

Every student has the right to learn in a respectful, safe, and inclusive learning environment, one that is free from distractions and disruptions that impede learning.

## Student Behavioral Violations

Student behavior that may result in a behavior hearing and possible IAES (Interim alternative educational setting) placement.

- Possession/use of a weapon, air gun, taser, firearm, CO2 air gun, combustibles and explosives.
- Distribution of controlled substance
- Battery of district employee, or fellow student, causing injury
- Habitual discipline problem
- Threats to the health & safety, student or the school community.
- Extortion or threat of extortion

Additional behavior infractions that require administrative involvement / investigation.

- Academic integrity – cheating, plagiarism
- Arson
- Assault, including sexual assault, violence or harm to staff or student.
- Attendance / habitual truancy
- Bullying/Cyberbullying
- Damage / destruction of school property at or in excess of \$500
- Discrimination based on race.
- Disregard for school rules including inappropriate language.
- Disturbance of school activities / Instruction. Disturbance of the peace.
- Failure to adhere to safety & health measures to mitigate against the spread of communicable diseases.
- Fighting / physical aggression
- Gang related behavior / gang activity
- Harassment / Intimidation
- Instigation / Promotion of fighting or violence
- NIAA substance use violation
- Possession / use of a controlled substance and or alcohol
- Possession / use of a weapon not meeting statutory definition of a dangerous weapon.
- Sexual misconduct
- Theft / possession of stolen property
- Tobacco violation

## Student Behavior Manual

You can find the complete WCSD behavior manual at:  
<https://www.washoeschools.net/Domain/247>



## Bullying Complaints

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived imbalance of power. The behavior is repeated, or has the potential to be repeated, over time.

The Washoe County School District seeks to ensure a learning environment for its students that is safe and respectful, in accordance with state and federal laws. The district is committed to nondiscrimination on the basis of race, color, national origin or ethnic 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.

Any student who is the target of bullying and/or students who have first-hand knowledge of such bullying are encouraged to report such incidents. Students should report incident(s) to any administrator, counselor, faculty or staff member or through the Nevada Department of Education's **SafeVoice Program**.

<http://safevoicenv.org>  
1-833-216-SAFE (7233)



## Department of Civil Rights Compliance

The District prohibits bullying, cyber-bullying, harassment, sexual harassment, discrimination and/or retaliation in any of its educational programs/activities, employment, and employment opportunities.

[Judy Prutzman, Esq](#)

Title IX Coordinator, Title VI Coordinator  
[titleix@washoeschools.net](mailto:titleix@washoeschools.net)

## Substance Intervention & Resources

### WCSD Abuse Intervention Program (SAP)

The substance abuse intervention program is taught by state licensed school counselors, teachers and marriage and family therapists as well as school police officers and detectives.

For resources visit our counseling site:

<https://www.washoeschools.net/Page/842>

### Join Together Northern Nevada – JTNN – 775-825-HELP

Whether you are looking for help with a substance addiction, searching for community data or just want to know more information about the substance abuse issues in our community JTNN is available for you:

<https://jtnn.org/parents/washoe-county-resources/>

Resources include evaluation centers, outpatient treatment, detoxification / withdraw management, medication assisted treatment, residential treatment (short term), hospital-based programs, self-help programs.

# Washoe County School District

Safe and Respectful Learning Environment Snapshot  
2023-2024



## THE WCSD PROMISE

We will know every student by **name**,  
**strength**, and **need** so they graduate  
prepared for the future they choose, and  
we will deliver on this promise in  
partnership with our **families** and  
**community**.

# GOALS

for student success

Our aspirational Goals are statements of our collective commitment to learning, growth and success for every student, regardless of their background or circumstances. The Goals are the “ends” we seek for all students.



## Goal #1

### Strong Start for Every Child

Every student, from Pre-K through Grade 3, will experience equitable learning opportunities for success in developmentally appropriate environments.



## Goal #2

### Student Voice & Advocacy

Every student will have ongoing opportunities to take ownership of their educational journey.



## Goal #3

### Safety and Belonging

Every student will be welcomed, included and valued within a safe and supportive school environment.



## Goal #4

### Academic Growth & Achievement

Every student will have access to challenging academic programs, meet or exceed standards and achieve at least one year's academic growth annually.



## Goal #5

### Empowering All Learners for their Future

Every student will graduate with the skills necessary to thrive in a diverse and rapidly evolving world.

# RESPONSIBILITIES

Teachers and other School Personnel will help parents and students by:

- Respecting, encouraging and supporting them.
- Believing that all students can achieve and take action to create access for learning.
- Showing they care about all students.
- Defining and communication clear academic and behavioral expectations for students.
- Providing a safe, positive and inclusive learning environment.
- Creating an atmosphere of open communication for students and families.
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability.

Students will show responsibility by:

- Coming to school each day
- Working hard to do their best in class.
- Helping to keep their schools safe.
- Asking for help when they need it.
- Showing respect for and cooperating with other students and adults
- Reporting infractions of school rules to staff
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability.

Parents, Guardians and Families will help children learn to take responsibility by:

- Ensuring their children attend school each day.
- Finding a place at home for schoolwork and making sure work is completed.
- Helping their children identify and name their emotions, feelings, and thoughts.
- Communication and working with teachers and other school staff to support and challenge their children.
- Respecting school staff
- Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability.

# PROGRESSIVE DISCIPLINE

## Restorative Practice

Restorative justice practices are positive social interactions that create equitable and safe learning conditions. Communicating restoratively with students before, during and following a disciplinary offense promotes student accountability, growth, and the opportunity to repair the harm.

Traditional disciplinary strategies tend to exclude students from instruction or other school activities. Restorative strategies minimize lost instruction and/or access to other school activities. Combining progressive discipline with restorative approaches is intended to prevent a recurrence of negative behavior by helping students:

- take responsibility for their actions,
- repair any harm,
- and collectively find solutions to restore relationships.

| Restorative Practices              | Traditional Practices       |
|------------------------------------|-----------------------------|
| Community circles                  | Time out                    |
| Mindfulness activities             | Writing exercise            |
| Self and other awareness exercises | School Beautification       |
| Brain/exercise breaks              | Loss of Privilege           |
| Private note                       | Detention / Saturday School |
| Restorative chat                   | In-School Suspension (TAP)  |
| Restore at the Door                | Parent Conference           |
| Informal conferencing              | Out-of-school Suspension    |
| Formal conferencing                | Long Term Suspension        |
| Behavior/support planning          | Expulsion                   |
| Threat assessment                  | Permanent Expulsion         |

## Suspension / Temporary Alternate Placement

Suspensions or alternate placement will typically happen when behavior results in a safety concern. Otherwise, suspension shall be used only when there are:

- no other available remedies,
- other remedies have been unsuccessful,
- or there is substantial disruption of the educational process.

Suspension and temporary in-school alternative placement (TAP) temporarily removes a student from attending school or school activities and/or being on district school property. The length of the suspension or placement shall be determined by school administration based on the severity of the act and previous behavior of the student. Parents and/or guardians will be notified of suspension by the administration and have the right to appeal the decision.

## EQUITY POLICY

The Board of Trustees recognizes the importance of creating conditions for learning that ensure equity of access to the full range of learning opportunities available for all students in its care. The Board believes appreciating individual human diversity, developing a capacity for the collective pursuit of cultural competence and committing to day-to-day equity and inclusion will enable Washoe County School District to fulfill its mission. The District will adopt procedures intended to achieve a diverse and equitable school opportunity inclusive of, but not limited to, race, ethnicity, language, culture, gender, gender identity or expression, sexual orientation, religious and spiritual beliefs, age and physical and learning abilities.

Equity and Diversity website

<https://www.washoeschools.net/Domain/485>

