



LYON COUNTY SCHOOL DISTRICT

LYON COUNTY SCHOOL DISTRICT: RESTORATIVE DISCIPLINE PLAN

ELEMENTARY SCHOOLS:

COTTONWOOD, DAYTON, EAST VALLEY, FERNLEY ELEMENTARY, FERNLEY INTERMEDIATE, RIVERVIEW, SILVER STAGE, SMITH VALLEY, SUTRO, YERINGTON

INTERMEDIATE/ MIDDLE SCHOOLS:

DAYTON, SILVER STAGE, SILVERLAND, SMITH VALLEY, YERINGTON

HIGH SCHOOLS:

DAYTON, FERNLEY, SILVER STAGE, SMITH VALLEY, YERINGTON

Author's Note: This Restorative Discipline Plan was developed by the Lyon County School District (LCSD) Restorative Discipline Committee (Tim Logan, ~~Dawn Huckaby~~ Stacey Griffin-Cooper, Tammie Moniz, Shawn Romero, Corinne Burns, ~~Monie Byers~~ Dusti Houk, David Palmer, Tony Wilson, Stephanie Coplan, and Tamara Roseberry) with feedback from the following focus groups as outlined in AB 285: Teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS. 388G.700. A list of names for those participating in focus groups is in Appendix A. A copy of Policy JG regarding Student Discipline is in Appendix B.

Categories of Behavior

1. Attendance Related Behaviors
 - Excessive Tardies (minor)
 - Truancy (minor)
 - Habitual Truancy (major)
2. Violations of School Rules
 - Disregard for School Rules (minor)
 - Public Display of Affection
 - Horseplay
 - Physical Aggression
 - Unauthorized Area
 - Insubordination (major)
3. Disruptions of Class/School Activities
 - Interference with Instruction (minor)
 - Disruption of School Activities (major)
 - False Fire Alarm
 - Serious Disruption of School
 - Threat to School
4. Prohibited Behaviors- General
 - Arson (major or minor)
 - Bus/Transportation (minor)
 - Cheating/Plagiarism (major or minor)
 - Altering School Records
 - Cheating Plagiarism
 - Forgery or False Reporting

[Damage to or Destruction of Property on School Grounds](#) (major or minor)

[Dress Code Violation](#) (minor)

[Gang Related Behavior/Activity](#) (major)

[Habitual Disciplinary Problem](#) (major)

[Impairing Health, Safety, or Welfare of Others](#) (major or minor)

[Inappropriate Language](#) (minor)

[Directed at Peer](#)

[Directed at a LCSD Employee](#)

[Sexual Assault](#) (major)

[Sexual Misconduct/Harassment](#) (major)

[Technology Violation](#) (minor)

[Electronic Devices/Cell Phone](#)

[Pornography](#)

[Theft/Possession of Stolen Property](#)

[Trespassing](#) (minor or major)

5. [Bullying Behaviors](#)

[Bullying](#) (minor or major)

[Cyberbullying](#) (minor or major)

[Discrimination Based on Race](#) (minor or major)

6. [Substance Use Behaviors](#)

[Alcohol - Possession/Use of](#) (minor)

[Drug Paraphernalia- Possession of](#) (minor)

[Possession/Use of a Controlled Substance](#) (minor)

[Tobacco Violation](#) (minor)

[Sale Distribution of Controlled Substance](#) (major)

7. [Threat Behaviors](#)

[Threat to School](#) (major)

[Threat to Staff](#) (major)

[Threat to Student](#) (major)

8. [Violent Behaviors](#)

[Violence/Harm to Staff](#) (major)

[Violence/Harm to Student](#) (major)

9. [Weapons Involved Behaviors](#)

[Possession/Use of a Weapon](#) (major)

[Possession/Use of a Weapon](#)

[Fireworks](#)

[Weapon not Defined Under NRS](#)

[Brandishing a Weapon or Dangerous Weapon](#)

10. [Appendix A](#) Names of Lyon County School District Discipline Plan Focus Group Participants

11. [Appendix B](#) - LCSD Board Policy JG Student Discipline

LCSD DISCIPLINE POLICY STATEMENT

At Lyon County School District (LCSD), we are committed to providing our students with the best possible learning environment. Our mission is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges. We, at LCSD, have some fundamental beliefs which guide our thinking and shape our policies. All LCSD students have the right to:

- A positive, safe and respectful learning environment.
- Highly qualified staff who offer their best every day.
- Our patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.
- Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Caring adults who support and respect them for who they are individually.
- An equitable and diverse education with the appropriate resources to be successful.
- Engage as inclusive members of their school and community.
- Be heard and have a voice in all aspects of their education.
- Understand existing rules, the purposes of those rules and the opportunity to express concerns with perceived inequities.
- Be open, honest and express themselves in a respectful manner.
- Authentic, real world learning opportunities that will prepare them for their future.

Our approach to discipline includes the value of teaching and re-teaching expectations to students. Discipline should only be applied with the additional support of restorative practices in conjunction with both behavior and academic support as needed. The Multi-Tiered System of Supports (MTSS) team will monitor the student discipline referral data on a quarterly basis to identify any disproportionalities.

CHRONIC MISBEHAVIORS¹: Questions to Consider

- ☐ Is the student consistently receiving Tier One (school-wide) behavior supports?
- ☐ Does the student possess the skills necessary to:
 - ✓ appropriately resolve conflicts with peers and/or adults?
 - ✓ successfully complete academic requirements?
 - ✓ resist peer recruitment (gangs, drugs, hazing, etc.)?
 If not, what targeted skill development is necessary?
- ☐ What INTERVENTIONS, as opposed to punishments, have been implemented?
- ☐ What ENVIRONMENTAL FACTORS (triggers) at school are contributing to the misbehavior?
 - What is missing or present in the environment which supports the continued use of the misbehavior?
- ☐ What FUNCTION does the misbehavior serve? What is gained or avoided by engaging in misbehavior?
- ☐ Has the student been seen by the school counselor?
- ☐ Has the student been provided targeted skill development? i.e., anger management, conflict resolution
- ☐ Has the student been seen by a private agency?
- ☐ Has the student been paired with an adult mentor to help build positive school relationships?
- ☐ Does the student have a behavior contract or Behavior Support Plan (BSP)?
- ☐ Has the student been referred to the school MTSS team?
- ☐ Has the student been diagnosed with a medical / psychiatric condition which requires medication?

REMINDER: Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of inappropriate behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

¹ Adapted from SBCUSD

[Return to Categories of Behavior- Main Page](#)

Restorative Questions I²

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ What do you think you need to do to make things right?

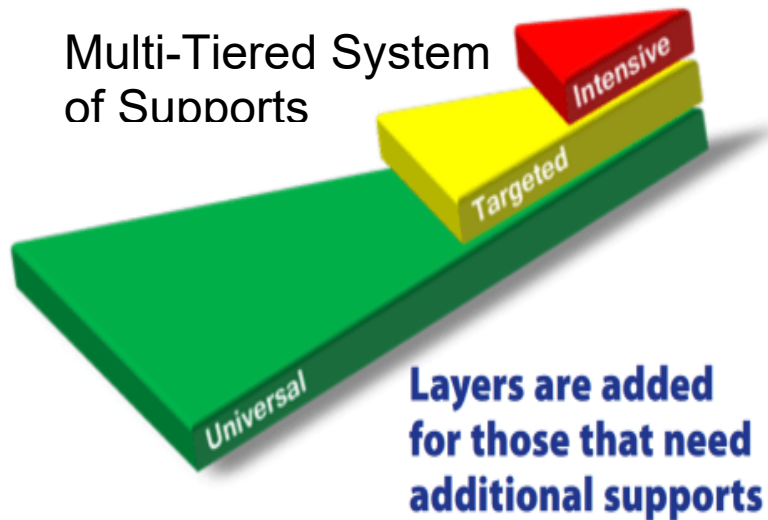
Restorative Questions II²

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact did this incident have on you and others?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

² From International Institute for Restorative Practices, www.iirp.org

Multi-Tiered System of Supports



Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from SBCUSD

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
☐ Commitment to MTSS ☐ Universal Expectations & Rules ☐ Office Referral Procedures ☐ School-Wide Acknowledgement System ☐ School-Wide Social Skills Instruction ☐ Active Supervision ☐ Enforcement of Expectations ☐ Data-Based Decision Making ☐ Safe and Welcoming Climate	☐ Strategic Skill Development • School Success ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization • Targeted Skill Development ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal ☐ Function-Based Intervention • Gain ○ Check In/Check Out ○ Mentoring • Escape ○ Academic support ○ Accommodations ☐ School-Based Network of Support • Planned staff collaboration • Intentional staff/student interactions • Increased monitoring & feedback	☐ Analysis of Behavior Function & Creation of Behavior Support Plan • Environmental modifications • Replacement Behaviors • Curriculum modifications • Reinforcement system • Proactive strategies • Reactive strategies • Behavior goals • Communication systems ☐ Wrap Around Support(s) • School-based network of support • Inter-agency collaboration • Continuous monitoring & feedback ☐ District-Based Structured Alternative/Resource Setting • School-wide Behavior Management System ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

Adapted from SBCUSD

Interventions and Best Practices:

- **Clearly define / post the behavioral expectations.**
- **Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.**
- **TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc.**
Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up.”**
- **Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.**
- **Acknowledge students who appropriately demonstrate the expected behavior.**
- **Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you ____.”**
- **Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”**
- **Check for student understanding of the behavioral expectations - “Please summarize what we discussed so I ensure there is no confusion.”**
- **Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.**
- **Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?**
- **Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”**
- **Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.**
- **Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).**
- **Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.**
- **Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.**
- **Involve a problem-solving team (See Student Intervention Flow Chart).**
Adapted from SBCUSD

Lyon County School District

RESTORATIVE DISCIPLINE PLAN

ATTENDANCE RELATED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Excessive Tardies (minor): A student has been marked tardy five or more times in a school semester. State Definition: Violations of a policy regarding attendance adopted by a board of trustees pursuant to NRS 392.122 , the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 , or the rules of the school as outlined in the Parent/Student handbook or disseminated by a school in regard to the number of tardies that will result in a student receiving disciplinary sanctions. Decisions on the number of tardies that will result in a student receiving disciplinary sanctions should be based on localized considerations such as the school level, age and/or development of students, and other local considerations (such as layout of the school campus or status as open or closed campus) and may be contextualized by school level or campus based on those considerations as long as there is an effort for standardization across the LEA by grade or school levels.)				
Elementary <u>Grades K-4</u>	Parent contact (5th tardy)	Parent contact; Improvement Plan (6th tardy)	Parent Contact; Required Improvement Plan Review (7+ tardies)	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for meeting expectations (PBIS) Tier 2: - Re-teaching Expectations - Meet with counselor - Meet with social worker - Referral to MTSS Team - Instructional Assessment - Conference with Admin/SRO - Time for time - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Student Escort between classes or to and from school.
Middle <u>Grades 5-8</u>	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	

High <u>Grades 9-12</u>	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	
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ATTENDANCE RELATED BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
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Truancy (minor): A student who has an absence for at least one period or the equivalent of, that is not excused or exempt, shall cause the administration of the school to investigate the cause of such absence. [LCSD Board Policy JED](#)

State: [NRS 392.130](#);

Elementary <u>Grades K-4</u>	1-3 days Detention; tier 2 intervention	3-5 days Detention; required tier 2 intervention	5-10 days Detention; P/G conference; required tier 3 intervention	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Re-teaching Expectations • Make-up assignment • Make-up lost time • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Campus Beautification
Middle <u>Grades 5-8</u>	1 - 3 days Detention; tier 2 intervention	1 day APEP-ISS ; required tier 2 intervention	3 days APEP-ISS ; refer to SAAB; required tier 3 intervention	

High <u>Grades 9-12</u>	1 - 3 days Detention; tier 2 intervention	1 day APEP-<u>ISS</u>; required tier 2 intervention	3 days APEP-<u>ISS</u>; refer to SAAB; possible suspension of driver's license by the DMV; required tier 3 intervention	• Restitution • Check-in Check-Out • After School Detention • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan ◦ Review of bell schedule ◦ Plan of attendance • Law Enforcement • JPO
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ATTENDANCE RELATED BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
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Habitual Truancy (major): Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. [NRS 392.140](#)

Conditions under which pupil declared habitual truant; applicability. [LCSD Board Policy JED](#)

Elementary <u>Grades K-4</u>	Habitual truancy packet completed and referral to SAAB Additional day(s) of Detention/ISS, required tier 3 intervention			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Meet with counselor • Meet with social worker • Educational Project • Attendance Improvement Plan • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team
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Middle Grades 5-8	Habitual truancy packet completed and referral to SAAB Additional day(s) of APEP ISS, required tier 3 intervention			• Functional Behavior Assessment • Law Enforcement • JPO
High Grades 9-12	Habitual truancy packet completed and referral to SAAB Additional day(s) of APEP ISS, required tier 3 intervention			
VIOLATIONS OF SCHOOL RULES				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Disregard For School Rules (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher, or coach. Example: Horseplay/pushing, Unacceptable school behavior, Nuisance item, Inappropriate display of affection (public display of affection), Throwing substance at vehicle (if NO damage occurred to the vehicle; if damage did occur to the vehicle, code to Damage of or Destruction of Property on School Grounds **				
Public Display of Affection: See student handbook for full definition				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations
Elementary Grades K-4	Warning	Warning; possible detention	See Insubordination 1st offense	

Middle <u>Grades 5-8</u>	Warning	1-3 days Detention	See Insubordination 1st offense	• Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research ◦ Review of transportation pamphlet • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO • Alternative Transportation
High <u>Grades 9-12</u>	Warning	1-3 days Detention	See Insubordination 1st offense	
Horseplay: Students are engaged in mutual physical interaction without the intent of injury.				
Elementary <u>Grades K-4</u>	Warning	1-2 days Detention	3-5 days Detention	
Middle <u>Grades 5-8</u>	Warning	1-3 days Detention	1-3 days APEP-ISS	
High <u>Grades 9-12</u>	Warning	1-3 days Detention	1-3 days APEP-ISS	
Physical Aggression: Students are engaged in the action of pushing, shoving, and kicking that is an emotional act without premeditation or intent to harm.				
Elementary <u>Grades K-4</u>	1-2 days Detention	3-5 days Detention or 0.5-3 days ISS	0.5-3 days ISS or 1 day OSS	

Middle <u>Grades 5-8</u>	1-5 days Detention	1-3 days APEP-ISS	3-5 days APEP-ISS	
High <u>Grades 9-12</u>	See Violence/Harm to Student for consequences			
VIOLATIONS OF SCHOOL RULES				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Unauthorized Area: Students are not where they have been assigned.				
Elementary <u>Grades K-4</u>	Conference; Warning	Conference; Warning or 1-3 days Detention	1-3 days Detention/ ISS	
Middle <u>Grades 5-8</u>	Warning; possible truancy	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy	
High <u>Grades 9-12</u>	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy	1-3 days APEP-ISS ; possible truancy	

INSUBORDINATION (major): Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have been taught, even after reteaching and prompting.**

Elementary <u>Grades K-4</u>	Warning, 1-3 days Detention	1-3 days Detention or 1-2 days ISS, Restorative conference	1-3 days ISS/OSS; Restorative Conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO
Middle <u>Grades 5-8</u>	1-5 days Detention:	1-3 days APEP ISS	3-5 days APEP ISS	

High <u>Grades 9-12</u>	1-5 days Detention	1-3 days APEP-ISS	3-5 days APEP-ISS	
DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Interference With Instruction (minor): Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students and which are violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school.				
Example: Class Disruption which has the effect of disrupting the instruction of other students , does not result in a large scale disturbance or disruptive behavior				
Elementary <u>Grades K-4</u>	1-2 days Detention	3-5 days Detention	0.5-3 days ISS; P/G conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
Middle <u>Grades 5-8</u>	1-5 days Detention;	1-3 days APEP-ISS	3-5 days APEP-ISS	

High <u>Grades 9-12</u>	1-5 days Detention	1-3 days APEP ISS	3-5 days APEP ISS	Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	
	DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)				
	School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
	Disruption Of School Activities (Major): Willfully interfering with or disturbing persons in the general educational activities of the school through violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. This event type is for use with large scale disturbances only. <i>Example: Disturbing the peace, Riot/brawl, False fire alarm, False reporting of weapon</i>				
False Fire Alarm: Student pulled the school fire alarm without a fire emergency				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time	
Elementary <u>Grades K-4</u>	1-3 days Detention/ISS; notify LCSO/LCFD	1-5 days ISS; notify LCSO/LCFD	5-10 days ISS or 1-5 OSS; notify LCSO/LCFD		
Middle <u>Grades 5-8</u>	5-10 days APEP ISS; LCSO/LCFD notified	10 days APEP ISS; notify LCSO/LCFD, with possible long-term suspension	10 days APEP ISS/OSS pending long-term suspension; Notify LCSO/LCFD		
High <u>Grades 9-12</u>	5-10 days short-term suspension; notify LCSO/LCFD	10 days APEP ISS; Notify LCSO/LCFD, with possible long-term suspension	10 days APEP ISS/OSS pending long-term suspension; Notify LCSO/LCFD		

Serious Disruption of School: A student(s) action that interferes with the purpose and function of a school.

Example: Disturbing the peace, Riot/brawl, False reporting of weapon

Elementary <u>Grades K-4</u>	1-5 days Detention or 0.5-3 ISS	3-5 days Detention or .5-3 days ISS/OSS; possible notification of law enforcement	1-5 days ISS or 1-3 OSS; P/G conference; LCSO notification	• Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle <u>Grades 5-8</u>	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP ISS	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP ISS; possible long-term suspension	Notify LCSO; 1-10 days APEP ISS/OSS; possible permanent long-term suspension/expulsion for contract violations	
High <u>Grades 9-12</u>	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP ISS	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP ISS; possible long-term suspension	Notify LCSO; 1-10 days APEP ISS/OSS; possible permanent long-term suspension/expulsion for contract violations.	

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

	Restorative Practice
Threat to School: Threats and targeted attacks against schools	
Elementary <u>Grades K-4</u>	See Policy JG (in Appendix B) , LCSO notification
Middle <u>Grades 5-8</u>	10 days APEP ISS/OSS pending long-term suspension; LCSO notification
High <u>Grades 9-12</u>	10 days APEP ISS/OSS pending long-term suspension; LCSO notification

PROHIBITED BEHAVIORS - GENERAL

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Arson (major, or minor): Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct. See also: NRS 205.005 "Set fire to" defined				
Elementary <u>Grades K-4</u>	1-10 days ISS/OSS; See Policy JG (in Appendix B) , LCSO notification			Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement(PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Educational Project - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Conference with Admin/SRO - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Meet with counselor - Student Study Team - Behavior Improvement Plan - Meet with social worker - Functional Behavior Assessment - Law Enforcement/ JPO
Middle <u>Grades 5-8</u>	10 days APEP ISS/OSS pending long-term suspension; LCSO notification			
High <u>Grades 9-12</u>	10 days APEP ISS/OSS pending long-term suspension; LCSO notification			

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
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Bus/Transportation: A violation of the transportation policy adopted by the board of trustees pursuant to [NRS 392.4636](#).

Elementary Middle High	Minor: Following 3 minor violations transportation will submit referral to admin; 1-3 days Detentions Major: Follow restorative discipline plan for specific behavior category infractions; 1-5 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	Minor: 1-3 days transportation suspension Major: Follow restorative discipline plan: 6-10 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	Minor: 3-10 days transportation suspension Major: Up to 45 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement(PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Cheating/Plagiarism (major or minor): A violation of the Code of Honor related to cheating established pursuant to [NRS 392.461](#). In general, 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.

Example: Altering records, Communicating false information (written or spoken), Dishonesty, Forgery.

Altering School Records: Student makes unauthorized changes to school records (grades, attendance, etc)

Elementary <u>Grades K-4</u>	Warning; 1-3 days Detention	3-5 days Detention	5-10 days ISS; P/G conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle <u>Grades 5-8</u>	1-3 days APEP ISS	3-5 days APEP ISS	5-10 days of APEP ISS	
High <u>Grades 9-12</u>	1-3 days APEP ISS	3-5 days APEP ISS	5-10 days of APEP ISS	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Cheating/Plagiarism: Student copies or takes credit for another individuals work				Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Elementary <u>Grades K-4</u>	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
Middle <u>Grades 5-8</u>	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
High <u>Grades 9-12</u>	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
Forgery <u>or False Reporting</u>: when a person makes or alters a note or writing so that it is false with the intent to deceive.				
Elementary <u>Grades K-4</u>	1-3 days Detention	3-5 days Detention; P/G conference	5-10 days Detention or 0.5-3 days ISS; P/G conference	
Middle <u>Grades 5-8</u>	3-5 days Detention or 1 day APEP ISS	2-3 days APEP ISS	3-5 days APEP ISS	

High <u>Grades 9-12</u>	3-5 days Detention or 1 day APEP-ISS	2-3 days APEP-ISS	3-5 days APEP-ISS	
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Damage to or Destruction of Property on School Grounds (major or minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to the willful or malicious destruction of or injury to real or personal property of another. Example: Graffiti, Tampering with motor vehicles, Throwing substance at vehicle (if damage occurred to the vehicle; if damage did not occur to the vehicle then code to Disregard for School Rules, minor), Vandalism.				
Elementary <u>Grades K-4</u>	Restitution; 1-3 days Detention; Over \$250 LCSO notified.	Restitution; 3-5 days Detention or 0.5-3 Day ISS; Over \$250 LCSO notified.	Restitution; possible 1-3 Day ISS/OSS ; P/G Required Conference; Over \$250 LCSO notified.	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based • Intervention program available at school site
Middle <u>Grades 5-8</u>	Restitution; 3-5 days APEP-ISS , Over \$250 LCSO notified	Restitution; 5-7 days APEP-ISS ; Over \$250 LCSO notified	Restitution; 7-10 days APEP-ISS ; Over \$250 LCSO notified	

High <u>Grades 9-12</u>	Restitution; 3-5 days APEP-ISS, Over \$250 LCSO notified	Restitution; 5-7 days APEP-ISS; Over \$250 LCSO notified	Restitution; 7-10 days APEP-ISS; Over \$250 LCSO notified	• Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Dress Code Violation (minor): Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of a school uniform policy adopted pursuant to NRS 386.855. Example: Non-dress Physical Education (PE), Indecent exposure (rule out age/development level of the student and other major prohibited behavior that more appropriately captures the behavior of the student). See LCSD Board Policy JFJ				
Elementary <u>Grades K-4</u>	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination- first offense	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project

Middle <u>Grades 5-8</u>	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination - first offense	- o Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
High <u>Grades 9-12</u>	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination - first offense	Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Gang Related Behavior/Activity (major): Violations of the policy established by the board of trustees for the prohibition of activities of criminal gangs on school property pursuant to [NRS 392.4635](#). See LCSD Board Policy [JFC](#)

Elementary <u>Grades K-4</u>	1-3 days Detention/ISS; Gang/ Behavior Contract; notify LCSO	3-5- days Detention/ISS; notify LCSO/Work with SRO	1-3 days ISS/OSS; notify LCSO/work with SRO	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker7 - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Student Study Team - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	1-3 days APEP ISS; notification of LCSO	3-5 days APEP ISS; notification of LCSO	5-10 days APEP ISS/OSS with long- term suspension; notification of LCSO	
High <u>Grades 9-12</u>	3-5 days APEP ISS; Gang/Behavior Contract; Notify LCSO	5-10 days APEP ISS; Notify LCSO; Possible long-term suspension	10 days APEP ISS/OSS; notify LCSO; long-term suspension/expulsion	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Habitual Disciplinary Problem (major): NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning content of plan or action taken pursuant to plan. Example: See LCSD Policy JG for specific guidelines.				
Elementary <u>Grades K-4</u>	See Policy JG (in Appendix B)			Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Student Study Team - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	10 days APEP ISS /OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			
High <u>Grades 9-12</u>	10 days APEP ISS /OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Impairing Health, Safety, or Welfare of Others (major or minor): Violations of any regulation adopted by the board of trustees for sanitation in the public schools and for the prevention of the spread of contagious and infectious diseases pursuant to NRS 392.430 . Example: Throwing urine on another student, spitting on another student, knowingly give someone something to ingest (putting eye drops in teacher water), poking a student with a syringe				
Elementary <u>Grades K-4</u>	See Policy JG (in Appendix B)			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
Middle <u>Grades 5-8</u>	10 days APEP-ISS /OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			

High <u>Grades 9-12</u>	10 days APEP ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Inappropriate Language (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to spoken language or other communications.				
Example: Foul language, Disrespect/swearing, Inappropriate behavior/language, Profanity, Obscene language and gestures, Unacceptable language, Verbal abuse				
Inappropriate Language (minor): Directed at a Peer				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Legal ramification research • Referral to MTSS Team
Elementary <u>Grades K-4</u>	Warning	1-3 days Detention	3-5 days Detention	

Middle <u>Grades 5-8</u>	Warning	1-3 days Detention	3-5 days Detention	• Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
High <u>Grades 9-12</u>	Warning	1-3 days Detention	3-5 days Detention	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Inappropriate Language (minor): Directed at a LCSD Employee				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Mediation
Elementary <u>Grades K-4</u>	1-3 days Detention;	3-5 days Detention; or 1 day ISS	0.5-3 days ISS, or see insubordination	
Middle <u>Grades 5-8</u>	1-3 days APEP ISS	3-5 days APEP ISS	5-10 days APEP ISS	

High <u>Grades 9-12</u>	1-3 days APEP- <u>ISS</u>	3-5 days APEP- <u>ISS</u>	5-10 days APEP- <u>ISS</u>	• Conference with Admin/SRO • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Meet with counselor • Meet with social worker • Functional Behavior Assessment • Behavior Improvement • PlanRestorative Circle/Mediation • Law Enforcement / JPO
Sexual Assault (major): NRS 200.366 Sexual assault: Definition; penalties; exclusions. NRS 62F.100 “Sexual offense” defined. NRS 62A.320 “Sexually motivated act” defined. NRS 62F.010 District attorney may request hearing after adjudication of delinquency in certain circumstances to determine whether unlawful act was sexually motivated; evidence; juvenile court to enter finding.				
Elementary <u>Grades K-4</u>	Contact LCSO;			
Middle <u>Grades 5-8</u>	Contact LCSO;			
High <u>Grades 9-12</u>	Contact LCSO;			
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Sexual Misconduct/Harassment (major): Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) relating to behavior or harassment that is sexual in nature.

Examples may include but are not limited to: unwelcome sexual advances or propositions; using electronic devices or technology to record or transmit nudity or sexual acts; unwanted touching; threatening to harm someone sexually; consensual sexual activity between two (2) or more students; and inappropriate or suggestive sexual behavior involving one or more students. See also: [NRS 200.571](#) Harassment: Definition; penalties.

Sexual Harassment				
Elementary <u>Grades K-4</u>	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	1-3 Days OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	4-10 Days OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
	3-5 days Detention or 1-3 days APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	3-5 days of APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	5-10 days of APEP ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	
	1-3 days APEP ISS / OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO for possible citation, 3-5 days APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Technology Violation (minor): Violations of the policy concerning use and possession of electronic devices adopted by the board of trustees pursuant to NRS 392.4637 . Example: Acceptable use policy, Cell phone use violations, electronic device violation, Inappropriate use of technology violation, Internet violation, Personal communication device.				
Electronic Devices/Cell phones - LCSD Policy EDBB & Individual school handbook				Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Elementary <u>Grades K-4</u>	Warning	Teacher confiscates device and returns at end of class/day	Teacher confiscates device and turns into office; returned at end of day at discretion of admin, possible 1-3 days Detention	
Middle <u>Grades 5-8</u>	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	
High <u>Grades 9-12</u>	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Pornography: Student accesses online or physical content deemed to be pornography				<i>*Please see Restorative Practices Above</i>
Elementary <u>Grades K-4</u>	1-3 days Detention	3-5 days Detention and computer privileges suspended for a time TBD by administration	1-3 days of ISS and computer privileges suspended for a time TBD by administration	
Middle <u>Grades 5-8</u>	1-5 days APEP ISS	5-10 days APEP ISS ; and computer privileges suspended for a time TBD by administration	10 days APEP ISS and computer privileges suspended for a time TBD by administration	
High <u>Grades 9-12</u>	1-5 days APEP ISS	5-10 days APEP ISS ; and computer privileges suspended for a time TBD by administration	10 days APEP ISS and computer privileges suspended for a time TBD by administration	

Theft/Possession of Stolen Property (major): Stealing or taking the property of another individual, or being in the possession of property that has been stolen, based on statutory definitions for such actions, and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#); a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach. See also: [NRS 205.0832](#) Actions which constitute theft. [NRS 205.060](#) Residential burglary, burglary of a business, burglary of a motor vehicle and burglary of a structure: Definitions; penalties; venue. [Effective July 1, 2020.] [NRS 200.380](#) Definition; penalty. (Robbery) [NRS 205.220](#) Grand larceny Definition. [Effective July 1, 2020.]. **Example:** Burglary, Larceny, Robbery, Stealing, theft private property, theft personal property

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary <u>Grades K-4</u>	1-3 days Detention; notification of LCSO if over \$250, restitution	1-5 days ISS; notify LCSO if over \$250, restitution, P/G conference	3-5 days ISS or 0.5-3 days OSS; notify LCSO if over \$250, restitution, P/G conference	Tier 1: - Classroom and school wide lessons on expectations - Positive acknowledgement (PBIS) Tier 2: - Pre-correction/Re-teaching - Counselor/social worker meeting - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Conference with Admin/SRO - Restitution • Available Tier 2 interventions
Middle <u>Grades 5-8</u>	3-5 days APEP ISS ; notification of LCSO for any item stolen over \$250	5-10 days APEP ISS ; notification of LCSO for any item stolen over \$250	Administrator Discretion; notification of LCSO for any item stolen over \$250	

High <u>Grades 9-12</u>	3-5 days APEP ISS ; notification of LCSO for any item stolen over \$250	5-10 days APEP ISS ; notification of LCSO for any item stolen over \$250	Administrator Discretion; notification of LCSO for any item stolen over \$250	• Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Trespassing (minor or major): Trespassing or presence in an unauthorized area by a student and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 ; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach; and which includes previous or repeated communication to the student that the area is off-limits to students. See also: NRS 207.200 Unlawful trespass upon land; warning against trespassing. Example: Being on another campus unauthorized (middle school on high school campus), when in APEP and showing up to an event)				
Elementary <u>Grades K-4</u>	Administration decides on consequence	3-5 days Detention or 0.5-3 ISS	0.5-3 days ISS/OSS	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement
Middle <u>Grades 5-8</u>	1-5 days Detention	1-3 days APEP ISS	3-5 days APEP ISS	

High <u>Grades 9-12</u>	1-5 days Detention	1-3 days APEP ISS	1-3 days APEP ISS	• JPO
BULLYING BEHAVIORS				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Bullying: See NRS 388.122 "Bullying" defined and LCSD Board Policy JFCC . Example: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking				
Elementary <u>Grades K-4</u>	1-5 Days Detention 1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment
Middle <u>Grades 5-8</u>	3-5 days Detention or 1-3 days APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of APEP ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	

High <u>Grades 9-12</u>	1-3 days APEP-ISS/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days APEP-ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	• Behavior Improvement Plan • Law Enforcement • JPO
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BULLYING BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Cyberbullying: NRS 388.123 “Cyber-bullying” defined. “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. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737. (Added to NRS by 2009, 687; A 2011, 1062) See also: NRS 200.571 Harassment: Definition; penalties. NRS 200.605 Penalties; definition. (Hazing), NRS 200.575 Stalking: Definitions; penalties; entry of finding in judgment of conviction or admonishment of rights. Example: Includes the following when the behavior is perpetrated via electronic means: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking.				
Elementary <u>Grades K-4</u>	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS₂ depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project

Middle <u>Grades 5-8</u>	3-5 days Detention or 1-3 days APEP ISS	3-5 days of APEP ISS	5-10 days of APEP ISS with possible long-term suspension. Notify LCSO	- o Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	
High <u>Grades 9-12</u>	1-3 days APEP ISS / OSS depending on Severity	Notify LCSO for possible citation, 3-5 days APEP ISS	Notify LCSO; 5-10 days OSS, Possible long-term suspension	
	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	
BULLYING BEHAVIORS (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Discrimination Based on Race: [NRS 388.1235](#) “Discrimination based on race” defined. “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 identified in subsection 1: 1. 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 2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

Elementary <u>Grades K-4</u>	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	3-5 days Detention or 1-3 days APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of APEP ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	
High <u>Grades 9-12</u>	1-3 days APEP ISS / OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days APEP ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	

SUBSTANCE USE BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Alcohol: Possession/Use of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463 , through the possession or use of an alcoholic beverage. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school.				
Elementary <u>Grades K-4</u>	1-3 days Detention/1 day ISS; notify LCSO	1-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS or 1-3 days OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	5 days APEP ISS; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP ISS; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP ISS; notify Law Enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	
High <u>Grades 9-12</u>	5-7 days APEP ISS; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Drug Paraphernalia: Possession of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463 , through the possession or use of drug paraphernalia.				
Elementary <u>Grades K-4</u>	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS; notify LCSO, Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan
Middle <u>Grades 5-8</u>	5 days APEP ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

High <u>Grades 9-12</u>	7 days short-term suspension; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP-<u>ISS</u>; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP-<u>ISS</u>; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Law Enforcement • JPO
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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Possession/Use of a Controlled Substance (major): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of a controlled substance. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school. This can include over the counter medication misuse. Note: Sale/distribution of a controlled substance is a law enforcement and not a student discipline event (see section on Behavior event types to be eliminated).				
Elementary <u>Grades K-4</u>	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer
Middle <u>Grades 5-8</u>	5-7 days APEP-<u>ISS</u>; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP-<u>ISS</u>; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP-<u>ISS</u>; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

High <u>Grades 9-12</u>	5-7 days APEP-ISS may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP-ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP-ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Tobacco Violation (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of tobacco or tobacco related products. Includes vaping (must rule out presence of a controlled substance).				
Elementary <u>Grades K-4</u>	P/G notification; confiscate device/product	1-3 Days Detention; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 Days Detention/ISS; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor

Middle <u>Grades 5-8</u>	1-3 days APEP ISS ; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days APEP ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
High <u>Grades 9-12</u>	1-3 days APEP ISS ; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days APEP ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
SUBSTANCE USE BEHAVIORS (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
roSale/Distribution of a Controlled Substance: (major): Distribution of an illegal or controlled substance NRS 392.466(1)				
Elementary <u>Grades K-4</u>	1-3 days Detention/ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse	5-10 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction

		may be used for referral to school MTSS Team		• Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle <u>Grades 5-8</u>	10 days APEP-ISS /OSS pending long-term suspension; expulsion, or permanent expulsion; -mandatory intervention counseling; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team			
High <u>Grades 9-12</u>	Notify LCSO; 10 days APEP-ISS /OSS; Send home with P/G; pending long-term suspension, expulsion, or permanent expulsion Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team			
THREAT BEHAVIORS				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Threat to Staff (major): [NRS 392.915](#) Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note:** Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type. **Note:** Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.

Elementary <u>Grades K-4</u>	1-3 Detention or ISS	4-5 days ISS/0.5-3 days OSS; possible notification of LCSC	0.5-5 days OSS possible notification of LCSC	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Student Study Team - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	3-10 days APEP ISS/OSS; Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSC	7-10 days APEP ISS/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSC	10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSC	
High <u>Grades 9-12</u>	3-10 days APEP ISS/OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSC	7-10 days APEP ISS/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSC	10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSC	

THREAT BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Threat to Student (major): NRS 392.915 Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. Note: Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.				
Elementary <u>Grades K-4</u>	1-3 Detention_or ISS	4-5 Detention or ISS	1-3 day of ISS/OSS; possible notification of LCSO	Tier 1: - Classroom lessons - School wide education assemblies - Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: - Pre-correction - Re-teaching Expectations - Meet with counselor - Meet with social worker - Educational Project - Legal ramification research - Referral to MTSS Team - Instructional Assessment - Restorative Circle/Mediation - Restorative Mediation - Conference with Administration or School Resource Officer - Time for time - Enrollment in evidenced based intervention program available at school site - Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: - Functional Behavior Assessment - Behavior Improvement Plan - Law Enforcement - JPO
Middle <u>Grades 5-8</u>	1-5 days APEP ISS	5-10 days APEP ISS	10 days APEP ISS; possible notification of LCSO	

High <u>Grades 9-12</u>	3-10 days APEP-ISS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed	7-10 days APEP-ISS	10 days APEP-ISS; possible notification of LCSO	
VIOLENT BEHAVIORS				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Violence/Harm to Staff (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.]. Includes Assault to staff, Battery to staff. Note: Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.				
Elementary <u>Grades K-4</u>	Notify LCSO, DO, P/G; 1-3 days Detention/ISS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled	Notify LCSO, DO, P/G 3-5 days ISS or 1-3 OSS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation

Middle/ High <u>Grades 5-8</u> <u>Grades 9-12</u>	10 days APEP ISS/OSS pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days APEP ISS/OSS pending possible expulsion or permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled		• Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
VIOLENT BEHAVIORS (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Violence/Harm to Student (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.] Note: Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type. Examples: Fighting, Hitting, Inciting/promotion/premeditation of fighting or violence, Assault to students, Battery to students, Videotaping of the event and/or distribution.				
Elementary <u>Grades K-4</u>	1-3 days Detention or .5-3 days ISS	3-5 days ISS or .5-3 days OSS; conference with P/G and admin/counselor; possible notification of LCSO	5-10 days ISS or 1-5 OSS; notify LCSO; behavior contract	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker

Middle Grades 5-8	1 to 5 days APEP-ISS ; fight contract implemented; possible notification of LCSO	5 to 10 days APEP-ISS with possible long-term suspension; 2nd fight contract; possible notification of LCSO	10 days APEP-ISS with possible long-term suspension; notification of LCSO	• Educational Project • Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
High Grades 9-12	3-10 days APEP-ISS , Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract; possible notification of LCSO	10 days OSS with possible long term suspension/expulsion, violation of contract.	
WEAPONS INVOLVED BEHAVIORS				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Possession/Use of Weapon (major): A pupil who is found in possession of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus, where dangerous weapon and firearm are defined as (see [NRS 392.466](#)):

- (b) “Dangerous weapon” includes, without limitation, a blackjack, slingshot, 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 202.265](#), 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. (see [NRS 392.466](#)) (c) “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. (see [NRS 392.466](#))
- Note: [NRS 392.4634](#) – Prohibition against disciplining certain pupils for simulating firearm or dangerous weapon or wearing clothing or accessories that depict firearm or dangerous weapon; exceptions; prohibition against adoption of conflicting policy, ordinance or regulation. Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.

es.

Possession/Use of a Weapon

Elementary <u>Grades K-4</u>	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site. • Behavior Intervention Lesson from Compass (Navigate 360) • <u>Student Success Plan (i.e. CICO, Mentor, backpack check)</u> Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle <u>Grades 5-8</u>	Long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion.		
High <u>Grades 9-12</u>	Long-term suspension; notify law enforcement; possible expulsion, or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion		

WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Fireworks: Student is in possession of a firework on school grounds				<i>*Please see Restorative Practices Above</i>
Elementary <u>Grades K-4</u>	Possible 1-10 days Detention/ISS, depending on severity & usage; notify LCSO	Possible 5-10 days Detention/ISS (dependent on severity); notify LCSO	5-10 days OSS	
Middle <u>Grades 5-8</u>	1-5 days Detention or 1-3 days APEP ISS depending on severity; possible notification of LCSO	3-5 days APEP ISS ; possible notification of LCSO; behavior contract implemented	10 days APEP ISS ; possible notification of LCSO; behavior contract reviewed/revised	
High <u>Grades 9-12</u>	5 days APEP ISS , depending on severity & usage; notify LCSO; possible long-term suspension/expulsion	5-10 days APEP ISS ; possible long-term suspension/expulsion; notify LCSO	10 days APEP ISS pending long-term suspension/expulsion; notify LCSO	
Weapon not Defined Under NRS NRS 392.466 Example: Pocket knife, taser , Pepper Spray				
Elementary <u>Grades K-4</u>	Confiscated; 1-3 days Detention/ ISS ; possible notification of law enforcement;	Confiscated; Possible 3-5 1-3 days Detention / ISS ; possible expulsion suspension ; P/G conference; possibly notify law enforcement	Confiscated; 5-10 3-5 days ISS or 1-5 days OSS; P/G conference; possible permanent expulsion possible long-term suspension ; possible notify law enforcement	
Middle <u>Grades 5-8</u>	Confiscated; Parents must retrieve Confiscated; 1-3 days Detention ; <u>possible notification of law enforcement;</u>	Confiscated; parents must retrieve; 1 day APEP Confiscated; Possible 1-3 days ISS; possible <u>suspension; P/G conference; possibly notify law enforcement</u>	Confiscated; parents must retrieve; 2 days APEP Confiscated; 3-5 days ISS or 1-5 days OSS; P/G conference; <u>possible long-term suspension; possible notify law enforcement</u>	

High <u>Grades 9-12</u>	Confiscated; Parents must retrieve <u>Confiscated; 1-3 days Detention;</u> <u>possible notification of law</u> <u>enforcement;</u>	Confiscated; parents must retrieve; 1 day APEP <u>Confiscated; Possible 1-3</u> <u>days ISS; possible</u> <u>suspension; P/G conference;</u> <u>possibly notify law</u> <u>enforcement</u>	Confiscated; parents must retrieve; 2 days APEP <u>Confiscated; 3-5 days ISS or 1-5</u> <u>days OSS; P/G conference;</u> <u>possible long-term suspension;</u> <u>possible notify law enforcement</u>	
WEAPONS INVOLVED BEHAVIORS				
Brandishing a weapon or dangerous weapon: Student make the presence of a weapon known to another person, in order to intimidate that person, regardless of whether the weapon is directly visible to that person				<i>*Please see Restorative Practices Above</i>
Elementary <u>Grades K-4</u>	Confiscated. May be immediately removed and may be suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).		
Middle <u>Grades 5-8</u>	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		
High <u>Grades 9-12</u>	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		

Please note the following disclosures in regards to the LCSD Restorative Discipline Plan:

- The severity of some discipline infractions may dictate more serious consequences
- Per JG Discipline Policy: 1-10 days is defined as short term suspension, 11-90 days is defined as long term suspension, Expulsion is defined as up to 1 year/180 days
- All consequences are administered at the discretion of the LCSD designated administrator
- Criminal offenses will be reported to the Lyon County Sheriff's Office (LCSO)
- The School and/or District is not responsible for lost or stolen items
- Bus/transportation -student may not be removed from bus on the same trip of infraction
- The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)
- Each school is required to have written rules of behavior as outlined in their PBIS Matrix
- The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable.
- School's progressive discipline plan addresses all incidents as outlined in Section VII of the LCSD Discipline Policy JG
- Please note that this is a supplementary document to LCSD Board Policy JG
- For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to LCSD Policy JG
- All infractions and consequences require parent/guardian notification
- All consequences are administered at the discretion of the school administrator(s) and in accordance with LCSD Board Policy
- Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)
- As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student
- Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.

- Policy JG - Student Discipline is attached as Appendix B as reference to the process for student discipline.
- This plan utilizes the nine behavior categories recognized by the state
- ISS = In School Suspension / OSS = Out of School Suspension ~~/APEP = Alternative Placement Education Program~~
- Alternative Placement (AP) = ISS ~~/APEP~~/OSS (administrator discretion)
- Early out may be revoked in addition to other consequences
- * New IC Code
- ** NOTE: Use of this behavior code requires a citation in the behavior description narrative within the student information system of:
 - The specific rule or expectation that was repeatedly and willfully violated,
 - And a description of efforts that were employed to teach, reteach, and/or prompt the student regarding the specific rule or expectation
- Students who are suspended for 3 consecutive days or have 5 or more cumulative days in a year will have an Individual Student Plan (ISP) to address prevention of inappropriate behaviors and will be referred to the school MTSS (Multi-Tiered System of Supports) team for determination of appropriate interventions
- Schools will review discipline data quarterly to look for disproportionalities and trends. The Board of Trustees will receive and review the quarterly reports.

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- Recipients will be treated with compassion and respect for their dignity
- Steps will be taken to minimize retraumatization
- They are entitled to redress for the harm that they may have suffered
- They will have access to school counselors and other professionals as needed and available
- They will be given the opportunity to participate in restorative conferences

Appendix A

Names of Lyon County School District Discipline Plan 2025-2026 Focus Group Participants

DRAFT

<u>Abby Fritz (Teacher)</u>	<u>Eric Ozolins (Counselor)</u>	<u>Kasani Lawrence (Classified)</u>	<u>Neysia Smith (Teacher)</u>	<u>Sharlene Robertson (Teacher)</u>
<u>Acacia Rizzo (Parent)</u>	<u>Erin Korf (Admin)</u>	<u>Kathy Bomba-Edgerton (Admin)</u>	<u>Nicole Hidalgo (Teacher)</u>	<u>Shaun McMackin (Dean)</u>
<u>Adriana Lanphere (Teacher)</u>	<u>Erma Hutchins (Teacher)</u>	<u>Kaytlaín Castaneda (Admin)</u>	<u>Nicole Jolley (Teacher)</u>	<u>Shaylce Day (Teacher)</u>
<u>Alfredo Martinez (Admin)</u>	<u>Farrah Alexander (Admin)</u>	<u>Kelly Simmons (Teacher)</u>	<u>Nicole Soukup (Teacher)</u>	<u>Shelby Geraghty (Parent)</u>
<u>Alicia De Young (Teacher)</u>	<u>Georgia Ward (Teacher)</u>	<u>Kent Jones (Admin)</u>	<u>Paige Beckwith (School Psychologist)</u>	<u>Sono Tranquillo (Teacher)</u>
<u>Alyssa Hudson (Teacher)</u>	<u>Gina Armstrong (Counselor)</u>	<u>Kevin Kranjcec (Admin)</u>	<u>Patrick Billings (Teacher)</u>	<u>Stacey Miguel (Counselor)</u>
<u>Amanda Davis (Parent)</u>	<u>Giovanni Piroddi (Parent)</u>	<u>Kory Bull (Teacher)</u>	<u>Patrick Whitehead (Teacher)</u>	<u>Stacy Borsini (Parent)</u>
<u>Amanda Fellows (Teacher)</u>	<u>Hana Arbuckle (Teacher)</u>	<u>Kristin Earl (Parent)</u>	<u>Patty Balsz (Teacher)</u>	<u>Steve Henderson (Admin)</u>
<u>Amy Frontino (Teacher)</u>	<u>Hannah Dutton (Teacher)</u>	<u>Lana Frusteri (Teacher)</u>	<u>Rachel Hansen (Admin)</u>	<u>Susan Baltes (Teacher)</u>
<u>Angela Sciarini (Teacher)</u>	<u>Hannah Swindlehurst (Teacher)</u>	<u>Lani von Linsowe (Counselor)</u>	<u>Rebecca Fromherz (Teacher)</u>	<u>Susanna Arellano (Social Worker)</u>
<u>Blake Cooper (Admin)</u>	<u>Heather Knudson (Teacher)</u>	<u>Laura Gutierrez (School Psychologist)</u>	<u>Rebecca Monson (Teacher)</u>	<u>Tami Bolton (Teacher)</u>
<u>Brian Flint (Teacher)</u>	<u>Heidi Stray (Teacher)</u>	<u>Lelia Sheffield (Parent)</u>	<u>Renae Oliver (Counselor)</u>	<u>Tanya Fontes (Teacher)</u>
<u>Breanne Smith (Classified)</u>	<u>Holly Koscinski (Teacher)</u>	<u>Linda Salem (Teacher)</u>	<u>Rosa Keithly (Classified)</u>	<u>Tanya Hale (Counselor)</u>
<u>Cassandra Kimball (Parent)</u>	<u>Irelynn House (Teacher)</u>	<u>Lindsay Parsons (Teacher)</u>	<u>Royce Aldridge (Teacher)</u>	<u>Tara Crespo (Teacher)</u>
<u>Chase Woodford (Admin)</u>	<u>Itzel Magdaleno Reyes (Parent)</u>	<u>Lucus Tate Jr. (Parent)</u>	<u>Ruby Trappen (School Psychologist)</u>	<u>Tawny Lopez (Teacher)</u>
<u>Cherie Jessop (Parent)</u>	<u>Jacob McCullar (Classified)</u>	<u>Malinda Pope (Counselor)</u>	<u>Ryan Aledo (Teacher)</u>	<u>Taylor Reeves (Teacher)</u>
<u>Chelsea Allred (Parent)</u>	<u>Jared Micklich (Teacher)</u>	<u>Malaynia Wick (Teacher)</u>	<u>Ryan Shea (Counselor)</u>	<u>Tiffany Townley (Admin)</u>
<u>Christie Kranjcec (Teacher)</u>	<u>Jean Paula Castillo Del Peloso (Teacher)</u>	<u>Marie DuFresne (Counselor)</u>	<u>Samantha Mischke (Classified)</u>	<u>Tim Lindley (Parent)</u>
<u>Corv Sanford (Admin)</u>	<u>Jenifer Sexson (Teacher)</u>	<u>Meagan Dallimore (Classified)</u>	<u>Scott Fellows (Teacher)</u>	<u>Tina Colon (Classified)</u>
<u>Crystal White (Teacher)</u>	<u>Jennifer Bluhm (Admin)</u>	<u>Megan Parker (Teacher)</u>	<u>Shannon Anderson (Teacher)</u>	<u>Tiffany Manha (Teacher)</u>
<u>Dalton Piatt (Teacher)</u>	<u>Jennifer Smith (Teacher)</u>	<u>Megan Walker (Parent)</u>	<u>Shannon Coombs (Admin)</u>	<u>Todd Wright (Teacher)</u>
<u>Dana Fenili-Doll (Parent)</u>	<u>Jennifer Young (Social Worker)</u>	<u>Meghan Holmes (Parent)</u>	<u>Shanta Sponsler (Teacher)</u>	<u>Tori Solberg (Parent)</u>
<u>David Nomicos (School Psychologist)</u>	<u>Jeremy Satalick (Admin)</u>	<u>Melissa Hoover (Counselor)</u>	<u>Shannon Anderson (Teacher)</u>	<u>Travis Dressler (Teacher)</u>
<u>Daylee Brock (Community BCBA)</u>	<u>Jessica Billings (Counselor)</u>	<u>Melissa Wood (Teacher)</u>	<u>Sharlene Robertson (Teacher)</u>	<u>Valerie Salazar (Parent)</u>
<u>Deby Ranft (Teacher)</u>	<u>Jessica Delgado-Bracamonte (Teacher)</u>	<u>Melody Holland (SRO)</u>	<u>Shaun McMackin (Dean)</u>	<u>Vanessa Mansini (Parent)</u>
<u>Dena Nicholas (Classified)</u>	<u>John Gavin (Counselor)</u>	<u>Michaela Logan (School Psychologist)</u>	<u>Shawn Romero (Admin)</u>	<u>Virginia Bates (Teacher)</u>
<u>Duane Mattice (Admin)</u>	<u>Joyce Kling (Teacher)</u>	<u>Michelle Estes (Teacher)</u>	<u>Shaylce Day (Teacher)</u>	<u>Wanda Isbell (Teacher)</u>
<u>Elaine Garcia (Librarian)</u>	<u>Judie Cleary (Classified)</u>	<u>Michelle Trousdale (Admin)</u>	<u>Shelby Geraghty (Parent)</u>	<u>William Neil (Teacher)</u>
<u>Eldawna Koch (Teacher)</u>	<u>Julie Bumgartner (Admin)</u>	<u>Monie Byers (Admin)</u>	<u>Sono Tranquillo (Teacher)</u>	
<u>Elise Johnson (Counselor)</u>	<u>Kalvin Scott (Counselor)</u>	<u>Natacha Firman (Classified)</u>	<u>Shannon Anderson (Teacher)</u>	
<u>Elise Parkinson (Teacher)</u>	<u>Kandance Lehman (Grandparent)</u>	<u>Natalie Miller (Parent)</u>	<u>Shannon Coombs (Admin)</u>	
			<u>Shanta Sponsler (Teacher)</u>	

Lyon County School District Students:

Alexis Fuller (student at Cottonwood Elementary)

Avery Garcia (student at Dayton Elementary)

Brooke Lewis (student at Smith Valley)

Caidynce Campos (student at Dayton Elementary)

Carla Escartin (student at Dayton Elementary)

Carlos Magdaleno Reyes (student at Yerington Elementary)

Colton Borsini (student at Yerington Intermediate)

Cooper Dawson (student at East Valley Elementary)

Dean Rash (student at East Valley Elementary)

Ez'Rene Pacheco Hernandez (student at Cottonwood Elementary)

Hailey Young (student at Sutro Elementary)

Hector Ramirez (student at Yerington High)

Iosefa Farmer (student at East Valley Elementary)

Jackson Hohnholz (student at Fernley High)

Jaxon Erdman (student at Cottonwood Elementary)

Jesus Ramirez (student at Sutro Elementary)

Joseph Yeargan (student at Silver Springs Middle)

Julian Olive (student at Silverland Middle)

Kayden Richards-Jeffs (student at Dayton Elementary)

Lanaya Yarofaisap (student at East Valley Elementary)

Liam Hasbun (student at East Valley Elementary)

Mason Hapin (student at Dayton Elementary)

Natalie Thomas (student at Yerington High)

Piper Gonzales (student at Cottonwood Elementary)

RaeLynn Palmer (student at Dayton Elementary)

Rhiannon Erdman (student at Silver Stage Middle)

Steven Peters (student at Dayton Elementary)

Sofia Torres (student at Silverland Middle)

Sophia Avila (student at Dayton Elementary)

Sophia Earl (student at Dayton Elementary)

Sydnee Davis (student at Cottonwood Elementary)

Names of Lyon County School District Discipline Plan Focus Group Participants from previous years

Adam Windsor (Parent)	Dave Varnadoe	Jennifer Young (Social Worker)	Melissa Marshek (Classified)	Xtacy Gutierrez (Teacher)
Alfredo Martinez	(Classified)	Jeremy Satalick (Admin)	Melissa Wungnema (Teacher)	Lyon County School District Students:
(Admin)	David Palmer (Admin)	Jerri Kerns (Teacher)	Monica Copple (Teacher)	7th and 8th Grade Students at Dayton
Allura Venagas-	David Nomicos (School	Jessica Billings (Counselor)	Monie Byers (Admin)	Intermediate
Addington (Teacher)	Psychologist)	Jessica Davis (Teacher)	Neysia Smith (Teacher)	Alauna Escartin (student at Fernley High)
Ally Sceirine (Admin)	Deby Ranft (Teacher)	Jivonna Kenui (Parent)	Nicole LaFleur (Teacher)	Allison Pittman (student Yerington High)
Amanda Irwin (Teacher)	Diana Foster (Teacher)	John Gavin (Counselor)	Patty Balsz (Teacher)	Astrid Sanborn (student at Sutro Elementary)
Amanda Windsor	Duane Mattice (Admin)	Joseph Baptist (Teacher)	Patty Sanborn (Counselor)	Cole Northington (student at East Valley
(Classified)	Dusti Houk (Admin)	Judie Cleary (Classified)	Paul Manning (Teacher)	Elementary)
Amanda Fellows	Elise Johnson (Counselor)	Kalvin Scott (Counselor)	Rebecca Fromherz (Teacher)	Danny Viallobos (student at Yerington
(Teacher)	Elizana Coltman	Kamille Carlson (Teacher)	Royce Aldridge (Teacher)	Elementary)
Amy Frontino (Teacher)	(Teacher)	Karen Adamson (Counselor)	Savannah Dyer (Teacher)	Dathan Hernandez (student at Yerington High)
Ashle Doran (LCSW)	Eric Ozolins (Counselor)	Karen Nussear (Teacher)	Scott Fellows (Teacher)	Dianna Torres (student at Yerington High)
Barbara Kornegay	Erika Turonuvao (Student	Kasani Lawrance (Parent)	Shaun Mc Mackin (Dean)	
(Classified)	Teacher)	Kathy Bomba-Edgerton (Admin)	Shawn Romero (Admin)	

Beth Gelmstedt (Teacher)	Erin Korf (Admin)	Katie Gillespie (Parent/Teacher)	Shelly Vick (Classified)	Fallon Shultz (student at Yerington High)
Blake Cooper (Admin)	Ethel Hatch (Teacher)	Kaytlain Castaneda (Admin)	Stacey Miguel (Counselor)	Finnigan Ross (student at Sutro Elementary)
Brandy Rodriguez (Teacher)	Farrah Alexander (Admin)	Kevin Kranjcec (Admin)	Stacey Woodford (Teacher)	Hayden Smith (student at Silverland Middle)
Carolyn McConnell (Teacher)	Hannah Fife (Teacher)	Kirby Jordan (Classified)	Stephanie Coplan (Admin)	Jackson Hohnholz (student at Fernley High)
Chad Rice (Teacher)	Hannah Swindlehurst (Teacher)	Kody Davis (Parent)	Stephanie Fitch (Teacher)	Jackson Williams (student at Silver Stage Middle)
Chase Woodford (Admin)	Heather Knudson (Parent)	Korina Santos (Parent),	Stephanie Lotito (Admin)	Jasper Clough (student at East Valley Elementary)
Cindy Owings (Counselor)	Heather Sanchez (Parent)	Lani von Linsowe (Social Worker)	Stephanie Sweet (Parent)	Jazmine Florez (student at Yerington Elementary)
Colleen Grimm (Classified)	Hollie Acciari (Teacher)	Le-An Roberts (Classified)	Steve Henderson (Admin)	Kellie Baumbach (student at Yerington High)
Colleen Unterbrink (Parent)	Jackie Bake (Teacher)	Lori Rittenhouse (Teacher)	Tanya Fontes (Teacher)	Luke Santos (student at Yerington High)
Connie Rivera (Teacher)	Jackie Flores Montes (Teacher)	Lynn Jeka (Teacher)	Taylor Furr (Teacher)	Ralph Sacks (student at East Valley Elementary)
Corinne Burns (Admin)	Hollie Acciari (Teacher)	Malinda Pope (Counselor)	Teri Arends (Teacher)	Sophia D'Agostino (student at East Valley Elementary)
Cory Sanford (Admin)	Jackie Flores Montes (Teacher)	Malaynia Wick (Teacher)	Tiffany Townley (Admin)	Zachary Johnson (student at East Valley Elementary)
Cristie Thomas (Parent)	Jackie Flores Montes (Teacher)	Marie Bingham (Teacher)	Todd Hunt (Counselor)	
Cristie Mixon (Teacher)	Jackie Flores Montes (Teacher)	Marjorie Mauk (Teacher)	Tony Wilson (Admin)	
Dana Fenili-Doll (Parent)	Jacob McCullar (Classified)	Matthew Adamson (Teacher)	Vickie Church (Admin)	
Dani Brown (Classified)	Jacob McCullar (Classified)	Melanie Carlson (Classified)	Wendy Berrington (Teacher)	
Danielle Williams (Parent)	Jamie Henderson (Admin)			
	Jaime Lovan (Parent)			
	Jazzymin Bryan (Teacher)			
	Jed Marciniak (Admin)			
	Jenifer Sexson (Teacher)			

Appendix B

[LCSD Policy JG Student Discipline](#)

STUDENT DISCIPLINE

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Board approved **9/24/24** **9/23/25**

The Lyon County School District Board of Trustees (“Board of Trustees”) recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this District and one that cannot be imposed without due process since exclusion deprives a child of the right to an education.

No student shall be deprived of the right to an education in the public schools of this District without notice of the charges against them, an explanation of the evidence and an opportunity for hearing, which will be informal or formal, depending upon the length of exclusion being imposed or proposed. Suspensions, expulsions, or permanent expulsions of students in this District will be imposed only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, as applicable.

For purposes of this policy, “short-term suspension” shall be the temporary exclusion of the student by the school principal from the school, all school programs, and school-sponsored activities for up to ten school days. A “long-term suspension” shall be the exclusion of the student from the school by a panel of three school administrators (“Discipline Panel”) for any period of time beyond ten school days, but no more than one semester. An “expulsion” shall be the exclusion of the student from the school by the Discipline Panel for more than one semester, but not permanently. A “permanent expulsion” shall be the exclusion of the student from the school by the Discipline Panel, without the possibility of returning to any regular school campus. A suspension, expulsion, or permanent expulsion may be appealed in accordance with the procedures outlined in Administrative Guidelines for Suspension and Expulsion. See Board Policy JFCC for right of appeal to the Superintendent of a disciplinary decision imposed for violation of the prohibition on bullying, cyber-bullying, and discrimination based on race.

School administrators shall maintain safe and secure learning and working environments. School administrators and teachers will communicate in writing to all students and parents the expectations of appropriate school conduct. All student behavior will be guided based on these principles. School administrators, teachers, and other staff members will not subject themselves to abuse, annoyance or interruptions of their normal functions by violations of the stated standards. Staff members will hold students to strict account for their conduct on or in close proximity to school grounds, and at such other times and places as the law allows (e.g., at school-sponsored events). Disruption of the delivery of instruction will not be tolerated.

It shall be the policy of the Board of Trustees that the Superintendent shall cause to be formulated administrative regulations and procedures to provide a basic discipline procedure for all schools in the District.

STUDENT DISCIPLINE – ADMINISTRATIVE REGULATIONS

SUSPENSION AND EXPULSION

I. General Statement

The law charges every teacher and school administrator with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be subject to disciplinary action.

These regulations establish the procedures for implementation of Policy JG in the school district.

Throughout these regulations, the term “school administrator” generally refers to the school principal or designee. The term “parent” generally refers to the student’s parents or legal guardians.

These Administrative Regulations incorporate amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, with exceptions for misconduct in the following seven categories of behavior:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

NRS 392 also requires the development of progressive discipline plans based on restorative justice in certain circumstances for students who are being suspended or expelled. “Restorative justice” means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

II. Definitions

Suspension

“Suspend” or “suspension” means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

“Expel” or “expulsion means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

Permanent Expulsion

“Permanently expelled” means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and
2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

III. Individual Circumstances

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students is a priority.

IV. Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students with disabilities at any age, may be suspended from school for not more than ten (10) days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the IDEA. In Lyon County School District, the Executive Director of Special Services is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm.

Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ten (10) days per occurrence of misconduct, or conducts a hearing regarding a proposed expulsion or permanent expulsion, the administrator must contact the

Executive Director of Special Services who will determine whether the procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for ten (10) cumulative days.

V. Administrative Responsibility

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

VI. Prohibited Conduct and Consequences

Consequences for misconduct vary and will be imposed or recommended by school administrators (including, as applicable, the assistant principal or principal) at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension, or expulsion. When appropriate, progressive discipline will be imposed. When city, state or federal laws are alleged to have been violated, referral will also be made to the proper legal authorities. Any offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is mandatory under state law. See Section VII.

1. Damage to school property, vandalism, theft
2. Receiving or possessing stolen property, under circumstances that would cause a reasonable person to know the property was stolen from another
3. Presence in an unauthorized area; leaving school buildings or grounds during school hours without proper clearance
4. Engaging in threatening or intimidating behavior
5. Willful disobedience, insolence, or insubordination to administrators, teachers, or other school personnel, including but not limited to behavior which defies instructions of district personnel, and the use of impertinent language toward administrators, teachers, or other school personnel
6. Assault, battery, fighting, or inciting others to engage in fighting
7. Possession of or being under the influence of any controlled substance, alcoholic beverage, or intoxicants; sale of any controlled substance or its counterfeit; possession, sale, or use of drug paraphernalia
8. Possession of firearm or dangerous weapon as defined under NRS 392.466 see Section VII for mandatory suspension or expulsion under certain circumstances
9. Possession of knives or weapons that are not defined as dangerous under NRS 392.466, including but not limited to pocketknives
10. Bullying, cyberbullying, or discrimination based on race in violation of Board of Trustees Policy JFCC
11. Slander or libel, by spreading false information in writing or verbally about a person and harming his/her reputation

12. Hazing in connection with any school or social activity relating to school
13. Disorderly conduct, including conduct that impairs the health, safety, or welfare of teachers, students, or other persons, or interferes with the maintenance of school discipline, including but not limited to reporting a false fire alarm or bomb threat, possession or use of incendiary device, and gambling
14. Use of firecrackers, snappers, or similar devices, including the discharging, distribution, possession, sale or use of the same
15. Use of profane or vulgar language, oral/written obscenity, or obscene gestures; indecent exposure, including an open indecent or obscene exposure of one's person or the person of another
16. Inappropriate dress and appearance that presents potential health or safety problems or causes school disruptions
17. Inappropriate public displays of affection; sexual activity or misconduct
18. Possession, use, sale, or distribution of tobacco products in violation of Board of Trustees Student Smoking Policy JFCG
19. Harassment of other students, administrators, teachers, or other school personnel, including harassment based on sex, gender identity, race, religion, national origin, disability as defined in Board of Trustees Policy AC
20. Truancy; excessive tardies
21. Engaging in conduct that warrants the reasonable belief that substantial disruption of school operations will likely result
22. Violating the district's internet and public network acceptable use policy as defined in Board of Trustees Policy EDB
23. Violating the district's policy concerning the use of cellular telephones and other electronic devices as defined in Board of Trustees Policy EDBB
24. Engaging in gang activity or association in violation of Board of Trustees Policy JFC
25. Violating school bus rules or other school traffic/transportation rules
26. Altering or attempting to alter school records such as attendance records, grade records, etc.
27. Forging or using forged passes, excuses, or other school documents
28. Cheating; dishonesty; plagiarizing
29. Actions for which state law mandates discipline as set forth in Section VII of these guidelines
30. Violating any other rules that the principal has established and has published in the school handbook
31. Violating any prohibition on student conduct established in any Board of Trustees policy
32. Engaging in any conduct that is prohibited by city, state or federal law

VII. Suspension, Expulsion or Permanent Expulsion General Provisions

With the exception of the authority given to LCSD if a student engages in any of the seven categories of misconduct described below, students must be at least 11 years old to be subjected to a suspension, expulsion or permanent expulsion for violations of the LCSD code of conduct.

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 a student is suspended for one school semester or expelled, the student must:

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1. Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled;
2. Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or
3. Enroll in a program of alternative education provided by the school district. LCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise. A determination that homelessness was not a factor in the behavior must be made in consultation with the LCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Section IX, Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct

Nevada law contains specific discipline authority and rules for seven categories of misconduct:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

A. Student who Sells or Distributes Controlled Substances

State law authorizes the LCSD to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older may be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. The student is less than 11 years of age;
2. The student has not engaged in such proscribed conduct before; and
3. After a thorough review of the facts and circumstances, the principal determines that the student did not know that the substance being distributed was a controlled substance.

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

B. Student who Commits a Battery Against a School Employee

State law authorizes the LCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older may be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 may be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

"Battery" means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

State law authorizes the LCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older must be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 must be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

"Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of a public school may, at his or her 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.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the LCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older may be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

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

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older may be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

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

“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 202.265, 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.

F. Student in Possession of a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older must be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 must be suspended or expelled, but not permanently expelled.
- Students ages 6 or 7 may be suspended, but not expelled or permanently expelled.
- Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

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

“Firearm” is defined in NRS 392.466 as including, 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.

G. Student Deemed a Habitual Discipline Problem

A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. 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 significant suspensions from the school of three days or more for any reason; and
2. 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.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the LCSD to impose the following discipline for a student deemed a habitual discipline problem:

- Students at any age may be suspended.
- Students at any age may be expelled under extraordinary circumstances as determined by the principal.
- Students may not be permanently expelled.

Nevada law does not allow the suspension or expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

VIII. Conduct On and Off Campus

Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

- A. At any time on school grounds, at the student's assigned school or at any other school, or upon any properties controlled by the District, whether or not school is in session.
- B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.
- C. Off school grounds but within sufficient proximity to District property that the conduct may have a direct impact on a school campus, a school sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.
- D. Off school grounds by a student who is truant and whose conduct may impact a school campus, a school sponsored activity, function or event, or the health, welfare, or safety of students or school employees.
- E. At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities, or causes school officials to reasonably believe that it will do so.

IX. Procedures for Short-Term Suspensions (up to 10 school days)

Students who have been subjected to a short-term (up to 10 school days) out-of-school suspension will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work.

Students who have been subjected to a short-term out-of-school suspension may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a short-term out-of-school suspension will not be allowed on school premises unless prearranged with a school official.

The following procedures will be used to suspend a student from school for up to 10 school days. Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a short-term suspension.

The term “school administrator” refers to a dean/assistant principal or principal.

- A. The school administrator tells the student that he/she is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.
- B. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long-term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.
- C. The school administrator explains to the student the evidence the school administrator has regarding the alleged violation(s).
- D. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.
- E. After hearing the student's explanation and evidence, the school administrator determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.

F. Before any school official suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten (10) days per occurrence of misconduct), the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.

G. If suspension is appropriate (for ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (starting date). A special education student receiving IEP services may be suspended for up to ten (10) days maximum per occurrence of misconduct.

H. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian via telephone call that the student has been suspended, including the terms (a description of the act committed by the student and the date on which the act was committed), effective date, and duration of the suspension. The terms of the suspension and the current process to exercise the right to appeal the suspension shall be confirmed in writing through correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. Only suspensions of three (3) or more days may be appealed.

If the suspension is for 3-10 days, the correspondence must also include:

1. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;
2. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school; or expelled from school under extraordinary circumstances as determined by the principal of the school;
3. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;
4. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.

I. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.

2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The Deputy Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or virtual hearing chaired by a Lyon County School District school administrator who did not issue the original suspension. The student or, if the student is under 18 years of age, the parent or legal guardian and a Lyon County School District school counselor shall be invited to the appeal hearing. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's meeting with the school administrator who issued the suspension. The school administrator chairing the appeal hearing, in consultation with the school counselor, shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned. The Deputy Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

X. Procedures for Long-Term Suspensions (more than 10 school days, up to one semester), Expulsions (more than one semester), and Permanent Expulsions

Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion will not be allowed on school premises unless prearranged with a school official.

The following procedures will be implemented for long-term suspensions for more than 10 consecutive school days (up to one semester), expulsions (more than one semester), and permanent expulsions (no possibility of returning to a regular campus. The term "expulsion" generally refers to either an "expulsion" or a "permanent expulsion." Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

- A. If the school administrator determines that a long-term suspension or expulsion is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.

- B. Students with disabilities receiving IEP services may not be suspended for more than ten (10) days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.
- C. The Superintendent or his or her designee will designate a panel of three impartial school district administrators (the "Discipline Panel") to conduct a hearing on the proposed long-term suspension expulsion.
- D. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.
- E. Three calendar days in advance of the scheduled hearing, the school administrator will send or hand-deliver to the student (if 18 years of age or older) and his or her parents or guardians a written notice that includes the following:
 - 1. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;
 - 2. Notification that the school district will convene a hearing before imposing any additional suspension(beyond any short-term suspension already imposed) or expulsion;
 - 3. Notification of the date, time, and location for the scheduled hearing;
 - 4. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;
 - 5. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;
 - 6. Notification of witnesses the school intends to present;
 - 7. Notification of written evidence the school intends to present and copies of any such evidence;
 - 8. Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and
 - 9. A copy of this administrative regulation.
- F. The Discipline Panel will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence, as the Discipline Panel deems appropriate.
- G. Neither the school administrator nor the student or his or her parent shall discuss the merits of the case with any member of the Discipline Panel prior or subsequent to the hearing.
- H. The District will record the hearing, and the District's recording is the official recording of the proceeding. The student, or if the student is under 18 years of age, the parent or legal guardian may obtain a copy upon request.

- I. All hearings shall be closed to the public. (NRS 392.467)
- J. At the conclusion of the hearing, the Discipline Panel shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally, when feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.
- K. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The request for an appeal may be filed based on one or more of the following grounds:
 - 1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
 - 2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Deputy Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.

The Deputy Superintendent will immediately contact the Superintendent. The appeal of a long-term suspension or an expulsion will be conducted by the Superintendent or designee in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the Superintendent or designee will review the recording of the hearing and the final decision of the Discipline Panel. The Superintendent or designee will review adherence to the requirements for procedural safeguards listed above. The Superintendent or designee will review the evidentiary basis for the decision of the Discipline Panel. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent or designee shall then determine whether the disciplinary decision of the Discipline Panel will be upheld or overturned. The Superintendent or designee will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal hearing. The decision of the Superintendent or designee is final.

XI. Students Under Suspension or Expulsion From Other Schools

Except as otherwise provided in NRS 392.4675, Lyon County School District Schools will not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

XII. Exception to Policy JG

An exception to this policy will be made with respect to student-athletes who test positive for alcohol, tobacco, or controlled substances pursuant to LCSD Policy JFCJ (Random Drug Testing of Student Athletes). Students testing positive as a result of Policy JFCJ will be regulated in accordance with that policy.

XIII. Temporary Alternative Placement

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 or in the office). 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) referred to an Administrative Panel for possible suspension or expulsion. The committee may take other appropriate disciplinary action against the student should it deem necessary.

XIV. 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 Transportation Supervisor or designee shall so inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in changing 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, except as provided in IDEA for a student with a disability whose IEP includes transportation as a related service.

Specific Authority to Suspend, Expel or Permanently Expel (NRS 392.466)

AUGUST 2024

	AGE	SUSPENSION	EXPULSION	PERMANENT EXPULSION	CONDITIONS FOR IMPLEMENTATION
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCE	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE	8+	Yes	Yes	Yes	
	6-7	Yes	No	No	

	5 or less	Yes	No	No	Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE WITH INTENT TO RESULT IN BODILY INJURY *New category	8+	Yes	Yes	Yes	Pupil must be suspended, expelled, or permanently expelled.
	6-7	Yes	No	No	Pupil must be suspended.
	5 or less	Yes	No	No	Pupil may be suspended.

	less				Suspension must be reviewed and approved by Superintendent or designee.
PUPIL WHO POSES A CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS *New category	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.

	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF DANGEROUS WEAPON OTHER THAN FIREARM	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF FIREARM	11+	Yes	Yes	Yes	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended, expelled, or permanently expelled. (lengths of removals no longer in statute)
	8-10	Yes	Yes	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal

					of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended or expelled.
	6-7	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended.
	5 or less	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.

HABITUAL DISCIPLINE PROBLEM	No Age Limit	Yes	Yes Under extraordinary circumstances as determined by the principal	No	School must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.
ADDITIONAL PROVISIONS THAT APPLY TO ALL SUSPENSIONS, EXPULSIONS, AND PERMANENT EXPULSIONS					
Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm. Suspensions are limited to no more than 10 days per occurrence of misconduct.					
A pupil with a disability who has been suspended or expelled must be provided a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. (This has been federal law for many years.)					
The Superintendent of a school district may, for good cause shown in a particular case, allow a modification to a suspension or expulsion if such modification is set forth in writing. The Superintendent of a school district must allow such a modification if he or she determines that a progressive discipline plan based on restorative justice may be used successfully.					
If a pupil is expelled or the period of the pupil's suspension is for one school semester, the pupil must (a) enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; (b) enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 or 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or (c) enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive environment.					