Washoe County School District

Turning Point

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 27, 2026

Mission Statement

Turning Point is a self-contained program on a self-standing campus in the Washoe County School District (WCSD) in Reno, Nevada. It is a part of the continuum of services for students with individualized education programs.

Vision

The Turning Point program helps individual special needs children who have demonstrated significant behavioral regression in the least restrictive environment (LRE) on a middle school or high school campus, even with supplemental aids, services, modifications, and individual behavior plans.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/turning_point/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Specific: 100% of Turning Point students will participate in counseling groups and all school assemblies to increase fluidity in the practice of using social skills.
Measurable: Counseling groups will be held 30 minutes each school day. All student assemblies will be held 1x/month.
Attainable: Counseling groups and assemblies will be scheduled in the daily enrichment classes.
Relevant: Students are placed at Turning Point due to disturbance in emotional and/or behavior regulation. These opportunities to practice the social skills they are learning will help prepare them to be successful in the LRE (least restrictive environment) of their futures.
Time-Bound: The school master calendar provides a 30 minute enrichment each period in which all students are enrolled. This time frame is utilized for the daily counseling groups and assemblies.

Aligns with District Goal

Formative Measures: Attendance, Behavioral data, examination of master schedule to meet needs of students.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS **Position Responsible:** Principal **Evidence Level** Level 3: Promising: MTSS **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** Turning Point will increase student voice opportunities. **November Next Steps/Need** Implement Student Circle student facilitator **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Turning Point's students have Individualized Education Programs for behavioral and emotional disturbance and were place here by IEP team decisions from their comprehensive home schools,.

Specific: Turning Point processes and procedures will be improved to make 100% of students' IEP goals, accommodations, and other at-a-glance documents more transparent and readily available to 100% of classroom staff members, including teaches and classroom paraeducators.
Measurable: 100% of each student's IEP at-a-glance, behavior intervention plans, care plans, and other documents delineating goals and objectives for student growth will be distributed to 100% of classroom staff members as these documents are available and updated.
Attainable: Case managers, counseling staff, and administrators access these documents as they are attached to each student enrolled,
Relevant: Classroom staff need to be acutely aware of students' goals, accommodations, needs, and behavior plans to help the students get what they need.
Time-Bound: These documents will be distributed to classroom staff once the documents have been finalized and properly recorded, post-revision.

Aligns with District Goal

Formative Measures: Recorded distribution schedule, staff learning on contents of these documents provided by case managers, counseling staff, related service providers, and administration.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Professions Learning Communities (PLCs) **Position Responsible:** Principal **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Nov:** Implemented **November Lessons Learned** To assist in accurate IEP implementation, Turning Point will increase transparency for all classroom staff, including goals and objectives. **November Next Steps/Need** IEPs at-a-glance will be distributed to all classroom staff, including paraeducators, to ensure accommodations and modifications are being incorporated into students' daily work in class with accuracy. **Feb:** Implemented **February Lessons Learned** **February Next Steps/Need** **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Every Turning Point students is enrolled in an Advisory period with a certified teacher.

Specific: Staff will contact parents/guardians with positive news.
Measurable:100% of advisory teacher staff will make this contact with every parent of their advisory student and will record the calls/contacts on the Turning Point contact log live sheet for every student. This contact log is shared document for all teaching and administrative staff.
Attainable: The staff have available to them Excel sheets, Turning Point postcards, Class DOJO, school phones, and scheduled time in their daily schedules to make outreach.
Relevant: parents will be encouraged to partner with their child's school.
Time-Bound: An outreach is to be completed by the student's advisory teacher and case manager 2x/month. The contact log will be reviewed monthly to ensure advisory staff are contacting all parents of their advisory students.

Aligns with District Goal

Formative Measures: Infinite Campus
Contact logs

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Social Emotional Learning SEL **Position Responsible:** Principal **Evidence Level** Level 1: Strong: SEL **Problem Statements/Critical Root Cause:** Connectedness 1	**Nov:** In progress **November Lessons Learned** Every student and family will receive an invitation for a home visit from Turning Point staff, to possibly include teachers, case-managers, mental health professionals, school counselors, and/or administrators. These home visits will include information about a student's status in their transition program. **November Next Steps/Need** All parents have been contacted about home visits, but not all parents have indicated that this is something in which they would like to participate. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**