Washoe County School District

Every Child, By Name And Face, To Graduation

# Student Behavior – Administrative Procedures Manual

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## Introduction

This manual has been written to establish procedures related to student behavior, interventions, and supports 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 accommodations made to 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 supportto all district schools, juvenile agencies, and students and families by leading and facilitating decision making that positively affectsthe 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 and behavioral success. Acknowledging this, the overall health, safety and well-being of all students, staff and schools is paramountin 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 is important and traditional disciplinary strategies result in students being removed from the instructional setting. This maybe 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 and the loss of the opportunity to learn can contribute to a cycle of academic frustration triggering subsequent behavioral outbursts leading, yet again, to lost instructional time which may also further achievement and opportunity gaps.

Traditional means of student discipline, where a student is removed from an academic setting, often relieve the student, and the school from addressing the actual behavior and its root cause. A student that is removed from the academic setting returns further behind which is in direct competition conflict with our values of every student by name and face to graduation, as well as our ever-increasing demands towards graduation rates.

These objectives and purposed are not asking schools to lower standards regarding acceptable student behavior. These objectives and purposes are meant to highlight the benefit of culturally responsive practices, and student engagement so students may have access to Tier I instruction with equitable supports including restorative, culturally responsive and trauma sensitive environments.

With few exceptions and consistent with Nevada law, our objective is to ensure that students are educated in their neighborhood or zoned school while providing a safe, healthy, and inclusive 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), family engagement and Culturally responsive practices/teaching supports 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 ensurethat 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.

## Roles and Responsibilities

All stakeholders in the District share responsibility in addressing challenging behavior in order to support ongoing school climate efforts and embedded learning which may involve continually reminding and reteaching students of District behavior expectations.

### 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). However, the District focus should be to maintain a Safe and Healthy Learning environment for all District students.

### Consistency in Classroom and School wide Expectations

The District incorporates Tier 1 strategies, practices that work for roughly 80% of all students as classified through the Multi-Tiered System of Supports (MTSS) framework by utilizing restorative practices, PBIS, culturally responsive practices, and Trauma Sensitive Environments. At the school and classroom level, the majority of unwanted behavior can and will be

addressed by first, explicitly teaching Tier 1 expectations and secondly, reteaching Tier 1 expectations as necessary.

**Role of the Teacher regarding Discipline**

Effective Tier 1 practices will require teachers to ensure students have an explicit understanding of the rules and procedures for their setting and are reminded frequently of these expectations.

The minority of students who are not responsive to Tier 1 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/focused, personalized intervention (Tier 3).

Classroom teachers have a substantive role to play in all three tiers of practice. The role of the teacher is to effectively integrate equitable and culturally responsive practices, social emotional learning strategies, and behavioral strategies (Positive Behavioral Interventions & Supports—PBIS) as part of their academically focused instructional practice.

In order for the teacher to restore order quickly and with minimal or no incident, the teacher needs to rely on the afore mentioned Tier 1 practices and focus on safety in the moment. To do this, teachers must practice self-awareness as expressed through culturally responsive and restorative practices. This could enable teachers to identify their own biases, and when they themselves are becoming emotionally charged.

In these situations, the teacher must exercise great skill in keeping the whole of the class engaged and making academic 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 disruptionfor the benefit of the engaged all learners

The teacher who can consistently provide an equitable and culturally responsive classroom behavior management will gain credibility, and respect in the eyes of her/his students. There may be times when the teacher's best efforts are not effective, and a student's behavior keeps them from being an engaged learner. There needs to be a clear process for how this is communicated and how support will be deployed by site administration to support the teacher.

It is important for teachers to ask the following questions (ICEL):

- Is my **instruction** providing multiple opportunities for engagement?
- Is the **curriculum** culturally relevant and responsive or presented in a way students can relate?
- Is the **environment** conducive to learning and engagement?
- Does the student understand, has been explicitly taught, and can the student demonstrate an understanding of behavioral expectations in their current setting? (Don't assume the student knows if expectation have not been explicitly taught and agreed upon in each setting.)

After answering the questions above, teachers along with the support of the MTSS team, may then look at a **learner** and explore possible disciplinary action and ask the following questions:

- "Is this behavior interfering with the student's ability, or the classes' ability, to learn and access tier one instruction?"
- What is the core reason that this behavior is occurring?
- What would be an appropriate intervention to use to address this behavior and to teach the student alternative behaviors to engage in?
- How should the teacher respond when the behavior occurs?
- What is an appropriate period of time to implement this intervention in order to observe a change in the behavior
- How will the teacher/team monitor the effectiveness of the intervention

**Role of the School Administrator regarding Discipline**

The administrative team supports the Tier 1 practices that have been explicitly taught to all students. Additionally, administrators support teachers and students regarding expectations for student behavior, provide guidance and support around reinforcing Tier 1 practices and make clear to teachers' appropriate times for administration to intervene. Much of the guidance an administrator will be able to provide is described in this manual. 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 securingthe necessary professional development and learning opportunities designed to build teacher capacity. Asrelated 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 feedbackvalidating 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", restorative practices to disentangle conflict and to restore relationships, temporary alternative placements within the school setting, and to support both student and teacher with respect to student reintegration within the classroom.

## Role of the District Administration regarding Discipline

Like school administration but at a broader level, District Administration is responsible for the implementation of tiered processes and professional development and training 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, family engagement, Restorative Practices, and Trauma-Informed Practices.

District administration 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 behavioraltechnicians and specialized Board-Certified Behavior Analysts (BCBAs).

Further, District Administration has 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 & District Administration 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 experiencerelies on this.

Despite best efforts in restorative and Tier 1 practices, at times students will still conduct themselves in ways that results in temporary removal (suspension). 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 to an alternative school setting 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 each 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, studentconduct 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 District 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.

## <u>The Department of Behavioral Hearings and Placements</u>

The office 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 practicesand interventions, and disciplinary practices. In performing these functions, the department 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 department 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 department 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 office works collaboratively with Washoe County Human Services Agency, Washoe County JuvenileServices, and The Nevada Department of Health and Human Services, Youth Parole Bureau all in an attempt to support student success in transitioning back to public education. On a weeklybasis, student placement or re-entry meetings are jointly facilitated. These meetings are designed to meetcollectively with students and their families, as well as school administration regarding a student's re-entryinto 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 tobecome successful within the school district.

## Overview of Emergency Suspensions and Behavioral Hearings

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 or student with injury[1]), 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 weaponswill be removed from school, most likely placed into an Interim Alternative Educational Setting (IAES), for one school year.

However, for students involved in battery on a District employee or student with injury and students involved in distribution of controlled substances, for a first offense the school must create a positive behavioral support plan employing restorative practices, and the child may 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 positive 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

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

threats of mass destruction. A two-stage threat inquiry process is used to determine the degree of threat.

Finally, (consistent with Nevada Revised Statute and the District Behavioral Matrix—see appendix)if a child develops a pattern of behavior that has not been corrected by the tiered MTSS process that student may be deemed a Habitual Discipline Problem, defined as 5 significant suspensions of 3 days or more, 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 must be receiving supports through the school's MTSS system including but not limited to, a positive behavioral support plan employing restorative elements. Before a final classification, this plan should be reviewed with parent and student. A parent does have a right to enter into a behavioral support plan for their child to help keep the student in their current school of enrollment. Such a plan is developed with the school and family to target the specific behaviors that are keeping a student from engaging in Tier 1 expectations.

If substantial safety concerns exist, the hearing officer may decide on a 90 school-day removal to an alternative placement. For a special education student, if removed, each of the Big 3 three offenses resultsin a 45 school-day alternative placement if the IEP team deems that the act was a manifestation of the student's disability through a Manifestation Determination meeting. If the behavior is deemed ***not to be*** a manifestation of the student's disability, then there is flexibility to discipline astudent, 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 beenserved, 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 neighborhood/ 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 District MTSS and Restorative processes, 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.

Nevada law provides distinctions between students 10 years of age and younger and students 11 years of age and older. Regardless of incident, in only 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 positive behavioral 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 five 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 and employ restorative elements throughout the process. However, there are serious infractions and violations specified in NRS, which require thata 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 or Student with Injury), if there is a serious threat to Health, Safety, and Welfare (which may include a sexual assault on a student), or if a student has been deemeda 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 EmergencySuspension Hearing should be scheduled.

    a. If a student has allegedly made a threat (verbal, physical, or through social media), schooladministration should follow the threat inquiry/assessment process. If there are questionsregarding the process, please contact the building's assigned school psychologist. As warranted, the initial threat inquiry may prompt a comprehensive threat assessment to befacilitated by a team including a school psychologist. The initial threat inquiry should occurprior to disposition of consequences. If the initial threat inquiry results in a high level of concern, an emergency suspension should occur. In some cases, an emergency suspension may be considered if there is a medium level of concern. The comprehensive threat assessment should be completed, if at all possible, prior to the actual hearing (please reviewappendix 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.

2. If it is determined that the allegations warrant a District-level Emergency Suspension Hearing, thestudent 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 the5-day timeframe. The hearing will be scheduled by the Behavior Hearings Officer with support fromthe school site.

    a. If the hearing is being conducted for a student with a disability, it is recommended that a Manifestation Determination Review (MDR) occur 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. If a student on an IEP/504 is being referred for a habitual discipline hearing, the school team should 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 permits 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. 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 opportunityto 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 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 hearingofficer'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 asthe student's prior disciplinary record insofar as it and previously related disciplinary measures callfor 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) orguardian(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 ofthe hearing officer. The appeal must be submitted in writing to the Behavior Hearing Officer. The appeal will be to the Title IX Compliance Officer. This will be the final level of appeal.

a. 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 (Interim Alternative Educational Placements) as an outcome from the initial behavior hearing, he/she would need to attend school in the alternative educational setting, while pursuing an appeal.

b. 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.

c. 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) andto the school principal.

**Interim Alternative Educational Placements (IAES)**

For purposes of this section, 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). **NOTE: The Behavior Matrix is intended to serve as guidelines to the Behavior Hearing Officer but is not binding. There are certain circumstances where the facts associated with the behavior incident may warrant a higher level of discipline than those outlined in each offense of the Behavior Matrix. In circumstances where the behavior incident was a Big 3 behavior event, caused serious bodily injury to another, if there is a serious threat to Health, Safety, and Welfare of Students or District employees (which may include a sexual assault), or if a student has been deemed a Habitual Disciplinary Problem, the Behavior Hearing Officer may exercise his/her judgment and may place the student in an IAES.**

For general education students in grades 6-12, Washoe Inspire Academy typically serves as the IAES. Asan IAES, Washoe Inspire Academy serves middle, and high school students. Younger students are typicallynot placed in an IAES, but are supported at the school site with assistance from the Department of MTSS-SEL. In some cases, Area Superintendents may determine a Guidance Variance to another school on an interim basis or for anextended period of time. 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. To the extent practicable, the sending schools are required to help develop a plan of action based on restorative practices for a student enrolling in an IAES. Therefore, communication with the zoned school will happen throughout the placement at Washoe Inspire Academy and restorative elements employed to support a successful return to the sending school. It is recommended that a representative from the sending school should regularly attend meetings during the IAES placement to assist the student in repairing broken relationships as well as establishing a caring and supportive school team, setting future goals with the student, and preparing the zoned site for the student's return. A transition meeting will be held at the conclusion of the IAES placement and will be held at the zoned school. When a student's IAES duration has expired, the student

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

A Guidance Variance is an enrollment variance provided through the Office of School Leadership. GuidanceVariances can be considered when there is concern regarding potential health and safety issues for the school community or for the student in question. Guidance Variances are at the discretion of theArea Superintendent overseeing the zoned school.

In rare circumstances, for both general education and students enrolled/identified as special education (especially childrenin grades K-5), the IAES placement may occur at a comprehensive school outside of a child's current schoolof enrollment. These determinations will need to be approved by the Area Superintendent over the schoolsin 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 someinstances 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 students who have had habitual disciplinary incidents 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 violationswill remain at their zoned school. For 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 moresuccessful academically, socially, and behaviorally at their zoned school. To accomplish this, behavioral support planning and implementation, infusing restorative practices, and monitoring of progress, should take place. Documentation of this planning and implementation 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 (seethe Appendix for more information regarding the FBA/PTR process.) When considering students withdisabilities, 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 that provides professional consultation, resources, coordination of services support to schools. 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 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 CountyDepartment of Human Services, the County Department of Juvenile Services, and the Children's Cabinet.DIAT meets weekly, typically on Friday mornings. The referral form used to request DIAT services can also be used to request attendance services, behavioral support, hearing and transition support and mental health supports.

School administrators and critical staff members (counselors, classroom teachers, and school psychologists, Family Graduation Advocates, Student Graduation Advocates, School Social Workers, and other staff who are connected the student personally and have an established relationship with the student's family) are encouraged to attend the DIAT meetings. School administrators provide an overviewof the case with the team including the challenging behaviors and the sorts of interventions and servicesthat 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 agenciesis critical as often it is found that there is significant support being provided to a family from outside theDistrict 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. Italso 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 anopportunity 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, as set by the school's tier 1 practices, that should be in place in every classroom andthroughout 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 usedwith students with disabilities, due to different legal requirements for disciplining students with disabilities, schools should consult with the Office of Student Leadership 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/orguardians, 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, sometimesrepetitive, 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 culturally responsive and agreed upon by all stakeholders and posted throughout the campus. Classroombehavioral 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 Office 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 associatedwith 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 ofbehaviors, 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 Behavioral Intervention and Supports (PBIS) system, school teams should develop and implement an operational progressive discipline plan and procedures for addressing inappropriate behaviors through the progressive discipline committee. Although the District manual is the default Discipline Plan for each school, its implementation and emphasis may differ by school. Schools can add to the plan based on unique school needs. The operational plan should include clear and unambiguous 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 theplan. 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 todocument behavioral incidences and consequences. An associated MTSS tab and/or counselingtab 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/SELDepartments.

"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 InfiniteCampus, 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 describingthe 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/ora "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 school bus. School organizations, clubs and athletic teams may adopt rules, which shall govern student conduct, and which are in accordance with the law and District

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 inthe 2019 legislative session, and several bills (AB67, AB194, and SB354) passed in the 2021 Legislative Session, revised disciplinary statute mandating the use of restorative practices.

Restorative practices provide a set of practices for schools to address discipline from a community level and looks to reintegrate a student into the school community by addressing harm that negatively affects climate and culture. This does not replace more traditional disciplinary practices rather it mitigates a student's removal from the school community and provides a responsible road map back to a positive school culture with an emphasis on a productive learning environment.

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 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 communitythrough empathy, personal responsibility, and other social processes when the community has been harmed.

Through the MTSS-SEL Department and support from the Nevada Department of Education's Safe and Respectful Learning Environment Department, restorative practices training will be made available to 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 consistently.

**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 ofmajor 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 lostinstructional 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*** "Suspend", or "suspension" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for not more than one school semester. It is a mandatory leave during scheduled instructional time. Thisdoes include in-school-suspension as well as out of school suspension. Emergency suspensions as discussed previously also fall within this category.

**Significant suspension**- means the school in which the pupil is enrolled:

(a)Prohibits the pupil from attending school for 3 or more consecutive days; and

(b)Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school.

***Expulsion*** "Expel", or "expulsion" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for more than one school semester with the possibility of:

1.Except as otherwise provided in subsection 2, returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and

2.Enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.

***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 formsof discipline are included in the appendix.

***Trauma Sensitive Environments*** An environment where students feel safe mentally and physically, are provided choice, collaborate with the school and the family, a trusting and professional relationship is established, and students are empowered to address issues they come across with appropriate parties.

**Progressive Discipline Committees & In-School Temporary Placements**

Under NRS 392.4644, each school must form a Progressive Discipline Committee. The committee mustbe 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 needsto 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 Restorative 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 thestudent 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 itvery 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 Committees, 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 from the school. If the objectis 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 a 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, with support from the Intervention Department, 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 District's Intervention Assistance Team (DIAT) assists in placement decisions, most often to support placements forstudents who have not been formally adjudicated and who may be returning from a residential treatmentcenter (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 staff all students who have been released from ajuvenile detention facility or residential treatment center with the school district.

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 applicableparole 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 zonedschools. 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 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 NevadaYouth Parole, to determine the appropriate educational location 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, or that the student's health and well-being are threatened, a determination may be made to educate a student in an alternative educational setting even if for a short duration to better prepare the student for transition back to their zoned school. 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 rendereddecision.

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 makingacross 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
- Restorative Terms
- 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
    - Confiscation of Property
- 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 threat inquiry/assessment process. For example, bullying situations, retaliation, and instigation

of fights mayall 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 working in collaboration with the school counselor and/or school psychologist and is conducted as soon as possible following the incident in question. Using a structured inquiry provided by Psychological Services, the administrator and team interviews the student and possibly victims and witnesses. Based on the collected information, the administrator and team make a judgment regarding the level of concern regarding theongoing threat posed by the student. If the inquiry results in a medium to high level of concern, the student may be placed out on emergency suspension pending a comprehensive threat assessment and potential student hearing. The comprehensive 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 comprehensive threat assessment is also a structured set of interviews provided by Psychological Services. 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 theresults of the initial inquiry. The detailed information collected should inform support planning for thestudent, and victims/school, with the intent of the student being allowed to remain in their zone/homeschool. 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 athreat. 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, withinthe 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 districtmaintains 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 tocomply 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/Restorative 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 and the level of discipline 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; in some limited cases 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.

As referenced multiple times throughout the Matrix, implementation of culturally responsive and restorative practices, social emotional learning, family engagement and MTSS are cornerstone of the District's support for student behavioral wellness. Schools should not attempt to implement Restorative Practices without training. School leaders are encouraged to reach out to the Department of MTSS-SEL for support.

**This Behavior Matrix is meant to provide guidance and is not binding. There are certain circumstances where the facts associated with the behavior incident may warrant a higher level of discipline than those outlined in each offense of the Behavior Matrix. In circumstances where the behavior incident was a Big 3 behavior event, caused serious bodily injury to another, if there is a serious threat to Health, Safety, and Welfare of Students or District employees (which may include a sexual assault), or if a student has been deemed a Habitual Disciplinary Problem, the administrator or Behavior Hearing Officer may exercise his/her judgment regarding the appropriate level of discipline, including the temporary removal of the student.**

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.

**Legislative Updates for the 22-23 school year: The content of SB 354 goes into effect for the 2022-23 school year. This legislative action states that a student in the CIT/ Foster system cannot be suspended, for any one incident, for longer than 1 day unless it can be proven that the infraction has nothing to do with the condition of being CIT or involved in the foster system.**

**Restorative Practices**

**As noted in NRS 392.4644, we must have a plan in place that provides restorative disciplinary practices which include, without limitation:**

**(1) Holding a pupil accountable for his or her behavior;**

**(2) Restoration or remedies related to the behavior of the pupil;**

**(3) Relief for any victim of the pupil; and**

**(4) Changing the behavior of the pupil.**

**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

ISS- In School Suspension

MTSS- Multi-Tiered System of Supports

NAC- Nevada Admin Code

NIAA- Nevada Interscholastic Activities Association

NRS- Nevada Revised Statute

RP-Restorative Practices

SRLE – Safe and Respectful Learning Environment

SARB- Student Attendance Review Board

SST- School Safety team

SAP-Substance Abuse Intervention Program

VIP-Violence Intervention Program

VIP2-Violence Intervention Program Second Offense

| Event: **POSSESSION / USE OF A WEAPON, AIR GUN, Taser, FIREARM, CO2 AIR GUN, COMBUSTABLES AND EXPLOSIVES (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:<br>▪ Board Policy 5100<br>▪ NRS 392.466<br>▪ NRS 202.265 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Emergency Suspension (5 day) & Referral to Behavior Hearings & Placement Director, contact School Police. | Emergency Suspension (5 day) & Referral to Behavior Hearings & Placement Director, contact School Police. | Emergency Suspension (5 day) & Referral to Behavior Hearings & Placement Director, contact School Police. |
| Restorative timeline to be established through the IAES placement and the zoned school. | | |

| Event: **SALES / DISTRIBUTION OF A CONTROLLED SUBSTANCE**<br><br>**The selling of controlled substances, or items represented to be controlled substances, between two or more parties.** | | NRS/Policy:<br>▪ Board Policy 5100<br>▪ NRS 392.466<br>▪ NRS 453.338 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| 3 day Suspension & consultation with Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation. | Emergency Suspension (5 day) & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation. | Emergency Suspension (5 day) Suspension & Referral to Behavior Hearings & Placement Director, contact School Police, Substance abuse evaluation. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |

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| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. |

| Event: **BATTERY TO DISTRICT EMPLOYEE CAUSING INJURY**<br><br>**The willful and unlawful use of force or violence upon a district employee. This may include spitting. *Note that for a special educationstudent, battery must result in severe bodily injury to consider temporary removal (Big 3 Violation, Restorative conference for 1st offense; IAES placement for 2nd offense-90 days for general education; 45 days for special education pending MDR)** | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 200.481 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| 3 Day Suspension & consultation with BehaviorHearings & Placement Director, contact School Police. | Emergency Suspension (5 day) & Referral to BehaviorHearings & Placement Director, contact School Police. | Emergency Suspension (5 day) & Referral to BehaviorHearings & Placement Director, contact School Police. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |

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| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. |

| Event: **THREATS TO STAFF/STUDENTS**<br><br>**Any communication, verbal or physical, or by means of electronicdevices, that would threaten the health and safety, or cause the impression of danger or harm, to district personnel or students (Potential IAES placement)**<br><br>*****Contact Civil Rights Compliance Officer (Legal) for Guidance. And to assess for bullying and possible notice to staff/ families of the subject of the threat.** | | NRS/Policy:<br><br>▪ Board Policy 5700<br>▪ NRS 392.915 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact,1-2 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. | 3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |

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| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **HABITUAL DISCIPLINARY PROBLEM**<br><br>**When a student receives 5 or more significant suspensions of three days or more.** | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 392.4655 |
| 1st Incident Resolution | 2nd Incident Resolution- No sooner than two weeks from plan submission. | 3rd Incident Resolution |
| Consultation with Behavior Hearings & Placement Director.<br>Restorative Conference, Create/Modify engagement Plan. Engagement plan with metrics filed with Behavior Hearings & Placement Director. | Consultation with Behavior Hearings & Placement Director. Review metrics for engagement plan, evaluate progress and adjust accordingly. Through consultation address referral for placement or reworking the behavior plan. | 5 day Suspension & Referral to Behavior Hearings & Placement Director |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |

| Event: **FAILURE TO ADHERE TO SAFETY & HEALTH MEASURES DESIGNED TO MITIGATE AGAINST THE SPREAD OF THE COVID-19 VIRUS.**<br><br>**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 waitin lines as designated.** | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 392.4655 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Loss of Privilege,Restorative Conference | Use of temporary alternative placement process. | Use of temporary alternative placement process. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **BULLYING / CYBER BULLYING**<br><br>**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.**<br>**Bullying and/or harassment using social media such as e-mail, Instant messaging, chat rooms, cell phones, or other forms of information technology to deliberately harass, threaten, impersonate, misrepresentintimidate or spread harmful information about someone.**<br>*****Contact Civil Rights Compliance Officer (Legal) for Guidance.** | | NRS/Policy:<br><br>▪ Board Policy 5700<br>▪ NRS 388.121-388.145<br>▪ Student Bullying InvestigationStaff Resource Packet |

| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
|---|---|---|
| Administrative Conference/ Investigation, Loss of Privilege.<br><br>WARNING: Do NOT do a restorative circle with offender and victim. Risk of potential revictimization is too great. | 1-3 Days Suspension & VIP Classes, inform School Safety Team.<br><br>WARNING: Do NOT do a restorative circle with offender and victim. Risk of potential revictimization is too great. | Please refer to Habitual Discipline 1st Incident for progressive discipline steps.<br><br>WARNING: Do NOT do a restorative circle with offender and victim. Risk of potential revictimization is too great. |

Tier 1 Strategies:

- Restorative Chat (With victim and offender separately)
- Reteach Expectation
- Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed.

Tier 2 Strategies:

- Restorative Conversation (With victim and offender separately)
- Site teams engage in a collaborative problem-solving process within the MTSS framework
- Threat Assessment may be used to create a Student Safety Supervision Plan

Tier 3 Strategies:

- Restorative Conference (With victim and offender separately)
- intervention(s) to address the cause (or function) of the behavior
- Threat Assessment
- Revise/adjust a Student Safety Supervision Plan
- A Functional Behavioral Assessment may also be warranted to assist in plan development.

| Event: **HARASSMENT – INTIMIDATION** | NRS/Policy: |
|---|---|
| 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 | ▪ Board Policy 5700<br>▪ NRS 388.121-388.145<br>▪ Student Bullying Investigation Staff Resource Packet<br>▪ Title II of the Americans with Disabilities Act |

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| unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, to include stalking.<br><br>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.<br><br>***Contact Civil Rights Compliance Officer (Legal) for Guidance. | | ▪ Individuals with Disabilities in Education Act<br>▪ Title VI and VII of the Civil Rights Act<br>▪ Free Exercise Clause of the U.S. Constitution<br>▪ Title IX of the Educational Amendments Act |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Loss of Privilege, 1-2 Days In-School Suspension or Suspension, Contact School Police. | 1-3 Days Suspension & VIP Classes, Contact School Police. | Please refer to Habitual Discipline 2nd Incident for progressive discipline, VIP Classes, Contact School Police, |
| Tier 1 Strategies:<br>• Restorative Chat (With victim and offender separately)<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation (With victim and offender separately)<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference (With victim and offender separately)<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **SEXUAL MISCONDUCT**<br><br>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 | | NRS/Policy:<br><br>▪ Title IX of the Educational Amendments Act |

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| to or actually sexually harming someone. This may be treated as harassment and/or bullying.<br><br>***Contact Civil Rights Compliance Officer (Legal) for Guidance.** | | ▪ NRS 388.121-388.145<br>▪ Student Bullying Investigation Staff Resource Packet |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd 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. |
| Event: **POSSESSION / USE OF A WEAPON, AIR GUN, FIREARM, TASER 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.<br><br>*Any object used in a threatening manner toward self or another individual may be deemed a dangerous weapon per NRS statute. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 392.466<br>▪ NRS 202.265<br>PATH-P101 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, 1-2 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police, Consult with Behavior Hearings & Placement Director. | 3-5 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police, Consult with Hearings & Placement Director. | 3-5 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police, Consult with Behavior Hearings & Placement Director. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |

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| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **POSSESSION/USE OF DRUG PARAPHERNALIA,CONTROLLED SUBSTANCE, ALCOHOL**<br><br>The possession or use of items that are used to inhale, ingest, or by anyother means introduce a controlled substance into the body, to includebeing under the influence of alcohol on school property or at a school sponsored activity. This includes E-Cig, Vapes, Mods | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 453.554 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, 1-2 Day In- School Suspension or Suspension & SAP Classes, Contact School Police. | 3-5 day Suspension & MandatorySubstance Abuse Test, Contact School Police, 8 sessions with outside counselor. | 3-5 days Suspension, Mandatory Substance Abuse Test and Outside Counseling, Contact School Police,Consult with Behavior Programs Director. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan<br>• Referral to community resources focused on substance abuse | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment | | |

- Revise/adjust a Student Safety Supervision Plan
- A Functional Behavioral Assessment may also be warranted to assist in plan development.
- Referral to community resources focused on substance abuse

| Event: **POSSESSION/USE OF ALCOHOL- Separated from Possession/ Use of a controlled substance**<br><br>The possession or use of alcohol | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 453.554 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, 1-2 Day In- School Suspension or Suspension & SAP Classes, Contact School Police. | 3-5 day Suspension & Mandatory Substance Abuse Test, Contact School Police, 8 sessions with outside counselor. | 3-5 days Suspension, Mandatory Substance Abuse Test and Outside Counseling, Contact School Police, Consult with Behavior Programs Director. |

Tier 1 Strategies:

- Restorative Chat
- Reteach Expectation
- Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed.

Tier 2 Strategies:

- Restorative Conversation
- Site teams engage in a collaborative problem-solving process within the MTSS framework
- Threat Assessment may be used to create a Student Safety Supervision Plan
- Referral to community resources focused on substance abuse

Tier 3 Strategies:

- Restorative Conference
- intervention(s) to address the cause (or function) of the behavior
- Threat Assessment
- Revise/adjust a Student Safety Supervision Plan
- A Functional Behavioral Assessment may also be warranted to assist in plan development.
- Referral to community resources focused on substance abuse

| Event: **TOBACCO VIOLATION**<br><br>Possession or use of any nicotine delivery devices which includes, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc.<br><br>NIAA Rules Apply. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 202.2491 |
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| 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:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **NIAA SUBSTANCE ABUSE VIOLATION**<br><br>See NIAA Substance Abuse Policy | | NRS/Policy:<br><br>▪ NIAA (NRS Chapter 385B)<br>▪ NIAA (NAC 386.600 – 386.886) |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact | 1-2 days Suspension from Activities/Athletics & | Suspension pursuant to NIAA regulations. |

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| Suspension from Activities/Athletics & SAP Notification. | Individual SAP Counseling & Evaluation. | |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• Intervention(s) to address the cause (or function) of the behavior<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **BATTERY TO STUDENT**<br><br>The willful and unlawful use of force or violence upon another student. This may include spitting.<br><br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.<br><br>*** If a student uses physical force to protect themselves from battery, then that incident is not considered Fighting/Aggression for the student engaging in self-defense. Instead, the aggressor(s) would have committed Battery to Student with no consequence to the "victim" for self-defense. This is a case-by-case scenario requiring a thorough examination of the facts by our administrators. | | NRS/Policy:<br><br>▪ Board Policy 5700<br>▪ NRS 200.481 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| 3 Day Suspension & consultation with Behavior Hearings & Placement Director, contact School Police & VIP classes. Contact School Police.<br><br>* If the battery results in serious bodily injury to another student, the offender may | 3-5 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director. | 3-5 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director. |

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| be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management. | * If the battery results in serious bodily injury to another student, the offender may be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising, or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management. | * If the battery results in serious bodily injury to another student, the offender may be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management. |
| Tier 1 Strategies:<br>• Restorative Chat (With victim and offender separately)<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation (With victim and offender separately)<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference (With victim and offender separately)<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **EXTORTION OR THREAT OF EXTORTION**<br><br>Obtaining something, especially money, through force or threats.<br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ Board Policy 5700<br>▪ NRS 205.320-322 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |

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| Administrative Conference/ Investigation, Loss of Privilege, Threat Assessment and Student Safety Supervision Plan (as applicable) , 1-2 Days In-School Suspension or Suspension, Contact School Police. | 1-3 Days Suspension & VIP Classes, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police. | 3-5 Day Suspension, Threat Assessment and Student Safety Supervision Plan (as applicable), VIP Classes, Contact School Police, Deem Habitual Discipline Problem and Consult with Behavioral Hearings & Placement Director. |
| Tier 1 Strategies:<br>• Restorative Chat (With victim and offender separately)<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation (With victim and offender separately)<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference (With victim and offender separately)<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **FIGHTING/PHYSICAL AGGRESSION**<br><br>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.<br>*** If a student uses physical force to protect themselves from battery, then that incident is not considered Fighting/Aggression for the student engaging in self-defense. Instead, the aggressor(s) would have committed Battery to Student with no consequence to the "victim" for self-defense. This is a case-by-case scenario requiring a thorough examination of the facts by our administrators. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 392.466 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |

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| Administrative Conference/ Investigation; Parent Contact, 1-2 Day Suspension & VIP classes, Contact School Police.<br>* If the fighting results in serious bodily injury to another student, the offender may be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management | Administrative Conference, Parent Contact, 3-5 Days Suspension & VIP classes, Contact School Police.<br>* If the fighting results in serious bodily injury to another student, the offender may be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management | 3-5 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.<br>* If the fighting results in serious bodily injury to another student, the offender may be placed in an IAES up to 90 school days. Serious bodily injury shall be analyzed on a case-by-case basis and can include, but is not limited to, loss of consciousness, significant bruising or bleeding, broken or sprained body parts, hospitalization, medical treatment, and/or the need for prescription pain management |
| Tier 1 Strategies:<br>• Restorative Chat- Depending on willingness of each party. May be done separately as well.<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation- Depending on willingness of each party. May be done separately as well.<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference- Depending on willingness of each party. May be done separately as well.<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: **INSTIGATION / PROMOTION OF FIGHTING OR VIOLENCE**<br><br>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.<br><br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance. | | NRS/Policy:<br><br>▪ Board Policy 5100 NRS 200.490 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation; Parent Contact; 1-2 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:<br>• Restorative Chat- Depending on willingness of each party. May be done separately as well.<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation- Depending on willingness of each party. May be done separately as well.<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference- Depending on willingness of each party. May be done separately as well.<br>• Intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: **VIOLENCE OR HARM TO STUDENT**<br><br>A harm which results in the bodily injury of an employee or student of theschool (below threshold of battery)<br><br>***Evaluate for Bullying and contact Director of Civil Rights Compliance(Legal) for Guidance | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ Board Policy 5700<br>▪ NRS 392.466(1 & 2) |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation; Parent Contact; 1-2 Day In-School Suspension or Suspension &VIP classes, Contact School Police, Student Safety Supervision Plan (asapplicable). | Administrative Conference, Parent Contact, 3-5 Day Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable). | 3-5 Day Suspension, VIP classes,Contact School Police, Student Safety Supervision Plan (as applicable), and Consult with Behavior Hearings & PlacementDirector. |
| Tier 1 Strategies:<br>• Restorative Chat- Depending on willingness of each party. May be done separately as well.<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation- Depending on willingness of each party. May be done separately as well.<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference- Depending on willingness of each party. May be done separately as well.<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: VIOLENCE OR HARM TO STAFF<br><br>A harm which results in the bodily injury of an employee or student of the school (below threshold of battery)<br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ Board Policy 5700<br>▪ NRS 392.466(1 & 2) |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation; Parent Contact; 1-2 Day In-School Suspension or Suspension &VIP classes, Contact School Police, Student Safety Supervision Plan (asapplicable). | Administrative Conference, Parent Contact, 3-5 Day Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable). | 3-5 Day Suspension, VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable), and Consult with Behavior Hearings & Placement Director. |
| Tier 1 Strategies:<br>• Restorative Chat- Depending on willingness of each party. May be done separately as well.<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation- Depending on willingness of each party. May be done separately as well.<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference- Depending on willingness of each party. May be done separately as well.<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: **GANG RELATED BEHAVIOR - GANG ACTIVITY**<br><br>Involvement or potential involvement in any activity representing a group involved in illegal actions. | | NRS/Policy:<br><br>▪ Board Policy 5100 NRS 392.4635 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, Loss of Gang Paraphernalia, 1-2 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:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: **ARSON**<br><br>The intentional setting of fire. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 205.005 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision Plan (if applicable); 1-2 Days Suspension, 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. | 3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |

| Event: **THREAT TO SCHOOL**<br><br>Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any threat, knowing it to be false.<br>*** If certain students or employees are named in the threat, the administrator shall consult with the District Office of Civil Rights to determine possible bullying and notice of threat to employees or families. | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 202.840 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Threat Assessment and Student safety Supervision Plan (if applicable); 1-2 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director for possible IAES. | 3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director for possible IAES. | 3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable), Contact School Police, Consult with Behavior Hearings & Placement Director for possible IAES. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan<br>• Referral for community resources (e.g., Youth Fire Setters Intervention Program) may be considered. | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development.<br>• Referral for community resources (e.g., Youth Fire Setters Intervention Program) may be considered. | | |

| Event: **DAMAGE TO SCHOOL PROPERTY-DESTRUCTION OF SCHOOL PROPERTY**<br><br>Willfully and maliciously destroying or injuring real or personal property of another in an amount totaling less than $500. | | NRS/Policy:<br><br>▪ Board Policy 5100 NRS 393.410 |
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| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference, Parent Contact, Restitution, Loss of Privilege/School Beautification, | 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:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **DAMAGE TO SCHOOL PROPERTY, DESTRUCTION OF SCHOOL PROPERTY $500+**<br><br>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:<br><br>▪ Board Policy 5100<br>▪ NRS 393.410 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference, Parent Contact, Restitution, Loss of Privilege/School | Parent Contact, 1-3 Day Suspension, Restitution, Loss of Privilege/School | Parent Contact, 3-5 Day Suspension, Restitution, Loss |

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| Beautification, property loss form submitted. | Beautification, property loss form submitted. | of Privilege/School Beautification, property loss form submitted. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **THEFT / POSSESSION OF STOLEN PROPERTY**<br><br>Intentionally receiving, taking, or possessing property of another without the owner's permission.<br><br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance | | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 205.0832 |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-2 Day In-School Suspension or Suspension, Contact School Police. | Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-3 Day | Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 3-5 Day Suspension, Contact School Police. |

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| Tier 1 Strategies:<br>• Restorative Chat- Depending on willingness of each party. May be done separately as well.<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. |
| Tier 2 Strategies:<br>• Restorative Conversation- Depending on willingness of each party. May be done separately as well.<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan |
| Tier 3 Strategies:<br>• Restorative Conference- Depending on willingness of each party. May be done separately as well.<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. |

| Event: **ATTENDANCE – HABITUAL TRUANCY** | | NRS/Policy:<br>▪ Board Policy 5400<br>▪ NRS 392.040 |
|---|---|---|
| 1s0 Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, Truancy Letter 1, Reference toolkit on intervention department website for other resources. **Suspension is not an option.** | Truancy Letter 2, School Attendance Monitor, 20 day Monitor, Contact Attendance Officer, Reference toolkit on intervention department website for other resources. **Suspension is not an option.** | Truancy Letter 3, 10th Grade and Above Cite Habitual Truant, 9th Grade and Below refer to SARB. Reference toolkit on intervention department website for other resources. **Suspension is not an option.** |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |

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| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. | | |
| Event: **DISREGARD FOR SCHOOL RULES**<br><br>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:<br><br>▪ Board Policy 5100<br>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc. |
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, Loss of Privilege or Focused Detention/School Beautification. **A notation of the specific rule that was broken and when/ how it was retaught are required.** | Parent Contact, Loss of Privilege, Focused Detention/School Beautification, Restorative Conference, 1-3 Day In-School Suspension. **A notation of the specific rule that was broken and when/ how it was retaught are required.** | Parent Contact, Loss of Privilege, Focused Detention/School Beautification, 1-3 Day Suspension. **A notation of the specific rule that was broken and when/ how it was retaught are required.** |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation | | |

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| • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. |

| 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:<br>▪ Board Policy 5100<br>▪ NRS 392.910 |
|---|---|

| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
|---|---|---|
| Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 1-2 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. |

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| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. |

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| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment<br>• Revise/adjust a Student Safety Supervision Plan<br>• A Functional Behavioral Assessment may also be warranted to assist in plan development. |

| Event: **INTERFERENCE WITH INSTRUCTION**<br><br>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:<br><br>▪ Board Policy 5100<br>▪ PATH-P101 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd Incident Resolution |
| Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention. | Parent Contact, Loss of Privilege, Focused Detention, | Parent Contact, Loss of Privilege, Focused Detention, 1-3 Day Suspension. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework<br>• Threat Assessment may be used to create a Student Safety Supervision Plan | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior<br>• Threat Assessment | | |

- Revise/adjust a Student Safety Supervision Plan
- A Functional Behavioral Assessment may also be warranted to assist in plan development.

| Event: **ACADEMIC INTEGRITY- CHEATING/PLAGIARISM**<br><br>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.<br><br>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:<br><br>• NRS 392.461 |
|---|---|---|
| 1st Incident Resolution | 2nd Incident Resolution | 3rd 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, reteach expectation, and/or loss of points/grade for the assignment/assessment and privilege(s). This includes potential for focused detention or 1-2 day In-School Suspension. Parent contact should be notified of this incident and potential outcome. | Administrative investigation, reteach expectation, and/or loss of points/grade for the assignment/assessment and privilege(s). This includes potential for focused detention or 1-2 day In-School Suspension. Parent contact should be notified of this incident and potential outcome. |
| Tier 1 Strategies:<br>• Restorative Chat<br>• Reteach Expectation<br>• Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. | | |
| Tier 2 Strategies:<br>• Restorative Conversation<br>• Site teams engage in a collaborative problem-solving process within the MTSS framework | | |
| Tier 3 Strategies:<br>• Restorative Conference<br>• intervention(s) to address the cause (or function) of the behavior | | |

| Event: **POSITIVE RECOGNITION**<br><br>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. | |

# The following headings have been reclassified or removed as Common State Definitions

| Event: **TECHNOLOGY VIOLATION- Reclassified as a minor behavior**<br><br>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.<br>*Please refer to Behavior Manual for any additional infractions while using technology (e.g., cyberbullying, sexual misconduct, threats, etc…) | NRS/Policy: |
|---|---|
| Event: **INAPPROPRIATE LANGUAGE, ACTIONS, GESTURES- See disregard for school rules**<br><br>Use of inappropriate* language, actions or gestures when addressing another individual or group of individuals to include verbal confrontation.<br><br>*"Inappropriate" is defined by the reasonable person standard. Utilize cultural and social context in this situation.<br><br>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ Board Policy 5700<br><br>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc. |
| Event: **DRESS CODE VIOLATION*- Reclassified as a minor behavior**<br><br>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.<br><br>*As Applicable, Students Will Comply with all School Procedures and Policies Related to School Uniforms - see School Handbook for further information. | NRS/Policy:<br><br>▪ Board Policy 5105<br><br>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc. |

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|---|---|
| Event: **COMBUSTIBLES/INCENDIARY- See POSSESSION / USE OF A WEAPON, AIR GUN, Taser, FIREARM, CO2 AIR GUN**<br><br>The possession of explosive or incendiary devices. | NRS/Policy:<br><br>▪ Board Policy 5100<br>▪ NRS 202.253<br>▪ NRS 202.262 |
| Event: **ELECTRONIC CIGARETTE/VAPE PEN- SEE Tobacco Violation or POSSESSION/UES OF DRUG PARAPHENALIA, CONTROLLED SUBSTANCE as Appropriate.**<br><br>Student who is in possession of an empty (i.e., no residue is present) electronic cigarette/vape pen.<br>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. | NRS/Policy: |
| Event: **RETALIATION- Moved to Bullying Framework**<br><br>Mandatory reporting and must complete the Harassment Complaint Form and email legal department.<br><br>***Contact Civil Rights Compliance Officer (Legal) for Guidance. | NRS/Policy:<br><br>▪ Board Policy 5700<br>▪ NRS 388.121-388.145<br>▪ Student Bullying Investigation Staff Resource Packet |
| Event: **TARDY** – Reclassified as a minor behavior | NRS/Policy:<br>▪ Board Policy 5400<br>▪ Site Based Rules Published in Student/Parent Handbook, Student Planner, etc. |

## Restorative Practices Resources and Glossary

Restorative Practices (Stutzman Amstutz, J. & Mullet, J. H. (2015) The little book of restorative discipline for schools: Teaching responsibility; creating caring climates. New York: NY.

1. Focuses on harms and consequent needs
2. Address obligations resulting from those harms
3. Use inclusive, collaborative processes
4. Involves those with legitimate stake in the situation
5. Seeks to put right the wrongs

**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 and or the Equity and Diversity 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 addressingstudent 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 problembehavior.

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 withclassroom 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 theFBA 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 teachingnew 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 BehaviorAnalysis (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 outcomesin 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 WCSD 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 thepupil that the person conducting the assessment monitors in order to promote adaptive behavior and reduce the occurrence of inappropriate behavior.

**Law Enforcement**

1. Schools should work closely with law enforcement agencies in the course of their duties.

2. Schools should work closely with law enforcement agencies in the course of their duties.

3. The District's School Police Department will act as a liaison between the district and local law enforcement agencies.

4. 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.

5. 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.

6. 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 to commit a criminal offense 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 willlook 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 reportedto the School Police or local law enforcement (if the action was outside of the jurisdiction of SchoolPolice). 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 intentionallyplacing another person in reasonable apprehension of immediate bodily harm.

   d. BATTERY: Willful offensive touching without consent or willful application of force to anotherperson.

   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 personalproperty 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 tobe 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 personwith 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 thesexual organs of another. Indecent exposure may also include open exposure of one's personin circumstances where the exposure is contrary to local moral or other standards of appropriatebehavior.

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 narcoticsparaphernalia.

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 withoutconsent or by force, intimidation, coercion, or manipulation. A person of any gender can commitsexual 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 undersuspension 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 propertyor 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 useit 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, their possessions, or any school property or area assigned to them 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 theneeds 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.

      ii. The search is conducted on the reasonable suspicion that the student is engaged inan activity which violates a law or published school district rule, regulation or policyor 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.

4. 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.

5. The teacher, administrator, or other designated school employee making thesearch 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 thestudent searched makes the search, there should be a witness to the search.

6. 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 wrongfulpurposes 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.

7. 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 fruitsor implements of a crime or unlawful act will be found, or that a weapon or other materialthe possession of which is prohibited by law or by school district rules, regulations or policieswill be found.

   b. A reasonable suspicion is a subjective, good faith belief supported by objective facts, whichmay include, but are not limited to, the student's age, history and record in the school, the seriousness of the reported conduct and the potential threat to the safety of the students and staff, thereliability of the information giving rise to the suspicion and the seriousness and prevalenceof the problem in the school.

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

8. 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 whichhe or she is assigned and the school reserves the right to conduct searches of lockers anddesks as outlined above.

   b. Each student shall accept and use the assigned locker or desk on such basis.

9. 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.

10. 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 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 orgestures, 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 in to 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.
- 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**

**Terms of Suspension:**

1. A student may not participate in, or attend any school-sponsored activity during the term of his/her suspension.
2. Notations of suspensions from school will be made in the Student Information System-IC (under Behavior Tab).
3. Parent(s) and/or guardian(s) shall be notified whenever a student is suspended.
4. Schoolwork missed because of suspension may be made up for each school day the studentwas suspended. The student and his/her parent/guardian are responsible for obtaining andreturning missed assignments.

5. 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 morethan ten school days per school year, or suspended from school for more than ~~five~~ 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 EducationImprovement Act, 20 U.S.C. 1400 et seq.

    a. Please refer to Manifestation Determination Review Process in the Special EducationProcedure Manual.

    b. Special Circumstances. School personnel may remove a student to an interimalternative 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 -

        i. Carries a statutory weapon to or possesses a statutory weapon at school, onschool premises, or to or at a school function under the jurisdiction of an Local Education Agency (LEA);

        ii. 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

        iii. 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.

    c. 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 permanently expelled from school untilafter 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.

**Expel or Expulsion- The disciplinary removal of a pupil from the school in which the pupil is currently enrolled for more than one school semester.**

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 <u>The Board of Trustees and NRS 392.465 expressly prohibit the use of corporal punishment on anystudent by any staff member of the Washoe County School District.</u>**

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 herselfusing 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 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 destructionof 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 natureof 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 disciplinaryaction.

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 thelaw 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, markingor defacing any public property is illegal.

6. The principal may deal with minor damage, that which does not exceed $500, in a manner he/shedeems most suitable.

    a. The principal will then file a report of the incident with the Superintendent of Schools. Whenever possible, the student should take full responsibility for restoring damages.

    b. 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 andwill seek advice and/or assistance from legal counsel, as needed.

    c. 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 objectis 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.

## Restorative Discipline Plans

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

1. The board of trustees of each school district shall establish a plan to provide for the restorative discipline of pupils and on-site review of disciplinary decisions. The plan must:

(a) Be developed with the input and participation of teachers, school administrators and other educational personnel and support personnel who are employed by the school district, pupils who are enrolled in schools within the school

district and the parents and guardians of pupils who are enrolled in schools within the school district.

(b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.

(c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of each school within the school district.

(d) Provide restorative disciplinary practices which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;

(2) Restoration or remedies related to the behavior of the pupil;

(3) Relief for any victim of the pupil; and

(4) Changing the behavior of the pupil.

(e) Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645.

(f) Provide for the placement of a pupil in a different school within the school district in accordance with NRS 392.466.

(g) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

(h) Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

(i) Be posted on the Internet website maintained by the school district.

2. On or before September 15 of each year, the principal of each public school shall:

(a) Review the plan established by subsection 1 in consultation with the teachers, school administrators and other educational personnel and support personnel who are employed at the school and the parents and guardians of pupils and the pupils who are enrolled in the school;

(b) Determine whether and to what extent the occurrences of the suspension, expulsion or removal of pupils from school disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250;

(c) Based upon the review, recommend to the board of trustees of the school district revisions to the plan, as recommended by the teachers, school administrators and other educational personnel and support personnel and the parents and guardians of pupils and the pupils who are enrolled in the school, if necessary;

(d) Post a copy of the plan or the revised plan, as provided by the school district, on the Internet website maintained by the school; and

(e) Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school a written or electronic copy of the plan or the revised plan, as provided by the school district.

3. On or before November 15 of each year, the board of trustees of each school district shall:

(a) Submit a written report to the Superintendent of Public Instruction that reports the progress of each school within the district in complying with the requirements of this section, including, without limitation, addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; and

(b) Post a copy of the report on the Internet website maintained by the school district.

4. As used in this section, "restorative justice" has the meaning ascribed to it in NRS 392.472.

(Added to NRS by 1999, 3185; A 2003, 3382; 2017, 726, 2005; 2019, 3250, 3572; 2021, 3561, effective July 1, 2022)

**NRS 392.4644**
**School Implementation Report**
**(Due September 15)**

Date_____

School_____ Principal_____

Restorative 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

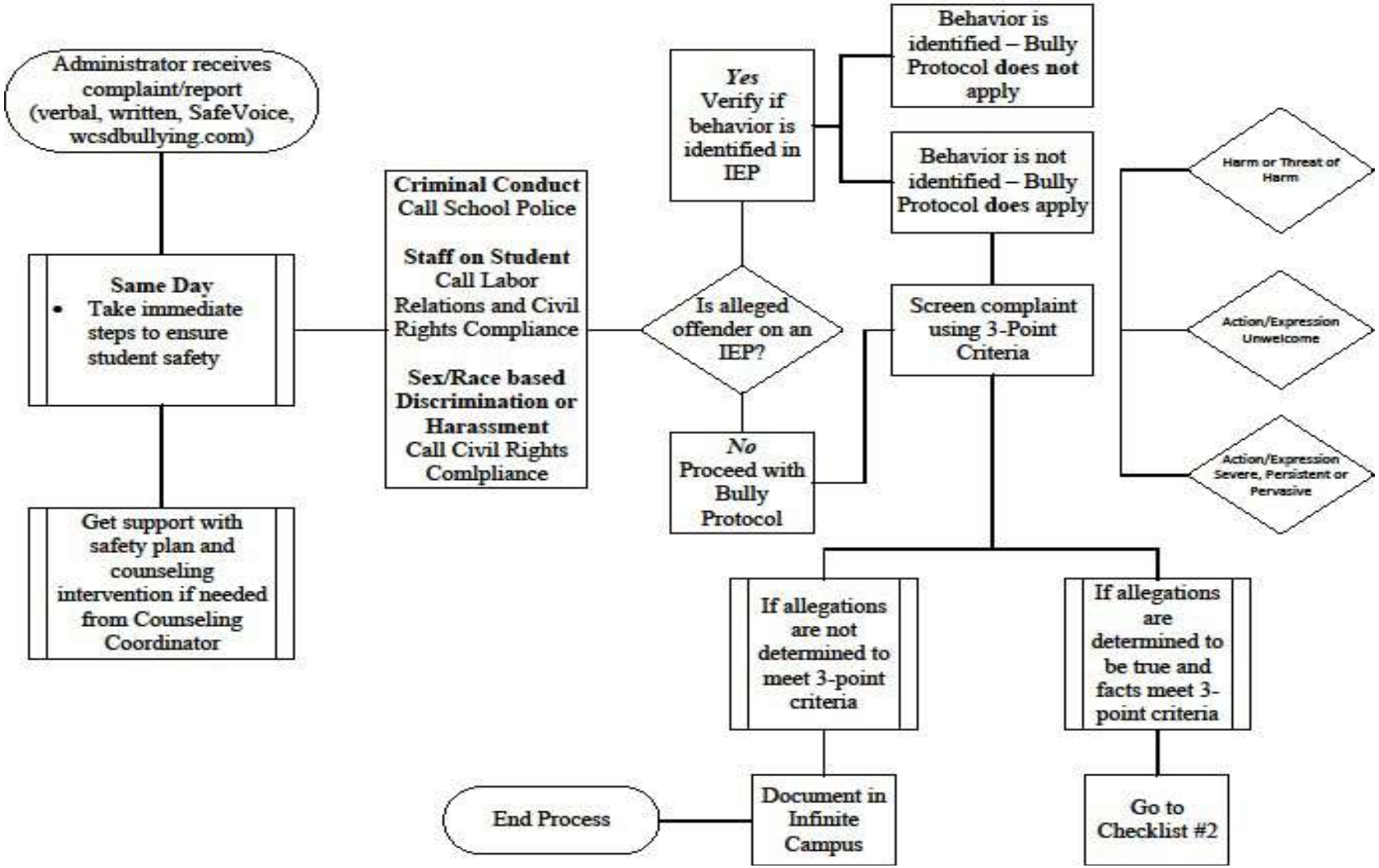
(Once complete, please scan signed form and send via email to Silvia Martinez-Gil at Silvia.MartinezGil@WashoeSchools.net)

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

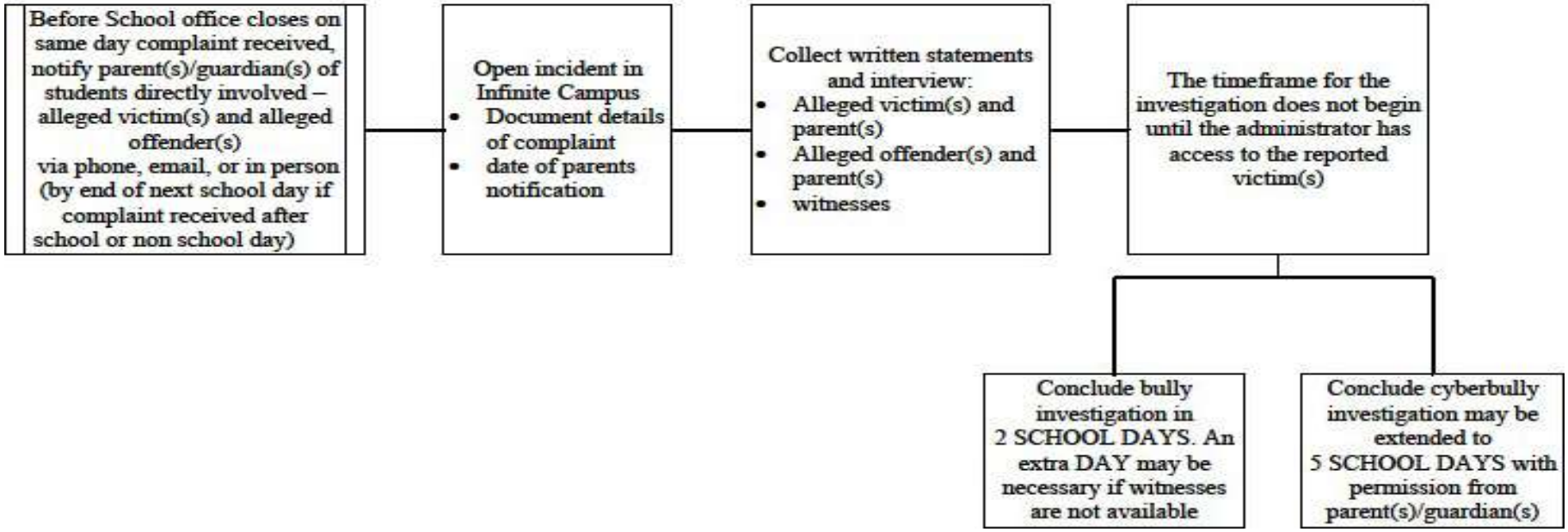
**If a students behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.**

- ☐ 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 m ay take other appropriate disciplinary action against the student should it deem necessary.**

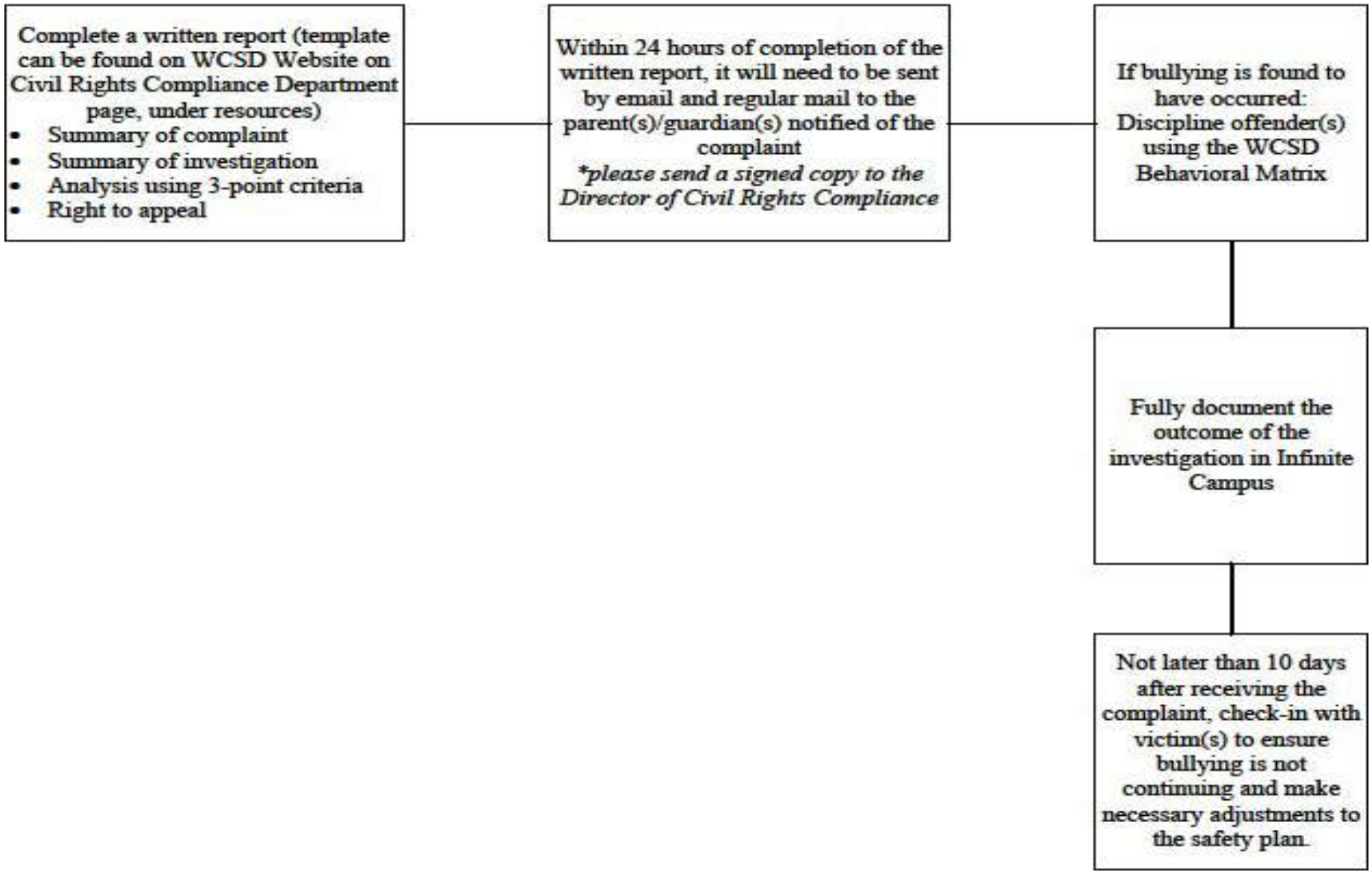
# Screening: Bullying Complaint



# 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 followingday
        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
    b. As the 504 Case Manager the Counselor will also adhere to the following:
        i. A student with an active Section 504 plan who enrolls in WCSD from outside the District must be reevaluated within a 10 days' time upon entry (not to exceed 10 days unless other assessment is needed). The school's Section 504 team may accept the student's current plan on a temporary basis while waiting to reevaluate the student.
        ii. Upon evaluation, if the Section 504 team determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or perform any other major life activity, the student is no longer eligible forservices under Section 504.
        iii. A student who reenrolls in WCSD must also be re-evaluated to determine if the student continues to meet eligibility requirements. Once again, the Section 504 team may accept the student's former plan on a temporary basis while waiting to reevaluate the student.
        iv. When a District student is transitioning to another school within the District, the former school and receiving school should convene a Section 504 team meeting to review the 504 Plan to ensure the

accommodations can be implemented consistently, and with fidelity, at the new school site.

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 inspirecommunity--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. Learn how to productively advocate for themselves.
        iii. 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 withstudent and individual(s).

## Mid-Placement Meeting (s)

- Mid placement meeting with parent/guardian, student, and dean, to discuss currentprogress and goal(s) the parent identified for their student.
- Student to look at goals they set to determine progress and revise, as needed, goalsfor 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 todiscuss rebuilding broken relationships, set future goals with the student, anddiscuss reengagement strategies when returning to the zoned school.
- Dean, student, and school representative to meet at approximately the three-quarterpoint 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 followingwith 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. Themeeting 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 workingon
- Student will identify points of contact at the school

Student will discuss ways to positively advocate for themselves upon return.