and outcomes, building a supportive, valuing, and respectful climate is critical. It might be argued that an equitable Free and Appropriate Public Education experience relies on this.

With very best intentions at building genuine relationship and fostering a sense of belongingness, at times students will still conduct themselves in ways that results in temporary removal. Most often this is for short periods of time, from an hour to a 3-day period. Other times, behavior could result in a removal that could last 45 days to a full year. The point is that in almost every instance, the student will be returning, and they have a legal right to return.

Effective teachers know how to start every day as a new day, giving every student a fresh start every day. Students are less capable of this sort of self-regulation. In many instances of temporary removal, student conduct and subsequent interactions with adults and peers have led to fractured relationships. The restoring of those relationships is key to restoring the community.

Teachers, administrators, and at times central office administrators should be involved in transition meetings designed at welcoming students back. This should include discussion of harm caused with an intent of repairing harm, positive reinforcement of classroom/school expectations, and supports that are in place to help the student transition back successfully.

The Division of Behavioral Hearings and Placements

The Division of Behavioral Hearings and Placements is a support division that has as its focus student academic & social/behavioral success. To achieve this, the Division supports schools and school administration, in particular, with core instructional practices, tiered social and behavioral support practices and interventions, and disciplinary practices. In performing these functions, the Division works in conjunction with the WCSD Departments of MTSS-SEL, Equity & Diversity, Intervention, Family School Partnership, Counseling, and School Psychologist Division. Other district offices and departments are consulted regularly and on a case-by-case basis.

The Division provides guidance to schools regarding the documentation of behavioral events and the recommended disciplinary responses to behavioral events. In doing this, recommendations regarding proper interventions are provided. The Division is responsible for conducting behavioral hearings for students who have allegedly committed serious behavioral infractions that either violate Nevada Revised Statute or that threaten the health and safety of a school community.

The Division works collaboratively with Washoe County Human Services Agency, Washoe County Juvenile Services, and The Nevada Department of Health and Human Services, Youth Parole Bureau. On a weekly basis, student placement or re-entry meetings are jointly facilitated. These meetings are designed to meet collectively with students and their families, as well as school administration regarding a student's re-entry into school following some form of incarceration, residential treatment, and/or some behavioral incident. The focus of these meetings is on positive student transitions and building a plan to support a student to become successful within the school district.

Overview of Emergency Suspensions and Behavioral Hearings

With our best efforts, we can minimize instructional disruption for all students and foster greater student success. Inevitably, there will be times in which students make poor choices that can lead to the need for emergency suspensions at the school site, or even criminal intervention at the school site or beyond its boundaries. When this occurs, we maintain our objective of returning a student to his or her neighborhood/zoned school as soon as possible while maintaining a safe and healthy learning environment for all. Much of this is governed statutorily (See Nevada Revised Statute (NRS) Chapter 392.

If a student allegedly commits what is referred to as a "Big 3" violation (which includes Statutory Weapons Violations, Distribution (Sales) of Controlled Substances, or Battery on a District Employee with Injury¹), the school administration would place the student on emergency suspension and schedule a behavior hearing with the District hearing officer. Under Nevada law, students in possession of dangerous weapons will be removed from school, most likely placed into an Interim Alternative Educational Setting (IAES), for

¹ Per IDEA, for a student with a disability, to result in a mandatory change of placement, the battery must result in severe bodily injury.

one year. However, for students involved in battery on a district employee with injury and students involved in distribution of controlled substances, for a first offense the school must create a support plan employing restorative practices, and the child should be returned to their school. Should there be substantial safety concerns stemming from the first offense, movement of a student may occur. In these instances, the receiving school would be required to implement a behavioral support plan employing restorative practices. Sites are encouraged to work closely with the Department of MTSS/SEL to develop such a plan.

In addition to the “Big 3” violations, a student may be suspended on an emergency basis if his or her conduct is deemed to pose a serious threat to the Health, Safety, and Welfare of the school community. This has most often been prompted by specific threats to individuals or threats of mass destruction. A two stage threat inquiry process is used to determine the degree of threat. To be consistent with revisions to Chapter 392 related to Battery and Distribution, for a first offense every attempt will be made to develop a support plan that employs restorative practices, allowing the child to remain safely in their zoned/home school. Finally, (consistent with Nevada Revised Statute and the District Behavioral Matrix—see appendix) if a child’s pattern of behavior has resulted in the principal classifying a child as a Habitual Discipline Problem, a behavior hearing is prompted. When this occurs proper documentation and notice must be provided to parents and the Behavioral Division. A Hearing will be conducted in which a hearing officer will hear the case and render a decision regarding the outcome for a student. It is critical to understand that before a child can be classified in this manner, the child should be receiving supports through the school’s MTSS system. Additionally, before a final classification, a parent does have a right to enter into a behavioral support plan for his or her child. Revisions to statute stemming from Assembly Bill 168, passed during the 2019 legislative session, strengthen the need for proper planning and the employment of restorative practices, as part of behavioral and social support, in an attempt to prevent a habitual pattern of behavior.

For general education students, a first offense for a weapons charge results in a 180 school-day alternative placement. Distribution of a Controlled Substance or Battery on an Employee with Injury would require a behavior support plan with restorative practices with the intent of keeping the child in their zone/home school. If substantial safety concerns exist, the hearing officer may decide on a 90 school-day removal to an alternative placement². For a special education student, if removed, each of the three offenses results in a 45 school-day alternative placement pending the outcome of a Manifestation Determination. If the behavior is deemed not to be a manifestation of the student’s disability, then there is flexibility to discipline a student, with an IEP or 504 plan, as a general education student would be disciplined. Once removed under these circumstances, and once the designated time for alternative placement or expulsion has been served, a child is returned to his or her zoned school except under rare circumstances. At times a second placement hearing will be held to consider student violations during their alternative placement and to facilitate the transition of the student back to his or her zoned school, or school of origin.

When transitioning students back to zoned schools, every effort should be made to support the receiving school by sharing information pertaining to student success while in the alternative placement. Using the

² Note that a first offense for Distribution or Battery does not automatically require an Interim Alternative Educational Setting (IAES) placement. A support plan infusing restorative practices should first be attempted. See discussion above.

District MTSS process, a plan should be developed for reintegration into school and for any necessary academic, social emotional, and behavioral supports. This may include, but is not limited to, restorative conferencing, the implementation of a support plan that may include behavioral, emotional, and academic supports including but not limited to, a modified academic schedule, the identification of an adult mentor and/or peer mentor, and planned follow up monitoring at regular intervals.

Statute makes clear distinctions between students 10 years of age and younger and students 11 years of age and older. Regardless of incident, in only the rarest of circumstances where there are extraordinary circumstances should a student 10 years or younger be removed from his or her zoned school. Even less frequently would be considerations for temporary removal of students in grades K-2. Instead a comprehensive support plan infusing restorative practices should be implemented and monitored. Referrals to additional supports within the school, school district, and in the community should be considered and made.

Student Discipline Hearing Process

The following due process procedures will be used for serious discipline infractions, which may result in suspension for more than ten days and/or removal to an Interim Alternative Educational Setting (IAES). Whenever possible, it is the goal of the District to keep a student in his or her school of attendance. However, there are serious infractions and violations specified in NRS, which require that a student be removed to an IAES.

1. If a student has allegedly committed a "Big 3" violation (which includes Statutory Weapons Violations, Distribution (Sales) of Controlled Substances, or Battery on a District Employee with Injury), if there is a serious threat to Health, Safety, and Welfare, or if a student has been deemed a Habitual Disciplinary Problem, the school principal (or designee) will contact the Division of Behavior Placements and Hearings to discuss the matter and to determine whether an Emergency Suspension Hearing should be scheduled³.
 - a. If a student has allegedly made a threat (verbal, physical, or through social media), school administration should follow the threat inquiry/assessment process. If there are questions regarding the process please contact the building's assigned school psychologist. As warranted, the initial threat inquiry may prompt a comprehensive threat assessment to be facilitated by a team including a school psychologist. The initial threat inquiry should occur prior to an emergency suspension. If the initial threat inquiry results in a medium or high level of concern, an emergency suspension should occur. The comprehensive threat assessment should be completed, if at all possible, prior to the actual hearing (please review appendix materials further clarifying the threat inquiry/assessment process.)
 - i. Serious threats to health, safety, and welfare will be determined by the results of the threat assessment and any medical or emotional harm caused. To assess the seriousness of a threat, consideration must be given to the age of the children involved and other prior history.

³ It should be noted that there are limited circumstances when a non "Big 3" violation can result in the temporary alternative placement of a student with a disability. The District will follow all applicable state and federal laws when disciplining students with a disability. Additionally, please review pertinent revisions to NRS Chapter 392.

2. If it is determined that the allegations warrant a District-level Emergency Suspension Hearing, the student will be suspended from attending school until the hearing is conducted. The school will complete and submit an electronic Emergency Suspension Hearing Form to the Department of Behavior Placements and Hearings and may be asked to provide additional information. State statute limits the number of days of out of school suspension for students with IEPs to no more than 5 for any single event. Therefore, every attempt will be made to conduct a hearing within the 5-day timeframe. The hearing will be scheduled by the Behavior Hearings Officer with support from the school site.
 - a. If the hearing is being conducted for a student with a disability, a Manifestation Determination Review (MDR) will be completed prior to the hearing. The purpose of the MDR is to determine if the behavior in question is a manifestation of the student's disability. For a "Big 3" violation, the results of the MDR do not affect the initial placement decision but at times can affect the length of the IAES placement. The MDR is critical regardless as it still may prompt considerations to revise the student's IEP to ensure he or she is receiving the necessary supports to address the behavior. If a student on an IEP/504 is being referred for a habitual discipline hearing, it is important that the school team consider all behaviors making up the habitual discipline as part of the MDR. If a "Big 3" offense or other behavior in question is deemed to NOT be a manifestation of a child's disability, IDEA does allow, with certain restrictions, for the child to be disciplined like a general education peer.
3. The student is expected to attend the Behavioral Hearing with his or her parent(s)/guardian(s). An administrator or Dean from the school is also expected to attend the Behavioral Hearing.
4. The family will have the right to bring an advocate to the hearing to listen to the proceeding. Should the family choose to bring an attorney to the hearing, they will need to notify the Hearings Officer at least 24 hours in advance of the hearing, so the District can arrange to have an attorney present at the hearing.
5. At the hearing, the school administrator or dean will present the nature of the allegations and all evidence supporting the allegations.
6. The student, and his or her parent(s)/guardian(s) will have an opportunity to respond to the allegations and to present evidence supporting his or her case. They will also have an opportunity to discuss other educational opportunities as appropriate. In order for the hearing officer to ascertain the student's perspective and to ensure student accountability, it is important that the student and his or her parents or guardian, rather than an advocate or attorney, take the predominant role in responding to the allegations and presenting evidence to support his or her position.
7. The hearing shall be closed to the public, pursuant to NRS 392.467. A digital recording of the hearing will typically be made. Upon request, the family may obtain copies of the hearing recording.
8. The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.
9. The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the

conduct, the student's motivation and/or intent, the affects the conduct has on victims, as well as the student's prior disciplinary record insofar as it and previously related disciplinary measures call for progressive disciplinary steps.

10. The hearing officer shall issue a written decision within seven (7) business days stating his/her findings and conclusions. Copies of the decision shall be sent to the student, his/her parent(s) or guardian(s) and to the school principal. The letter will provide information on how to seek an appeal to the hearing officer's decision.
11. Both the school and the parent(s)/guardian(s) have the ability to seek an appeal to the decision of the hearing officer. The appeal hearing will be to the Title IX Compliance Officer. This will be the final level of appeal.
12. There will be an expectation for the student to adhere to the decision from the initial behavior hearing if/until it is overturned at the appeal hearing. If a student is assigned to an IAES as an outcome from the initial behavior hearing, he/she would need to attend school in the alternative educational setting, while pursuing an appeal.
13. The appeal hearing will be decided by a review of the notes from the hearing, the evidence presented during the hearing, any tape recordings from the hearing, and possible interviews of those involved in the case.
14. The Compliance Officer will issue a written decision within ten (10) business days of the appeal hearing. Copies of the decision shall be sent to the student, his/her parent(s) or guardian(s) and to the school principal.

Interim Alternative Educational Placements (IAES)

For purposes of this discussion, the IAES constitutes a placement outside of a student's current school of enrollment. It does not refer to students being placed within a school into a temporary alternative educational setting or on in-school-suspension (ISS).

For general education students in grades 6-12, Washoe Inspire Academy typically serves as the IAES. As an IAES, Washoe Inspire Academy serves middle, and high school students. Younger students are typically not placed in an IAES, but are supported at the school site with assistance from MTSS. In some cases, Area Superintendents may determine a Guidance Variance to another school on an interim basis or for an extended period of time⁴. Washoe Inspire focuses on Social Emotional Learning and behavior support, while meeting the students' academic needs. Washoe Inspire Academy offers classes in a traditional setting and via distance education. Washoe Inspire Academy is not a permanent educational placement. Therefore, communication with the zoned school will happen throughout the placement at Washoe Inspire Academy. A representative from the sending school shall attend a meeting half-way through the placement to assist the student in repairing broken relationships, setting future goals with the student, and preparing the site for the student's return. An additional meeting may be set to continue working towards these goals prior to the transition meeting. The transition meeting will be held at the conclusion of the placement at the zoned school. When a student's IAES duration has expired, the student will transition back to

⁴ As previously noted, in only the rarest circumstances will a child 10 years of age or younger be placed in an IAES. This age range typically includes students in grades K-5.

his/her zoned school unless it has been determined that the student should have a Guidance Variance to another school other than his/her zoned school.

A Guidance Variance is an enrollment variance provided through the Office of School Leadership. Guidance Variances can be considered when there is concern regarding potential health and safety issues for the school community or for the student in question. For example, if a victim of previous conduct still is enrolled at the zoned school or if the student in question may now be a victim as a result of his or her conduct, this could lead to a variance. If the conduct in question was criminal in nature and there are co-defendant's enrolled at the zoned school, or if there is known gang-related conduct involving the student and his or her associates, a variance may be considered. Guidance Variances are at the discretion of the Area Superintendent overseeing the zoned school.

In rare circumstances, for both general education and special education students (especially those children in grades K-5), the IAES placement may occur at a comprehensive school outside of a child's current school of enrollment. These determinations will need to be approved by the Area Superintendent over the schools in question.

Support for Students Who Have Not Committed a Big 3 Violation and the District Intervention Assistance Team (DIAT)

As discussed above, students who commit a "Big 3" violation may be remanded to an IAES, and in some instances must be remanded to an IAES. In less frequent circumstances, students who pose a threat to the health and safety of a school community or who are deemed to be a Habitual Disciplinary Problem will also be remanded to an IAES as outlined above. However, many students who may exhibit a major behavioral outburst, pose a minimal threat, or who demonstrate a habitual pattern of behavior violations will remain at their zoned school. For these students and others who present with a myriad of challenging behaviors, the goal of the District is to support these students so that they can become more successful academically, socially and behaviorally at their zoned school. To accomplish this, behavioral support planning and implementation, infusing restorative practices, and monitoring of progress, must take place. Documentation of this planning must be included in the MTSS tab in Infinite Campus.

As part of our District's comprehensive MTSS process, a school can reach out to our MTSS-SEL Department or to the Division of Behavioral Hearings and Placements and request support in working with a child. In most instances, children in this circumstance should have already been part of the schools MTSS process and are receiving Tier II or III behavioral interventions (see the Appendix for typical Tier II & III interventions.) With parent permission, and with District support a student's behavioral patterns may be evaluated with the intent of building an intervention plan. In accordance with state and federal guidelines, the District has determined that a Functional Behavioral Assessment (FBA) be used to evaluate behavioral patterns and to formulate a function-based plan of support (see the Appendix for more information regarding the FBA/PTR process.) When considering students with disabilities, additional measures may apply.

If an individual case may require a variety of District supports and support from external agencies, support will be coordinated through our District Intervention Assistance Team (DIAT). DIAT is a central office structure that mimics school-based Intervention Assistance Teams (IAT) or MTSS Teams. Our general philosophy is as follows. Once a school, through use of its IAT, has determined that it has exhausted all of its available supports and interventions to assist a child, the school should refer the child to the DIAT. For example, before a student would be deemed to have a Habitual Discipline Problem, they ought to have been referred to the DIAT.

To refer a student to DIAT, school administration can access an electronic referral form through the MTSS-SEL school district website. In completing the form, the school answers a handful of questions that will be reviewed by the DIAT team prior to the meeting. Although weekly membership varies slightly, the DIAT team typically includes representatives from the following District departments and outside agencies: MTSS-SEL, Counseling, School Psychology, Intervention, Special Education, the County Department of Human Services, the County Department of Juvenile Services, and the Children's Cabinet. DIAT meets weekly, typically on Friday mornings.

School administrators and critical staff members (counselors, classroom teachers, and school psychologists) are encouraged to attend the DIAT meetings. School administrators provide an overview of the case with the team including the challenging behaviors and the sorts of interventions and services that have been attempted. In walking through the situation, an action plan is developed with commitment of support from various district offices. The coordination of services from outside agencies is critical as often it is found that there is significant support being provided to a family from outside the District and/or the needs to support the family are substantive

The DIAT does have the authority to refer a case to the Behavior Hearing Division if it believes the presented patterns of behavior may constitute a behavioral hearing given the criteria outlined above. It also has the authority, although infrequently exercised, to directly place a child into an IAES for up to a 90 school-day period.

The DIAT is an instrumental body to be used as student's transition from an IAES, and at times from a residential treatment center, back to their zoned school. The team can facilitate a discussion between the IAES administration and school administration regarding what supports proved effective during the temporary placement and that might be considered for implementation at the zoned school. It is also an opportunity to coordinate support from external agencies at this critical juncture for the child. Most student's transitioning from the IAES will not require a lengthy transition discussion at DIAT but some children with more challenging past experiences will.

Other Student Supports and Disciplinary Strategies

There are a variety of supports and disciplinary strategies that should be in place in every classroom and throughout the District. In this manual we outline some strategies that should be available to students and families (See appendix for associated procedures). Although many of these strategies may be used with students with disabilities, due to different legal requirements for disciplining students with disabilities, schools should consult with the Special Education Department before implementation. All procedures and strategies are designed to protect all members of the educational community in exercising their rights and duties in all aspects of their experience, including participation in extracurricular activities, interschool athletic competition, and the school transportation program.

Clear, explicit, and agreed upon behavioral expectations and supports in both the school and classroom are essential factors in creating optimal conditions for learning. Students should be held accountable for their behavior and it is the responsibility of the school staff, together with parents and/or guardians, to teach and reteach the agreed upon expectations. Ample time should be set aside at the beginning of the school year, and intermittently throughout the year to discuss expectations, model

expected behavior, and to discuss consequences. Just as academic concepts require explicit, sometimes repetitive, instruction, so does expectations regarding behavior. We cannot assume students know or understand our expectations without concerted efforts to teach them.

School-wide behavioral expectations should be agreed upon by all stakeholders and posted. Classroom behavioral expectations should be posted and directly connected to the school-wide expectations and matrices. There should be a high degree of alignment and consistency between classroom and school wide expectations.

To support schools in this effort, the Division of Behavior Hearings and Placements has created, and regularly updates, a District Behavior Matrix. The matrix can be found in the appendix of this manual. The matrix provides operational descriptions of behavioral events, suggested consequences associated with the events, and strategies to support students to be successful. The matrix does provide for consistency in disciplinary practice across the District; however, it does not include an exhaustive list of behaviors, remedies, and consequences. Thus, school administrators must exercise professional judgment and have latitude on a case by case basis regarding consequences and supports.

As part of the School-Wide Positive Behavior Intervention and Supports (PBIS) system, school teams should develop and implement a Progressive Discipline Plan and Procedures for addressing inappropriate behaviors. The plan should include operational definitions of behaviors (pulled directly from the behavior manual and/or identified by the site team as socially significant to the campus), which behaviors shall be managed and/or reported by classroom teachers/staff (minors), and which behaviors shall be managed by administration (majors). In addition, the plan should also consist of responses, remedies, and consequences for the behaviors which are contextually appropriate and implemented consistently. The District Behavior Matrix should be used as a resource/guide in the development of the plan. Site teams needing additional support are encouraged to contact the MTSS/SEL Department for further information.

The District also provides a Behavioral Management Tool within Infinite Campus that must be used to document behavioral incidences as well as consequences. An associated MTSS tab and/or counseling tab must be used to document supports for students. Further training and support in IC and/or the MTSS tab may be provided for any team needing further assistance. Please contact IC and MTSS/SEL Departments.

"Minor" behavioral events should in most instances be addressed by the classroom teacher and/or responsible party (e.g., duty teacher), including the re-teaching of expectations, documented in Infinite Campus, and if pervasive (e.g., more than three), communicated to the parents/guardian. If a student displays the same minor behavior incident three times within a 10-day period, it results in a "Major" infraction.

"Major" disciplinary offenses are outlined in the District Behavior Matrix and should be addressed by site and/or district level administration (to include Deans). A written report of the "major" offense describing the incident must be sent with the student to the office as soon as possible. Administration must document the incident in Infinite Campus, and ensure the parents/guardians are notified.

Disciplinary action may be imposed on a student for engaging in "minor" unacceptable behavior, and/or a "major" infraction when a student participates in, and/or attends any school sponsored activity, is on the premises of any public school, or on any bus⁵. School organizations, clubs and athletic teams may adopt rules, which shall govern student conduct and which are in accordance with the law and District

⁵ The Transportation Department publishes rules of conduct on buses and a summary of those can be found in the appendix.

administrative procedures. Judgment and discretion should be used in all cases where disciplinary consequences are provided. Every effort should be made to resolve potential disciplinary problems through discussion, re-teaching of expectations, and/or district counseling and psychological services.

Restorative Practices

WCSD has been phasing in the use of restorative practices for several years. Assembly Bill 168 passed in the 2019 legislative session revised disciplinary statute now mandating the use of restorative practices. Although an alternative to more traditional disciplinary practices, restorative practices are no panacea. Given revised statute, they must now be used to support students and staff, and they should be considered as complementary tools within the discipline tool box.

Restorative Practices stem from a field of study that has great potential to positively influence student behavior and strengthen community. Restorative Practices are instrumental when building and maintaining healthy communities, increasing social connectedness among students, reducing the impact of negative behavior, decreasing antisocial behavior, repairing harm, and restoring impacted relationships. With its origins in the criminal justice system, its application within the educational context has been growing. We consider restorative practices non-traditional forms of discipline.

Restorative practices fall along a continuum ranging from informal language use and community circles within general classrooms to formal discipline conferencing to address students who have significantly harmed others. The overarching goal is to build community, and then to make effort to restore community through empathy and other social process when the community has been harmed.

Through the Social, Emotional and Academic Development grant (SEAD) authorized by the 2019 Legislature, restorative practices training will be made available to all schools in the District. Schools will be encouraged and supported through the WCSD Multi-Tiered System of Supports/Social and Emotional Learning (MTSS/SEL) Department and the Department of Behavior Placements and Hearings to develop and utilize a restorative approach when appropriate.

Detention, Suspension, Expulsion and Other Traditional Disciplinary Approaches

As suggested, the general goal of a comprehensive behavioral approach is to create an engaging environment that fosters a sense of student belongingness and academic learning. The large majority of major behavioral incidents should be minimized through such practice. Moreover, loss of instruction takes away from the ability to learn and so as possible, every attempt should be made to address challenging behavior without a loss of instructional time.

Given this, at times students will engage in behaviors that must be addressed and that can result in lost instructional time. Some traditional forms of discipline used judiciously and always with the ultimate attempt of identifying how to best support a student's success may be used.

Detention is requiring a student to remain at a school for a period of time outside of scheduled instructional time. This can occur at varying times throughout the day. It cannot be used to prevent a student access to meals, the lavatory, etc. It should not be idle time, but focused on academic and/or social emotional learning. **Suspension** is a mandatory leave during scheduled instructional time. This does include in-school-suspension as well as out of school suspension. Emergency suspensions as discussed previously also fall within this category. **Expulsion** is the permanent removal of a student from instruction. Although the law permits for this action under certain circumstances, the District generally pursues temporary placement of students in alternative settings. **Restitution** for damages or

theft can at times be applied. Although the behavior itself may be dealt with using other disciplinary strategies, legally restitution can be required from parents. It is critical to note that restrictions associated with special education may prohibit the use or affect the extent of use of these traditional forms of discipline. More detailed descriptions including procedures associated with each of these forms of discipline are included in the appendix. BE AWARE THAT DURING THE EXPECTED LEGISLATIVE SESSION THEY MAY ACTUALLY INTRODUCE AB168 FOR REVISION AND IT INCLUDES SEVERAL CHANGES INCLUDING DEFINITIONAL CHANGES TO SUSPENSION AND EXPULSION.

Progressive Discipline Committees & In-School Temporary Placements

Under NRS 392.4644, each school must form a Progressive Discipline Committee. The committee must be led by the school principal or his/her designee. The committee must be composed of individuals (certified and classified staff) elected to represent the school.

The District Behavioral Matrix serves as the default discipline plan for all District schools. Because of this, the committee must review the contents of the matrix. If the committee feels strongly that it needs to add to the matrix to meet the unique needs of the school, it can do so through the creation of an addendum to the matrix. The matrix and addendum must then be disseminated to all staff.

The school principal is required to submit to the District annually by September 15 the names of the Progressive Discipline Committee members and the dates when the matrix was reviewed by the committee and disseminated to all staff. If the Progressive Discipline Committee creates an addendum, that must be submitted as well. A form to be used for this submission (The School Implementation Report), along with other critical procedural information, can be found in the appendix.

In addition to these responsibilities, the Progressive Discipline Committee has responsibility regarding the temporary removal of students from classrooms or other school functions, including transportation, due to disruptive behavior. In brief, if a teacher or staff member believes a student's behavior is disruptive enough to be removed from the setting, the school must provide a temporary alternative placement within the school. The parent of the child must be contacted within 24 hours regarding the temporary removal and reason for it. Within 3 school days, the principal and the teacher or staff member who removed the student, are required to meet with the student's parents to discuss the behavior in question and school expectations. At that time, the principal must make a decision to either return the student to the setting or to extend the temporary removal.

If the principal returns the student to the setting/activity and the staff member who initially removed the student disagrees with the principal's decision and appeals it, the principal must immediately extend the temporary removal. The principal must then hold a meeting of the Progressive Discipline Committee to review the case and the principal's decision. If the committee agrees with the principal's decision, the student is to be returned immediately. If the Committee agrees with the staff member's appeal, the principal must extend the removal and/or find a different placement within the school setting.

Principals must remain cognizant of their level of authority within the school setting and the difficulty a staff member might have when disagreeing with his/her decision. For example, a bus driver may find it very difficult to disagree with a principal's decision and/or to address the principal with his/her disagreement. This is a key reason for creation of Progressive Discipline Committee's, to deal with

difficult behavioral challenges and to find the best ways to support students. In turn, the staff member, and principal, must be respectful of the committee's final decision. Further detail regarding these responsibilities can be found in the appendix.

Confiscation of Contraband, Paraphernalia, Weapons or Other Personal Property

If during the course of an event, school administration confiscates from a student an object that is the property of the student or his/her parents, parents may have the right to retrieve the item. If the object is collected by school police or other law enforcement as evidence, the family will have to request retrieval from law enforcement, and this will most likely be delayed until after the investigation and criminal matter is resolved. If confiscated by school administration, but the event does not involve law enforcement, the family may request to retrieve their possession from school administration. If the object is returned and the student is found in possession of the same object or similar item in the future, that object may be returned to the family at the end of the school year.

Jointly Facilitated Student Re-Entry (Placement) Meetings

For students whose behavior results in criminal intervention and adjudication, or for students placed in residential facilities by families or through some social service intervention, placement meetings are held prior to students returning to their zoned schools. The Behavior Division leads and facilitates these meetings with the Juvenile Probation Office and Juvenile Parole. A student who is participating in a program of special education will return to his/her last agreed upon IEP placement. At times the Districts Intervention Assistance Team (DIAT) assists in placement decisions, most often to support placements for students who have not been formally adjudicated and who may be returning from a residential treatment center (RTC).

Students on Probation or Parole

1. The District in coordination with Washoe County Department of Juvenile Services and the State of Nevada Youth Parole Bureau shall educationally staff all students who have been released from a juvenile detention facility or residential treatment center.
2. Whenever possible, students eligible for parole or probation shall meet with their parent(s)/guardian(s), WCSD staff including administration from their zoned school, the applicable parole or probation officer, and community agency personnel in an educational staffing prior to enrolling in the student's zoned school. Whenever possible, students will be placed in their zoned schools. If it is determined that a comprehensive school other than the student's zoned school would be a better placement, The Offices of School Leadership (OSL), and Strategies & Ombudsman Services (SOS) will work collaboratively to facilitate a guidance variance as appropriate.
3. The District reserves the right, in conjunction with the Department of Juvenile Services and Nevada Youth Parole, to determine the appropriate educational placement for the student. Should it be determined that a student's behavior and/or juvenile history pose an immediate threat to the health, safety or welfare of other students, staff or community, a determination may be made to educate a student in an alternative educational setting. All applicable state and federal laws regarding the placement of students with disabilities will be adhered to.

- a. A student who is participating in a program of special education will return to their last agreed upon IEP placement. When placing students who are newly eligible for special education, new to the WCSD, and students that may require a change of placement or specialized program unavailable at the students zoned school, the zoned school will work with the Office of School Leadership to identify the most appropriate educational setting.

Summary

Each student is unique. This necessitates a student-centered approach aimed at fostering a sense of belongingness and engagement. Guaranteeing student access to rigorous and relevant instruction in an optimal learning environment drives our practice. Noting this, each behavioral incident has a unique context and many variables may have contributed to the behavior in question and may affect a rendered decision.

Federal and state statutes lead to differences in how discipline and placement will be determined for students with disabilities. Additionally, factors such as a victim, gang affiliation, and living/custodial arrangements may impact rendered decisions. While the District strives toward consistent decision making across schools, the complexity of certain situations requires administrators to use their professional judgment when meting out discipline.

In the appendices that follow we include our threat inquiry process, our behavioral matrix, IAES Guidance, our FBA and BIP guidelines and requirements, information pertaining to law enforcement and prohibited conduct, transportation rules, procedures related to disciplinary practices, information pertaining to progressive discipline teams, and our bullying investigation process.

Appendix

- Threat Inquiry/Assessment Process and “Duty to Inform”
- Student Behavioral Matrix/Progressive Discipline Plan
- Special Education Students and IAES Placements
- Prevent-Teach-Reinforce (PTR)
- Law Enforcement
 - Prohibited Conduct
 - Criminal Offenses
 - Searches of Students
- Transportation Rules
- Traditional Disciplinary Strategies
 - Detention
 - Suspension
 - Expulsion
 - Corporal Punishment & Aversive Restraints
 - Restitution for Damages or Threat
- Progressive Discipline Committee
- Bullying Investigation Flowchart
- Washoe Inspire Entry and Transition Plan

Threat Inquiry/Assessment Process and "Duty to Inform"

There are a variety of acts that a student may commit that prompt the need to engage in the inquiry/assessment process. For example, bullying situations, retaliation, and instigation of fights may all prompt this need. Threats of bodily harm to staff and/or students must be addressed through this process.

Threat inquiry is typically carried out by a site administrator and is conducted as soon as possible following the incident in question. Using a structured inquiry provided by the School Psychology Department, the administrator interviews the student and possibly victims and witnesses. Based on the collected information, the administrator makes a judgment regarding the level of concern regarding the ongoing threat posed by the student. If the inquiry results in a medium to high level of concern, the student is placed out on emergency suspension pending a comprehensive threat assessment and potential student hearing. The full threat assessment should be conducted as soon as possible to minimize lost instructional time. Student work must be made available while a student is out on emergency suspension.

The threat assessment is also a structured set of interviews provided by the School Psychology Department. This more comprehensive tool, is carried out by a school team typically led by a school psychologist. The information collected through the assessment will be used to validate or modify the results of the initial inquiry. The detailed information collected should inform support planning for the student, and victims/school, with the intent of the student being allowed to remain in their zone/home school. If there are significant barriers to plan implementation or if substantive safety and health concerns remain, the plan should be discussed with the receiving school or IAES so the school is best able to support the student. IAES placements should not exceed 90 school days and must be in compliance with IDEA.

Documentation of the use of the Threat Inquiry/Assessment Process must occur. It must be documented in the behavioral management tabs in IC as part of incident ***resolutions***. This documentation is critical as patterns of threats must be flagged for student and school safety.

It is critical to note that in certain instances, we have a **duty to warn/inform** when a student poses a threat. Threats resulting in High Levels of Concern and Batteries resulting in substantial bodily harm would fall into this category. NRS excerpted below outlines this requirement.

1. The board of trustees of a county school district, or its designee, shall inform each employee of the district, including teachers, other licensed employees, drivers of school buses, instructional aides and office managers, who may have consistent contact with a pupil if that pupil has, within the preceding 3 years, unlawfully caused or attempted to cause serious bodily injury to any person. The district shall provide this information based upon any written records that the district maintains or which it receives from a law enforcement agency or a court. The district need not initiate a request for such information from any source.
2. A school district and the members of its board of trustees are not liable for failure strictly to comply with this section if a good faith effort to comply is made.
3. Except as otherwise provided in NRS 239.0115, any information received by an employee pursuant to this section is confidential and must not be further disseminated by the employee.

STUDENT BEHAVIORAL MATRIX/PROGRESSIVE DISCIPLINE PLAN

The Washoe County School District ("District") recognizes the inter-dependency between academic outcomes, attendance, and student behavior. Understanding this, it employs Multi-Tiered System of Supports (MTSS) as a preventative, supportive, consistent instructional problem solving framework to support positive student behavior and academic achievement. If student behavior falls below expectations, school administrators will use the following behavioral guidelines to determine appropriate consequences and/or interventions for student behavior violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. The guidelines are applicable to incidents, which occur at school; travel to and from school, during lunch, and while involved in school sponsored-activities. In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students, regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, and/or disability status while keeping the focus on student success and the "Pathway" to graduation.

Nevada Revised Statute (NRS 392.4655 – 392.4675) stipulates the temporary removal or expulsion of students under certain circumstances. Possession/Use of a dangerous weapon, sales/distribution of controlled substances, and battery to staff are considered "Big 3" offenses and result in temporary removal or expulsion. NRS further stipulates that a child can be temporarily removed for posing a substantial threat to the health and safety of a school. When a child poses a threat, a safety screener & assessment process is required to first determine level of threat before considering a removal. Statute also provides some latitude for a principal to deem a student a Habitual Discipline Problem and to recommend temporary removal. Typically speaking, these latter conditions do not apply to special education students as habitual discipline implies a pattern. Noting this, a case by case approach must be taken, nonetheless.

An attempt has been made to organize the matrix in a manner that emphasizes statutory requirements while continuing to provide attention to a myriad of additional offenses that may require disciplinary intervention. In meting out discipline, the current event, a child's history of behavior, and a child's developmental stage should be considered. For example, disruptive behavior exhibited by a child in K-3 is likely to be handled differently than a child at the intermediate level, middle school level or high school level. Although the matrix allows for consistency in disciplinary actions taken, it cannot replace the professional judgment of school administrators.

Any behavior or disciplinary related actions or sanctions being taken with any student who is participating in a program of Special Education/Section 504, must comply with the Individuals with Disabilities in Education Act, Americans with Disabilities Act and all state and federal laws and regulations, as different standards apply to the discipline and temporary removal of students.

Key:

IAT-Intervention Assistance Team	NRS- Nevada Revised Statute	SST- School Safety team
ISS- In School Suspension	RP-Restorative Practices	SAP-Substance Abuse Intervention Program
MTSS- Multi-Tiered System of Supports	SRLE – Safe and Respectful Learning Environment	VIP-Violence Intervention Program
NAC- Nevada Admin Code	SARB- Student Attendance Review Board	VIP2-Violence Intervention Program Second Offense
NIAA- Nevada Interscholastic Activities Association		

Event: POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM, CO2 AIR GUN (Meets NRS definition of firearm or dangerous weapon—Big 3 Violation, IAES placement-180 days for general education; 45 days for special education pending MDR)		NRS/Policy: <ul style="list-style-type: none">▪ Board Policy 5100▪ NRS 392.466▪ NRS 202.265
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support.</i>		
Tier 2 Strategies: <i>School Psychologist Support, School Safety Screener, and School Safety Assessment.</i>		
Event: SALES / DISTRIBUTION OF A CONTROLLED SUBSTANCE The selling of controlled substances, or items represented to be controlled substances, between two or more parties (Big 3 Violation, Restorative conference for 1 st offense; IAES placement for 2 nd offense-90 days for general education; 45 days for special education pending MDR)		NRS/Policy: <ul style="list-style-type: none">▪ Board Policy 5100▪ NRS 392.466▪ NRS 453.338
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resource for substance abuse, Psychologist Support, District IAT.</i>		
Event: BATTERY TO DISTRICT EMPLOYEE CAUSING INJURY The willful and unlawful use of force or violence upon a district employee. This may include spitting. *Note that for a special education student, battery must result in severe bodily injury to consider temporary removal (Big 3 Violation, Restorative conference for 1 st offense; IAES placement for 2 nd offense-90 days for general education; 45 days for special education pending MDR)		NRS/Policy: <ul style="list-style-type: none">▪ Board Policy 5100▪ NRS 200.481

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.	Suspension & Referral to Behavior Hearings & Placement Director, contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Parent conference, school counselor support, VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support, Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Therapeutic Resources, DIAT.</i>		
Event: THREATS TO STAFF/STUDENTS Any communication, verbal or physical, or by means of electronic devices, that would threaten the health and safety, or cause the impression of danger or harm, to district personnel or students (Potential IAES placement) ***Contact Civil Rights Compliance Officer (Legal) for Guidance.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 392.915
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Restorative Conference, 1-3 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable); Contact School Police; Consult with Behavior Hearings & Placement Director.	3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director.	5-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent conference, school counselor support, VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support, Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Therapeutic Resources, DIAT.</i>		
Event: HABITUAL DISCIPLINARY PROBLEM When a student receives 5 or more suspensions totaling a minimum of 15 days, or as otherwise specified in the behavior matrix (Potential IAES placement)		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4655
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Suspension & Referral to Behavior Hearings & Placement Director. Restorative Conference, Modify Behavior Plan.	Suspension & Referral to Behavior Hearings & Placement Director	Suspension & Referral to Behavior Hearings & Placement Director
Tier 1 Strategies: <i>Parent conference, school counselor support, referral to IAT and/or DIAT.</i>		
Tier 2 Strategies: <i>DIAT referral, behavioral contract with parent involvement.</i>		
Event: FAILURE TO ADHERE TO SAFETY & HEALTH MEASURES DESIGNED TO MITIGATE AGAINST THE SPREAD OF THE COVID-19 VIRUS. Actions that harm or threaten harm to a person, group of persons, classroom, or school. This could include, but is not necessarily limited to, failure to wear a face mask, failure to maintain social distance, violating restrictions regarding the sharing of food or materials, and failure to wait in lines as designated.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4655
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference	Use of temporary alternative placement into the home environment (distance learning) for 1-3 Days.	Use of temporary alternative placement into the home environment (distance learning) for 1-3 Days. With a 4 th occurrence, Deem Habitual Discipline Problem and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Reteach health and safety expectations, parent conference, School Counselor Support, restorative practices.</i>		
Tier 2 Strategies: <i>Reteach health & safety expectations, develop student safety supervision plan (as applicable), <u>Referral to Community Resources</u>, School Counselor and/or School Psychologist support, restorative practices.</i>		
Event: BULLYING / CYBER BULLYING Action has effect on victim: Harm or threat of harm to a person or their property, generally with an imbalance of power and/or protected class; action is unwelcome; action is severe, persistent or pervasive. Bullying and/or harassment using social media such as e-mail, Instant messaging, chat rooms, cell phones, or other forms of information		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet

technology to deliberately harass, threaten, impersonate, misrepresent intimidate or spread harmful information about someone. ***Contact Civil Rights Compliance Officer (Legal) for Guidance.		
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference, 1-3 Days In-School Suspension or Suspension	1-3 Days Suspension & VIP Classes, inform School Safety Team.	3-5 Days Suspension, VIP Classes, Deem Habitual Discipline Problem and Refer to Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent conference, School Counselor Support, restorative practices.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Referral to Community Resources, Re-teaching Expectations, Bullying Intervention Group or Counseling for Target Strategies.</i>		
Event: HARASSMENT – INTIMIDATION To use harm or threat of harm to compel a person to abstain from doing, or to do, any act which he/she has a right to do. Treating an individual unfavorably because of a perceived disability, perceived membership in a certain race or religious group, or perceived sexuality/gender. May include treatment based on physical characteristics associated with a perceived disability, race, religion or gender, and/or group-based slurs, offensive or derogatory remarks or display of group-based offensive pictures or symbols. This includes, but is not limited to unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, to include stalking. If group membership is a salient feature of the harassment-intimidation, the primary group affiliation must be coded. This applies to, but is not limited to, perceived race/ethnicity groups, disability groups, gender, sexual orientation, religious affiliation. ***Contact Civil Rights Compliance Officer (Legal) for Guidance.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet ▪ Title II of the Americans with Disabilities Act ▪ Individuals with Disabilities in Education Act ▪ Title VI and VII of the Civil Rights Act ▪ Free Exercise Clause of the U.S. Constitution ▪ Title IX of the Educational Amendments Act
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference, 1-3 Days In-School Suspension or Suspension, Contact School Police.	1-3 Days Suspension & VIP Classes, Contact School Police.	3-5 Days Suspension, VIP Classes, Contact School Police, Deem Habitual Discipline Problem and Refer to Behavior Hearing & Placement Director.

Tier 1 Strategies: <i>Parent conference, School Counselor Support, restorative practices.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource; Possible use of Restorative Conferencing.</i>		
Event: SEXUAL MISCONDUCT May include but not be limited to: Unwelcome sexual advances or propositions, using electronic devices or technology to record or transmit nudity or sexual acts, stalking, unwanted touching, threatening to or actually sexually harming someone. This may be treated as harassment and/or bullying. *Contact Civil Rights Compliance Officer (Legal) for Guidance.		NRS/Policy: <ul style="list-style-type: none"> ▪ Title IX of the Educational Amendments Act ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Contact Civil Rights Compliance Officer (Legal) for Guidance.	Contact Civil Rights Compliance Officer (Legal) for Guidance.	Contact Civil Rights Compliance Officer (Legal) for Guidance.
Tier 1 Strategies: Contact Civil Rights Compliance Officer (Legal) for Guidance.		
Tier 2 Strategies: Contact Civil Rights Compliance Officer (Legal) for Guidance.		
Event: POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM, CO2 AIR GUN This includes weapons that do not meet the NRS dangerous weapon definition and can include the use of any look-alike or toy gun used to intimidate, harass or threaten another individual. *Any object used in a threatening manner toward self or another individual may be deemed a dangerous weapon per NRS statute.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466 ▪ NRS 202.265 PATH-P101
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, 1-3 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Contact School Police, Consult with Behavior Hearings & Placement Director.	3-5 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Contact School Police, Consult with Behavior Hearings & Placement Director.	5-7 Day Suspension, Restorative Conference Upon Return, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Contact School Police, Consult with Behavior Hearings & Placement Director.

Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, re-teach expectations, possible VIP participation.</i>		
Event: POSSESSION/USE OF DRUG PARAPHERNALIA, CONTROLLED SUBSTANCE, ALCOHOL The possession or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, to include being under the influence of alcohol on school property or at a school sponsored activity. This includes E-Cig, Vapes, Mods		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 453.554
1st Incident Resolution	2nd Incident Resolution	3rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, 1-3 Day In-School Suspension or Suspension & SAP Classes, Contact School Police.	1-5 day Suspension & Mandatory Substance Abuse Test, Contact School Police, 8 sessions with outside counselor.	3-8 days Suspension, Mandatory Substance Abuse Test and Outside Counseling, Contact School Police, Consult with Behavior Programs Director.
Tier 1 Strategies: <i>Parent Conference, School counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resources for substance abuse, SAP participation.</i>		
Event: TOBACCO VIOLATION Possession or use of any nicotine delivery devices which includes, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules Apply.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 202.2491
1st Incident Resolution	2nd Incident Resolution	3rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Warning on First Offense, Referral to Cessation of Tobacco Use Program or Individual Site Programs.	Referral to Cessation of Tobacco Use Program or Individual Site Programs, Loss of Privilege, Focused Detention, School Beautification, 1-3 day In School Suspension.	Referral to Cessation of Tobacco Use Program or Individual Site Programs, 1-3 Day suspension...

Tier 1 Strategies: <i>Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Referral to Community Resources- American Cancer Society Classes.</i>		
Event: NIAA SUBSTANCE ABUSE VIOLATION See NIAA Substance Abuse Policy		NRS/Policy: ▪ NIAA (NRS Chapter 385B) ▪ NIAA (NAC 386.600 – 386.886)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact Suspension from Activities/Athletics & SAP Notification.	3-5 days Suspension from Activities/Athletics & Individual SAP Counseling & Evaluation.	Suspension pursuant to NIAA regulations.
Tier 1 Strategies: <i>Parent Conference, School counselor support, SAP participation.</i>		
Tier 2 Strategies: <i>Referral to Community Resources for substance abuse, SAP participation; assign mentor.</i>		
Event: BATTERY TO STUDENT The willful and unlawful use of force or violence upon another student. This may include spitting. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		NRS/Policy: ▪ Board Policy 5700 ▪ NRS 200.481
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Restorative Conference, 1-3 Days Suspension & VIP classes. Contact School Police.	1-5 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director.	3-10 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Teach Alternatives, Behavior Strategies, VIP participation.</i>		
Event: EXTORTION OR THREAT OF EXTORTION Obtaining something, especially money, through force or threats.		NRS/Policy: ▪ Board Policy 5100 ▪ Board Policy 5700 ▪ NRS 205.320-322

***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Restorative Conference, 1-3 Days In-School Suspension or Suspension, Contact School Police.	1-3 Days Suspension & VIP Classes, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , Contact School Police.	3-5 Day Suspension, <i>Threat Assessment and Student Safety Supervision Plan (as applicable)</i> , VIP Classes, Contact School Police, Deem Habitual Discipline Problem and Consult with Behavioral Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School Counselor Support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), re-teach expectations.</i>		
Event: FIGHTING/PHYSICAL AGGRESSION The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching or other actions of a physically aggressive nature.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; Restorative Conference, 1-3 Day Suspension & VIP classes, Contact School Police.	Administrative Conference, Parent Contact, 3-5 Days Suspension & VIP classes, Contact School Police.	5-8 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Conflict Resolution, Re-teach Expectations, Anger Management, Teach Pro-Social Skills, Restorative Practices, Referral to IAT and/or DIAT.</i>		
Event: GANG RELATED BEHAVIOR - GANG ACTIVITY Involvement or potential involvement in any activity representing a group involved in illegal actions.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4635

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Gang Paraphernalia, 1-3 Day In- School Suspension or Suspension, Contact School Police Gang Unit.	1-3 Day Suspension & Contact School Police Gang Unit.	3-5 Day Suspension, Contact School Police Gang Unit, Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School counselor support, possible VIP participation, school police gang unit referral.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), School Police Gang Unit intervention.</i>		
Event: INSTIGATION / PROMOTION OF FIGHTING OR VIOLENCE The willful act of provoking or facilitating assault between two or more students by using a variety of communications, including social media, aimed at causing or resulting in a physical altercation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		NRS/Policy: ▪ Board Policy 5100 NRS 200.490
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; Restorative Conference; 1-3 Day In- School Suspension or Suspension & VIP classes.	Administrative Conference, Parent Contact, 1-3 Day Suspension & VIP classes, Contact School Police.	3-5 Day Suspension, VIP classes, Contact School Police, and Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (as applicable), Conflict Resolution, Re-teach Expectations, Anger Management, Teach Pro-Social Skills, Restorative Practices, Referral to IAT and/or DIAT.</i>		
Event: RETALIATION Mandatory reporting and must complete the Harassment Complaint Form and email legal department. ***Contact Civil Rights Compliance Officer (Legal) for Guidance.		NRS/Policy: ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Administrative Conference/ Investigation, Loss of Privilege, Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, 1-3 Days Suspension.	Threat Assessment and Student Safety Supervision Plan (as applicable), 3-5 Days Suspension & VIP Classes.	Threat Assessment and Student Safety Supervision Plan (as applicable), 5-7 Day Suspension, VIP classes, and Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School Counselor Support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: VIOLENCE OR HARM TO STAFF OR STUDENTS A harm which results in the bodily injury of an employee or student of the school (below threshold of battery) ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 5700 ▪ NRS 392.466(1 & 2)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; Restorative Conference, 1-3 Day In-School Suspension or Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable).	Administrative Conference, Parent Contact, 1-5 Day Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable).	3-7 Day Suspension, VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable), and Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference; Parent Conference, School counselor support, possible VIP participation.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), possible VIP participation, referral to Community Resources.</i>		
Event: ARSON The intentional setting of fire.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 205.005
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision	1-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable);,	3-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable),

Plan (if applicable);, Restorative Conference, 1-3 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.	Contact School Police, Consult with Behavior Hearings & Placement Director.	Contact School Police, Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Parent Conference, School Counselor Support.</i>		
Tier 2 Strategies: <i>Psychologist support- Threat Assessment and Student Safety Supervision Plan (if applicable), Youth Fire Setters Intervention Program.</i>		
Event: BOMB THREAT Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any bomb threat, knowing it to be false.		NRS/Policy: ▪ Board Policy 5100 NRS 202.840
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision Plan (if applicable);, Restorative Conference, 1-3 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.	1-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director.	3-7 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student safety Supervision Plan (if applicable), Youth Fire Setters Intervention Program.</i>		
Event: COMBUSTIBLES/INCENDIARY The possession of explosive or incendiary devices.		NRS/Policy: ▪ Board Policy 5100 ▪ NRS 202.253 ▪ NRS 202.262
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Threat Assessment and Student Safety Supervision Plan (as applicable), Restorative Conference, 1-3 Days In-School	1-3 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police, Consult with	3-5 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police, Consult with

Suspension or Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.	Behavior Hearings & Placement Director.	Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Youth Fire Setters Intervention Program.</i>		
Event: DAMAGE TO SCHOOL PROPERTY-DESTRUCTION OF SCHOOL PROPERTY Willfully and maliciously destroying or injuring real or personal property of another in an amount totaling less than \$500.		NRS/Policy: ▪ Board Policy 5100 NRS 393.410
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference, Parent Contact, Restitution, Loss of Privilege/School Beautification, Restorative Conference.	Parent Contact, 1-3 Day Suspension, Restitution, Loss of Privilege/School Beautification.	Parent Contact, 3-5 Day Suspension, Restitution, Loss of Privilege/School Beautification.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: DAMAGE TO SCHOOL PROPERTY, DESTRUCTION OF SCHOOL PROPERTY \$500+ Willfully and maliciously destroying or injuring real or personal property of another. Required if making a claim to risk management for repairs, or for insurance claims.		NRS/Policy: ▪ Board Policy 5100 ▪ NRS 393.410
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Restorative Conference, 1-3 Day In-School Suspension or Suspension, Contact School Police, Notify Risk Management, Consult with Behavior Hearings & Placement Director.	1-3 Day Suspension, Contact School Police, Notify Risk Management, Consult with Behavior Hearings & Placement Director.	3-5 Day Suspension, Contact School Police, Notify Risk Management, Consult with Behavior Hearings & Placement Director.

Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Psychologist Support- Threat Assessment and Student Safety Supervision Plan (as applicable), Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: THEFT / POSSESSION OF STOLEN PROPERTY Intentionally receiving, taking, or possessing property of another without the owner's permission. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 205.0832
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, Restorative Conference, 1-3 Day In-School Suspension or Suspension, Contact School Police.	Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-3 Day Suspension, Contact School Police.	Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 3-5 Day Suspension, Contact School Police.
Tier 1 Strategies: <i>Restorative Conference, Peer/Conflict mediation, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to Community Resource, restorative practices.</i>		
Event: ATTENDANCE – TRUANCY		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5400 ▪ NRS 392.040
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Detention, Truancy Letter 1.	Truancy Letter 2, School Attendance Monitor, 20 day Monitor, Contact Attendance Officer, loss of privilege, detention with school beautification.	Truancy Letter 3, 10 th Grade and Above Cite Habitual Truant, 9 th Grade and Below refer to SARB.
Tier 1 Strategies: <i>Parent Conference, School counselor support, attendance incentives, referral to IAT.</i>		
Tier 2 Strategies: <i>Referral to DIAT, Referral to Student Attendance Review Board (SARB), and Referral to Community Resource.</i>		

Event: TARDY		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5400 ▪ Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Support to correct Behavior, Parent Contact, Loss of Privilege.	Parent Contact, Loss of Privilege, Focused Detention, School Beautification.	Parent Contact, Loss of Privilege, Focused Detention, School Beautification.
Tier 1 Strategies: <i>Parent conference, school counselor support.</i>		
Tier 2 Strategies: <i>Behavioral Plan, Incentive Based System, Family Engagement, Referral to IAT.</i>		
Event: DISREGARD FOR SCHOOL RULES Violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher or coach (Does not include other violations specifically defined in this matrix).		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege or Focused Detention/ School Beautification.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, Restorative Conference, 1-3 Day In-School Suspension.	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 1-3 Day Suspension.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT.</i>		
Event: DISTURBANCE OF SCHOOL ACTIVITIES / DISTURBING THE PEACE Conduct, which interferes with the educational process. Willfully disturbing the peace of any person; Intentionally and willfully interfering with or disturbing persons in the school. May be combined with other conduct.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.910
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, restorative conference, 1-3 days In-School Suspension or Suspension.	Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-3 Day Suspension, Contact School Police.	Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 3-5 Day Suspension, Contact School Police, Contact Behavior Hearings & Placement Director.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT, Teach Pro-Social Skills, School Service and Mentoring, restorative practices.</i>		
Event: DRESS CODE VIOLATION* Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of the school uniform policy and regulation. *As Applicable, Students Will Comply with all School Procedures and Policies Related to School Uniforms - see School Handbook for further information.		NRS/Policy: ▪ Board Policy 5105 Site Based Rules Published in Student/Parent Handbook , Student Planner, etc.
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Student <i>Must Change Clothing</i> , Focused Detention.	Parent Contact, Student <i>Must Change Clothing</i> , Loss of Privilege, Focused Detention/School Beautification.	Parent Contact, Student <i>Must Change Clothing</i> , Loss of Privilege, Focused Detention/School Beautification, 1-3 In-School Suspension.
Tier 1 Strategies: <i>Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Replacement Behaviors and Possible Referral to Clubs and Activities.</i>		
Event: INAPPROPRIATE LANGUAGE, ACTIONS, GESTURES Use of inappropriate* language, actions or gestures when addressing another individual or group of individuals to include verbal confrontation. *“Inappropriate” is defined by the reasonable person standard. Utilize cultural and social context in this situation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: ▪ Board Policy 5100 ▪ Board Policy 5700 Site Based Rules Published in Student/Parent Handbook , Student Planner, etc.

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, Restorative Conference, Student Safety Supervision Plan (as applicable).	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 1-3 Day Suspension, and Student Safety Supervision Plan (as applicable).	Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 3-5 Day Suspension, and Student Safety Supervision Plan (as applicable).
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT, Teach Pro-Social Skills, School Service and Mentoring, restorative practices.</i>		
Event: INTERFERENCE WITH INSTRUCTION Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students but does not result in a large scale disturbance.		NRS/Policy: ▪ Board Policy 5100 PATH-P101
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention.	Parent Contact, Loss of Privilege, Focused Detention, Restorative Conference.	Parent Contact, Loss of Privilege, Focused Detention, 1- 3 Day Suspension.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support.</i>		
Tier 2 Strategies: <i>Re-teach Expectations, referral to IAT and/or DIAT.</i>		
Event: TECHNOLOGY VIOLATION Student engages in frequent and disruptive inappropriate use of cell phone, pager, music/video players, camera and/or computer which interrupts the learning of themselves and/or others. <i>*Please refer to Behavior Manual for any additional infractions while using technology (e.g., cyberbullying, sexual misconduct, threats, etc...)</i>		NRS/Policy:
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Conversation with student(s), reteach expectation.	Restorative conversation with student(s), reteach expectation.	Restorative conversation with student(s), reteach expectation, and family/families contact. May consider a formal plan for technology use which supports re-teaching, feedback and plan error-correction procedures.
Tier 1 Strategies: Reteach and reinforce expectation of pro-social behavior.		
Tier 2 Strategies: Reteach, reinforce and provide targeted prevention/error-correction procedures.		
Event: POSITIVE RECOGNITION Exhibiting pro-social school behavior(s) which are outlined in the School-Wide Positive Behavioral Interventions and Supports (SWPBIS) expectations matrix and operationally defines the social culture of the school wide community.		NRS/Policy:
Tier 1 Strategies: Reinforce pro-social school behaviors through data collection and positive connections (specific positive behavior praise statements, conversations, communication sent to family, or any PBIS recognition delivered universally).		
Tier 2 Strategies: Incorporate Positive Recognition data into "Student the Month/Quarter/Semester" activities.		
Event: ACADEMIC INTEGRITY- CHEATING/PLAGIARISM Cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Obtaining, attempting to obtain, or aiding another student to obtain credit for work by a dishonest or deceptive means. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose. Representing another person's work or ideas as your own without giving credit to the proper source and submitting it for any purpose.		NRS/Policy: <ul style="list-style-type: none"> • NRS 392.461
1st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution

Administrative investigation and conversation with student(s), reteach expectation, and/or potential loss of points/grade for the assignment/assessment and privilege(s). Parent contact should be notified of this incident and potential outcome.	Administrative investigation and Restorative conversation with student(s), reteach expectation, and/or loss of points/grade for the assignment/assessment and privilege(s). This includes potential for focused detention or 1-3 day In-School Suspension. Parent contact should be notified of this incident and potential outcome.	Restorative informal or formal conference with student(s) and family/families, reteach expectation, loss of points/grades for the assignment/assessment, and focused detention or 1-3 In-school or out of school suspension. May consider a formal plan for accessing assignment/assessment independently and promote independent work/thinking and includes increase adult supervision. The plan also includes supports for re-teaching, feedback and a plan error-correction procedures.
Tier 1 Strategies: <i>Restorative Conference, Parent Conference, School counselor support</i>		
Tier 2 Strategies: <i>Re-teach Expectations, Referral to IAT and/or DIAT</i>		
Event: ELECTRONIC CIGARETTE/VAPE PEN Student who is in possession of an empty (i.e., no residue is present) electronic cigarette/vape pen. <i>If the empty electronic cigarette/vape pen is paired with a controlled substance (e.g., residue in e-cig/vape pen or possession of a controlled substance), please see POSSESSION/UES OF DRUG PARAPHENALIA, CONTROLLED SUBSTANCE, ALCOHOL event in matrix.</i>		NRS/Policy:
1 ST Incident Resolution	2 ND Incident Resolution	3 RD Incident Resolution
Restorative conversation with student(s), reteach expectation, and loss of item for guardian pick-up.	Restorative conversation with student(s), reteach expectation, connection with parent/family, and loss of item for guardian pick-up.	Restorative conversation with student(s), reteach expectation, and family/families meeting. May consider a formal plan which supports re-teaching, feedback and plan error-correction procedures.
Tier 1 Strategies: Reteach and reinforce expectation of pro-social behavior.		
Tier 2 Strategies: Reteach, reinforce and provide targeted prevention/error-correction procedures. Connect with counselor/safe-school profession/school social worker for potential referral to community resources.		

DOCUMENTATION:

Accurate documentation of student behavior within Infinite Campus is mandatory. Documentation allows schools and the District to track trends and behaviors to provide focused supports, interventions and training. Documentation of events and use of the associated data is required under federal regulations and civil rights laws.

DISCRETION FOR RESOLVING INCIDENT:

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make.

Error Correction Procedures:

A continuum of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

1. Respectfully address the student
2. Describe inappropriate behavior
3. Describe expected behavior
4. Link to school-wide expectations matrix
5. End with encouragement

Restorative Practices: Circles & Conference

Community-Building and Restorative Circles: circles can be used for community building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences in order to establish relationships and develop social norms on a non-crisis basis. When there is wrongdoing, circles play an active role in addressing the wrong and making things right. Please reach out to the MTSS/SEL Department for further information/support.

Restorative Conversation: may occur to prevent a low-level conflict or to reconnect post low-level conflict by bringing all parties together, if all agree. You may also utilize a Restorative Conversation 1:1 with individuals within the conflict to connect and restore. The goal is to bring all parties, or individuals, together with a facilitator to discuss and share their feelings about the conflict/behaviors and the impacts. Through this discussion, all voices are heard and used in creating a plan for how to resolve and restore from the conflict and move forward. Please consider low-level conflict circumstances, potential impacts of harm, and exposure to Community Building Circles prior to engaging in a Restorative Conversation. Please reach out to the MTSS/SEL Department for further information/support.

Restorative Conference: involves those who have acknowledged causing harm meeting with those that have harmed, seeking to understand each other's perspective, and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who usually been affected and/or something to say from a personal perspective. Please reach out to the MTSS/SEL Department for further information/support.

Prevent-Teach-Reinforce (PTR) and a Functional Behavior Assessment (FBA)

1. A Functional Behavior Assessment (FBA) is generally considered a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the antecedents or triggers of specific behavior and to help IEP teams select interventions to address directly the problem behavior.
2. The Prevent-Teach-Reinforce (PTR) model of behavior support is a team-based, systematic, structured process for supporting students with challenging behaviors that have not been resolved satisfactorily with classroom and school wide behavior management systems.
3. Although the District has historically identified the PTR as the tool used to conduct the FBA, it is transitioning to a new tool and process referred to as FBA Made Easy. More information pertaining to the FBA Made Easy tool/process can be found at the District Website under Special Education.
4. PTR utilizes scientifically validated practices of functional behavior assessment, reinforcement and teaching new behaviors.
5. PTR is a structured, team-based functional behavior assessment (FBA) process that is implemented by school-based teams.
6. The PTR is a model of Positive Behavior Support (PBS) aligned largely with principles of Applied Behavior Analysis (ABA) (Dunlap, et al, 2010).
7. The PTR, based on extensive research, is intended for students who exhibit challenging behaviors, including those with disabilities (Dunlap, et al., 2010). Derived from two approaches that have guided behavioral support for decades, PBS and ABA.
8. PBS is a broad approach for organizing environmental, social, educational and systems strategies to improve competence and quality of life for individuals with challenging behaviors (Dunlap et al., 2010).
9. The ABA approach utilizes approaches to learning that produce socially meaningful changes in behavior. The PTR is directly linked to both PBS and ABA and is utilized in a variety of settings. The PTR has been implemented and tested over the span of several years and has been shown to lead to improved outcomes in student's behavior and academic achievement (Dunlap et al., 2010).
10. It is intended to be used in Tier 3 Individual Interventions.
11. The PTR is the tool WCSSD staff need to use to guide a school team through the completion of functional behavioral assessment and a positive-behavioral intervention plan, as well as fidelity checks.
12. The PTR process is utilized, with fidelity, for students in Tier 3 who need behavioral support and for students with disabilities who may need additional behavioral supports *or* an alternate placement based on behavior.
13. Evaluation Requirement under IDEA—under 34 C.F.R. 300.304(b) (3) state that districts shall use “technically sound instruments” that assess behavioral factors.
14. As used in this section, “targeted behavior” means the particular adaptive or inappropriate behavior of the pupil that the person conducting the assessment monitors in order to promote adaptive behavior and reduce the occurrence of inappropriate behavior

Law Enforcement

1. Schools are obliged to work closely with law enforcement agencies in the course of their duties.
2. The District's School Police Department will act as a liaison between the district and local law enforcement agencies.
3. An incident, which may constitute the commission of a crime, shall be reported to the District's School Police Department in a timely manner, and the student's parent(s)/guardian(s) will be notified.
4. When an emergency situation requires immediate action prior to an officer being able to respond, follow-up information shall be provided to School Police in a timely fashion.

Officers will complete a criminal report for incidents that involve an arrest, citation or referral.

Prohibited Conduct

1. The commission of, participation in or unlawful attempt of any of the following activities or acts (listed below) 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, on their way to and from school or within one hour of the beginning or end of the school day, and those using District sponsored transportation shall be governed by District policies, regulations, and rules as well as Nevada state laws and regulations, and are subject to the authority of District officials.
2. An incident, which may constitute the commission of a criminal act, shall be reported to the District's School Police Department, as well as the school administrator. The student's parent(s)/guardian(s) shall also be notified.
3. The District may take disciplinary action, whether or not criminal charges result. The District will look at the situation holistically and take into consideration different perspectives as needed. (Regardless of the outcome of a criminal investigation, the District is required to complete an administrative investigation into any allegations of bullying.

Criminal Offenses

1. Criminal Offenses, as defined in applicable laws, regulations, and/or ordinances, shall be reported to the School Police or local law enforcement (if the action was outside of the jurisdiction of School Police). Additionally, such offenses may result in disciplinary action by the school administrator.
2. Examples of criminal offenses include, but are not limited to:
 - a. ALCOHOL: The possession, sale, furnishing and/or distribution of alcohol.
 - b. ARSON: The intentional setting of fire.
 - c. ASSAULT: Unlawfully attempting to use physical force against another person; or intentionally placing another person in reasonable apprehension of immediate bodily harm.
 - d. BATTERY: Willful offensive touching without consent or willful application of force to another person.

- e. BOMB THREAT/FALSE: Willfully conveying by social media, telephone, mail, written notes, or any other means of communication, a bomb threat knowing it to be false.
- f. BURGLARY: Illegal entry onto the property of another with the intent to commit a crime.
- g. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
- h. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person maliciously and willfully interfering with or disturbing persons in the school.
- i. EXPLOSIVE DEVICES: The possession, sale, furnishing, distribution, or use of explosive or incendiary devices, to include fireworks.
- j. FALSE FIRE ALARMS: False reporting of a fire or transmission of fire alarm signal knowing it to be false.
- k. HARASSMENT: To knowingly threaten to cause bodily injury in the future to the person threatened or to any other person; to cause physical damage to the property of another person; to subject the person threatened or any other person to physical confinement or restraint; or to do any act which is intended to substantially harm the person threatened or any other person with respect to his or her physical or mental health or safety; AND by words or conduct place the person receiving the threat in reasonable fear that the threat will be carried out.
- l. INDECENT EXPOSURE: An open indecent or obscene exposure of his/her sexual organs or the sexual organs of another. Indecent exposure may also include open exposure of one's person in circumstances where the exposure is contrary to local moral or other standards of appropriate behavior.
- m. LARCENY: Stealing, taking, carrying away property of another.
- n. MARIJUANA / NARCOTICS: The possession, sale, use, furnishing or distribution of marijuana and/or any other controlled substance.
- o. NARCOTICS PARAPHERNALIA: The possession, sale, use, furnishing or distribution of narcotics paraphernalia.
- p. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
- q. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force, violence, or fear of injury.
- r. SEXUAL MISCONDUCT: Any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. A person of any gender can commit sexual misconduct, and it can occur between people of the same or different gender.

- s. **STOLEN PROPERTY:** Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
- t. **TRESPASS:** To be upon the property of another without permission of the owner and to stay upon it after warning. This includes being on school property or at a school function while under suspension from school.
- u. **WEAPONS:** It is unlawful for any person to possess, conceal, carry, brandish and/or use any weapon, as defined by state or federal laws and regulations, commonly known as a knife, blackjack, slingshot, Billy club, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon while on District property or at a District-sponsored activity. For the purpose of this section, nunchakus are included herein. This includes brandishing a weapon in a rude, angry or threatening manner or to use it in any fight or quarrel.
- v. Violation of any other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on district-sponsored transportation is prohibited.

Searches of Students

1. The primary function of the public schools is education. In order to serve this function, the schools must maintain discipline and order and must provide students with physical safety and security.
 - a. School officials and teachers are permitted to act *in loco parentis* to the students during the time students are under their supervision.
 - b. To provide an orderly and safe school environment, students need to act responsibly by maintaining control of their own behavior. To ensure the safety of students, staff, and property, the school may take measures to manage the behavior of students.
 - i. This is accomplished by the prevention of harmful, damaging, unlawful or deleterious items being brought onto the school premises.
 - ii. The law, therefore, permits school authorities to search students, their personal possessions and their desks and lockers under appropriate circumstances.
 - c. A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the guidelines included below (see section 3).
2. Student's Rights and Responsibilities
 - a. The student has a right of privacy in his/her person, his/her personal belongings and effects and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm and orderly school environment.
 - b. Students shall not carry, conceal, or bring onto the school premises any material that is prohibited by law or published school district rules, regulations or policies or any material that will detract from the maintenance of a calm, orderly and safe school environment.

3. Searches

- a. A teacher, administrator or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, or the student's automobile parked on school grounds, under any of the following circumstances:
 - i. The search is made in connection with a lawful arrest.
 - ii. The search is made with the voluntary consent of the student.
 - iii. The search is conducted on the reasonable suspicion that the student is engaged in an activity which violates a law or published school district rule, regulation or policy or that the student is carrying, concealing or sequestering material the possession of which is prohibited by law or by published school district rule, regulation or policy.
 - 1. If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search.
 - 2. The teacher, administrator, or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by a teacher, administrator or school employee of the other sex. When someone of a different sex than the student searched makes the search, there should be a witness to the search.
 - 3. The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:
 - a. The search is made to maintain discipline and protect the students from the introduction into the school of offensive or undesirable materials, or
 - b. The search is made on the reasonable suspicion that the student is engaged in an activity which violates a law or a published school district rule, regulation or policy or that the student is using the school property in the form of a locker or desk for illegal or wrongful purposes or to sequester material the possession of which is prohibited by law or by published school district rule, regulation or policy.
 - c. In all other cases, a search warrant should be obtained before a search is conducted.

4. Reasonable Suspicion

- a. In those cases requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by school district rules, regulations or policies will be found.
- b. A reasonable suspicion is a subjective, good faith belief supported by objective facts, which may include, but are not limited to, the student's age, history and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school.

- c. The required "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk or locker is to be searched and such suspicion must arise immediately prior to the proposed search.

5. Limitations on Right of Privacy: Lockers and Desks

- a. The student does not have the exclusive right to possession of the locker or desk to which he or she is assigned and the school reserves the right to conduct searches of lockers and desks as outlined above.
- b. Each student shall accept and use the assigned locker or desk on such basis.

6. Canine Sniffs

- a. The school district may conduct canine sniffs of school property or District sponsored events utilizing a law enforcement canine unit.
- b. A canine unit consists of a qualified law enforcement handler and a dog specially trained and certified to detect illegal or prohibited substances, weapons or bomb materials.
- c. If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that an individual has in his/her possession a weapon or a controlled substance or material which is prohibited by law or school district rules, regulations and policies, the school district may conduct canine sniffs of such individual's vehicle(s) and/or personal effects.

7. Role of Law Enforcement Agencies

- a. School personnel should call for assistance from the School Police Department when they believe a situation is dangerous or a criminal law violation may have occurred.
- b. If a search by school personnel results in the discovery of materials the possession of which is prohibited by law, the District's School Police Department shall be notified and the materials shall be turned over to them.

Bus Transportation

See the Department of Transportation web page at www.washoeschools.net for a complete listing of transportation rules, safety precautions, Citation Protocol, and other considerations.

At the discretion of the Board of Trustees, the school district provides bus transportation to students based upon how far they live from their zoned school and other criteria. Our responsibility is the safe transportation of all students in our care. Video and audio surveillance is always operating on every school bus. Any behavior that distracts the driver is considered a SERIOUS SAFETY HAZARD that endangers all passengers. Students who choose to disobey bus transportation rules may be cited and may have transportation privileges suspended or terminated.

Bus drivers and school administrators will follow a protocol for citing students. The severity of the misbehavior and the number of incidences will affect the duration of suspension. The bus is an extension of the school site and so the behavioral matrix may be used additionally when considering disciplinary measures.

Listed below are behaviors disallowed on school buses (this is not an exhaustive list).

- Bullying, cyber-bullying, fighting, wrestling, boisterous activity, vulgar or foul language or gestures, and sharing of inappropriate written material.
- Physical harm or threat of harm to another student.
- Physical harm or threat of physical harm to driver/objects thrown at driver.
- Assault and battery.
- Possession of a fireworks, knives, explosives, guns, mace (any object defined as a dangerous weapon per NRS) and/or any other instruments which can cause injury or property damage.
- Possession or use of any combustibles.
- Damaging a school bus by fire or other means
- Possession or use of tobacco, drugs, alcohol, vaping or other electronic devices used in injecting, inhaling, or taking in a foreign substance into your body.
- Constant refusal to obey the bus driver.
- Throwing objects, standing up in the aisles, or on the seats when the bus is moving.
- Screaming or yelling that distracts the driver.
- Possession of animals, glass containers, aerosol cans, skateboards, fishing poles, snowboards, hockey sticks, golf clubs, skis, shovels, bats, or laser pens.
 - Scooters and skateboards in appropriate bags may be transported on the bus only if the school the child attends permits them in school.
- Students shall not eat or *drink on the bus. *Bottled water is allowed.
- Any other offenses that jeopardize the health, safety, and well-being of students, district staff, and parents, or causes damage to the bus or district property may result in automatic suspension.

While riding a school bus, the student is under the direction and supervision of the bus driver. Students who refuse to obey the directions of the bus driver promptly or refuse to obey transportation regulations may forfeit their privilege to ride the bus.

Traditional Disciplinary Strategies

Detention

Detention is defined as requiring a student to remain at school for a period outside of the scheduled instructional time.

1. School administrators have the authority to consider detention as a means of intervention when infractions of classroom or school rules have been violated.
2. Before assigning students to detention, the student will be informed of the reason for the detention, and the student will be given an opportunity to explain his/her version of the incident to the staff member. Detentions do not trigger the right to a behavior hearing.
3. Teachers/administrators have the discretion to substitute alternative discipline in cases where they deem detention inappropriate.
 - a. All students detained for disciplinary purposes will be under the direct supervision of a member of the professional staff or other person designated by the building administrator.
 - b. Students in detention are expected to use the time constructively to complete school assignments or for other educational purposes.
 - c. Students who fail to serve a scheduled detention may be subject to additional disciplinary measures.
 - d. Students are not to be deprived of access to regularly scheduled meals, use of lavatory facilities, or scheduled instructional remediation (i.e. specially designed instruction).
 - e. The school administrator must attempt to contact the parent(s)/guardian(s) prior to considering before, after or in-school detention.
 - f. For students who customarily ride the school bus, the school administrator will make prior arrangements with the student's parent(s)/guardian(s) regarding transportation to/from school.
 - g. Those students requiring transportation as part of their Individualized Education Plan (IEP), 504 Service Plan, or Children in Transition (CIT) Plan must be allowed to access school transportation.

Suspension

1. School suspension is a mandatory leave during scheduled instruction time assigned to a student as a behavior consequence. The suspension can be an Out of School Suspension (Suspension) or an In-School Suspension.
2. Parent/guardian(s) must be notified in writing of each suspension. Contact with the parent and/or guardian will be made before the student leaves the school, if the student leaves the school during school hours.
3. Types of Suspension:

- a. In-School Suspension (ISS): A school administrator may remove a student from his/her traditional educational environment, classes, general schedule, transition periods, and all school-sponsored activities. During the term of the in-school suspension, the student will be educated in an alternative educational environment. The primary intention of this action is to keep the student at school to participate in as much of the educational environment, as possible. It is strongly recommended that a school administrator suspend (in-school) a student for no more than three days per offense, and no more than five days for repeated offenses.
- b. Out-of-School Suspension (OSS): A school administrator may suspend a student from his/her school, educational program, or school-sponsored activity for no more than ten school days per offense. Students on an IEP can be suspended no more than five days per offense.
- c. Emergency Suspension: If a student allegedly commits a Big 3 Violation (Sales and Distribution of Controlled Substances, Statutory Weapons Violation, or Battery on District Employee with Injury) or if there is a threat to health, safety, or welfare of students and staff, the school should place the student on Emergency Suspension, which will result in a District-level Emergency Suspension Hearing. (Please refer to the "Student Discipline Hearing Process" section in this manual and to the "Behavior Support and Hearing Process" included in the Appendix of this manual, for specifics on this process).

4. Terms of Suspension:

- a. A student may not participate in, or attend any school-sponsored activity during the term of his/her suspension.
- b. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
- c. Notations of suspensions from school will be made in the Student Information System-IC (under Behavior Tab).
- d. Parent(s) and/or guardian(s) shall be notified whenever a student is suspended.
- e. Schoolwork missed because of suspension may be made up for each school day the student was suspended. The student and his/her parent/guardian are responsible for obtaining and returning missed assignments.
- f. A student who is participating in a program of special education pursuant to NRS 388.520, other than a pupil who is gifted and talented, may not be suspended from school for more than ten school days per school year, or suspended from school for more than ten consecutive school days or permanently expelled from school until after the designated officials have reviewed the circumstances related to the disciplinary infraction and have determined that the action is in compliance with the Individuals with Disabilities Education Improvement Act, 20 U.S.C. 1400 et seq.
 - i. Please refer to Manifestation Determination Review Process in the Special Education Procedure Manual.
 - ii. Special Circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to

whether the behavior is determined to be a manifestation of the child's disability, if the child—

1. Carries a statutory weapon to or possesses a statutory weapon at school, on school premises, or to or at a school function under the jurisdiction of an Local Education Agency (LEA);
 2. Knowingly sells or distributes illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
- g. A student who is eligible for Section 504 of the Americans with Disabilities Act may not be suspended from school for more than ten school days per school year, or suspended from school for more than ten consecutive school days or permanently expelled from school until after the designated officials have reviewed the circumstances related to the disciplinary infraction and have determined that the action is in compliance with Section 504 of the Americans with Disabilities Act.
- i. Please refer to Manifestation Determination Review process for students eligible under Section 504.
 - ii. Special Circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—
 1. Carries a statutory weapon to or possesses a statutory weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
 2. Knowingly sells or distributes illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

Expulsion

1. The District is committed to providing educational options to students. If a student has committed an infraction that would warrant expulsion, the District will typically work to identify education options or an alternative educational setting for the student, rather than permanently removing a student from an educational setting with no educational options. Disciplinary actions for students participating in a program of special education pursuant to NRS 388.520 and students eligible for Section 504 of the Americans with Disabilities Act will adhere to the Individuals with Disabilities Education Improvement Act, 20 U.S.C. 1400 et seq. and Americans with Disabilities Act.

Corporal Punishment / Aversive Interventions

The Board of Trustees and NRS 392.465 expressly prohibit the use of corporal punishment on any student by any staff member of the Washoe County School District.

1. A violation of the District's disciplinary code by a student will be dealt with in accordance with existing school rules and district regulations.
2. This procedure shall in no way prohibit a teacher or school official from defending himself or herself using no more force than is necessary for the situation if attacked by a student.
3. Corporal punishment means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes.
 - a. The term does not include the use of reasonable and necessary force:
 - i. To quell a disturbance that threatens physical injury to any person or the destruction of property;
 - ii. To obtain possession of a weapon or other dangerous object within a pupil's control;
 - iii. For the purposes of self-defense or the defense of another person; or
 - iv. To escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

Restitution for Damages or Theft

1. The principal should handle acts of theft, forced entry or destruction of property in the manner most suited to the development of respect for law and civic responsibility.
2. This requires taking into consideration the age and background of the student, the specific nature of the offense and other circumstances, but does not allow condoning such action in any way.
3. Any student who steals district property, enters a locked building or enclosure, or destroys or defaces any district property shall be subject to suspension, transfer, expulsion or other disciplinary action.
4. If it appears that a law may have been violated, the student's parent(s)/guardian(s) shall be notified, if possible, and the student shall be referred to the School Police Department.
5. The student and his or her parent(s)/guardian(s) shall be held responsible within the limits of the law for restitution for damages to district property. State law (NRS 393.410) provides specifically that students and parent(s)/guardian(s) are responsible for instructional supplies and material loaned to students. It specifies further (NRS 393.070) that willfully and maliciously injuring, marking or defacing any public property is illegal.
6. The principal may deal with minor damage, that which does not exceed \$500, in a manner he/she deems most suitable.
 - a. The principal will then file a report of the incident with the Superintendent of Schools.

- b. Whenever possible, the student should take full responsibility for restoring damages.
- c. If the damage exceeds \$500 and the student and his/her parent(s)/guardian(s) do not voluntarily make restitution, the Risk Management Office will pursue recovery of costs and will seek advice and/or assistance from legal counsel, as needed.
- d. If the District's Special Insurance Fund covered repair or replacement of the damaged item, any monies recovered by the principal shall be forwarded to the Risk Management Office for deposit back into the fund.

Confiscation of Personal Property

If during the course of an event, school administration confiscates from a student an object that is the property of the student or his/her parents, parents may have the right to retrieve the item. If the object is collected by school police or other law enforcement as evidence, the family will have to request retrieval from law enforcement, and this will most likely be delayed until after the investigation and criminal matter is resolved. If confiscated by school administration, but the event does not involve law enforcement, the family may request to retrieve their possession from school administration. If the object is returned and the student is found in possession of the same object or similar item in the future, that object may be returned to the family at the end of the school year.

Progressive Discipline Plans

In accordance with NRS 392.4644, the principal of each public school shall submit a copy of the progressive discipline plan or a revised plan, if applicable, to the superintendent of schools of the school district. In total, the plan states:

1. The principal of each public school shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan must:
 - (a) Be developed with the input and participation of teachers and parents of pupils who are enrolled in the school.
 - (b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463. (Written rules of behavior and punishments prescribed by school district; distribution of copies to pupils; availability for inspection.)
 - (c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school.
 - (d) Provide for the temporary removal of a pupil from the classroom in accordance with NRS 392.4645. (Removal of pupil from classroom: Notice; assignment to temporary alternative placement; exceptions.)
2. The principal of each school shall:
 - (a) Review the plan in consultation with the teachers and other educational personnel and support personnel who are employed at the school;
 - (b) Based upon the review, make revisions to the plan, as recommended by the teachers and other educational personnel and support personnel, if necessary; and
 - (c) Post a copy of the plan or the revised plan, as applicable, in a prominent place at the school for public inspection and otherwise make the plan available for public inspection at the administrative office of the school.
3. The principal of each public school shall submit a copy of the plan established pursuant to subsection 1 or a revised plan, if applicable, to the superintendent of schools of the school district on or before September 15 of each year. On or before October 15 of each year, the superintendent of schools of each district shall submit a report to the board of trustees of the school district that includes:
 - (a) A compilation of the plans submitted pursuant to this subsection by each school within the school district.
 - (b) The name of each principal, if any, who has not complied with the requirements of this section.
4. On or before November 15 of each year, the board of trustees of each school district shall submit a written report to the Superintendent of Public Instruction based upon the compilation submitted pursuant to subsection 3 that reports the progress of each school within the district in complying with the requirements of this section.
5. On or before December 15 of each year, the Superintendent of Public Instruction shall submit a written report to the Director of the Legislative Council Bureau concerning the progress of the school districts throughout this state in complying with this section. If the report is submitted during:
 - (a) An even-numbered year, the Director of the Legislative Council Bureau shall transmit it to the next regular session of the Legislature.
 - (b) An odd-numbered year, the Director of the Legislative Council Bureau shall transmit it to the Legislative Committee on Education.

(Added to NRS by 1999, 3185; A 2003, 3382)

NRS 392.4644
School Implementation Report
(Due September 15)

Date _____

School _____ Principal _____

Progressive Discipline Committee Members

_____ (teacher)

_____ (teacher)

_____ (Staff Member)

_____ (alternate Teacher)

_____ (alternate staff member)

_____ (Principal or Principal Administrator Designee)

Date Behavior Matrix reviewed with team _____

School has added to the behavior matrix ____ Yes ____ No

If Yes, attach addendum for any school specific additions to behavioral matrix.

Date school plan (Behavior matrix) displayed/made available for all staff

Principal Signature

Date

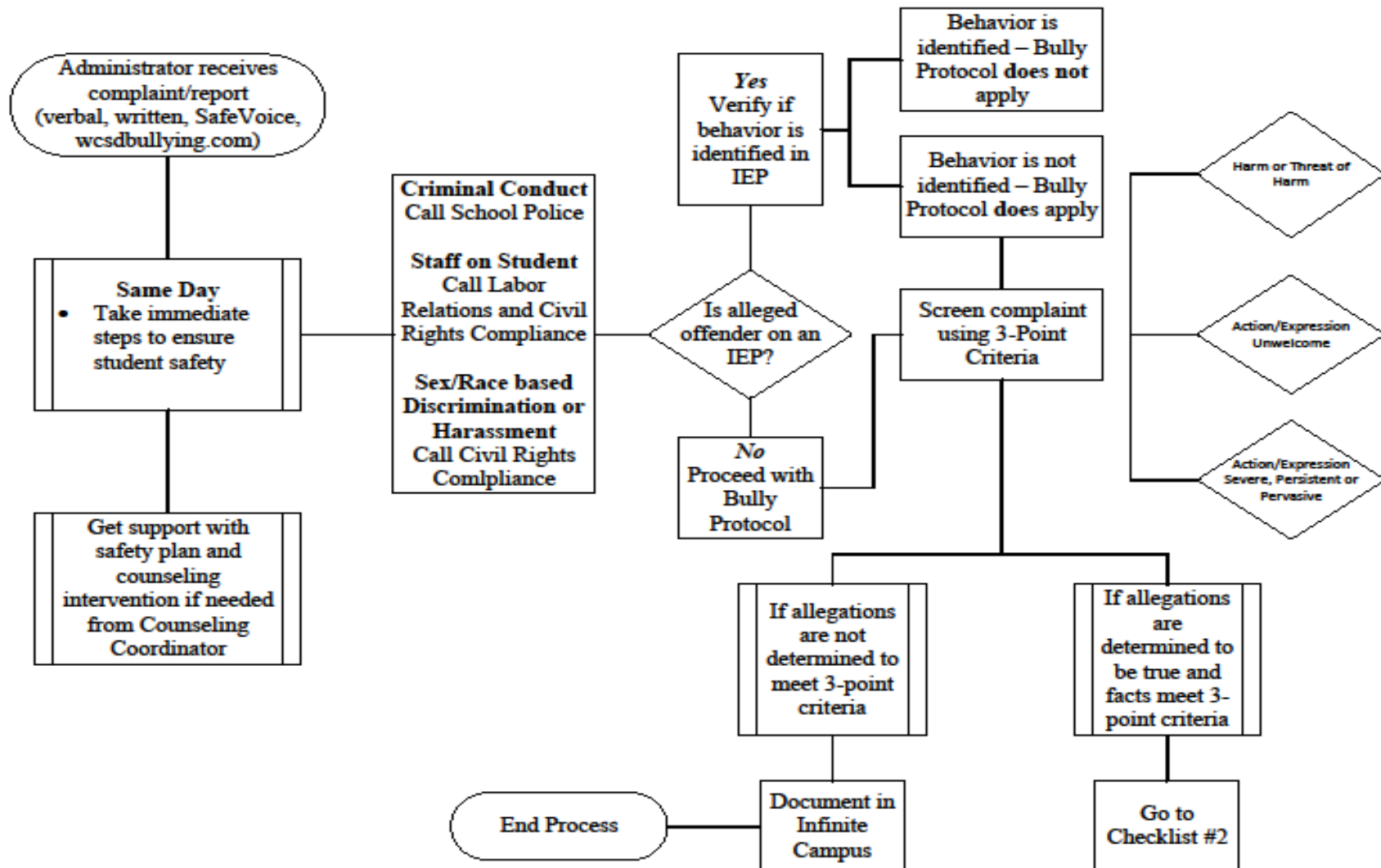
(Once complete, please scan signed form and send via email to Shirley Winters at swinters@washoeschools.net)

Implementation of NRS 392.4645, Removal of pupil from classroom or other school premise: Notice; assignment to temporary alternative placement; exceptions.

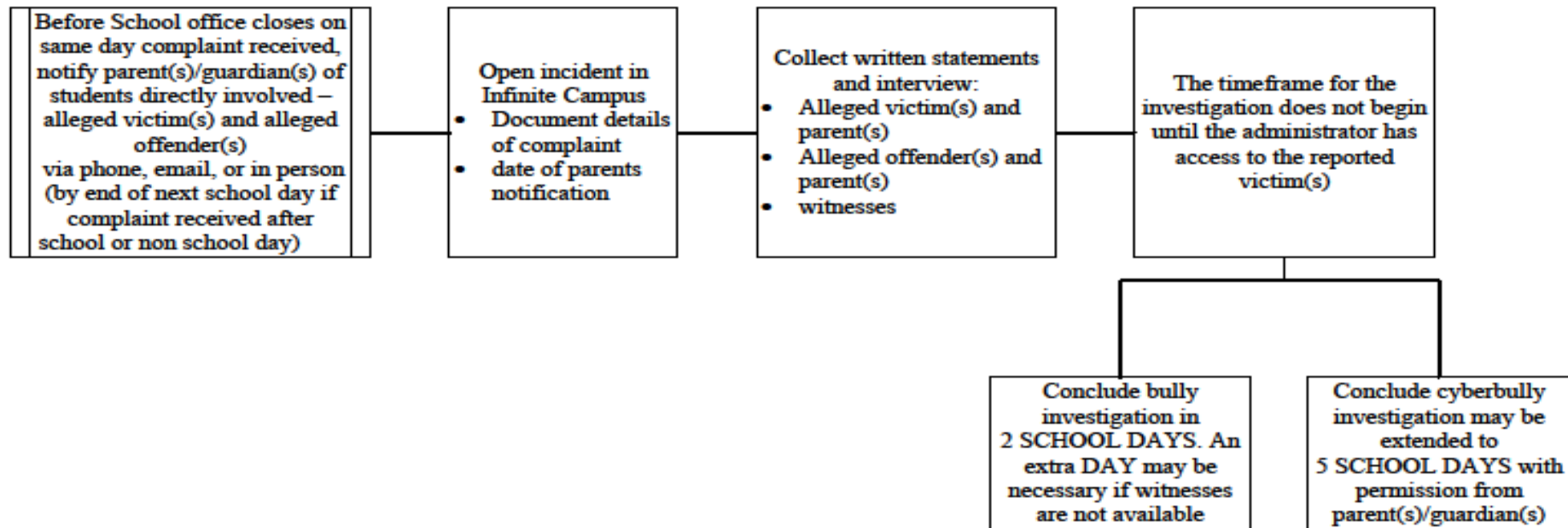
If a student's behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.

- ☐ The student who interferes with the teacher teaching, the students learning, an employee exercising their duties, may be removed from their class or the setting temporarily. While out of class or the setting, the student must be supervised and working on schoolwork (in another classroom or in the office) or have alternate access to the activity in question.
- ☐ The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class.
- ☐ Within three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable).
- ☐ After the conference, the principal will decide whether the student should return to class, or the setting.
- ☐ If the recommendation is that the student returns to class or the setting, and the referring staff member disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The Committee will review the circumstances for the student's removal and assess the best placement. **The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) suspended or expelled. The committee may take other appropriate disciplinary action against the student should it deem necessary.**

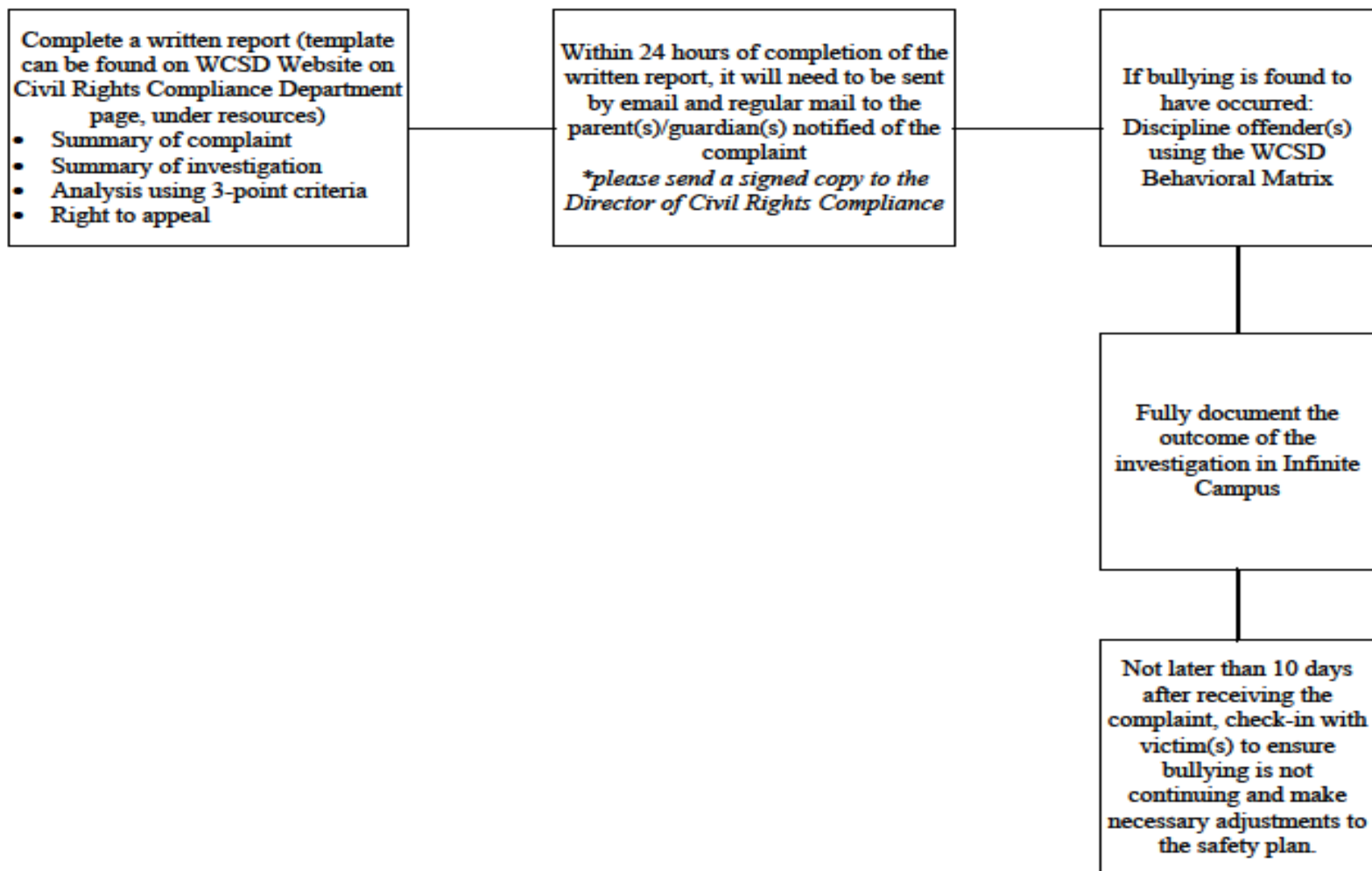
Screening: Bullying Complaint



Investigation: Bullying Complaint



Resolution and Documentation: Bullying Complaint



Washoe Inspire Academy Entry and Transition Plan

New Student Orientation at Inspire

1. Student is placed at Washoe Inspire Academy (WIA) through a behavior hearing
2. Student enrolls at Washoe Inspire Academy
 - a. Student fills out entry survey while being enrolled
 - b. Student given uniform
 - c. Student given entry expectations
 - d. Set up 30-45 minute meeting with parents/guardians, possibly the following day
 - i. Go over expectations of the students, staff, parent/guardians
 - ii. Identify non punitive goal(s) that parent/guardian has for student.
3. Student meets with Counselor
 - a. Develop schedule
4. Student meets with Deans for Onboarding process
 - a. Student goes to onboarding room
 - b. Student and Dean review results of entry survey
 - c. Student and Dean review contract and discuss goals
 - i. Set short- and long-term goals based on being part of the inspire community--to be entered in Academic Plan Tab in IC
 - d. Discuss leveled system expectations
 - e. Students review campus goals:
 - i. Actively participate positively in the Inspire community.
 - ii. Set short- and long-term goals.
 - iii. Learn how to productively advocate for themselves.
 - iv. Attain and/or retain credits.
 - f. Identify career interest through conversation
5. Meet with Social Worker
6. Student enters their normal schedule
 - a. Enters into Level 1 or 2 classroom.
 - b. Quick check in by Dean will occur after first day.
7. Follow up sit down conference with Dean after first full week to review
 - a. Identify strengths and struggles student is currently facing
 - b. Identify broken relationships at home school to start rebuilding process with student and individual(s).

Mid-Placement Meeting

Mid-Placement Meeting with Parent/Guardian

- Mid placement meeting with parent/guardian, student, and dean to discuss current progress and goal(s) the parent identified for their student.
- Student to look at goals they set to determine progress and revise, as needed, goals for the remainder of the time at Inspire.
- Determine additional resources needed for the remainder of the time at Inspire.

Mid-Placement Meeting with School of Origin Representative

- Dean, student, and school of origin representative to meet at the mid-point to discuss rebuilding broken relationships, set future goals with the student, and discuss reengagement strategies when returning to the zoned school.
- Dean, student, and school representative to meet at approximately the three-quarter point to discuss transitioning process, identify points of contact, continue to build/rebuild relationships with staff members at zoned school, and address the needs of the student prior to returning.
- Approximate dates for a Mid-Placement meeting are as follows:
 - 22 days into a 45-day placement
 - 45 days into a 90-day placement
 - 90 days into a 180-day placement

End of Placement Transition Meeting

- Approximately 2-weeks prior to transitioning:
 - Set up transition meeting with receiving school
 - Student completes exit survey
 - Teachers complete exit survey
- Approximately 1-week prior to transitioning, the student will discuss the following with Dean:
 - Reviews entry and exit surveys
 - Identifies goals met or still working on
 - Identify points of contact at zoned school
 - Discuss ways to positively advocate for themselves
- Transition meeting at the school with parent/guardian, student, dean, and zoned/placement school admin and staff within a week of the return date. The meeting will consist of the following:
 - Student will review and reflect on entry and exit surveys
 - Student will identify goals met and how to achieve goals they are still working on
 - Student will identify points of contact at the school
 - Student will discuss ways to positively advocate for themselves upon return