

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

TeamISS- 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, COMBUSTIBLES 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: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466 ▪ NRS 202.265
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
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 The selling of controlled substances, or items represented to be controlled substances, between two or more parties.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466 ▪ NRS 453.338
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
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: <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		

<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: BATTERY TO DISTRICT EMPLOYEE CAUSING INJURY</p> <p>The willful and unlawful use of force or violence upon a district employee. This may include spitting. *Note that for a special education student, battery must result in severe bodily injury to consider temporary removal (Big 3 Violation, Restorative conference for 1st offense; IAES placement for 2nd offense-90 days for general education; 45 days for special education pending MDR)</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 200.481
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
3 Day Suspension & consultation with 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.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		

<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: THREATS TO STAFF/STUDENTS</p> <p>Any communication, verbal or physical, or by means of electronic devices, that would threaten the health and safety, or cause the impression of danger or harm, to district personnel or students (Potential IAES placement)</p> <p>***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.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 392.915
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, 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.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		

<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: HABITUAL DISCIPLINARY PROBLEM</p> <p>When a student receives 5 or more significant suspensions of three days or more.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4655
1 st Incident Resolution	2 nd Incident Resolution- No sooner than two weeks from plan submission.	3 rd Incident Resolution
<p>Consultation with Behavior Hearings & Placement Director. Restorative Conference, Create/Modify engagement Plan. Engagement plan with metrics filed with Behavior Hearings & Placement Director.</p>	<p>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.</p>	<p>5 day Suspension & Referral to Behavior Hearings & Placement Director</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		

<p>Event: FAILURE TO ADHERE TO SAFETY & HEALTH MEASURES DESIGNED TO MITIGATE AGAINST THE SPREAD OF THE COVID-19 VIRUS.</p> <p>Actions that harm or threaten harm to a person, group of persons, classroom, or school. This could include, but is not necessarily limited to, failure to wear a face mask, failure to maintain social distance, violating restrictions regarding the sharing of food or materials, and failure to wait in lines as designated.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.4655
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege, Restorative Conference	Use of temporary alternative placement process.	Use of temporary alternative placement process.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: BULLYING / CYBER BULLYING</p> <p>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.</p> <p>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, misrepresent, intimidate or spread harmful information about someone.</p> <p>***Contact Civil Rights Compliance Officer (Legal) for Guidance.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet

1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Loss of Privilege. 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. WARNING: Do NOT do a restorative circle with offender and victim. Risk of potential revictimization is too great.	Please refer to Habitual Discipline 1 st Incident for progressive discipline steps. WARNING: Do NOT do a restorative circle with offender and victim. Risk of potential revictimization is too great.
Tier 1 Strategies: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 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		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet ▪ Title II of the Americans with Disabilities Act

<p>unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, to include stalking.</p> <p>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.</p> <p>***Contact Civil Rights Compliance Officer (Legal) for Guidance.</p>		<ul style="list-style-type: none"> ▪ Individuals with Disabilities in Education Act ▪ Title VI and VII of the Civil Rights Act ▪ Free Exercise Clause of the U.S. Constitution ▪ Title IX of the Educational Amendments Act
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
<p>Administrative Conference/ Investigation, Loss of Privilege, 1-2 Days In-School Suspension or Suspension, Contact School Police.</p>	<p>1-3 Days Suspension & VIP Classes, Contact School Police.</p>	<p>Please refer to Habitual Discipline 2nd Incident for progressive discipline, VIP Classes, Contact School Police,</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: SEXUAL MISCONDUCT</p> <p>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</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Title IX of the Educational Amendments Act

to or actually sexually harming someone. This may be treated as harassment and/or bullying.		<ul style="list-style-type: none"> ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet
*Contact Civil Rights Compliance Officer (Legal) for Guidance.		
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Contact Civil Rights Compliance Officer (Legal) for Guidance.	Contact Civil Rights Compliance Officer (Legal) for Guidance.	Contact Civil Rights Compliance Officer (Legal) for Guidance.
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. *Any object used in a threatening manner toward self or another individual may be deemed a dangerous weapon per NRS statute.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466 ▪ NRS 202.265 PATH-P101
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, 1-2 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		

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.

Event: **POSSESSION/USE OF DRUG PARAPHERNALIA, CONTROLLED SUBSTANCE, ALCOHOL**

The possession or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, to include being under the influence of alcohol on school property or at a school sponsored activity. This includes E-Cig, Vapes, Mods

NRS/Policy:

- [Board Policy 5100](#)
- [NRS 453.554](#)

1 st Incident Resolution	2 nd Incident Resolution	3 rd 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

<ul style="list-style-type: none"> • 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		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 453.554
The possession or use of alcohol		
1 st Incident Resolution	2 nd Incident Resolution	3 rd 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 Possession or use of any nicotine delivery devices which includes, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules Apply.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 202.2491
1 st Incident Resolution	2 nd Incident Resolution	3 rd 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		
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Event: NIAA SUBSTANCE ABUSE VIOLATION See NIAA Substance Abuse Policy		NRS/Policy: <ul style="list-style-type: none"> ▪ NIAA (NRS Chapter 385B) ▪ NIAA (NAC 386.600 – 386.886)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact	1-2 days Suspension from Activities/Athletics &	Suspension pursuant to NIAA regulations.

Suspension from Activities/Athletics & SAP Notification.	IndividualSAP Counseling & Evaluation.	
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conference • Intervention(s) to address the cause (or function) of the behavior • Revise/adjust a Student Safety Supervision Plan • A Functional Behavioral Assessment may also be warranted to assist in plan development. 		
<p>Event: BATTERY TO STUDENT</p> <p>The willful and unlawful use of force or violence upon another student. This may include spitting.</p> <p>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.</p> <p>*** 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.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 200.481
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
<p>3 Day Suspension & consultation with Behavior Hearings & Placement Director, contact School Police & VIP classes. Contact School Police.</p> <p>* If the battery results in serious bodily injury to another student, the offender may</p>	<p>3-5 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director.</p>	<p>3-5 Day Suspension & VIP classes, Contact School Police. Consult with District Behavior Hearings & Placement Director.</p>

<p>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.</p>	<p>* 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.</p>	<p>* 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.</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
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<p>Event: EXTORTION OR THREAT OF EXTORTION</p> <p>Obtaining something, especially money, through force or threats. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 5700 ▪ NRS 205.320-322
<p>1st Incident Resolution</p>	<p>2nd Incident Resolution</p>	<p>3rd Incident Resolution</p>

<p>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.</p>	<p>1-3 Days Suspension & VIP Classes, Threat Assessment and Student Safety Supervision Plan (as applicable), Contact School Police.</p>	<p>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.</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: FIGHTING/PHYSICAL AGGRESSION</p> <p>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.</p> <p>*** 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.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 392.466
<p>1st Incident Resolution</p>	<p>2nd Incident Resolution</p>	<p>3rd Incident Resolution</p>

<p>Administrative Conference/ Investigation; Parent Contact, 1-2 Day Suspension & VIP classes, Contact School Police.</p> <p>* 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</p>	<p>Administrative Conference, Parent Contact, 3-5 Days Suspension & VIP classes, Contact School Police.</p> <p>* 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</p>	<p>3-5 Days Suspension, Contact School Police, Consult with Behavior Hearings & Placement Director.</p> <p>* 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</p>
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Tier 1 Strategies:

- Restorative Chat- Depending on willingness of each party. May be done separately as well.
- 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- Depending on willingness of each party. May be done separately as well.
- 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- Depending on willingness of each party. May be done separately as well.
- 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: INSTIGATION / PROMOTION OF FIGHTING OR VIOLENCE The willful act of provoking or facilitating assault between two or more students by using a variety of communications, including social media, aimed at causing or resulting in a physical altercation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance.		NRS/Policy: ▪ Board Policy 5100NRS 200.490
1 st Incident Resolution	2 nd Incident Resolution	3 rd 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: <ul style="list-style-type: none"> • Restorative Chat- Depending on willingness of each party. May be done separately as well. • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
Tier 2 Strategies: <ul style="list-style-type: none"> • Restorative Conversation- Depending on willingness of each party. May be done separately as well. • 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: <ul style="list-style-type: none"> • Restorative Conference- Depending on willingness of each party. May be done separately as well. • 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: VIOLENCE OR HARM TO STUDENT A harm which results in the bodily injury of an employee or student of the school (below threshold of battery) ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 5700 ▪ NRS 392.466(1 & 2)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; 1-2 Day In-School Suspension or Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable).	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: <ul style="list-style-type: none"> • Restorative Chat- Depending on willingness of each party. May be done separately as well. • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
Tier 2 Strategies: <ul style="list-style-type: none"> • Restorative Conversation- Depending on willingness of each party. May be done separately as well. • 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: <ul style="list-style-type: none"> • Restorative Conference- Depending on willingness of each party. May be done separately as well. • 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. 		

<p>Event: VIOLENCE OR HARM TO STAFF</p> <p>A harm which results in the bodily injury of an employee or student of the school (below threshold of battery)</p> <p>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 5700 ▪ NRS 392.466(1 & 2)
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation; Parent Contact; 1-2 Day In-School Suspension or Suspension & VIP classes, Contact School Police, Student Safety Supervision Plan (as applicable).	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.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat- Depending on willingness of each party. May be done separately as well. • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conversation- Depending on willingness of each party. May be done separately as well. • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conference- Depending on willingness of each party. May be done separately as well. • 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: GANG RELATED BEHAVIOR - GANG ACTIVITY Involvement or potential involvement in any activity representing a group involved in illegal actions.		NRS/Policy: ▪ Board Policy 5100NRS 392.4635
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		
Tier 3 Strategies: <ul style="list-style-type: none"> • 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. 		

Event: ARSON The intentional setting of fire.		NRS/Policy: <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 205.005
1st 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.	2nd Incident Resolution 3-5 Day Suspension, Threat Assessment and Student safety Supervision Plan (if applicable); Contact School Police, Consult with Behavior Hearings & Placement Director.	3rd Incident Resolution 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		
Tier 3 Strategies: <ul style="list-style-type: none"> • 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. 		

Event: THREAT TO SCHOOL Willfully conveying by mail, written notes, telephone, texting, Internet, radio, or any other means of communication, any threat, knowing it to be false. *** 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: ▪ Board Policy 5100 ▪ NRS 202.840
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 for community resources (e.g., Youth Fire Setters Intervention Program) may be considered. 		
Tier 3 Strategies: <ul style="list-style-type: none"> • 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 for community resources (e.g., Youth Fire Setters Intervention Program) may be considered. 		

Event: DAMAGE TO SCHOOL PROPERTY-DESTRUCTION OF SCHOOL PROPERTY Willfully and maliciously destroying or injuring real or personal property of another in an amount totaling less than \$500.		NRS/Policy: ▪ Board Policy 5100NRS 393.410
1 st Incident Resolution	2 nd Incident Resolution	3 rd 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		
Tier 3 Strategies: <ul style="list-style-type: none"> • 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. 		
Event: DAMAGE TO SCHOOL PROPERTY, DESTRUCTION OF SCHOOL PROPERTY \$500+ Willfully and maliciously destroying or injuring real or personal property of another. Required if making a claim to risk management for repairs, or for insurance claims.		NRS/Policy: ▪ Board Policy 5100 ▪ NRS 393.410
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference, 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

Beautification, property loss form submitted.	Beautification, property loss form submitted.	of Privilege/School Beautification, property loss form submitted.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: THEFT / POSSESSION OF STOLEN PROPERTY</p> <p>Intentionally receiving, taking, or possessing property of another without the owner's permission.</p> <p>***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 205.0832
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention/ School Beautification, 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.

<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat- Depending on willingness of each party. May be done separately as well. • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conversation- Depending on willingness of each party. May be done separately as well. • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conference- Depending on willingness of each party. May be done separately as well. • 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. 		
<p>Event: ATTENDANCE – HABITUAL TRUANCY</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5400 ▪ NRS 392.040
<p>1st Incident Resolution</p>	<p>2nd Incident Resolution</p>	<p>3rd Incident Resolution</p>
<p>Administrative Conference/ Investigation, Parent Contact, Truancy Letter 1, Reference toolkit on intervention department website for other resources. Suspension is not an option.</p>	<p>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.</p>	<p>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.</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		

<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: DISREGARD FOR SCHOOL RULES</p> <p>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).</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 <p>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.</p>
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • 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

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.

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:

- [Board Policy 5100](#)
- [NRS 392.910](#)

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

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.

<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Event: INTERFERENCE WITH INSTRUCTION</p> <p>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.</p>		<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ PATH-P101
1 st Incident Resolution	2 nd Incident Resolution	3 rd Incident Resolution
Administrative Conference/ Investigation, Parent Contact, Loss of Privilege, Focused Detention.	Parent Contact, Loss of Privilege, Focused Detention,	Parent Contact, Loss of Privilege, Focused Detention, 1-3 Day Suspension.
<p>Tier 1 Strategies:</p> <ul style="list-style-type: none"> • Restorative Chat • Reteach Expectation • Support from school counselor(s), school psychologist and/or safe schools professionals/school social worker should be accessed. 		
<p>Tier 2 Strategies:</p> <ul style="list-style-type: none"> • 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 		
<p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Restorative Conference • intervention(s) to address the cause (or function) of the behavior • Threat Assessment 		

<ul style="list-style-type: none"> • Revise/adjust a Student Safety Supervision Plan • A Functional Behavioral Assessment may also be warranted to assist in plan development. 		
Event: <u>ACADEMIC INTEGRITY- CHEATING/PLAGIARISM</u> Cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Obtaining, attempting to obtain, or aiding another student to obtain credit for work by a dishonest or deceptive means. Plagiarism is representing another person’s work or ideas as your own without credit to the proper source and submitting it for any purpose. Representing another person’s work or ideas as your own without giving credit to the proper source and submitting it for any purpose.		NRS/Policy: <ul style="list-style-type: none"> • NRS 392.461
1st Incident Resolution	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Restorative Conversation • Site teams engage in a collaborative problem-solving process within the MTSS framework 		
Tier 3 Strategies: <ul style="list-style-type: none"> • Restorative Conference • intervention(s) to address the cause (or function) of the behavior 		

<p>Event: POSITIVE RECOGNITION</p> <p>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.</p>	NRS/Policy:
<p>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).</p>	
<p>Tier 2 Strategies: Incorporate Positive Recognition data into "Student the Month/Quarter/Semester" activities.</p>	

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

<p>Event: TECHNOLOGY VIOLATION- Reclassified as a minor behavior</p> <p>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. *Please refer to Behavior Manual for any additional infractions while using technology (e.g., cyberbullying, sexual misconduct, threats, etc...)</p>	NRS/Policy:
<p>Event: INAPPROPRIATE LANGUAGE, ACTIONS, GESTURES- See disregard for school rules</p> <p>Use of inappropriate* language, actions or gestures when addressing another individual or group of individuals to include verbal confrontation. *"Inappropriate" is defined by the reasonable person standard. Utilize cultural and social context in this situation. ***Evaluate for Bullying and contact Director of Civil Rights Compliance (Legal) for Guidance</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ Board Policy 5700 <p>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.</p>
<p>Event: DRESS CODE VIOLATION*- Reclassified as a minor behavior</p> <p>Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of the school uniform policy and regulation. *As Applicable, Students Will Comply with all School Procedures and Policies Related to School Uniforms - see School Handbook for further information.</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5105 <p>Site Based Rules Published in Student/Parent Handbook, Student Planner, etc.</p>

<p>Event: COMBUSTIBLES/INCENDIARY- See POSSESSION / USE OF A WEAPON, AIR GUN, Taser, FIREARM, CO2 AIR GUN</p> <p>The possession of explosive or incendiary devices.</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5100 ▪ NRS 202.253 ▪ NRS 202.262
<p>Event: ELECTRONIC CIGARETTE/VAPE PEN- SEE Tobacco Violation or POSSESSION/UES OF DRUG PARAPHENALIA, CONTROLLED SUBSTANCE as Appropriate.</p> <p>Student who is in possession of an empty (i.e., no residue is present) electronic cigarette/vape pen. 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.</p>	<p>NRS/Policy:</p>
<p>Event: RETALIATION- Moved to Bullying Framework</p> <p>Mandatory reporting and must complete the Harassment Complaint Form and email legal department.</p> <p>***Contact Civil Rights Compliance Officer (Legal) for Guidance.</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5700 ▪ NRS 388.121-388.145 ▪ Student Bullying Investigation Staff Resource Packet
<p>Event: TARDY – Reclassified as a minor behavior</p>	<p>NRS/Policy:</p> <ul style="list-style-type: none"> ▪ Board Policy 5400 ▪ 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