HCSD Plan to Provide for the Progressive Discipline of Pupils
2026-27

Approved by the Humboldt County School District Board of Trustees on October 14, 2025.

The Humboldt County School District (HCSD) utilizes the Multi-Tiered Systems of Supports (MTSS) as a preventative, supportive, consistent instructional and motivational model to support students and staff in each of our eleven schools, and across all events considered to be under the jurisdiction of HCSD. Recently, the HCSD has updated its practice, and MTSS manual, to include intentional alignment with existing initiatives. By consolidating our existing (like) initiatives within a single (MTSS) framework, our system is moving towards both vertical and horizontal alignment with respect to restorative disciplinary practices, Social Emotional Learning (SEL) and our ability to address trauma through informed care. MTSS initiatives and efforts will continue for the purposes of supporting students in the areas of safety/welfare, academics, and behaviors. It cannot be understated, that the teams themselves, are the most consequential resource to educators that have a safety, welfare, academic, behavioral, or social-emotional learning concern.

Plan Development, Input, and School Feedback (NRS 392.4644)

This plan was developed with the input and participation of teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, and other educational personnel and support personnel, parents and guardians, and students, as required by NRS 392.4644(1)(a). All HCSD schools were consulted this fall and required to discuss and provide any feedback. Feedback from staff, parents, students and other stakeholders required slight amendments to this document in its current form.

Before submission to the Nevada Department of Education on or before November 15, HCSD shares this plan with each school to receive feedback on areas of the plan needing improvement, and makes those improvements before submission, as required by NRS 392.4644(1)(c). Feedback was shared back to school sites on November 10, 2026 and included MTSS flowchart adjustments, clarification of “tardy”, Panorama clarifications, along with efforts to keep the document concise for discussion at weekly PLC meetings across HCSD.

Overview of MTSS Process in HCSD

MTSS		
Safety or Welfare Concern	**Academic Concern**	**Behavior Concern**
You suspect a child is being abused or neglected.	Problem Solve with Grade Level Members • Design strategies and Intervention Plans for RBG3 noticed students. • Document strategies tried. • Implement for at least 3 weeks or 15 school days.	Problem Solve with Grade Level Members • Design and document strategies tried. • Implement for at least 3 weeks or 15 school days.
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You must call DCFS and in some cases the SRO. An administrator, counselor, or social worker can sit in with you while you make the report.	Problem Solve with Instructional Coach	Problem Solve with Counselor/Social Worker • Design and document strategies tried.

However you are the one who has to do the report.	• Design strategies and Intervention Plans for RBG3 noticed students. • Document strategies tried. • Implement for at least 3 weeks or 15 school days.	• Implement for at least 3 weeks or 15 school days.
↓	↓	↓
Refer to the MTSS Team • Request Assistance from the MTSS Team • Parent Interview • NDE Letter • MTSS Documentation Form	Refer to the MTSS Team • Request Assistance from the MTSS Team • Parent Interview • NDE Letter • MTSS Documentation Form	Refer to the MTSS Team • Request Assistance from the MTSS Team • Parent Interview • NDE Letter • MTSS Documentation Form

MTSS Referral Flowchart			
Teacher Turns in Request for Assistance		**Parent requests Special Education Evaluation MTSS (Case MUST be opened IMMEDIATELY)**	
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Assign MTSS Case Manager and Contract with Teacher within 7 days of Request for Assistance			
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Problem Identification: Review data, student work, and conduct Instructional Assessments			
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Prioritize Concerns, Collect Baseline, Set Goals	**Design Interventions for Specific Concerns (What, Where, When, Who, How Often, Conditions)**	**Implement and Evaluate Strategies for a minimum of 4–6 weeks**	**Closure** **Goals Met, Strategies embedded/fades, Teacher Comfort or Certainty, Referral for Special Education Evaluation**

Behavior Intervention Menu

If student behavior falls below HCSD expectations, as set forth in Policy and Regulation 5040, school teams can utilize the Behavioral Intervention Menu (BIM). The BIM is a starting place for teams to look critically at a particular behavioral manifestation across a continuum, and assign a set of interventions, including consequences, that are appropriately scaled. In all instances, these guidelines may be modified contingent upon the level of severity of the incident, aligned with the age, developmental level, relief for the victim (when a victim exists), and other extenuating circumstances. School teams may develop their own BIMs designed to improve behavior outcomes and academic engagement.

Definitions/Acronyms:

- CICO - Check In/Check out
- RBG3 - Read by Grade 3
- MTSS - Multi-Tiered Systems of Support
- ABC - Antecedent, Behavior, Consequence
- SRO - School Resource Officer
- CPI - Crisis Prevention Intervention
- CIS – Communities in Schools

Behavior	Tier I: Universal Prevention (All Students)	Tier II: Targeted Strategies (Some Students)	Tier III: Intensive Support (Few Students)
Elopement	What it looks like: Student removes themselves from the group but stays in the classroom.	What it looks like: Student removes themselves from the classroom without permission.	What it looks like: Student leaves the building or campus, or runs away from a bus stop.
	Strategies: Proactive circles, clear expectations, conference with student, peer-buddy modeling.	Strategies: Labeling of expectations, scheduled elopement, schedule of preferred activities, transition cues, classroom safe space, planned alternative location, CICO, parent/admin notification, support team referral, ABC, restorative circle.	Strategies: CPI team, SRO, parent/admin notification, mobile crisis unit.
Defiance	What it looks like: Refusal.	What it looks like: Repeated verbal refusal, destruction of activity, non-responsive, bragging about inappropriate behavior.	What it looks like: Truancy letters, SRO referral, parent/admin notification, support team referral, wrap-around service referrals, CIS.
	Strategies: Reteaching, reflection sheet, forced choice, modeling expectations, PBIS (catching others being good), break, student conference.	Strategies: CICO, parent/admin notification, support team referral, restorative circle/meeting, behavior plan.	Strategies: SRO referral, parent/admin notification, support team referral, wrap-around service referrals, CIS.
Disrespect	What it looks like: Talking back, arguing, profanity, "dress code."	What it looks like: Use of profanity directed at another person, arguing/talking back, use of slang/slurs not directed at someone.	What it looks like: Threatening other students or staff, use of slang/slurs directed at or about someone.
	Strategies: Reteaching, proactive circles, power struggle script (avoid), reflection sheet.	Strategies: CICO, parent/admin notification, restorative circles/meeting.	Strategies: Progressive discipline plan, restorative circles/meeting, behavior plan.
Technology Violation	What it looks like: Playing games, chatting, using cell phones/earbuds, music during instruction.	What it looks like: Looking up non-educational sites, loss of technology privileges, pornography, cyberbullying, sharing inappropriate materials.	What it looks like: SRO, progressive discipline plan, parent/admin notification, referral to support team (all parties), safety plans for all parties.

	Strategies: Securly, progressive technology policy, reteaching, community notification/education.	Strategies: Loss of privilege to use technology.	Strategies: SRO, progressive discipline plan, parent/admin notification, referral to support team (all parties), safety plans for all parties.
Classroom Property Misuse	What it looks like: Throwing a pencil, drawing on a desk, destroying papers.	What it looks like: Throwing a chair, flipping a desk/table, repeatedly destroying property, destroying/vandalizing big-ticket items.	What it looks like: Throwing or flipping heavy objects causing injury, purposeful destruction of property.
	Strategies: Clear expectations, proactive circle, reteach expectations, reflection sheet.	Strategies: Clear classroom, restorative circle/meeting, parent/admin notification, support team referral.	Strategies: SRO, progressive discipline plan, CPI, expand referral, admin/parent notification, mobile crisis unit.
Physical Aggression	What it looks like: Pushing, not keeping hands to self, tripping, horseplay/wrestling.	What it looks like: Hitting an inanimate object, posturing, physical threat/fake out, stabbing/hitting another person with an object, self-injurious behavior.	What it looks like: Fighting, sexual aggression/unwanted advances, weapon use/possession, self-injurious behavior.
	Strategies: Conference, proactive circle, reflection sheet.	Strategies: CPI holds, SRO, suicide awareness, support team/admin/counselor referral, Safe Voice (off hours).	Strategies: CPI team/holds, SRO, progressive discipline plan, Safe Voice (off hours).
Abusive Language	What it looks like: General profanity, isolated events of name-calling, hurtful language.	What it looks like: Profanity directed at staff, persistent name-calling, intentional mispronunciation of names.	What it looks like: Persistent name-calling with derogatory words, racial slurs, insults related to sexual orientation, verbal threats to safety.
	Strategies: Reflection sheet.	Strategies: Parent Contact	Strategies: Administration Referral
Disruption to Educational Environment	What it looks like: Making noises, off-task.	What it looks like: Off-task and getting others off-task.	What it looks like: Destroying the classroom and causing an evacuation or CPI removal.
	Strategies: Reteaching.	Strategies: CICO, behavior plan.	Strategies: CPI team, SRO.
Chronic Absenteeism	What it looks like: 10% absences (excused, often with medical documentation).	What it looks like: Excessive absences excused only by a parent, absences display a pattern, unexcused absences (3 truancy letters).	What it looks like: Unexcused absences, continued unexcused absences (HS level), non-compliance with Truancy Advisory Board.
	Strategies: Attendance groups, parent/student conferencing, Tier 1 notices to parents.	Strategies: Truancy Advisory Board, Tier II notices to parents with meeting, CICO.	Strategies: Truancy court, grade retention, Tier III notice/parent meeting/truancy notices.
Theft	What it looks like: Taking shared classroom supplies.	What it looks like: Repeated taking of classroom/shared items, taking items from other students.	What it looks like: Stealing money or high-price items, repeated offenses of stealing.

	Strategies: Reteaching.	Strategies: Parent conference, CICO.	Strategies: SRO.
Academic Dishonesty	What it looks like: Looking at someone else's work, allowing someone to look at work, "quoting" without proper citations.	What it looks like: Copying verbatim someone else's work, doing work for someone else.	What it looks like: Plagiarism, multiple events of copying/sharing work.
	Strategies: Reteaching, Re-do Assignment	Strategies: Admin/parent notification.	Strategies: Parent conference.
Vaping/Tobacco /Drinking/Drug Use	What it looks like: On their person, vaping on campus.	What it looks like: Using, alcohol/drug use on campus (with discretion), showing up to school drunk/high.	What it looks like: Selling, alcohol/drug use on campus.
	Strategies: SRO, Vape Educate, internal referral to counseling, admin/parent notification.	Strategies: SRO, educational lessons on using, community/parental education, internal/external referral to SUD counseling.	Strategies: OSS (out of school suspension) long-term expulsion, police report, external referral to SUD counseling services.

Embedded within the BIM are non-punitive interventions and supports that provide a scaffolded path to improve the behavior of the pupil and remedy any harm caused by the pupil. This is known in the State of Nevada as restorative justice. As stated in the HCSD Multi-Tiered Support Manual: "Relationships Matter", we in the HCSD understand that one positive adult relationship can alter a neural-pathway, and ultimately a life. Because of this, the following non-exhaustive list of potential remedies was created:

Reteaching, social skills groups such as friendship groups, anger management, conflict resolution, drug/alcohol counseling, tobacco cessation classes, social worker/counselor/SRO meetings/support groups, parent/student conferences, reverse suspensions, check in and check out (CICO).

In some cases, these non-punitive measures are afforded to a student, in addition to other interventions and potentially, consequences. However, it should be noted, that in other instances, when appropriate, restorative justice measures can be selected by the student in lieu of progressive consequences for the infraction.

A more recent feature of Nevada's MTSS framework are safety plans, which are statutorily required for victims of bullying, but used in HCSD for this purpose and more. These plans consider the needs of the victim holistically and are designed to afford the victim of bullying a safe path forward. The HCSD uses safety plans liberally where appropriate, as a feature of restoration for victims, and this plan. Additionally, there are several disciplinary violations in Board Policy that are long-standing prohibited conduct:

Policy 5040 Student Violations

Prohibited Conduct	Definition	Related HCSD Policy/Administrative Regulation
A. ARSON	Intentionally setting fire, or attempting to set fire, or intentionally engaging in conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.	

B. ATTENDANCE VIOLATIONS **1. Truancy** **2. Habitual Truancy** **3. Tardy**	**Truancy: A student is considered truant if he/she is absent from school without permission from either the school or his/her parent/guardian unless he/she is physically or mentally unable to attend school. The teacher or principal shall give written approval for a student to be absent if an emergency exists or upon the request of a parent/guardian of the student. Before a student may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he/she must receive the approval of the teacher or principal.** **Habitual Truancy: A Habitual Truant is one who has been declared a truant three or more times within one school year (NRS 392.040). Any student who has once been declared a habitual truant and who, in an immediately succeeding year, is absent from school without written approval may again be declared a habitual truant.** **Tardy: Students arriving late to class but that show up for part of a period are considered tardy.**	**5030**
C. BOMB THREAT	**Willfully conveying by mail, written notes, telephone, texting, internet, radio, or any other means of communication, any bomb threat, knowing it to be false.**	
D. BULLYING	**Association of a person with another person having one or more of those actual or perceived characteristics.** **The term includes, without limitation:** **(a) Repeated or pervasive taunting, name calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;** **(b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;**	**5145**

	(c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures; **(d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;** **(e) Blackmail, extortion or demands for protection money or involuntary loans or donations;** **(f) Blocking access to any property or facility of a school;** **(g) Stalking; and,** **(h) Physically harmful contact with or injury to another person or his or her property.** **The term does not include expressions, acts or gestures which are engaged in as part of a mutual disagreement or conflict.**	
E. CHEATING/PLAGIARISM	**Cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.**	
F. COMBUSTIBLES/ INCENDIARY/EXPL OSIVE DEVICE	**The possession, use or sale of explosive or incendiary devices.**	
G. CYBER-BULLYING	**Cyber-bullying means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. "Sexual image" has the meaning ascribed to it in NRS 200.737.**	**5145**
H. DAMAGE TO OR DESTRUCTION OF SCHOOL PROPERTY	**Willfully and maliciously destroying or injuring real or personal property of another.**	**5090**
I. DISREGARD FOR SCHOOL RULES **1. Altering Records** **2. Communicating False Information (spoken or written)** **3. Forgery**	**Violations of the rules of the schools as outlined in the Parent/Student Handbook, or disseminated by the individual school, teacher or coach, including but not limited to:** **Altering Records: Changing or attempting to change school records or grades.**	**5005** **5095** **5145**

4. Inappropriate Language (including use of obscene language and gestures) **5. Inappropriate** **Behavior 6. Presence in** **Unauthorized** **7. Technology Violation (including cell phone use violations)** **8. Traffic Violation** **9. Unacceptable Items**	**Communicating False Information: Telling lies (spoken or written); publishing or distributing libelous or slanderous material.** **Forgery: Reproducing something, such as a forged signature, for a deceitful or fraudulent purpose** **Inappropriate Language: Use of obscene language or gestures or writing obscenities or displaying obscene materials.** **Inappropriate Behavior: Violation of any school rule.** **Presence in Unauthorized Area: Presence in any area that is not authorized for student use at the time the student is present.** **Technology Violation: Violations of the HCSD Acceptable Use Policy; violations of the HCSD Cell Phone Use Policy.** **Traffic Violation: Violations of the HCSD Driving Regulations.** **Unacceptable Items: Use or possession of the following items on campus or at a school activity: firearms, dangerous weapons and substances, matches, firecrackers, caps, water guns, water balloons, and snowballs.**	
J. DISRESPECT/ INSUBORDINATION	**Disrespect: Use of inappropriate language, conduct, and demeanor when addressing another individual or group of individuals.** **Insubordination: Behavior that is disobedient or defiant toward school employees, either in language or action.**	
K. 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.**	
L. DRESS CODE VIOLATION	**Violations of the dress code as outlined in HCSD Policy and Regulation 5110 and/or individual school rules. This includes violations of the standard student attire policy and regulation that are considered to constitute a disruption to the school environment.**	**5110**
M. EXTORTION OR THREAT OF EXTORTION	**Obtaining something, especially money, through force or threats. In some circumstances, extortion may constitute**	**5145**

	bullying.	
N. FIGHTING	**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.**	
O. INSTIGATION/ PROMOTION OF FIGHTING/VIOLENCE	**The willful act of provoking or facilitating fighting between two or more students by using a variety of communications aimed at causing or resulting in a physical altercation.**	
P. GANG RELATED BEHAVIOR/ ACTIVITY	**Involvement or potential involvement in any activity representing a group involved in illegal actions. Wearing any clothing or carrying any symbol on district property that denotes membership in or an affiliation with a criminal gang.**	
Q. HABITUAL DISCIPLINE PROBLEM	**A student is deemed a habitual discipline problem if a school has written evidence documenting that in one school year:** **(a) The student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times, or the student has a record of five suspensions (of at least three days each) from the school for any reason; and** **(b) The school has made reasonable efforts to develop a plan of behavior and the student has not made efforts to enter into or participate in such a plan of behavior.**	**5140**
R. HAZING	**Any action taken or situation created that causes, or is reasonably likely to cause, harassment, bodily danger or physical harm, serious mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with the school. In some circumstances, hazing may constitute bullying.**	**5145**
S. INTERFERENCE WITH INSTRUCTION	**Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students but does not result in a large-scale disturbance.**	
T. 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. In some**	**5145**

	circumstances, intimidation may constitute bullying.	
U. NIAA SUBSTANCE ABUSE VIOLATION	See NIAA Substance Abuse Policy.	5055
V. POSSESSION OF DRUG PARAPHERNALIA	The possession of, or sale, furnishing or use of items that are used to inhale, ingest, or by any other means introduce a controlled substance into the body, whether or not the student is under the influence of alcohol or a controlled substance on school property or at a school sponsored activity at any time.	5055
W. POSSESSION/ USE OF ALCOHOL	The possession of, sale, furnishing or use of alcohol, to include being under the influence of alcohol on school property or at a school sponsored activity.	
X. POSSESSION/USE OF A CONTROLLED SUBSTANCE	The possession of, sale, furnishing or use of marijuana, narcotics, illegal substances or legal substances (such as prescription drugs) possessed to be used as intoxicants, whether or not the student is under the influence on school property or at a school sponsored activity at any time.	5055
Y. POSSESSION/USE OF A DANGEROUS WEAPON OR FIREARM	"Dangerous weapon" is defined under NRS 392.466 as follows: "Dangerous weapon" includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.365, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. "Firearm" is defined under NRS 392.466 as follows: "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.	
Z. RETALIATION	To do something bad to someone who has hurt you or treated you badly; to get revenge against someone.	

AA. SALE/DISTRIBUTION OF A CONTROLLED SUBSTANCE	**The exchange of controlled substances, or items represented to be controlled substances, between two or more parties.**	**5055**
AB. SEXUAL HARASSMENT IN VIOLATION OF TITLE IX	**Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:**	**5160**

	(a) A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*); or **(b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or** **(c) Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.**

BB. THEFT/POSSESSION OF STOLEN PROPERTY	**Intentionally receiving, taking, or possessing property of another without the owner's permission.**	
CC. THREATS TO STAFF OR STUDENTS	**Any communication, verbal or physical, or by means of electronic devices, that would question the safety, or cause the impression of danger or harm, to school district personnel or students.**	**5145**
DD. TOBACCO VIOLATION	**Possession or use of any nicotine delivery device which includes without limitation, cigars, cigarettes, electronic cigarettes, chew, snuff, pipes, hookahs, etc. NIAA Rules apply.**	
EE. VIOLENCE OR HARM TO STAFF OR STUDENTS	**A battery which results in the bodily injury of an employee of the school or a student.** **Battery: Unlawful and offensive hitting or touching of another person, a person's clothes, or anything attached or held by him/her.**	**5145**

FF. DISCRIMINATION BASED ON RACE	**Discrimination based on race means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic:** **(a) Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and** **(b) That occurs in person, online or in any other setting including, without limitation, in a course of distance education.**	**5145**

Student Responsibilities:

It is the belief of Humboldt County School District that students are expected to follow their school's classroom and school rules. In order to do so, each school must establish school-wide behavioral guidelines to include expectations within the classroom, playground, lunchroom, passing periods, as well as expectations while away at school sponsored activities. All expectations must be developed in accordance with Policy and Regulation 5040 and the multi-tiered systems of support manual. At each school site, students will be provided a handbook that includes established school rules. In addition, students will receive instruction on the expected school behavior, and be held to those expectations consistently. Students shall keep their cell phones in a secure place, such as the student's locker, a closed backpack, or a storage device provided by the district, at all times when cell phone use is prohibited. Students who are found to be out of compliance with HCSD Policy 5095, and/or site-based procedures regarding the use of cellular or other electronic devices, will be subject to disciplinary action as defined under the school sites expectations and HCSD Policy and Regulation 5040.

Written Rules of Behavior — PBIS (NRS 392.4644(1)(b))

HCSD's written rules of behavior are consistent across this plan and Policy and Regulation 5040. Each school develops site-specific behavior matrices in its student handbook, covering expectations in the classroom, on the playground, in the lunchroom, during passing periods, and at school-sponsored activities, and teaches those expectations to students. Examples are included at the end of this document.

School-Specific Disciplinary Needs and Site Plans (NRS 392.4644)

This district plan applies to all HCSD schools. Each school uses this plan as a guide for its own disciplinary needs, consistent with this Policy and Regulation 5040.

Teacher Responsibilities:

HCSD teachers will implement individualized classroom management systems, ensuring that it is taught to all students and communicated to parents. Each classroom will follow the school site plan to include both positive reinforcement for students demonstrating appropriate behaviors as well as progressive steps, including non-punitive interventions and discipline for students who demonstrate actions not meeting classroom expectations. Minor classroom offenses should be handled by the teacher at the lowest level deemed appropriate. Students referred to the office should have already gone through the defined steps in the school's Restorative Discipline Plan, unless the behavior is deemed beyond classroom intervention.

Panorama will be used to document major and minor behaviors, and sites will upload behavior plans (restorative discipline plan based on restorative justice) into Panorama as well. Sites may develop more specific menus for behavior responses to determine major and minor behaviors with guidance from the principal.

Parent/Guardian Responsibilities:

If your child is experiencing difficulty with behavior or is unclear about classroom or school expectations, the first step in the process is to work with the child's teacher directly to ensure the right supports and/or interventions are in place. Intervening and communicating early is vital to your child's success in school. Parents will be contacted by the school (teacher and/or administrator) when your child's behavior has warranted that level of intervention, which could include repeated minor offenses and/or a major incident.

Administrator Responsibilities:

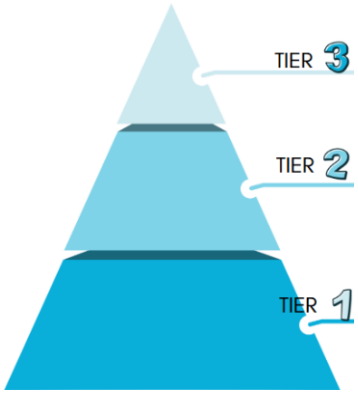
The administrators of each site will be responsible to ensure that teachers are following their classroom management plans for expected behavior. Administrators will support staff in implementing their plans and will address student disciplinary referrals as expediently as possible, and in accordance with district policy as well as state and federal laws. Administrators will provide necessary information regarding the outcome of an incident in accordance with established procedures. Administrators will ensure that consistent log entries are made in Infinite Campus as well as documenting and sharing behavior plans, safety plans, and restorative practice plans as needed.

MTSS Team Responsibilities

Each school site has an MTSS Team. The MTSS Team convenes on a weekly basis to examine schoolwide data and to review concerns related to individual students or groups of students. The team is responsible for analyzing data trends, identifying areas requiring additional support, and determining appropriate courses of action. These actions may include the implementation of Tier II intervention groups or the development of individualized support plans. The purpose of these meetings is to ensure that student needs are addressed in a timely and systematic manner, thereby promoting academic, behavioral, and social-emotional success for all students.

MTSS relies on a delivery system in which support is conceptualized in a tiered model. "Tiers" are conceptual frameworks for understanding level of need, intensity of support (i.e. universal, moderate, intensive), and delivery of support (i.e. universal, individual, or group). Additionally, they are ways of conceptualizing how different intervention options align with the level of need in order to distribute resources in ways that are equitable and a wise use of resources entrusted to the stewardship of the school district.

3 TIERS OF BEHAVIOR/SEL



TIER 3	• Care Solace • 1:1 Counseling • MTSS Individual Case • Individualized Education Plans (IEP), 504 • Functional Behavior Assessments (FBA), BIP • CPI & Crisis intervention strategies or de-escalation plans for students with severe behavioral needs • Collaboration with parents • External Resources: Family Resource Center, Law Enforcement, DCFS • UNR/UNLV Counseling (if funded)
TIER 2	• Check in Check out (CICO) systems for students needing additional monitoring and encouragement • Mentoring programs with staff and/or peers • Targeted SEL lessons for students showing sign of behavioral struggles • Care Solace • Small Group SEL Instruction with Counselor, Social Worker, CIS, in: • Emotional Identification/Relation, Anger Management, Friendship, Sportsmanship, Social Skills, Conflict Resolution Social Stories • Attendance Monitoring • Behavior and Emotional Monitoring • Family Engagement • Panorama documentation
TIER 1	• PBIS (School-wide expectations) • Monthly Classroom Guidance Lessons • Weekly MTSS Meetings • Weekly Student Support Meetings • Panorama Documentation • Attendance Monitoring • Restorative Practices • Student Engagement (Morning and Closing Circles, Ambassador/Peer Coaching, etc.)

Data Systems

Panorama
Panorama is a data platform that compiles the following information: Academics, Attendance, Behavior, and SEL competencies. It provides school staff access to a research tool that allows them to make educated decisions to improve a student's environment and school experience. Panorama interfaces with Infinite Campus, and other applications and surveys to create a comprehensive portrait of a student. Within this platform students' MTSS teams can monitor students on a regular basis to see who may need additional interventions to be successful. School MTSS teams and administration have the responsibility to determine major and minor behaviors to be entered into Panorama for improved student outcomes.

RBG3
The Read by Grade 3 (RBG3) plan in the Humboldt County School District (HCSD) is part of a statewide Nevada initiative aimed at ensuring all students can read proficiently by the end of third grade. The plan focuses on providing effective early interventions and literacy instruction for students in kindergarten through third grade who are struggling with reading skills. The ultimate goal of HCSD's RBG3 plan is to increase student academic achievement in reading and provide a strong foundational skill set for future academic success

I-Ready Summative and Interim Assessments
I-Ready Assessments are utilized to determine which students are achieving grade level standards and those who would benefit from intervention. Data is used to drive instruction and design intervention plans.

Reporting
To ensure equitable and compliant discipline, the Humboldt County School District (HCSD) will quarterly collect and analyze disciplinary data, disaggregated by student subgroups as required by NRS 392.462. Quarterly collection includes: the number of student suspensions and expulsions (NRS 385A.250(1)(c)); the number of vacant positions (NRS 385A.440(1)(a)(1)(II)); the average class size for each grade in the school (NRS 385A.420); implementation of this plan (NRS 385A.250(1)(e)(4)); training received by teachers and administrators regarding this plan (NRS 385A.250(1)(e)(4)); and the ratio of pupils to school counselors, school psychologists, and school social workers (NRS 385A.220(1)(c)). This data will identify and address any disproportionalities in suspensions, expulsions, and removals, primarily using methods like restorative practices, staff training, and tiered behavioral interventions. The HCSD superintendent will report this data annually to the Board of Trustees, and the discipline plan will be continuously reviewed and improved based on these findings, adhering to NRS 392.4644(1)(h).

Data Reporting and Posting (NRS 392.462)
HCSD submits disciplinary data to the Board of Trustees of the school district, the Joint Interim Standing Committee on Education, the Superintendent of Public Instruction, and the Nevada Department of Education, as required by NRS 392.462(2). This requirement will be fulfilled moving forward and reported quarterly. The next submission will be at or near semester's end in January 2027.
HCSD will post this plan on the district website and on each school's website, and will post data from all schools on the district website, as required by NRS 392.462(3). The web address for posting and information can be found here:
https://www.hcsdnv.com/our-district/district-policies/progressive-discipline-of-pupils-2025-26.
Quarterly data will be posted upon review by the board starting in January 2027.

HCSD and Board of Trustees Responsibilities:

District staff and the HCSD Board of Trustees will ensure policies are updated as mandates change, while ensuring the appropriate level of training and support is provided to staff, students and parents as necessary to provide staff and students with a safe and respectful teaching and learning environment.

General Guidance on Age and Behavior

Students with Disabilities under the age of 11 can only be removed for 3 areas of misconduct:

1. Dangerous Weapon
2. Firearm

3. Student Who Poses a Continuing Danger to Persons or Property or an ongoing Threat of Disrupting the Academic Process

Students who are less than 6 years old may only be suspended with the review and approval of the HCSD superintendent or his or her designee. (NRS 392.466).

Students who are less than 8 years old may not be expelled or permanently expelled (NRS 392.466)

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If any student is suspended for one semester or expelled, the HCSD will offer an in-person program of alternative education which allows each student to receive educational services in the least restrictive environment (NRS 392.466). HCSD students working in Distance Education or Alternative Education will have access to teaching staff for instruction and support in-person.

If, in the judgment of the principal, there is a reasonable expectation that a student poses a threat to employees or other students, the principal may extend the period for which a student is removed from the classroom or school with the written authorization from the HCSD superintendent (NRS 392.4646).

Interventions and Restorative Justice Plan

In compliance with NRS 392.4644, the Humboldt County School District (HCSD) employs alternative conflict resolution and Social-Emotional Learning (SEL) interventions to prevent student removals. When misbehavior occurs, HCSD uses restorative justice practices to hold the pupil accountable, establish restoration or remedies for harm, provide relief for the victim, and change the pupil's future behavior. This approach emphasizes repairing harm and addressing the root cause of behavior rather than solely applying punitive measures.

Key Actions:

- SEL and Alternative Conflict Resolution: Teachers and staff will be trained to use SEL strategies and alternative conflict resolution techniques to manage classroom behavior and de-escalate situations.
- Restorative Justice Practices: The district will utilize restorative practices like community-building circles, mediation, and restorative conferences to address incidents and repair harm.
- Restorative Action Plans: For serious or repeated offenses, the district will develop

Restorative Action Plans with the student and family to outline accountability, restitution for victims, and a pathway for behavioral change.

- Multi-Tiered System of Supports (MTSS): HCSD will implement MTSS as a proactive, multi-tiered system to support positive student behavior and identify students in need of more intensive or positive behavior interventions, IEP eligibility, or referrals to school or community-based services.
- Collaboration: The plans involve collaborative efforts between students, parents, teachers, and support personnel to ensure all stakeholders are involved in the restorative process to create an action plan that details the unique services and support a student will receive for more restrictive educational environments such as alternative or distance education settings.
- Administrative Conference: A conference with the principal of the school or their designee and any other appropriate personnel

NRS 392.466

For any student who sells/distributes any controlled substance or commits battery against an employee of a school with or without intent to cause bodily injury to the employee, a school must provide the student and parent/legal guardian with a progressive discipline plan based on restorative justice.

For **any** student who has received at least five cumulative days of suspension during a single school year OR is suspended for a period of at least three days, a school must provide a progressive discipline plan based on restorative justice within two days after removing the student (NRS 392.472).

For any student being deemed a habitual disciplinary problem, a school should make a reasonable effort to complete a progressive discipline plan based on restorative justice to prevent the student from being deemed a habitual disciplinary problem (NRS 392.4655.5).

The following sections review the required and allowed responses to specific disciplinary offenses in HCSD.

Distribution of a Controlled Substance (NRS 392.466)

Any student who sells or distributes any controlled substance on school grounds, a school bus, or at a school-sponsored activity, may be suspended, expelled, or permanently expelled, with the following guidelines based on age:

1. If the student is less than 6 years old, the suspension must be reviewed and approved by the district superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

2. If the student is less than 11 years old, the student may be suspended. The student may not be expelled or permanently expelled.

3. If the student is aged 11 years or older, the student may be suspended, expelled, or permanently expelled.

4. The student and their parents/legal guardian(s) must meet with the school.

5. The school must provide a progressive discipline plan based on restorative justice to the parent or legal guardian of the student.

6. The principal of a HCSD school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance on school grounds, a school bus, or at a school-sponsored activity if:

7. The student is less than 11 years old;

8. The student has not engaged in such proscribed conduct before; and

9. After a thorough review of the facts and circumstances, the principal determines that the pupil did not know that the substance being distributed was a controlled substance.

Battery of a School Employee (NRS 392.466)

Any student who commits battery against an employee of the HCSD while on school grounds, a school bus, or at a school-sponsored activity, may be suspended, expelled, or permanently expelled, with the
following guidelines based on age:

1. If the student is less than 6 years old, the suspension must be reviewed and approved by the district superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

2. If the student is less than 8 years old, the student may be suspended. The student may not be expelled or permanently expelled.

3. If the student is aged 8 years or older, the student may be suspended, expelled, or permanently expelled.

The student and their parents/legal guardian(s) must meet with the school. The school must provide a progressive discipline plan based on restorative justice to the parent or legal guardian of the student.

Battery of a School Employee with Intent to Result in Bodily Injury (NRS 392.466)

Any student who commits battery with the intent to cause bodily injury against an employee of the school while on school grounds, a school bus, or at a school-sponsored activity, must be suspended, expelled, or permanently expelled, with the following guidelines based on age:

1.If the student is less than 6 years old, the student may be suspended, and the suspension must be reviewed and approved by the superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

2. If the student is less than 8 years old, the student must be suspended. The student may not be expelled or permanently expelled.

3. If the student is aged 8 years or older, the student must be suspended, expelled, or permanently expelled.

The student and their parents/legal guardian(s) must meet with the school. The school must provide a progressive discipline plan based on restorative justice to the parent or legal guardian of the student.

The principal of a public school may, at their discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension, or otherwise reduce, eliminate, or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic

Process (NRS 392.466)

Any student who poses a continuing danger to people or property or is an ongoing threat of disrupting the academic process may be suspended, expelled, or permanently expelled, with the following guidelines based on age:

1. If the student is less than 6 years old, the suspension must be reviewed and approved by the district superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

2. If the student is less than 11 years old, the student may be suspended. The student may not be expelled or permanently expelled.
3. If the student is aged 11 years or older, the student may be suspended, expelled, or permanently expelled.

4. The student may be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal.

Possession of a Dangerous Weapon Other than a Firearm (NRS 392.466)

Any student who is found in possession of a dangerous weapon other than a firearm while on school grounds, a school bus, or at a school-sponsored activity, may be suspended, expelled, or permanently expelled, with the following guidelines based on age:

1. If the student is less than 6 years old, the suspension must be reviewed and approved by the district superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

2. If the student is less than 11 years old, the student may be suspended. The student may not be expelled or permanently expelled.

3. If the student is aged 11 years or older, the student may be suspended, expelled, or permanently expelled.

The student may be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal.

Possession of a Firearm (NRS 392.466)

Any student who is found in possession of a firearm while on school grounds, a school bus, or at a school-sponsored activity must be suspended, expelled, or permanently expelled, with the following guidelines based on age:

If the student is less than 6 years old, the student may be suspended, and the suspension must be reviewed and approved by the district superintendent or administrative head of a charter school or university school for profoundly gifted pupils or his/her designee. The student may not be expelled or permanently expelled.

1. If the student is at least 6 years but less than 8 years old, the student may be suspended.

2. If the student is at least 8 years but less than 11 years old, the student must be suspended

or expelled. The student may not be permanently expelled.

3. If the student is aged 11 years or older, the student must be suspended, expelled, or permanently expelled.

The student must be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal. Though removal from school is mandatory for students 8 years and older, the specific length of removal is no longer mandatory. The previous requirements to expel on the first occurrence and permanently expel on the second occurrence no longer exist.

The following sections review the required and allowed responses based on the circumstances of the
student and the disciplinary action taken:

Pupils Designated as Homeless or in Foster Care (NRS 392.466)

If a student is homeless or in foster care, the student may be suspended for up to five days if the principal reviews all available information and determines the conduct of the pupil poses an ongoing threat. A determination is required that a student being homeless or in foster care is not a factor in the behavior.

If any student is suspended for one semester or expelled, the school district—alone or through a partnership with another school district—must offer an in-person program of alternative education that allows each student to receive educational services in the least restrictive environment.

Removal to Another School (NRS 392.466)

If a school is unable to retain a student of any age due to safety concerns OR if it is not in the best interest of the student, the student may be suspended, expelled, or placed in another school for offenses outlined in NRS 392.466.

1. If placement in another school is made, the originating school of the student shall explain what services will be provided to the student at the receiving school that the originating school is unable to provide to address the specific needs and behaviors of that student.

2. The originating school of the student must coordinate with the receiving school to create a progressive discipline plan based on restorative justice and to ensure that the receiving school has the resources required to execute that plan.

Habitual Disciplinary Problem (NRS 392.4655)

If a student is suspended, the school shall develop a plan of behavior for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to prevent the student from being deemed a habitual disciplinary problem (NRS 392.4655.5).

1. Parents/legal guardians may choose to have their student not participate in the behavior plan that must be developed.

2. If the parents/legal guardians opt their student out of participating in the behavior plan, the school must inform them of the consequences of not participating (e.g. that the student may be

deemed a habitual disciplinary problem).

3. The superintendent or administrative head of a charter school or university school for profoundly gifted pupils has the authority to determine whether or not a student is considered a habitual disciplinary problem.

Regardless of age, if a student is deemed to be a habitual disciplinary problem, the student may be suspended for a period of up to one semester OR may be expelled under extraordinary circumstances as determined by the principal, if and only if the school has made a reasonable effort to complete a progressive discipline plan based on restorative justice. (NRS 392.466)

2) Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP).
Suspension, Expulsion, and Permanent Expulsion (NRS 392.466)

After an administrative review of the circumstances and a determination that the action complies with the Individuals with Disabilities Education Act (IDEA), a student with a disability may be suspended from school for not more than 10 days for each occurrence of conduct listed above.

If a student with a disability of any age is removed from school premises, suspended, expelled, or permanently expelled for any behavior for more than 10 cumulative days, the school in which the student is enrolled must make available to the student a free appropriate public education in compliance with IDEA.

Schools must comply with this and other provisions of the IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination, and other requirements in connection with any disciplinary removal of a pupil with a disability.

System-level Changes

Provisions to Address Disproportionality in Suspension, Expulsion or Removal from School

The HCSD Plan requires that schools determine whether, and to what extent, occurrences of suspension, expulsion or removal of students from school disproportionately affect students when the data is disaggregated by these categories:

1. Pupils who are economically disadvantaged
2. Pupils from major racial and ethnic groups
3. Pupils with disabilities
4. Pupils who are English learners
5. Pupils who are migratory children
6. Gender of the pupils
7. Pupils who are homeless
8. Pupils in foster care
9. Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard

Schools will analyze this data quarterly and make any recommendations deemed appropriate for revision to the HCSD Plan, as part of the quarterly evaluation described in the Reporting section above.

HCSD Appeals Process

NRS 392.4674(1) requires that if a student is suspended or expelled from a public school, the board of trustees of the school district or the governing body of the charter school or university school for the profoundly gifted in which the student is enrolled shall provide, **ON THE SAME DAY** that the student is suspended or expelled, a notice of the policy for **APPEALING** the suspension or expulsion pursuant to NRS 392.4671.

Timeline for Appealing a Student Suspension in Nevada

If your child is suspended from school, here's a simple breakdown of the process and your rights, based on Nevada law (NRS 392.4644).

Step 1: Immediate Notification On the same day your child is suspended, the school must inform you and your child. This isn't just a phone call; they must provide written confirmation that includes:

- The reason for the suspension.
- The start date and length of the suspension.
- Information on how to appeal the decision.

Step 2: How to Appeal

If you want to challenge a suspension of up to 10 school days, you must contact the Principal in writing within five days of the suspension notice. For suspensions or expulsions more than 10 school days, you must contact the Assistant Superintendent within five days of the suspension notice. This written request officially starts the appeal process. Only suspensions of three (3) or more days may be appealed.

Step 3: The Appeal Hearing

Once your written request is received, the Assistant Superintendent will schedule an appeal hearing within five days. This hearing can be in person or virtual and will be led by a school administrator who was not involved in the original suspension. Both you (or your child, if they are 18 or older) and a school counselor will be invited.

Step 4: What Happens at the Hearing?

This is your chance to share your side of the story. You can present any information related to the incident, and raise any concerns you have about how the initial meeting with the principal went. The administrator leading the hearing, along with the school counselor, will consider all the information and decide whether to uphold (keep) or overturn (cancel) the suspension.

Step 5: The Final Decision

The Assistant Superintendent or designee will notify you of the final appeal decision within two school days after the hearing. This decision is final and cannot be appealed further.

Education Services to Prevent Loss of Academic Credit (NRS 392.4673)

HCSD policy requires the school to consider alternative placement for a student facing suspension or expulsion. This is a possibility if the principal determines that the student does not pose a serious safety threat and that an alternative setting would be the least restrictive environment. Furthermore, to prevent any loss of academic credit, the school will provide educational services to the student throughout the period of suspension or expulsion. This ensures that while disciplinary measures are in place, the student can continue their education and stay on track academically.

Placement in a More Restrictive Educational Environment (NRS 392.466)

If a school is unable to retain a student due to safety concerns, or placement elsewhere is in the student's best interest, the student may be placed in a more restrictive educational environment at that school or at a different public school or school within the school district, in accordance with NRS 392.466. The originating school explains what services the receiving school will provide that the originating school is unable to provide, and coordinates with the receiving school to create a progressive discipline plan based on restorative justice and to ensure that the receiving school has the resources required. Educational services continue during the placement so the student does not lose academic credit.

Languages and Accessibility (NRS 392.4671)

This plan is provided in as many languages as possible, to the extent practicable, based on HCSD's student and family demographics, as required by NRS 392.4671. This plan is available in Spanish, Filipino and Chinese. It is available at our website: https://www.hcsdnv.com/our-district/district-policies/progressive-discipline-of-pupils-2025-26. A parent or guardian who needs this plan in another language or in an accessible format may request it from the school office or the district office.

Transportation (NRS 392.4636):

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Supervisor of Transportation shall inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in checking the pupil's behavior.

Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely.

Temporary Removal of a Student: (NRS 392.4645)

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

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

The student who interferes with the teacher teaching or the students learning may be removed from class temporarily. While out of class, the student must be supervised and working on schoolwork in another classroom. The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class. Within three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable). After the conference, the principal will decide whether the student should return to class. If the recommendation is that the student returns to class, and the referring teacher disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The committee will review the circumstances for the student's removal and assess the best placement. The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she

was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) suspended or expelled. The committee may take other appropriate disciplinary action against the student should it deem necessary.

Notice of Nondiscrimination

Humboldt County School District ("the school district") does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment, and provides equal access to the Boy Scouts of America and other designated youth groups.

In keeping with requirements of federal and state law, the school district strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

Notice of Nondiscrimination on the Basis of Sex Under Title IX

Humboldt County School District does not discriminate on the basis of sex in the education program or activity that it operates, and the school district is required by Title IX and 34 CFR Part106 not to discriminate in this manner. The requirement not to discriminate in the school district's education program or activity extends to employment.

Inquiries about the application of Title IX and the Title IX regulations to Humboldt County School District may be referred to the school district's Title IX Coordinator, or to the Assistant Secretary at the U.S. Department of Education, or both.

The school district has designated the following employee to coordinate its efforts to comply with Title IX. The school district's Title IX Coordinator is:

Dustin Christean, Assistant Superintendent
Humboldt County School District
310 E. Fourth Street
Winnemucca, Nevada 89445
775.623.8100
dchristean@hcsdnv.com

The Assistant Secretary may be contacted at:

Assistant Secretary for Civil Rights
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Notice of Nondiscrimination on the Basis of Disability

Humboldt School District shall ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school district. Humboldt School District, in providing any aid, benefit, or service, shall not, directly or through contractual, licensing, or other arrangements, on the basis of disability:

1. deny a qualified person with a disability the opportunity to participate in or benefit from the aid, benefit, or service;
2. afford a qualified person with a disability an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;

3. provide a qualified person with a disability with an aid, benefit, or service that is not as effective as that provided to others;

4. provide different or separate aid, benefits, or services to persons with disabilities or to any class of disabled persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others;

5. deny a qualified person with a disability the opportunity to participate as a member of planning or advisory boards; or,

6. otherwise limit a qualified person with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.

PBIS Matrix Examples

Students

	Classroom & Specials	Lunchroom	Playground	Assembly	Hallway	Bathroom
Be Respectful	• Raise your hand • Use appropriate language • Silent body while listening to others. • Respect others' belongings and personal space	• Voice level #0-1 • Listen to the adult supervisors • Use good table manners	• Use appropriate language • Take turns • Follow game rules	• Voice level #0 • Show a listening body (eyes on the speaker, quiet hands and feet)	• Voice level #0 • Enjoy the artwork, look with your eyes only • Stay in your personal space	• Voice level #0 • Wait your turn • Respect the privacy of others
Be Responsible	• Listen • Participate • Follow directions • Be a problem solver • Be prepared with your supplies	• Use your time to eat • Stay in your designated area • Clean up after yourself and others	• Bring in belongings and equipment • Line up quickly and quietly when the bell rings in ABC Order • Be a problem solver	• Listen (silently) • Keep your hands and feet to yourself • Watch for the Super Hero #0 signal for silence	• Voice Level #0 • Hang coats and backpacks on hooks • Pass quickly to your destination	• Go, flush, wash, and toss • Be quick • Report messes or vandalism
Be Safe	• Follow directions • Keep your hands and feet to yourself • Remain in your assigned area	• Walk • Wait in line for your turn • Raise your hand for help or to use the restroom	• Follow playground rules • Listen to adult supervisors • Use equipment correctly	• Raise your hand for assistance • Stay in your designated area • Watch for your teacher to signal dismissal	• Face forward • Walk tight to the right • Hands to your side • Pay attention to the flow of traffic	• Keep water and soap in the sink • Use walking feet
Be Kind	• Make positive comments • Offer to share with and help others • Show appreciation by thanking others • Include students who may not have a group or partner	• Listen and let others talk • Put lunch boxes and trash in the right places • Say "please" and "thank you" to the people helping you • Give a compliment	• Use positive language • Learn people's names • Explain the rules of a game if someone is new • Congratulate friends for a good game • Use encouraging words	• Smile • Make room for others and respect their space • Clap and share appropriately • Encourage others	• Smile and wave to others • Offer help if someone is lost or help pick up fallen items • Thank others for being helpful • Reach out to those in need	• Smile and wave • Clean up fallen paper towels • Thank others for being helpful • Reach out to those in need

Staff

	Instructional Settings	Cafeteria/Hallways/Bathrooms	Playground	Assemblies/Activities	Staff Common Areas
Be Respectful	• Greet students as they enter the classroom • 5:1 reinforcement using the PBIS Matrix Expectations language • Seek first to understand then to be understood • Engage students in meaningful classroom activity	• Prepare your students to know and exhibit expected behaviors in school areas	• Use 5:1 reinforcement of playground rules and expectations	• Voice Level #1 • Model appropriate hallway behavior • 5:1 quiet verbal or nonverbal praise • Take conversations into a classroom when possible	• Greet colleagues and visitors • Use confidentiality-FERPA • Use positive language • Maintain professionalism in all school settings
Be Responsible	• Be prompt/prepared/ ready to teach • Be proactive • Know schoolwide expectations and procedures • Follow Discipline Flowchart and Staff handbook guidelines	• Actively monitor and reinforce school expectations and rules • Be present in the hallways as students begin coming in for breakfast • Walk your class to the outside doors for dismissal	• Be on time for your duty • Move around for proximity management • Cover your area • Reinforce playground expectations • Be on time to pick up your class from the recess line	• Be aware of, model and reinforce school expectations • Arrive to assemblies on time and be aware of your class seating area • Use/Follow/Model Voice Levels	• Clean up after yourself • Resolve conflicts peacefully • If copy machine jams and you can't fix it-notify office • Use appropriate voice levels • Check email and mailbox at the beginning and end of the day
Be Safe	• Take prompt and accurate attendance • Be consistent with discipline in the classroom	• Be aware of the number of students using the bathroom • Wear your School ID • Encourage students to keep belongings on hooks in the hallway	• Actively supervise and monitor your area • Notify the office of any hazards	• Monitor your class and others if needed • Review class dismissal signal prior to the activity	• Be aware of FERPA • Notify office of any hazards • Keep all outside doors locked • Keep areas clear of clutter • Keep office area clear, take breaks in the Staff Lounge
Be Kind	• Be aware of students' personal interests • Use Restorative Practices	• Greet other staff and students as you see them • Use Restorative Practices	• Use positive praise and language with students • Use Restorative Practices	• Model good sportsmanship and positive participation.	• Offer to help in office if you are there to visit • Be part of the solution

	• SEL Check-Ins • Use calm down strategies		• Use calm down strategies	• Use Restorative Practices	

Acknowledgment Matrix

Type of Acknowledgment	Criteria	Award	Frequency	Presentation	Dissemination
Verbal Praise	Displaying school wide expectations	Immediate positive verbal praise that is specific	As often as possible 5:1	In all settings	1:1 with student
Math & ELA Awards	Meeting Projected RIT Growth & Improvement Within Math & Reading	Certificate acknowledging students	Each teacher acknowledges students who met projected growth	Following Winter and Spring MAP testing	Assembly
Student of the Month	Student who models school wide expectations	Certificate and prize.	Once per month	Picture is hung in the Hallway of Fame	Announced during Friday Announcements
Class Attendance of the Week	Whole class being present the most days in a week	Banner Displayed on Classroom Door	Presented Weekly by Classroom Teachers	Monday Morning Announcements	Whole Class
Specials Class of the week	90% class exhibiting school wide expectations	Class name on Hallway of Heroes	Once per week	Monday Morning Announcements	Whole Class
Super Kid Points	Demonstrating behavior expectations in any location	Super Kid Point	5 per day average; 5 or more during booster weeks	In all settings	1:1 with the student; Weekly drawings; Whole school Spirit Day if awarded point goals are reached