BEHAVIOR MANUAL
(2025-2026)

Washoe County School District
Progressive Discipline Plan

Office of Academics

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The Washoe County School District and the Board of Trustees, through our Strategic Plan, strives to fulfill our promise is to "know every student by name, strength, and need so they graduate prepared for the future they choose, and we will deliver on this promise in partnership with our families and community." Moreover, one of our five strategic goals is that every student will be welcomed, included, and valued within a safe and supportive school environment; and this will be achieved in part through District-wide culture that supports social, emotional, and physical well-being of our students.

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Suspensions of Pupils

Step 1: Determine the Student's Age

- Under 6 years old: Cannot be permanently expelled under any circumstances
- Ages 6 to 10: Cannot be expelled or permanently expelled unless approved as an exception by the Board of Trustees/governing body in extraordinary circumstances
- 11 years or older: May be suspended or expelled if other procedural requirements are met

Step 2: Prohibited Grounds for Suspension/Expulsion

You may NOT suspend, expel, or remove a student:

- Solely for attendance-related offenses (e.g., truancy)
- Solely for being declared a truant or habitual truant

Step 3: Special Populations – Apply Additional Protections

Students with Disabilities (IDEA-covered)

- See Section below: Discipline for Students with IEP or 504

Homeless Students and Students in Foster Care:

- See Section below: Discipline for Homeless or Foster Youth

Step 4: Document and Notify

- Document incident in Infinite Campus:
- Provide parents/guardians with:
    - Written notice of suspension
    - Explanation of their appeal rights if suspension is more than 2 days in length (see appendix for appeal form)

Step 5: Attendance Coding

- **SUS3: Suspension with Instruction:** The SUS3 suspension code should only be used when students are awaiting a behavior hearing or placed on emergency suspension and where evidence of provided instruction and two-way communication between the student and certified staff members is available

Emergency Suspensions, Title IX, and Temporary Student Removals

Emergency Suspensions (All Schools, All Grades)

When behavior poses a serious threat to safety

- Assess whether the behavior is violent or poses a significant safety risk
- Do not consider a student's enrollment status or school site—focus solely on the behavior
- If the behavior constitutes a threat, immediately issue an emergency suspension
- Document the incident thoroughly and communicate with parents/guardians
- Notify your Area Superintendent and the Director of Behavior for support and next steps

Title IX Infractions

Includes sex-based discrimination, sexual harassment, and sex-based bullying

- Immediately notify the Director of Civil Rights Compliance
- Ensure immediate protection and support for the alleged victim(s)
- Develop and implement a safety plan, which may include:
    - Separation of students
    - Temporary schedule or classroom changes
    - Altered passing times/lunch periods
- If safety cannot be ensured or temporary removal of alleged offender is required:
    - Contact Area Superintendent and Director of Behavior for guidance
    - Consider temporary distance learning of the alleged offender while Administrative Investigation is occurring
- Collaborate with Office of Civil Rights, Behavior Department, and Area Superintendent to determine if a temporary alternative placement is needed
- Maintain documentation and ensure follow-up support for all parties involved

Temporary Removals & Interim Alternate Educational Setting (IAES) Placements (Including Inspire)

For serious behavior incidents or inability to maintain safety

- Potential situations that may result in IAES:
    - Unable to implement a safety plan (e.g., after Comprehensive Threat Assessment)
    - Reintegrating from detention or treatment center
    - Complex behavior needs
    - Title IX allegations
    - Other threats to health/safety of school environment
- Consult with the following before proceeding with a removal:
    - Area Superintendent
    - Behavior Department
    - Legal (as needed)
    - Special Education (if the student has an IEP)
- For students with IEPs:
    - Conduct Manifestation Determination Review (MDR**) – Please see "Unpacking the MDR" document from the Special Education Department**
    - Assess student's current placement and past removals
    - Collaborate with Special Education, Area Superintendent & Behavior Department on IAES placement options

Discipline for Homeless or Foster Youth

Suspending a Homeless or Foster Youth

For Suspensions ≤ 5 Days:

- Allowed ***without*** needing to determine if homelessness/foster care was a factor at the time of suspension

For Suspensions >5 Days:

- If suspension exceeds 5 days, or if the behavior warrants extended consequences:
    - A meeting must be held with the student's educational decision maker/surrogate parent, an advocate for pupils in foster care, and the principal within 10 school days of the suspension to review: Cumulative records, academic plan (if any), staff observations, and any other relevant information
    - Review whether the behavior was caused by or related to homelessness or foster care

If Behavior *Is* Related to Homelessness/Foster Care

Choose one:

- End Suspension
  - Provide academic and behavioral support
- Submit a Universal Referral Form for a Behavior Hearing, only if:
  - Student is deemed Habitual Disciplinary Problem, or
  - Offense involved:
    - Possession of a dangerous weapon/firearm
    - Controlled substance offenses
    - Battery intended to cause bodily harm

If the behavior hearing determination is for an IAES, the placement would be for ≤ 45 school days

Before Determining Habitual Disciplinary Status

- Hold a meeting (not just a consultation):
  - Homeless Student: With the local homeless liaison or school counselor/social worker
  - Foster Student: With the educational decision maker *and* a school contact (e.g., counselor)
- 3 Attempts Rule: If required participants (liaison, educational decision maker) do not respond after three written invitations (on separate days) and no reply within 24 hours of the third, the meeting may proceed without them
- Discuss: Was homelessness or foster care a factor in the behavior?
- Document: Written evidence must support that the factors were not related to behavior
- Only then can you deem the student a Habitual Disciplinary Problem (HDP)

Final Notes for Compliance:

- Prioritize supportive interventions over exclusionary discipline for vulnerable students
- Ensure equity-focused practices, documentation, and collaboration
- Stay updated on your school's notification records for students in foster care or who are homeless

Discipline for Students with IEP or 504

When an incident occurs (same day)

- Stabilize safety; follow site response procedures
- Verify the student's status (IEP/504/general ed)
- Document facts, witnesses, interventions, and whether the IEP/BIP strategies were attempted
- If suspension is assigned, it may be no more than 5 school days for a single infraction for a student with a disability
- Notify parent/guardian same day; provide suspension paperwork

If the conduct involves any of the following, start Emergency Suspension process *(see next section)* and arrange an MDR

- Possession of a dangerous weapon
- Serious bodily injury to another
- Distribution of controlled substances

Intervene early (days 0–5)

- Do an informal review of the behavior and current IEP/BIP supports after each event
- Add progressive supports (check-ins, schedule tweaks, targeted instruction, de-escalation plan)
- If behavior recurs, consider convening the IEP team to adjust services/BIP and/or initiate/refresh an FBA

Track the clock (every time you suspend)

- Keep a precise cumulative count of suspension days this school year
- Strongly recommended: When the student reaches about day 6 cumulatively, schedule an MDR (don't wait for day 10)

Hold the Manifestation Determination Review (MDR) before the 10th cumulative suspension day – Please see "Unpacking the MDR" document from the Special Education Department

Participants: IEP team and parent/guardian. Answer and document both:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?
- Was the conduct the direct result of the LEA's failure to implement the IEP?

Act on the MDR outcome

If "Yes" (manifestation):

- Do not proceed with disciplinary removal that would change placement
- Return the student to the placement unless the team agrees otherwise or special-circumstance IAES applies
- Conduct/Revise FBA and BIP; adjust IEP services/support

If "No" (not a manifestation):

- You may apply the same discipline as for nondisabled peers (still honoring the 5-day per-incident limit)
- If using IAES (or continuing it), you may maintain the placement beyond 45 days when not a manifestation
- Continue FAPE: Provide services so the student continues progress toward IEP goals and, as appropriate, provide FBA/BIP services

During any removal/change of placement (including IAES)

- This is a change of placement; ensure continuity of IEP services (minutes, goals, progress monitoring)
- Provide/access instruction and related services per IEP in the new setting

"Habitual Disciplinary Problem" label (use extreme caution)

- Because MDR/IEP supports address patterns of behavior, this designation rarely applies to students with disabilities
- If patterns emerge, treat them through the IEP (services/BIP), not labeling. Consult central office before pursuing any habitual designation

Students with a 504

- Apply the same guardrails conceptually: consider manifestation, avoid improper changes of placement, continue services, and consult the 504 Coordinator for required procedures

Communication and documentation (ongoing)

- Provide required notices (PWN) and safeguard statements to parents/guardians
- Maintain: incident reports, suspension day log, MDR paperwork and rationale, IEP/BIP updates, IAES plan (if used), service logs, and parent contact records

Emergency Suspension – Guidance and Timelines for Students on IEPs

Step	Timeline	Description of Action	Paperwork Required	District Personnel Responsible
Student placed on emergency suspension	**By end of next school day after incident (or within 24 hours)**	Notify the Director of Behavior Hearings of the emergency suspension and need for an expedited behavior hearing.	Email notification	Principal or designee
Schedule the MDR meeting	**By end of next school day after incident (or within 24 hours)**	Contact the parent to schedule an MDR meeting. The MDR meeting must be expedited to ensure timeline is met and the student is not out of school for an indefinite period. **Review the "Unpacking the Manifestation Determination Process" for specific wording that can be used to explain the purpose of the MDR**	Prior Written Notice with meeting date identified	Special Education case manager
Behavior Hearing scheduled	**Within 48 hours of emergency suspension**	The Behavior Hearing is scheduled with the school and parent. The MDR should occur prior to the Behavior Hearing, so the school must coordinate with the Director of Behavior to ensure that the required events occur.		Director of Behavior
MDR meeting is held	**Within 3-4 days of emergency suspension**	****Review the "Unpacking the Manifestation Determination Process" for specific steps, actions, and required paperwork to conduct the MDR****	Manifestation Determination paperwork Revision IEP created in the event IEP changes are needed	Principal or designee School Psychologist Special Education case manager
Behavior Hearing is held	**Within 3-4 days of emergency suspension**	The Behavior Hearing is held with relevant team members. Location of Hearing can be at the school immediately following the MDR, or at another location and time in accordance with the timeline.	Behavior incident reports Other relevant information	Director of Behavior
Behavior Hearing Decision is made	**Within 24 hours of Behavior Hearing**	The Director of Behavior will issue the decision regarding the behavior and whether the student will be placed in an IAES.	Behavior Contract Formal letter	Director of Behavior
**This process and guidance applies to students who have an IEP or who are in the process of an evaluation for special education.*				

Habitual Disciplinary Problem (HDP) Identification and Plan of Behavior

Step 1: Identify Potential HDP Based on Student Behavior

A student 11 years or older may be deemed a Habitual Disciplinary Problem if all the following are met:

- Behavioral Criteria:
  - Student threatens or extorts (or attempts to) another student or staff member two or more times, or
  - Student has 5 significant suspensions (3+ consecutive school days) in one school year
- Plan of Behavior:
  - School has made reasonable efforts to develop a Plan of Behavior, but the student has not participated
- No Exemption Factors:
  - Homelessness was not a factor (must consult McKinney-Vento liaison or designated contact)
  - Foster care placement was not a factor (must consult school contact, counselor, or social worker)

Step 2: Issue Written Suspension Notice After Each Suspension

For every significant suspension (3+ consecutive school days), the school must provide written notice to parent/guardian or unaccompanied youth, which includes:

- Description of act and date
- Warning about 5 significant suspensions leading to HDP status
- Clarification for students with disabilities on manifestation determination
- A summary of the behavior plan process (see step 3)

Step 3: Develop a Plan of Behavior

Upon any significant suspension, school must:

- Invite parent/guardian and student to collaborate on a Plan of Behavior (regardless of age)

The plan must include:

- Restorative Academic Supports
- Restorative Behavior Supports
- Additional information provided below - Subject: Guidance for Progressive Discipline Plans

Step 4: Make the Determination

If criteria from Step 1 are met (behavior, failed plan, no exclusion factors):

- Principal must deem the student a Habitual Disciplinary Problem and complete the Universal Referral Form for a Behavior Hearing
- If the student is receiving special education, follow all IDEA guidelines, including manifestation determination before proceeding with long-term disciplinary action

Progressive Discipline Plan Guidelines

Step 1: Identify the Trigger

You must create a progressive discipline plan based on restorative justice when any of the following apply:

- Student has ≥5 cumulative suspension days in a school year (all types combined: in-school, out-of-school, removals)
- Student is removed/relocated from a classroom or school premises or suspended/expelled for 3+ consecutive days

Step 2: Check Suspension History in Infinite Campus

- When entering a suspension resolution, check total suspension days for the year (including the current incident)
- If the day count or specific incident matches a trigger, you must create or update the progressive discipline plan

Step 3: Timeline

- Within 2 school days after removal or suspension of 3+ days, the plan must be created and provided to the student and parent/guardian
- Plans should also be updated for each new suspension occurrence

Step 4: Required Plan Components (Restorative Justice Focus)

Your plan must include both:

- *Restorative Academic Supports* (how educational services will continue during removal; in-person option, location, coursework completion plan)
- *Restorative Behavior Supports* (interventions and services to improve behavior and repair harm)

Statutory required elements may include:

- Positive Behavioral Interventions and Supports (PBIS)
- A written Behavioral Intervention Plan (BIP)
- Referral to the IEP Team (as applicable) to:
    - Check fidelity of implementation
    - Adjust IEP if needed
- Referral to appropriate community-based services
- Conference with principal/designee and relevant personnel
- Determine need for school social worker referral

Step 5: Documentation in Infinite Campus

When entering a suspension:

- Go to Behavior Resolution – Details
- In the plan fields, record:
    - Restorative Academic Supports
    - Restorative Behavior Supports
- Reference the existing plan or note updates
- Document in the MTSS tab under behavior intervention

Step 6: Provide and Distribute the Plan

- Give the plan to:
    - Student and parent/guardian
    - Staff involved in carrying out interventions

Step 7: Follow Through and Monitor

- Implement the academic and behavior supports immediately
- Monitor progress (weekly or bi-weekly check-ins)
- Adjust interventions as needed

Temporary Alternate Placement (TAP)

Step 1: Immediate Action Upon Removal

- A student may be removed if their behavior seriously disrupts learning or staff duties
- The principal must:
    - Provide an explanation to the student
    - Offer the student an opportunity to respond
    - Notify the parent/guardian within 24 hours of the removal

Step 2: Required Conference (within 3 school days)

Must include:

- The student
- The parent/guardian (unless unaccompanied)
- The principal
- The teacher or staff who removed the student

Principal must provide oral and written notice of the meeting.

Conference Flexibility

- Parent/guardian may request a delay (within 3 school days); principal must accommodate and confirm in writing
- If parent refuses, principal must send written notice that parent waived the right to a conference

Step 3: Student Reentry Rules

- Student may not return until conference is held unless:
    - The delay is due to the parent/student

Step 4: During the Conference

- Teacher/staff/principal explains the reason for removal
- Student and parent can respond
- If the student is homeless or in foster care, the impact of this must be considered

Step 5: Principal's Recommendation

- After the conference (or within 3 days if no conference), the principal must recommend:
    - Return to the classroom, or
    - Continuation in temporary placement

Step 6: If Disagreement with Principal's Recommendation

- If the teacher/staff who removed the student disagrees with the principal's recommendation, the student stays in alternative placement
- The teacher/staff and principal provide written rationale to committee for their position
- The committee is convened immediately to review and decide the student's best placement

Step 7: Committee Options

The committee may:

- Return the student to the original classroom
- Recommend suspension
- Choose another appropriate disciplinary action

Committee Formation (by September 15 annually)

Each school must form a Temporary Alternative Placement Review Committee, which includes:

- Principal
- 2 teachers (selected by majority of teachers)
- 1 other staff member (selected by majority of staff)
- 1 teacher and one staff alternate

Note: Members may not serve more than 2 consecutive years.

In addition to other duties as assigned by the principal, the Progressive Discipline Committee should be responsible for:

- Review of the District wide progressive discipline plan and making recommendations for changes and/or additions as relevant
- Convening and reviewing principal decisions regarding temporary alternative placements
- Convening and reviewing disputes among staff regarding minor and major behaviors
- Convening and reviewing disputes among staff regarding "intent to commit bodily harm"

Threat Assessment & Safety Planning

Step 1: Stabilize and Ensure Safety

- If imminent danger: call School Police/911, initiate emergency procedures (secure/lockdown), and give medical aid if needed
- Calm and separate involved students; ensure continuous supervision of the student of concern

Step 2: Preserve Evidence

- Secure all information (screenshots, notes, drawings, messages, timestamps, reporter/witness names)
- Do not delete or alter content; follow district procedures before accessing devices

Step 3: Notify On-Site Team

- Involve site mental health staff (psychologist, counselor, or social worker)
- Identify admin and mental health staff to conduct the Threat Inquiry

Step 4: Conduct Threat Inquiry

- Interview reporters/witnesses first; then the student of concern to assess intent, means, targets, timing, and stressors
- Review history (behavior, supports, IEP/504) and gather credible information
- Document findings as you go

Step 5: Classify Concern

- Rate as Low, Medium, or High; record rationale
- Consult mental health staff if unsure

Step 6: Match Actions to Classification

- Low: Restorative/traditional responses, parent notification, short-term monitoring, document supports
- Medium: Safety Plan required, consult mental health team, consider Comprehensive Threat Assessment (CTA), add interim safety measures
- High: Safety Plan and immediate CTA, implement protective actions (supervision, restricted areas)

Step 7: Develop Safety Plan (Medium/High)

- Create with mental health team, parents/guardians, and student as appropriate
- Include: check-ins, supervision/restrictions, communication plan, means restriction, restorative actions, counseling/SEL supports, tech/social media expectations, monitoring schedule.
- Obtain signatures and share on a need-to-know basis

Step 8: Conduct CTA (if indicated)

- Led by school psychologist with parent consent
- Interview student, parents, staff, and others as appropriate; review records/evidence
- Update Safety Plan based on findings

Step 9: If Parent Declines Consent

- Document refusal; proceed assuming possible plan and means
- Increase protective measures; consult District Psychological Services; maintain frequent family contact

Step 10: Decide on Setting

- Keep student in current school, if possible, with Safety Plan
- If risk is high and plan cannot be implemented, use referral process for alternative placement; continue education/supports

Step 11: Coordinate with Law Enforcement

- If crime, weapons, or credible threat, consult School Police per policy while continuing assessment/planning

Step 12: Communicate

- Keep parents/guardians informed; explain expectations/supports to student; brief only staff who must implement plan

Step 13: Document

- Maintain all notes, rationale, consent forms, CTA reports, Safety Plan, communications, follow-ups, and evidence per guidelines

Step 14: Implement & Monitor

- Assign case manager; begin plan; monitor fidelity; review and adjust as needed

Step 15: Close or Continue

- When risk is reduced, document closure and inform relevant staff/parents; transition to routine supports if needed

Get Help

- For consultation, training, or CTA support, contact the Department of Psychological Services

Discipline for Simulating or Depicting Firearms/Dangerous Weapons

General Prohibition

- *Applies to*: Pupils in Kindergarten – Grade 8
- *Rule*: Students may NOT be disciplined for:
    - Simulating a firearm or dangerous weapon while playing
    - Wearing clothing or accessories that:
        - Depict a firearm or dangerous weapon, or
        - Express an opinion regarding a constitutional right to keep and bear arms
- *Exception*: Discipline is allowed only if the behavior:
    - Substantially disrupts the educational environment
    - Creates a risk of harm to another person
    - Places another person in reasonable fear of harm

Definition – "Simulating" a Firearm or Dangerous Weapon

Includes, but is not limited to:

- Food items:
    - Brandishing a partially consumed pastry or other food to mimic a firearm or weapon
- Toy weapons:
    - Toy firearm/weapon 2 inches or less in length
    - Toy firearm/weapon made from plastic snap-together building blocks
- Gestures:
    - Using a finger or hand to imitate a firearm or weapon
- Images:
    - Drawing a picture or possessing an image of a firearm or weapon
- School supplies:
    - Using a pencil, pen, or other writing/drawing implement to simulate a firearm or weapon

Behavior Hearing Process

Removal of students to Interim Alternative Educational Settings (IAES) occurs infrequently. This is in part because the behavior that results in this sort of educational setting change is extreme and most typically affects the safety of the school community. The following assumes that one of several behaviors has occurred to include:

- Possession of a dangerous weapon
- Battery of a staff member or student causing bodily harm
- Distribution of a controlled substance
- Habitual discipline problem, or
- A behavior which substantively affects the health and safety of a school community (e.g. can include a threat). Note that this requires extraordinary circumstances.

Step 1: Emergency Suspension:

- Student is placed on an emergency suspension. A site administrator can consult with the Hearing Officer prior to making an emergency suspension as necessary.
- The site administrator can always use an emergency suspension and revise that to an out-of-school suspension if after speaking with the Hearing Officer the student behavior does not warrant a hearing

Step 2: Parent/guardian Notification:

- The student's parent/guardian should be contacted immediately or as soon as physically possible if a child is placed on suspension
- The parent/guardian(s) should receive information regarding what to expect next if a student is emergency suspended (see steps 4 and 5; parent/guardian should expect to participate in an MDR when relevant and a hearing within 5 school days)

Step 3: Universal Referral:

- The site administrator should use the Universal Referral System to request a hearing. This is a critical process to best ensure proper handling and a most timely hearing date.
- Classwork should be provided to students while they wait for a hearing to be scheduled

Step 4: Manifestation Determination Review (MDR):

- If a student has an IEP, every attempt should be made to conduct an MDR within 5 school days and prior to the scheduled hearing
- In rare circumstances a hearing may be conducted before an MDR is completed, but the final determination will be pending until an MDR is completed

Step 5: The Hearing:

- Hearings are attended by the referring school, the student, and their family in addition to central office administration. Ultimately, the Hearing Officer decides whether the student returns to the referring school or is transitioned to an IAES and for how long.
- During the hearing, the Hearing Officer allows the referring school to describe the situation, the student behavior that occurred, and any known impact from the behavior. The Hearing Officer then allows the student to respond and to share what they believe occurred and any mitigating circumstances. Parents/guardians are also able to share what they believe occurred and/or any mitigating circumstances.
- The Hearing Officer can make a decision at the time of the hearing. However, in many instances the Hearing Officer will take up to 24 hours to make a final decision.
- Parents/guardians and schools can appeal the decision of the Hearing Officer. However, until the appeal is heard by the appropriate central office administrator, the decision stands. For example, if the Hearing Officer determines that a student should be enrolled at an IAES, enrollment should occur immediately and only reversed after a successful appeal.

Step 6: The Contract:

- Once the Hearing Officer renders their decision, within 72 hours the Hearing Officer finalizes a written contract sending that contract to the parent/guardian, the referring school (via IC), and to the IAES administrator (via Teams) should an IAES placement be the decision.
- The contract specifies the duration of the IAES placement and/or the period of time the student's behavior will be monitored should they be returned to the referring school. Key responsibilities of the referring school staff and the IAES staff will be outlined.

- Durations: Generally speaking, IAES placements for possession of a dangerous weapon are for 180 school days and IAES placements for other student behaviors are for 90 days. If a student is on an IEP and the MDR indicates that the behavior in question is a manifestation, the length of placement is 45 days for all the above referenced behaviors. If a student is designated as homeless or in foster care, and the behavior is determined to be related to this, the length of the placement would be for ≤ 45 school days for all the above referenced behaviors.

Step 7: IAES Support and Transition Planning

Create a Support Plan

- Referring school administration collaborates with IAES administration and parents/guardians
- Include:
  - Educational programming (academic supports)
  - Social-emotional learning (skills for managing emotions)
  - Behavior programming (strategies to address behavior needs)
- Goal: Help the student overcome barriers, improve self-control, and re-engage in learning

Transition Timing

- Students will transition back from IAES at optimal times, such as semester or quarter breaks
- This may mean staying at IAES slightly longer or shorter than the 180/90/45-day cut-off
- Any change in length of stay must be discussed in advance with site administrators, parents/guardians, and the Superintendent

Transition Back to Referring School

- Develop a transition plan that includes accommodations, interventions, and strategies for success
- Schedule regular check-ins and maintain communication between referring school and IAES (per contract step 6)

Ongoing Monitoring

- Send all plans (support or transition) to the Hearing Officer
- Hearing Officer monitors student progress and school adherence to the plan

Law Enforcement

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. When an emergency requires immediate action prior to an officer being able to respond, follow-up information shall be provided to School Police in a timely fashion. Officers will complete a criminal report for incidents that involve an arrest, citation, or referral.

Criminal Offenses

Criminal Offenses, as defined in applicable laws, regulations, and/or ordinances, shall be reported to the School Police or local law enforcement (if the action was outside of the jurisdiction of School Police). Additionally, such offenses may result in disciplinary action by the school administrator.

Examples of criminal offenses include, but are not limited to:

- ALCOHOL: The possession, sale, furnishing and/or distribution of alcohol
- ARSON: The intentional setting of fire
- ASSAULT: Unlawfully attempting to use physical force against another person; or intentionally placing another person in reasonable apprehension of immediate bodily harm
- BATTERY: Willful offensive touching without consent or willful application of force to another person

- 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
- BURGLARY: Illegal entry onto the property of another with the intent to commit a crime
- DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another
- DISTURBING THE PEACE: Willfully and maliciously disturbing the peace of any person, including interfering with, disrupting or disturbing the normal operation of the school or the safety of persons on campus
- EXPLOSIVE DEVICES: The possession, sale, furnishing, distribution, or use of explosive or incendiary devices, to include fireworks
- FALSE FIRE ALARMS: False reporting of a fire or transmission of fire alarm signal knowing it to be false
- HARASSMENT: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to feel threatened, intimidated, or harassed. This includes, but is not limited to, making threats of bodily harm or property damage, subjecting the person to confinement or restraint, or engaging in conduct intended to cause substantial emotional or physical harm, where the victim reasonably fears the threat will be carried out.
- INDECENT EXPOSURE: The intentional exposure of one's genitals or intimate parts in a public place, or in the presence of others who may be offended, under circumstances where such exposure is indecent, obscene, or contrary to local moral standards
- LARCENY: Stealing, taking, carrying away property of another
- MARIJUANA / NARCOTICS: The possession, sale, use, furnishing or distribution of marijuana and/or any other controlled substance
- NARCOTICS PARAPHERNALIA: The possession, sale, use, furnishing or distribution of narcotics paraphernalia
- RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty
- ROBBERY: The unlawful taking of personal property from another person or in one's presence, against one's will, by means of force, violence, or fear of injury
- SEXUAL MISCONDUCT: Any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. A person of any gender can commit sexual misconduct, and it can occur between people of the same or different gender.
- 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
- TRESPASS: To be upon the property of another without permission of the owner and to stay upon it after warning. This includes being on school property or at a school function while under suspension from school
- WEAPONS: It is unlawful for any person to possess, conceal, carry, brandish and/or use any weapon, as defined by state or federal laws and regulations, commonly known as a knife, blackjack, slingshot, Billy club, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon while on District property or at a District-sponsored activity. For the purpose of this section, nunchakus are included herein. This includes brandishing a weapon in a rude, angry or threatening manner or to use it in any fight or quarrel.

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.

Student Rights, Privacy and Safety Procedures

Students' Rights and Responsibilities

- The student has a right of privacy in their person, their personal belongings and effects and their personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm, and orderly school environment
- 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

Questioning a Student

- Prior to questioning a student regarding behavior that could result in a school transfer, a significant long-term suspension (3 days or more), or expulsion, a school or District administrator must attempt to contact the student's parent or legal guardian. However, school or District administration is under no obligation to contact a student's parent or legal guardian prior to questioning a student if exigent circumstances exist, such as the threat of destruction of evidence or District property, or if there is a risk to the health, safety, and welfare of the student(s) or school community.
- Prior to questioning by school police, the parent/guardian shall be contacted unless there is a risk to the health, safety, and welfare of the student(s) or school community. If circumstances prohibit this initial notification, the parent/guardian shall be informed immediately afterwards.

Searches

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

Reasonable Suspicion

- In those cases, requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by school district rules, regulations or policies will be found
- A reasonable suspicion is a subjective, good faith belief supported by objective facts, which may include, but are not limited to, the student's age, history and record in the school, the seriousness of the reported conduct and the potential threat to the safety of the students and staff, there liability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school
- The "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk, or locker is to be searched and such suspicion must arise immediately prior to the propose search

Limitations on Right of Privacy: Lockers and Desks

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

Canine Sniffs

- The school district may conduct canine sniffs of school property or District sponsored events utilizing a law enforcement canine unit
- 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
- If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that an individual has in their 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

Role of Law Enforcement Agencies

- 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
- 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

Duty to Warn

Certain staff should be informed when they will be in regular contact with a student who has engaged in violent criminal behavior in the past 3 years (adjudicated behavior). To ensure compliance, site administrators are encouraged to seek guidance from central office administration including General Counsel and School Police.

Corporal Punishment / Aversive Interventions

Corporal punishment on any student by any staff member of the Washoe County School District is prohibited.

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

Restitution for Damages or Theft

- 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
- This requires taking into consideration the age and background of the student, the specific nature of the offense and other circumstances, but does not allow condoning such action in any way
- Any student who steals district property, enters a locked building or enclosure, or destroys or defaces any district property shall be subject to suspension, transfer, expulsion or other disciplinary action
- 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
- The student and his or her parent(s)/guardian(s) shall be held responsible within the limits of the law for restitution for damages to district property. Students and parent(s)/guardian(s) are responsible for instructional supplies and material loaned to students. Willfully and maliciously injuring, marking or defacing any public property is illegal.
- The principal may deal with minor damage, that which does not exceed $500, in a manner he/she deems most suitable
    - 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.
    - If the damage exceeds $500 and the student and their parent(s)/guardian(s) do not voluntarily make restitution, the Risk Management Office will pursue recovery of costs and will seek advice and/or assistance from legal counsel, as needed
    - 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 their parents/guardians, parents/guardians may have the right to retrieve the item. If the object is collected by school police or other law enforcement as evidence, the family will have to request retrieval from law enforcement, and this will most likely be delayed until after the investigation and criminal matter is resolved. If confiscated by school administration, but the event does not involve law enforcement, the family may request to retrieve their possession from school administration. If the object is returned and the student is found in possession of the same object or similar item in the future, that object may be returned to the family at the end of the school year.

Subject: Bus Transportation

Middle and High School Citation Protocols

Step 1: The bus driver will issue a Citation for repetitive minor behaviors and severe offenses
Step 2: The transportation supervisor will send the citation to the school administrator to take appropriate action for the offense and contact the parent/guardian
Step 3: The administrator will then provide the transportation supervisor with a copy of the completed citation once the level of discipline has been determined

- 1st Citation – Detention or other school site consequence
- 2nd Citation – Transportation suspended 1-3 days
- 3rd Citation – Transportation suspended 5-10 days
- After the loss of transportation privileges for 10 days or more a conference should be held with the parent/guardian, school administrator, and transportation supervisor to discuss a safety behavior plan before transportation services resume
- 4th Citation – Transportation suspended for 30 days, remainder of a semester, or school year

Elementary Level Conduct/Citation Protocols

Conduct Reports- Used for Elementary Students only

- The Conduct Report is used to provide feedback to parents from the bus driver about how their student is behaving on the bus. The report will show students strengths on safe ridership as well as areas of improvement needed. The driver will fill out the conduct report and it will be sent to the school administration by the transportation supervisor for that school. The administrator will then discuss the behaviors with the student and inform the parents. The administrator can then reward the positive behaviors and improvements or administer Tier 1 practices and Tier 2 interventions and consequences.

Citations- Elementary Students

Step 1: The bus driver will issue a Citation for repetitive minor behaviors and severe offenses

Step 2: The transportation supervisor will send the citation to the school administrator to take appropriate action for the offense and contact the parent/guardian

Step 3: The administrator will then provide the transportation supervisor a copy of the completed citation once the level of discipline has been determined

- 1st Citation – Warning issued to student (unless severe)
- 2nd Citation – Detention (unless severe)
- 3rd Citation or Severe Citation – Transportation suspended for 1-3 days
- 4th Citation or Severe Citation – Transportation suspended for 5-10 days
- After the fourth citation or 10 day loss of bus privileges a conference should be held with the parent/guardian, school administrator, and transportation supervisor to discuss a safety behavior plan before transportation services resume
- 5th Citation – Transportation suspended for 30 days, remainder of a semester, or school year
- Severe offences should result in a suspension from the bus regardless of a first time offense

See the Department of Transportation web page at https://www.washoeschools.net/Domain/73 for a complete listing of transportation rules, safety precautions, and other considerations.

Behavior Matrix

Purpose

- Identify **major infractions** with descriptions, special considerations, and statutory references
- Provide guidance for progressive discipline and intervention

Event Groupings

- Infractions that may lead to Interim Alternative Educational Setting (IAES)
  - Weapons
  - Battery
  - Distribution of controlled substances
  - Habitual discipline issues
  - Significant threats to health/safety
  - Extortion
- Violent or Dangerous Behaviors
- Disruptive Behaviors
- Procedural Violations
- Progressive Action Structure
  - Required actions listed for each event
  - Recommendations for 1st, 2nd, and 3rd offenses
  - Continued progressive steps for 4th, 5th, etc. offenses
  - Multiple disciplinary options provided to allow professional judgment

Principles for Administrator Decision-Making

- Professional Judgment
  - Treat each behavior discretely unless behaviors are associated and warrant linked consideration
- Developmental Factors
  - Consider age, grade level, and maturity
  - Example: Handling of a fight between 1st graders vs. 7th or 12th graders
  - Adjust discipline accordingly (e.g., send home early vs. multi-day suspension)
- Communication with Students
  - Clearly outline consequences and next steps if behavior continues
  - Match communication style to student developmental readiness

Guidance on Suspension and Alternatives

- Preference for Alternatives to Out of School Suspension (OSS)
  - Maintain educational continuity
  - Use OSS only as last resort:
    - When other measures fail
    - When safety/well-being is at serious risk
  - Deferred suspension should not be used
- OSS Removal Recommendations
  - Follow as guidelines, not rigid rules
  - Consider specific circumstances and precipitating factors

Factors for Consideration in Discipline

- Perceived Intent
  - Intent to cause harm during battery = treat as if harm occurred
  - Accidental harm can lessen disciplinary severity
- Severity and Context
  - Weigh injury, disruption, and prior history

Interventions/Supports

- General Recommendations
  - Listed under each infraction
  - Keep general to allow school flexibility
- School Inventory
  - Develop and maintain a list of available interventions/supports
  - Include restorative practices in safety, behavior, and support plans
- District Support
  - Schools can request help with building interventions and securing training

<table>
<tr><th colspan="4">EVENTS THAT PROMPT BEHAVIOR HEARINGS AND POTENTIAL IAES PLACEMENTS</th></tr>
<tr><td colspan="4">POSSESSION / USE OF A WEAPON, AIR GUN, TASER, FIREARM, CO2 AIR GUN, COMBUSTIBLES AND EXPLOSIVES</td></tr>
<tr><td>Required Action:
• Contact School Police
• Notify parent/guardian of emergency suspension and their right to appeal
• Place on emergency suspension (up to 5-days)
• Contact Behavior Hearings Director and submit universal referral
• Conduct Manifestation Determination Review
• Participate in behavior hearing</td><td colspan="3">Optional Action:</td></tr>
<tr><td rowspan="2"></td><td>1st Incident
Recommend IAES placement
Recommend exception to an IAES placement</td><td colspan="2">2nd Incident
Recommend IAES placement</td></tr>
<tr><td colspan="3">Intervention/Support</td></tr>
<tr><td></td><td>Develop safety & support plan
Violence Intervention
Develop transition plan</td><td colspan="2">Revise safety & support plan
Violence Intervention
Develop transition plan</td></tr>
<tr><td colspan="4">DISTRIBUTION OF CONTROLLED SUBSTANCE (The selling of controlled substances, or items represented to be controlled substances, between two or more people)</td></tr>
<tr><td>Required Action:
• Contact School Police
• Notify parent/guardian of emergency suspension and their right to appeal
• Place on emergency suspension (up to 5-days)
• Contact Behavior Hearings Director and submit universal referral
• Conduct Manifestation Determination Review
• Participate in behavior hearing</td><td colspan="3">Optional Action:</td></tr>
<tr><td rowspan="2"></td><td>1st Incident
Recommend IAES placement
Recommend exception to an IAES placement</td><td colspan="2">2nd Incident
Recommend IAES placement</td></tr>
<tr><td colspan="3">Intervention/Support</td></tr>
<tr><td></td><td>Develop safety & support plan
Substance Abuse Intervention
Develop transition plan</td><td colspan="2">Revise safety & support plan
Violence Intervention
Develop transition plan</td></tr>
<tr><td colspan="4">BATTERY OF DISTRICT EMPLOYEE OR FELLOW STUDENT, CAUSING INJURY (The willful and unlawful use of force upon a district employee or student. For a student with an IEP, the federal definition of severe bodily harm affects allowable discipline)</td></tr>
<tr><td>Required Action:</td><td colspan="3">Optional Action:</td></tr>
<tr><td rowspan="3">• Contact School Police
• Notify parent/guardian of emergency suspension and their right to appeal
• Place on emergency suspension (up to 5-days)
• Contact Behavior Hearings Director and submit universal referral
• Conduct Manifestation Determination Review
• Participate in behavior hearing</td><td>1st Incident
Parent/guardian Conference
Suspension (1-3 days)
Consultation with Behavior Hearings Director
Contact School Police</td><td>2nd Incident
Parent/guardian Conference
Suspension (2-4 days)
Consultation with Behavior Hearings Director
Contact School Police</td><td>3rd Incident
Recommend IAES Placement</td></tr>
<tr><td colspan="3">Intervention/Support</td></tr>
<tr><td>Develop safety & support plan Violence Intervention
Develop transition plan</td><td>Revise safety & support plan
Violence Intervention
Develop transition plan</td><td></td></tr>
</table>

HABITUAL DISCIPLINE PROBLEM (When a student commits 5 significant suspensions; or threatened or extorted another student or staff member two or more times) *Significant suspension is an out of school suspension of 3 or more days. **Note, 2nd and 3rd incidents don't require 5 additional suspensions. If a student fails to substantially adhere to a behavior plan, or commits similar behaviors following a placement change, this can qualify.			
Required Action:	**Optional Action:**		
• Notify parent/guardian of emergency suspension and their right to appeal • Place on emergency suspension (up to 5-days) • Contact Behavior Hearings Director and submit universal referral. • Conduct Manifestation Determination Review • Participate in behavior hearing	**1st Incident** Recommend IAES placement Recommend exception to an IAES placement (requires Superintendent approval)	**2nd Incident** Recommend IAES placement	**3rd Incident**** Recommend IAES placement
	Intervention/Support		
	Develop safety & support plan Functional Behavior Assessment Develop transition plan	Revise safety & support plan Functional Behavior Assessment Develop transition plan	Revise safety & support plan Functional Behavior Assessment Develop transition plan
THREATS TO THE HEALTH & SAFETY OF STAFF, STUDENTS OR THE SCHOOL COMMUNITY (Any communication verbal or physical, or through an electronic device, that would cause the impression of danger or harm to district employees or students)			
Required Action:	**Optional Action:**		
• Conduct threat inquiry • As determined by threat inquiry, obtain parent/guardian consent for comprehensive threat assessment • Develop safety plan as function of comprehensive assessment • Conduct Manifestation Determination Review • Complete emergency suspension and universal referral if safety plan cannot be executed	**1st Incident** Parent/guardian Conference Suspension (1-3 days) Consultation with Behavior Hearings Director Contact School Police	**2nd Incident** Parent/guardian Conference Suspension (2-4 days) Consultation with Behavior Hearings Director Contact School Police	**3rd Incident** Recommend IAES Placement
	Intervention/Support		
	Develop safety & support plan Violence Intervention Develop transition plan	Revise safety & support plan Violence Intervention Develop transition plan	Revise safety & support plan Violence Intervention Develop transition plan

EXTORTION OR THREAT OF EXTORTION (Obtaining something, especially money, through force or threats)			
Required Action:	**Optional Actions**		
• Contact school police • Notify parent/guardian • *Contact Behavior Hearings Director and submit universal referral	1st Incident Parent/guardian Conference Suspension (2-4 days) Consultation with Behavior Hearings Director	2nd Incident Parent/guardian Conference Suspension (3-5 days) Consultation with Behavior Hearings Director *Classify as Habitual Discipline	3rd Incident *Classify as Habitual Discipline Recommend IAES placement Recommend exception to an IAES placement. (requires Superintendent approval)
	Intervention/Support		
	Safety & support plan Counseling Violence Intervention	Revise Safety & support plan Counseling Violence Intervention Transition plan as relevant	Revise Safety & support Plan Violence Intervention Develop Transition plan Transition plan as relevant

VIOLENT/DANGEROUS BEHAVIORS
***ARSON** (The intentional setting of fire) ***ASSAULT, including SEXUAL ASSAULT, VIOLENCE OR HARM TO STAFF** OR STUDENT** (A harm which results in the bodily injury of an employee or student of the school below the threshold of battery) **If the principal determines that the assault was done with an intention to cause bodily harm, consult with the Behavior Hearings Director. **BULLYING / CYBERBULLYING** (Harm or threat of harm to a person or their property, impersonation, misrepresentation, or the spreading of harmful information about someone, generally with an imbalance of power and/or protected class; action is unwanted; action is severe, persistent or pervasive. ***DAMAGE / DESTRUCTION OF SCHOOL PROPERTY AT OR IN EXCESS OF $500.00** (Willfully or maliciously destroying or injuring property of another) **DISCRIMINATION BASED ON RACE** (any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general based on race, color, culture, religion, language, ethnicity, or national origin that causes harm or hostile learning environment, which may include jokes, threats, physical altercation or intimidation, and which occurs in person, on-line, or in any other setting) **FIGHTING / PHYSICAL AGGRESSION** (The mutual use of physical force, which includes striking both with hands and feet, or other body parts. This also includes biting, scratching, and other aggressive actions. If a student uses physical force to defend against battery, that is not considered fighting/physical aggression but self-defense and may not warrant disciplinary action) ***HARASSMENT / INTIMIDATION** (To use harm or threat of harm to compel a person to abstain from doing, or to do, any act which they have a right to do; treating an individual unfavorably because of a perceived disability, membership in a certain race, religious group, gender, and sexual orientation. This includes but is not limited to unwanted sexual advances, obscene remarks, requests for sexual favors, and other verbal or physical harassment of a sexual nature, including stalking) **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) **POSSESSION / USE OF A WEAPON NOT MEETING STATUTORY DEFINITION OF A DANGEROUS WEAPON** (If uncertain, contact school police immediately) ***POSSESSION / USE OF A CONTROLLED SUBSTANCE AND OR ALCOHOL – including THC vape pens** (The possession or use of items used to inhale, ingest, or by any other means introduce a controlled substance or alcohol into the body, to include being under the influence on school property, district vehicle, or at a school sponsored event) ***SEXUAL MISCONDUCT** (Not limited to unwanted sexual advances or propositions, requests for sexual favors, using electronic devices to transmit or record nudity or sexual acts, stalking, unwanted touching, threatening to or actually sexually harming someone, dating violence, and other verbal or physical harassment of a sexual nature (Must contact the Title IX Coordinator / Department of Civil Rights Compliance immediately for guidance prior to initiating an investigation)

Required Action:

- *Asterisked behaviors may constitute a violation of law and school police must be contacted
- Notify parent/guardian

Optional Action:

1st Incident	2nd Incident	3rd Incident
Parent/guardian Conference Restorative Conference Suspension (1-5 days) Consultation with Behavior Hearings Director Contact Department of Civil Rights Compliance Loss of privilege School beautification Restitution	Parent/guardian Conference Restorative Conference Suspension (3-5 days) Consultation with Behavior Hearings Director Contact Department of Civil Rights Compliance Loss of privilege School beautification Restitution	Parent/guardian Conference Suspension (3-5 days) Restitution Consultation with Behavior Hearings Director Contact Department of Civil Rights Compliance
Intervention/Support		
Develop safety & support plan Counseling Violence Intervention Develop transition plan Substance Use Intervention	Revise safety and support plan Counseling Violence Intervention Develop transition plan Substance Use Intervention Behavior/DIAT support	Revise safety & support plan Counseling Violence Intervention Develop transition plan Substance Use Intervention Behavioral/DIAT support

DISRUPTIVE BEHAVIORS

***DAMAGE / DESTRUCTION OF SCHOOL PROPERTY LESS THAN $500.00** (Willfully or maliciously destroying or injuring property of another)

DECEPTION (The willful act of providing false or misleading information that creates an unsafe condition on a campus)

DISREGARD FOR SCHOOL RULES INCLUDING INAPPROPRIATE LANGUAGE (Violations of the rules of the school as outlined in the parent/student handbook or disseminated by the individual school to include use of inappropriate language when addressing or confronting another individual or group of individuals (does not include other violations listed in this matrix))

DISTURBANCE OF SCHOOL ACTIVITIES / INSTRUCTION / DISTURBANCE OF THE PEACE (Conduct which interferes with the educational process. Willfully disturbing the peace of a person. Intentionally or willfully interfering with or disturbing persons in the school)

***GANG RELATED BEHAVIOR / GANG ACTIVITY** (Involvement or potential involvement in any activity representing a group involved in illegal activity)

***THEFT / POSSESSION OF STOLEN PROPERTY** (Intentionally receiving, taking, or possessing property of another without the owner's permission)

TOBACCO VIOLATION – including non-THC vape pens (Possession or use of any nicotine delivery devices which includes cigars, cigarettes, electronic cigarettes, mods, chew, snuff, pipes, hookahs, etc)

Required Action:

- *Asterisked behaviors may constitute a violation of law and school police must be contacted
- Notify parent/guardian

Optional Action:		
1st Incident Restore at the Door Restorative Conference Suspension (1-2 days) School beautification Restitution	**2nd Incident** Restorative Conference Parent/guardian Conference Suspension (1-5 days) School beautification Restitution	**3rd Incident** Parent/guardian Conference School beautification Suspension (3-5 days) Restitution
Intervention/Support		
Develop safety & support plan Counseling	Revise safety & support plan Counseling Behavioral/DIAT support	Revise safety & support plan Counseling Behavioral/DIAT support
PROCEDURAL VIOLATIONS		
ACADEMIC INTEGRITY-CHEATING PLAGIARISM (Cheating is the improper taking of information from and/or giving information to another student, individual, or other source. Obtaining, seeking to obtain, or aiding another student to obtain credit for work by a deceptive or dishonest means. Plagiarism is representing another's work or ideas as your own without credit to the proper source and submitting it for any reason) **ATTENDANCE / HABITUAL TRUANCY** **NIAA SUBSTANCE USE VIOLATION** (See NIAA Substance Abuse Policy)		
Optional Action:		
1st Incident Restore at the Door Restorative Conference School beautification Participation suspension pursuant to NIAA regulations	**2nd Incident** Restorative Conference Parent/guardian Conference School beautification Loss of Privilege Participation suspension pursuant to NIAA regulations	**3rd Incident** Parent/guardian Conference School beautification Loss of privilege Suspension (1-2 days) Participation suspension pursuant to NIAA regulations
Intervention/Support		
Develop safety & support plan	Revise safety & support plan Counseling Behavioral/DIAT support	Revise safety & support plan Counseling Behavioral/DIAT support

Appendix A: GLOSSARY OF TERMS

CIT	Refers to the federal Children in Transition program supporting student's without a home.
DIAT	District Intervention Assistance Team which is a district level support team, including cross-agency representatives, for schools to discuss challenging student cases.
Disproportionality	The overrepresentation or underrepresentation of specific student groups in various educational categories or outcomes. Addressing disproportionality involves analyzing data, identifying contributing factors, and implementing strategies to ensure fair and equitable treatment for all students.
Emergency Suspension	Students excluded from school pending a hearing to discuss their behavior and the most appropriate educational setting to support them.
FAPE	Federal requirement for a Free and Appropriate Public Education.
FBA	Functional Behavior Assessment. A process schools use to figure out what is causing challenging behavior.
FERPA	Family Educational Rights and Privacy Act.
IAES	Interim Alternative Education Setting.
IEP	Individualized Education Program refers to the written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.
Major Behavior	Includes violent, disruptive, and procedural violations which warrant immediate response from school and/or district administration.
Minor Behavior	Disruptive behaviors that distract from learning but generally do not significantly violate the rights of others, and that require immediate response from staff.
MDR	Manifestation Determination Process which is a review of behavior and its association to a student's disability.
MTSS	Multi-Tiered System of Supports or a tiered problem-solving framework.
PBIS	Positive Behavior Intervention and Supports which is a set of practices designed to manage and shape positive student behavior.
Progressive Discipline Committee	School-based committee required by Nevada Statute which must include a school's Principal or their designee, two teachers and one alternate teacher, and one classified staff member and one alternate classified staff member
PTR	Prevent-Teach-Reinforce. A standardized and individualized model for school-based interventions
Restorative Practices	A set of practices designed to build community and to repair harm and reconstitute community after harm to the community has occurred.
School Climate	Refers to the learning environment including perceptions of physical, emotional and social safety. Inclusive, welcoming, and valuing learning environments are associated with increased academic performance.
SEL	Social Emotional Learning and five competencies (self-awareness, self-management, other-awareness, relationship building, and responsible decision making).
Significant Suspension	Out of school suspensions of 3 days or longer.
TAP	Temporary Alternative Placements which can include in-school suspensions
Threat Assessment	This is step two of the comprehensive threat assessment process. The threat assessment is designed to better understand a student's threat and to build a safety plan.

Threat Inquiry	This is step 1 in the comprehensive threat assessment process and is an initial evaluation, often conducted by the principal, that determines if a threat is transient or of greater concern.
Universal Referral	A District process for requesting central office support with behavior, attendance, mental health, and/or academics.
Section 504 Plan	Section 504 Plan refers to the written document which provides accommodations, aids or services to students who have been determined to have a physical or mental impairment which substantially limits one or more major life activities and need accommodations, aids or services because of their disability so they can access and benefit from their education.

Appendix B

WASHOE COUNTY SCHOOL DISTRICT FORM FOR APPEAL OF SIGNIFICANT SUSPENSION OR EXPULSION

Any Washoe County School District enrolled student who has been suspended for 3 school days or more, or who has been expelled from the Washoe County School District may file an appeal to the Washoe County School District hearing officer within 5 school days from the date of receipt of this suspension paperwork. Please complete the information below and submit this form to Lindsay Kendrick via email at lkendrick@washoeschools.net or by mail at 380 Edison Way Suite 102, Reno, NV 89502. The email copy must be received by the 5th school day from the date of receipt of the suspension paperwork and the mail copy must be postmarked by the 5th school day from the date of the receipt of the suspension paperwork. The information below must be completed in its entirety and signed and dated to be accepted for appeal review. If the student is over the age of 17, the paperwork must be completed and signed by the student. Please also understand that if the hearing officer overturns the suspension, the remedy will be amendment and/or removal of the suspension/behavior entry in the student's education records. The decision of the hearing officer is final.

Name of Student:_____

Name of School: _____

Date of Incident Resulting in Discipline: _____

Date of Receipt of Suspension/Expulsion Paperwork: _____

Summary of Discipline Being Appealed: _____

_____

_____

_____

_____

_____

Summarize the facts and arguments which support your appeal and why you believe the discipline should be overturned. You may attach any documents or other evidence that supports your position: _____

_____

_____

In signing below, I certify that I am the parent or legal guardian of the student whose discipline is being appealed and that the information in this form is true and accurate based on my knowledge and the information available to me.

Name: _____ Signature: _____

Date:_____

Appendix C

Inspire Pathway Guidance

Interim Alternative Education Setting (IAES):

Students may ONLY be placed at Inspire as an Interim Alternative Education Setting (IAES) after a behavior hearing and determination from the WCSD Behavior Hearing Officer. Inspire is currently WCSD's 6th grade – 12th grade IAES.

Before placement at Inspire:

-For certain offenses that could be considered threats to the safety of students and employees - i.e. specific threats, severe battery, or statutory weapon offenses wherein there was intent to bring the weapon to school for use against another individual, the sending school will complete a safety screener/threat assessment to collect data on the level of threat.

- Prior to any removal and placement at Inspire, staff will process an emergency suspension within 24 hours of the incident occurring per guidance from the Behavior Manual. The student and family will have a disciplinary hearing with the WCSD Behavior Hearing Officer and the sending school. The intent is to hold this hearing within five school days of the incident.

- The WCSD Behavior Hearing Officer will host a hearing to include the student and family, referring school administration, and, when appropriate, Inspire administration. The Director will make a placement determination at the conclusion of the hearing or within 24 hours.

-Following the determination of the WCSD Behavior Hearing Officer, the Director will share the contract with the student, family, and administration from both the referring school and Inspire. The contract will include a withdraw date from the sending school and enrollment date for Inspire which will be no longer than two days from the date of the hearing officer's decision. Attendance coding will be marked as SUS unless otherwise determined by the Attendance Coordinator. Sending schools will complete a withdraw form to include transfer grades. The contract will also include the contract start date and the contract end date indicating when the student will be enrolled back at their zoned school. Enrollment will be no longer than two days from the contract end date specified. The contract will include the following statement:

"Should the student fail to comply with the above mandates or be involved in any major behavioral incidents, it is possible that a temporary removal from school or WCSD will be recommended as long as this does not result in a violation of FAPE for students on an IEP or 504. (Any behavioral or disciplinary related actions or sanctions being taken with any student who is participating in a program of Special Education, must comply with the Individuals with Disabilities Education Act and Nevada Administrative Code.) If an extension is warranted, this will be decided at the Area Superintendent level."

Inspire Transition & Intake Process:

- If a student is placed into Inspire, a transition team will meet to discuss a student support plan that addresses behaviors expectations and supports to be followed while at Inspire. (See Embedded Pathway Supports on pg. 2.) The team will consist of an administrator from the sending school, administrator from Inspire, the student, guardian, and other team members as appropriate.

At this meeting the team will calendar all needed progress update meetings. The student and family will sign the student support plan.

While At Inspire:

-While the student is attending Inspire, there will be regular check-ins by the Inspire and zoned/sending school administration. To the extent practical, the student and parents should be included.

Academic Pathway Options

- In person/synchronous learning opportunities
- Online acceleration/credit recovery opportunities
- Community based physical education opportunities
- Externships and internships
- Work experience

Embedded Pathway Support Opportunities

- Investigation of reason for threat (intent to harm/self-defense) if applicable
- Student safety and supervision plan recommendations while at Inspire
- Restorative practices
- Establish Inspire safety plan
- VIP class completion
- SAP class completion
- School counseling (i.e., minimum 30 minutes/week)
- Outside therapies (or therapist onsite to provide services)
- FBA and/or BIP to be completed
- Consultation with Gang Unit support if applicable
- Consultation with HEAT Unit support team if applicable

Planning for Transition Out of Inspire:

- Two to four weeks prior to the end of the student's placement at Inspire, Inspire administration and the zoned/receiving school review the student's data and progress made during the student's Inspire placement. If the student is on an IEP, an IEP meeting must be held. If there are concerns with the student transitioning back to their zoned school, the team members should email the Secondary Area Superintendents and the Chief of Student Development and Success who will provide expectations to the Inspire staff and receiving school.

- For students on an IEP or 504, there are federal laws that place a maximum amount of time a student can be removed to an IAES, and any extension could be considered a procedural and substantive violation which may result in a denial of a Free Appropriate Public Education (FAPE). Only in cases where there is a high level of concern should there be consideration of extension of a student on an IEP or 504's placement at Inspire, and there should be a meeting with special education and legal to discuss an appropriate course of action. If the student has an IEP, an MDR meeting must occur before the disciplinary hearing occurs. If the placement is due to a manifestation of a student's disability, the contract will be 45 days.

- If a Comprehensive Threat Assessment occurred as a part of the emergency suspension process, Inspire will conduct an exit safety assessment using the WCSD Safety Screener. If the results include a continuing threat, the team shall email the Secondary Area Superintendents and the Chief of Student Development and Success.

- For students benefiting from special education services, if the sending or receiving school desires to vary from the withdraw/enrollment dates or locations specified in the original contract and needs assistance with placement, these decisions must be reviewed by the Secondary Area Superintendents and the Chief of Student Development and

Success in consultation with district Special Education Services. If the incident that prompted the Inspire placement is determined to be a manifestation of the student's disability, then the maximum time the student may remain at Inspire is 45 days. However, in cases of severe threats to the safety of others or other extreme circumstances at their zoned school, the student will transition to a school location where program services may be rendered. The school location designated is at the purview of the involved Area Superintendents. It is generally not advisable for students benefiting from special education services to remain at Inspire in order to uphold IDEA requirements. In very extreme cases where there are severe threats to the safety of others or other extreme circumstances at all comprehensive schools, then the student may remain at Inspire, but must be reviewed no later than every 45 school days.

Shortening Long-term Student Placement

- Pursuant to NRS Chapter 392 and District behavior/discipline best practices, statutory weapon offenses should result in the student remaining in Inspire for not less than one year and permanently expelled from the school for the second occurrence.

- The District Superintendent is permitted to modify the suspension or expulsion for good cause in writing after determining that a plan of action based on restorative justice may be used successfully for the student.

  - If it is determined by the Inspire team that a student has engaged in restorative justice processes and has progressed successfully within their "Pathway Plan," Inspire administration will document in Infinite Campus and draft a letter to the District Superintendent summarizing the student's progress, including input from the team, and a request to shorten the student's placement in order to integrate the student back into a comprehensive school setting.

Appendix D

ENTERING MAJOR BEHAVIOR:

- Never use student names in incident details.
- Provide as much detail as possible.
- Suspensions must have a start and end date.
- Every student listed in the incident MUST have a resolution.
- If there is an offender there MUST be a victim. If there is no victim, check the box on the Event and Participant details page



- Notice of Suspension form must be provided to parents/guardians for all suspensions.
    - **IC Main Menu -> WCSD Custom Reports -> Suspension Form**
- For suspensions exceeding two 2 days, offer the suspension appeal process document (Appendix A)

INFINITE CAMPUS VIDEO TUTORIAL LINKS:

Incident Management Editor

The Incident Management Editor displays all documented behavior incidents for a selected school calendar. This video demonstrates how to filter and sort behavior incidents in the Incident Management Editor.

New Incident - Enter Incident Detail Information

This video demonstrates how to enter incident detail information for a new behavior incident. This step is performed prior to adding the events and participants included in the entire incident.

Add Event/Participant

After basic incident detail information has been entered, the next step is to add at least one event and participant. This video gives general guidance on adding one or more events and participants to a behavior incident.

Add Resolution

Add Resolution is used to document actions taken to address the behavior event or events captured in an incident. More than one resolution may be applied.
The conclusion of this video addresses how to complete and lock an incident.

Add Resolution That Impacts Student Attendance

Campus gives districts the ability to assign behavior resolutions that impact student attendance. This video uses Out Of School Suspension as an example of how to assign this type of resolution, and shows how attendance is impacted.

Add Behavior Response

Add Behavior Response is used to document physical actions that were taken by qualified staff as a response to a student behavior. This video demonstrates how to add and complete a behavior response. Follow your local practices when entering this type of information.

Related Articles

- Behavior Management Tool (Process Submitted Behavior Referral) - Video
- Behavior Management Tool
- Positive Behavior Overview - Video
- Behavior Letter Wizard - Video
- Behavior Referral - Video