

Additional Resource to Supplement the WCSD Behavior Manual (2025-2026)

Washoe County School District

Office of Academics



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Safe and Connected Schools

The Washoe County School District (District) and the Board of Trustees (Board), 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.

Safe and Respectful Learning Environment

The District seeks to create a safe and respectful learning environment for students free from discrimination, bullying and cyber-bullying based on differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds in order for students to achieve success. Students are entitled to learn in environments free from discrimination and bullying. A positive school climate and culture characterized by mutual respect and the building of relationships results in academic, social, and emotional growth for students in the District.

Schools can create a safe and respectful learning environment by building meaningful relationships with students and families by:

- deliberately connecting with students and families,
- developing and implementing clear expectations and predictable routines,
- strengthening communication.

One approach to supporting student behavior is to create the conditions that promote culturally responsive prosocial behavior and academic engagement. The student who experiences connection, trusted adults, and who engages in the learning process is far less likely to behave in distracting and disruptive ways that impede their own learning and potentially the learning of others. Although we focus our attention on preventative measures, we know that not all students will be responsive. Below we outline recommended approaches to supporting students including recommended disciplinary strategies.

Building School Climate and Disciplinary Practice

There are practical steps that should be used to support student learning (academic, social, and emotional) through the creation of a safe and respectful learning environment or school climate. These steps begin with building meaningful relationships and connecting students to other students, students and families to adults in the building, and students to their own learning.

Multi-Tiered System of Supports

As it relates to student discipline, we focus our attention on the teacher and the classroom, the school administrator (and designees) and the school, and the role of central office administration. Please note that the same authority enjoyed by the teacher extends to all staff when addressing student behavior. By and large, Tier 1 practices and some Tier 2 interventions and consequences reside with the classroom teacher. Some Tier 2 interventions, and Tier 3 interventions and consequences reside with the school administrator. And some Tier 3 interventions and consequences, including behavior support, reside with central office administration.

Our goal is to foster connections and promote the behavior we expect to see students exhibit. We will still have to manage disruptive behaviors and we have many strategies we can rely on to intervene as early as possible when a student behaves inappropriately. We must discipline students in a progressive manner should students fail to respond to our reteaching and restorative practices. When a progressive system of discipline and support is not used, it can make it unclear to the student what they need to correct as well as what supports are there to help them correct the behavior.

Behaviors that threaten the safety of students and staff must be handled with immediacy. In these instances, it is paramount to think carefully about how we restore the community and reintegrate the student who has been temporarily removed. In this way, traditional disciplinary practices and restorative practices can and must work together. We will address this more fully in the next section and later when we discuss student transitions.

Generally speaking, minor behavior infractions should be addressed with Tier 1 practices and Tier 2 interventions and consequences. Major behavior infractions should be addressed through Tier 2 and Tier 3 interventions and consequences. Minor behaviors that are appropriately addressed and which are repeated multiple times (e.g., 3 or more times in a 10-day period), should be classified as a major behavior.

In Table 1, we include example practices and interventions that we might see in the classroom, the school, and at the district level. This is not an exhaustive listing, and schools should develop their own bank of strategies. Our practices should help create and strengthen a positive and welcoming learning environment. Building meaningful connections and meaningful community among all students, families and staff is at the heart of this work. Establishing predictability through clear expectations and enforcing rules also enhances the sense of a physically and emotionally safe environment for students and staff alike. We emphasize reinforcement of desirable behaviors as preventative strategies and positive behavior support and recognize that punitive measures may at times be required.

In this set of example practices, what we have included at the classroom level is the same as that which we include at the school level. There must be a high degree of consistency among teachers regarding classroom expectations and enforcement of rules. This is particularly crucial at the secondary level when students enjoy multiple teachers daily. There should also be consistency between classroom expectations and schoolwide expectations. Noting that the ultimate responsibility for establishing and carrying out expectations lie with educators, a powerful way to build community is to include students genuinely in the development of classroom and schoolwide expectations.

Table 1. Examples of practices and interventions

	Climate Practices	Interventions		
		Tier 1	Tier 2	Tier 3
Classroom	Forming relationships Restorative Circles Clear expectations Modeling/Reteaching Ignoring behavior Reinforcing behavior	Teach/Reteach Restorative chat Conflict mediation Parent/Guardian Conference SEL Activities	Writing exercise Beautification Restorative Plan Skill Building	TAP removal
School	Forming relationships Restorative Circles Clear expectations Modeling/Reteaching Ignoring behavior Reinforcing behavior	Teach/Reteach Restorative chat	Restore at door Parent/Guardian Conference Beautification Restorative plan	TAP Conference Restorative Conference Suspension Threat Assessment Transition plan Outside referrals
District	Forming relationships Professional Dev. Coaching Evaluation			Behavior support Modeling DIAT Hearing Officer Referrals

Minor Behaviors

Minor behaviors are disruptive behaviors that distract from learning, require immediate response from staff, but generally do not significantly violate the rights of others or create safety concerns. There may be important contextual factors that affect the interpretation of a behavior. For example, at a very young age, developmental differences may help explain disruptive behavior and might suggest that a disciplinary response is unnecessary. As a second example, an unexpected, isolated behavior might be disruptive and instead of a disciplinary response, it might signal a need for inquiry with a student to understand what might have prompted the behavior. As such, and consistent with all decisions being made regarding student behavior and our responses, teachers, administrators, and all educators must use their professional judgment.

By default, behaviors not listed in the Behavior Manual and that do not threaten the safety of the learning environment would be classified as minors. Examples of minor behaviors include, but are not limited to:

- breeches of classroom and school-based rules that are clearly defined by the school,
- disruptive behaviors that do not significantly violate the rights of others,
- disruptive behaviors that do not put others at risk for harm,
- behaviors that distract from student learning.

When in the judgment of the educator a behavior is disruptive, requires a response, but is below the threshold of a major behavior, **documentation** is required. Consistent with both our tiered support systems and our progressive disciplinary steps, a lack of documentation creates a barrier to early identification, early intervention, and support for a student to become more successful. The handling of what we refer to as “**minor**” behaviors should in most cases be by the teacher or duty staff. This is true for both documentation in Infinite Campus, any disciplinary response, and communication to administration if the behavior persists. Included in the appendix of the Behavior Manual are a basic set of steps to enter minor (and major) behaviors into Infinite Campus. When documenting any behaviors in Infinite Campus, please be cognizant of FERPA requirements and student privacy. If the behavior

incident involves other students, names and other identifying information for the other students cannot be included.

School rules should be regularly taught and reinforced by teachers and administration. Some examples of minor behaviors may be being tardy and misusing property and/or technology. Each school should develop a PBIS matrix that outlines behavior standards or expectations at their site. If a student repeats the same or similar minor behaviors 3 or more times in a 10-day period and the teacher has retaught expectations and has used progressive disciplinary steps and supports within their means, that pattern should be identified as a major behavior and referred to school administration. In these instances, administrative action would likely fall within what we describe as Tier 2 discipline and intervention. Practices such as “restore at the door,” restorative conferences including teachers, administration and at times parents/guardians regarding student conduct, skill building opportunities, and safety and support planning could be used.

If a student continues to fail to respond or exhibits a behavior that in the professional judgment of the teacher is highly disruptive or alarming, the teacher can remove the child to a **temporary alternative placement** (TAP) within the building (more information on TAP can be found in the Behavior Manual on page 10). In Table 1 above, we do refer to this as a Tier 3 intervention as we generally see this as an intervention of last resort on behalf of the teacher. School administrators are primarily involved in supporting teachers with Tier 2 interventions and in decision making regarding Tier 3 interventions. Not all major behaviors that require administrator intervention require traditional means of discipline such as out-of-school suspension. But behaviors classified as major should be taken with absolute seriousness. Restorative planning should occur to understand what prompted the behavior in question, what its impact was, what are appropriate consequences and how it can be avoided in the future. This will often require conferencing with students (including those impacted by the behavior), with parents/guardians, and developing support plans where we identify strategies that can be used by the student, often with adult support, to engage in their academic environment productively. Of course, progressive steps should be taken if behavior is repeated or intensifies.

If a student continues to repeat behaviors when progressive steps, including exclusionary practices coupled with restorative practices, have been used, administrators do have the ability to request district support through our universal referral system. Through the referral system, administrators can request behavior support, District Intervention Assistance Team (DIAT) support, behavior hearing support, as well as attendance support and mental health support.

District level practices rely on the development of meaningful relationships with school staff. Through creating this broader community all focused on the same goal, providing the best possible educational experience for all students, we are more apt to effectively manage student behavior including unruly behavior. District practices aim at building the capacity of school administrators and teachers to effectively manage behavior.

District interventions fall within the level of Tier 3. These include providing expert consultation in behavior management from Registered Behavior Technicians (RBTs) and at times Board Certified Behavior Analysts (BCBAs), conducting DIAT meetings providing student and family centered consultation with community partners, and behavior hearing support on extreme forms of behavior. Support with conducting threat assessments, and hearing support is also available.

Helpful Resources

- Core Social Emotional Learning: [Multi-Tiered System of Supports / 3 Signature Practices \(washoeschools.net\)](#)
- Core Positive Behavior Intervention Supports: [Tier One: Universal Prevention \(All\) \(washoeschools.net\)](#)
- Core Trauma Responsive Practices: [Multi-Tiered System of Supports / Trauma Conference, 2021 \(washoeschools.net\)](#)

Major Behaviors

Major behaviors typically refer to significant or serious disciplinary incidents that require formal documentation and intervention. These behaviors may include actions such as physical altercations, bullying, substance abuse, threats, vandalism, or other violations of school policies that go beyond minor infractions. Major behaviors are recorded to track and manage student conduct, support interventions, and ensure compliance with district policies and regulations. The data helps school administrators monitor trends, implement corrective actions, and maintain a safe and conducive learning environment. Please see the Behavior Manual for a thorough review of major behaviors.

Principals, Assistant Principals, and Deans should be granted editing access to major behavior records. Counselors and School Psychologists should have viewing access. If a Principal wishes to extend editing or viewing permissions to additional individuals, a request must be submitted to the Director of Behavior.

Behavior Management – Video Series. Topics include Incident Management Editor, New Incident - Enter Incident Detail Information, Add Event/Participant, Add Resolution, Add Resolution That Impacts Student Attendance, and Add Behavior Response. Link to videos: [Campus Behavior Management](#)

Restorative Justice and Restorative Practices

Restorative Justice means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil. Restorative Practices within the field of education are positive social interactions that create equitable and safe learning conditions. Engaging restoratively with students before, during, and following a disciplinary offense fosters student accountability, growth, and the opportunity to repair the harm.

Restorative Practices are practices designed to build and restore community. Most of the practices are in fact designed to build community before any breach has occurred. Practices such as morning circles, greeting students at the door, intentionally learning the name of each student and the proper pronunciation of names all contribute to a welcoming and inclusive community.

Unfortunately, with all communities at times breaches in expectations occur. When this occurs in the school setting, practices are used to address the breach and to restore the community. Restorative Practices are victim centered and are used to clearly understand the breach, why it occurred, who it impacted and how they were impacted, how it can be avoided in the future, and appropriate consequences for the breach.

In all instances, students who have been disruptive should be held accountable. This may involve a disciplinary consequence and must involve the learning of skills to avoid such behavior in the future.

Relief and Support for Victims

Relief for victims must be timely, appropriate, and restorative in nature, and may include, but is not limited to:

- **Acknowledgment and Validation:** Ensuring that the harm experienced by the victim is recognized and addressed.
- **Restorative Conferences or Mediation:** Facilitated meetings between the student who caused harm and the victim (when appropriate and agreed upon), with the goal of repairing relationships, fostering accountability, and preventing recurrence.
- **Safety and Support Measures:** Adjustments to schedules, seating, supervision, or access to counseling and support services to ensure the victim feels safe and supported at school.
- **Educational and Community Resources:** Providing information and access to resources such as social-emotional support, peer mentoring, or community-based victim services.
- **Follow-up and Monitoring:** Checking in with the victim to ensure that agreed-upon supports remain effective and that the student feels safe and respected moving forward.

Discipline Strategies

Teachers, with the support of other educators and staff, providing highly effective instruction and engaging students in learning are the greatest predictor of academic success. Instruction matters and so maximizing student time receiving instruction should be our shared goal. Traditional disciplinary strategies tend to exclude students from instruction or other school activities. By contrast, restorative strategies aim to minimize lost instruction and/or access to other school activities.

Suspension should be used as a last resort when other disciplinary measures have failed or when a student's behavior poses a serious threat to the safety and well-being of others. Deferred suspension should not be used as a disciplinary action.

Guidelines for Implementing Suspensions

1. **Exhaustion of Other Interventions:** Before resorting to suspension, all other appropriate and feasible interventions and supports should be exhausted. This may include counseling, behavioral interventions, restorative practices, and family involvement.
2. **Due Process:** Ensure that the student receives due process, including clear communication about the reasons for the suspension, an opportunity to respond to the allegations, and a fair and unbiased decision-making process.
3. **Duration:** Keep suspensions as short as possible. Consider in-school suspensions or alternative educational settings that allow the student to continue their education.
4. **Reentry Plans:** Develop reentry plans to support the student's return to school, which may include counseling, behavioral contracts, and other support services.
5. **Documentation and Monitoring:** Document all incidents leading to suspension and monitor the use of suspensions to ensure they are applied fairly and consistently.
6. **Family and Student Support:** Engage the student's family in the process and provide resources and support to address the underlying issues contributing to the behavior.
7. **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.
8. **Delayed Suspension:** When In-School or Out-of-School suspension is necessary, the suspension days must occur immediately in response to the incident, not delayed to a future date.

When exclusionary practices are used, we must think carefully about how to restore the community. For example, if a student behaves dangerously in a classroom and must be immediately removed, what steps should we take with the remaining students to support them in regaining their sense of classroom safety? When the student does return, how do we reintroduce him or her to the classroom avoiding humiliation and shame? Given this context, within a progressive discipline plan, there is room for both restorative practices and more traditional disciplinary practices. Table 2. lists some of the practices that should be considered.

Table 2. Disciplinary Practices

Restorative Practices	Traditional Practices
Community circles	Time out
Mindfulness activities	Writing exercise
Self and other awareness exercises	School beautification
Brain/exercise breaks	Loss of privilege
Private note	Detention / Saturday school
Restorative chat	In-school suspension (TAP)
Restore at the door	Parent/guardian conference
Informal conferencing	Out-of-school suspension
Formal conferencing	Long term suspension
Behavior/support planning	Expulsion
Threat assessment	Permanent expulsion

Discipline Practices and Professional Judgment

There are very few student behaviors in which we have little or no discretion. If, for example, a student was found in possession of a dangerous weapon on school grounds, there are immediate actions that must be taken. Even in this instance, however, legal definitions of a dangerous weapon can lead to ambiguity and the need to exercise professional judgment. By and large, very specific and immediate actions are taken with instances of battery with bodily injury and instances of distribution of controlled substances. However, these behaviors too may inherently be more ambiguous requiring administrators to be thoughtful in response. With significant threats of violence, there is a process that must be followed. While the process must be followed, this process itself relies on professional discretion.

Teachers and administrators can reach out to central office staff for consultation. Certain instances will require the use of formal referrals, but in all instances central office staff are available to answer questions and provide guidance. Linked here is our universal referral for behavior management, attendance support, DIAT, behavior hearings, and mental health support: [WCSD Universal Referral - Behavior \(SpEd, gen ed\) SARB, Mental Health SY25/26](#)

Administrative Decision Making and School Police

It is important to delineate the latitude site administrators have in taking action to manage behavior and to keep their learning environments safe. An important consideration in this regard is when student behavior prompts a response from school police.

School Police actions and administrative actions are separate and distinct. Although separate and distinct, they often overlap and are most often complementary. Outside of emergency responsiveness, most typically School Police are called to respond when a student's alleged behavior is believed to be in violation of law.

When School Police responds to alleged illegal student behavior, site-based and central office administrators will step back so as to not impede the police investigation. This means an administrator may wait to ask questions of the student and/or assumed witnesses. It may also mean waiting to contact parents/guardians until the administrator has an opportunity to communicate with school police and/or their supervisor. If the student is still within the school while the police investigation is taking place, administration may need to assist school police in ensuring a safe environment. If the student is not on-campus or if at some juncture the student is allowed to leave before the investigation is complete, this does not preclude the administrator from placing the student on suspension.

The outcome of the police investigation can make the steps administrators take more routine. For example, if a student is found in possession of a dangerous weapon and through investigation the police officer determines that the weapon meets the statutory definition and either transports the student to Juvenile Detention, or refers the student to Juvenile Detention, the administrator then knows to follow the procedures for handling this sort of major behavior (e.g. emergency suspension, referral to hearing officer, MDR, attend student hearing, assist in planning assuming the student is placed at an IAES).

The outcome of the police investigation can also make the steps we take less routine. For example, a student was alleged to be in possession of a dangerous weapon as reported by several other fellow students who witnessed the individual threatening another student. However, through the police investigation no weapon could be located and no citation could be given at this time. The administrator in this instance still has every right to follow the same process outlined above, issuing an emergency suspension and referring the student to the hearing officer. That is an example of administrative discretion distinct from school police involvement.

The standards that must be followed by law enforcement before citing a student are extremely high. Moreover, those standards do not dictate administrative decision making, although they can support it. When an administrator does exercise discretion in terms of disciplinary action, as outlined above they have many tools available to them. They must be thoughtful in their approach especially when it comes to the use of exclusionary forms of discipline. In the Behavior Matrix in the Behavior Manual, mandatory actions and discretionary recommendations are provided. These recommendations are not absolute and administrators must use their professional judgment with every unique case, while adhering to laws and regulations set forth under the IDEA and Nevada state law.

In exercising discretion, an administrator must be thorough, carefully considering the behavior in question, the context within which it occurred including antecedent conditions, the impact of the behavior, the appropriate actions to be taken including discipline and support, and the implications of such actions. Although each behavioral incident may be unique, the administrator should strive toward fairness and consistency as this alone will help strengthen a stable and predictable environment for all students, including those who have been disruptive.

Notification Requirements

School communication should aim to keep our learning environment safe and get the necessary support for a student to address behavior and to overcome obstacles. First, we should communicate early and often with parents/guardians regarding student behavior. This includes communicating positive behavior as much as possible. This is an important piece in building meaningful relationships as it builds school community helping set the stage to engage families in partnership, validating them and including them as an asset in their child's education. Too often parents /guardians hear little until something is amiss. If we communicate positively, we will strengthen family engagement which will be invaluable to us should we run into a situation where unwanted behavior must be addressed and we need parental/guardian support.

The call for restorative plans for students to address behavior as well as tiered interventions are great opportunities to communicate with parents/guardians. Although statute and policy dictates that we communicate with parents/guardians when their student is excluded, except in extraordinary circumstances this should not be the first time they are learning about disruptive and inappropriate behavior. Parents/guardians have a legal right to appeal suspensions and so clear communication regarding any suspension is required.

Within the boundaries of the Family Education Rights and Privacy Act (FERPA), teachers should receive feedback regarding the outcomes of student discipline. Without violating FERPA, messages should be shared that indicate that a behavior has been addressed. Especially as it relates to exclusionary practices, we must build restorative plans as students transition back to class, to a different class, and to the school. Teachers must be involved in this as often they will be instrumental in carrying out the plan.

With respect to site administrator to district administrator communication, more is better. The Behavior Matrix in the Behavior Manual includes recommendations for when the Behavior Hearing Officer should be consulted. In many instances, there is a recommendation for consultation even when a hearing is not a likely outcome. The Hearing Officer can be a great resource in connecting the school with valuable resources that will assist in supporting a student. It is incumbent upon the Hearing Officer and other central office administrators to communicate with school administrators regarding student behavior. This should include reminders regarding available support, any trends in behavior that may be emerging, and actionable data that can then be shared school wide by site administrators.

Another way that administrators must effectively communicate student behavior to central office administration as well as other administrators is through proper documentation within Infinite Campus. This certainly includes documentation regarding "major" and "minor" behaviors but also includes proper documentation within the MTSS tab. To support students who may be transient and students when they matriculate, this proper documentation is paramount. Moreover, when consulting with the Hearing Officer, that administrator is going to use Infinite Campus to support the school and the student. If documentation is lacking, this narrows the support the hearing officer can provide and may prohibit any possibility of an IAES placement for habitual discipline.

Positive Recognitions

To reinforce and shape positive behavior, every attempt should be made by a school to "call-out" positive behavior. This should be in the form of phone calls or emails home to build partnership with families. Positive behavior can and should be coded and detailed into the minor behavior tab within Infinite Campus.

Disproportionality

Throughout our nation, state, and locally in Washoe County School District, data related to disciplinary practices demonstrates substantive differences between student groups in terms of who has been involved in major behavioral events. Moreover, for the same major behaviors there are substantive differences in the harshness of consequences. Across most studies, African American, Latino, and Native American students, as well as students with disabilities, students living in poverty, students living in transition, and in the foster care system are more often involved in major behavior events, suspended for those behaviors, and suspended for longer amounts of time compared to their fellow classmates.

Although behavior that threatens the safety of students and staff cannot be tolerated, we must take a hard look at how we are interpreting threatening and violent behavior. Data disparities suggest that implicit bias accounts for some of the variance in our interpretations and resulting actions.

One result of this is lost instructional time. Lost instructional time can often lead to student frustration as gaps in learning grow. In response, students attend school less often and/or become disruptive. This cycle of frustration and missed instruction must be interrupted using methods to better engage students and to give them opportunities to experience success and engage in learning.

Professional Learning

District administration will meet monthly with school administrators responsible for student discipline. These meetings will be designed to understand plan requirements, support available to carry out the plan and to support safe and connected school climates, and to review data to evaluate the extent to which progress is being made.

District administration will explore co-developing professional learning opportunities with the Washoe Education Association (WEA) to create opportunities for teachers. Delivery dates for these opportunities have not yet been defined.

Quarterly Monitoring

Data regarding student behavior and discipline will be reviewed quarterly. Schools are expected to review major behavior events and suspension data quarterly. Business Intelligence Gateway (BIG) reports are already available that allow for ongoing review of incidences as well as some disproportionality. It will be critical for each school to be aware of the extent to which outcomes are disproportionate.

District administration will be reviewing rates of major behavior and suspension on a quarterly basis. A primary filter for this analysis will be disproportionality. Controlled school comparisons will also be made. Aspects of these quarterly reviews will be submitted to the Board of Trustees through weekly Superintendent Highlights.

Annual Revision Cycle

District administration will be reviewing annual outcomes, and these will be used in part to fuel potential revisions to the District Progressive Discipline Plan. The District submits annual data regarding behavior and discipline to the State Superintendent. The State Superintendent will analyze disproportionality and will highlight areas where there are significant disparities. The State Superintendent does have the authority, based on this review, to make changes to a District's discipline plan and to place the District into Corrective Action for a 1-3 year period.

Prevent-Teach-Reinforce (PTR) and a Functional Behavior Assessment (FBA)

- A Functional Behavior Assessment (FBA) is generally considered a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the antecedents or triggers of specific behavior and to help IEP teams select interventions to address directly the problem behavior.
- The Prevent-Teach-Reinforce (PTR) model of behavior support is a team-based, systematic, structured process for supporting students with challenging behaviors that have not been resolved satisfactorily with classroom and school wide behavior management systems.
- Although the District has historically identified the PTR as the tool used to conduct the FBA, it is transitioning to a new tool and process referred to as FBA Made Easy. More information pertaining to the FBA Made Easy tool/process can be found at the District Website under Special Education.
- PTR utilizes scientifically validated practices of functional behavior assessment, reinforcement and teaching new behaviors.
- The PTR is a model of Positive Behavior Support (PBS) aligned largely with principles of Applied Behavior Analysis (ABA) (Dunlap, et al, 2010).
- The PTR, based on extensive research, is intended for students who exhibit challenging behaviors, including those with disabilities (Dunlap, et al., 2010), and is derived from two approaches that have guided behavioral support for decades, PBS and ABA.
- PBS is a broad approach for organizing environmental, social, educational and systems strategies to improve competence and quality of life for individuals with challenging behaviors (Dunlap et al., 2010).
- The ABA approach utilizes approaches to learning that produce socially meaningful changes in behavior. The PTR is directly linked to both PBS and ABA and is utilized in a variety of settings. The PTR has been implemented and tested over the span of several years and has been shown to lead to improved outcomes in student's behavior and academic achievement (Dunlap et al., 2010).
- It is intended to be used in Tier 3 Individual Interventions.
- The PTR is the tool WUSD staff need to use to guide a school team through the completion of functional behavioral assessment and a positive-behavioral intervention plan, as well as fidelity checks.
- The PTR process is utilized, with fidelity, for students in Tier 3 who need behavioral support and for students with disabilities who may need additional behavioral supports, or an alternate placement based on behavior.
- Evaluation Requirement under IDEA—under 34 C.F.R. 300.304(b) (3) state that districts shall use “technically sound instruments” that assess behavioral factors.
- As used in this section, “targeted behavior” means the particular adaptive or inappropriate behavior of the pupil that the person conducting the assessment monitors in order to promote adaptive behavior and reduce the occurrence of inappropriate behavior.

Expel or Expulsion

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

- The District is committed to providing educational options to students. If a student has committed an infraction that would warrant expulsion, the District will typically work to identify education options or an alternative educational setting for the student, rather than permanently removing a student from an educational setting with no educational options.