LANDER COUNTY SCHOOL DISTRICT: RESTORATIVE DISCIPLINE PLAN

AUSTIN COMBINED SCHOOL
BATTLE MOUNTAIN ELEMENTARY SCHOOL
ELEANOR LEMAIRE JR. HIGH SCHOOL
BATTLE MOUNTAIN HIGH SCHOOL

Return to Table of Contents

Revised 10/21/25

Table of Contents

Table of Contents
LCSD DISCIPLINE POLICY STATEMENT
CHRONIC MISBEHAVIORS:
- To respond to challenging behavior
- To help those harmed by another's actions.

Three Tier Pyramid of Support
Interventions and Best Practices:
Appeal Processes
Data Collection
ATTENDANCE RELATED BEHAVIORS
- Truancy (minor):
- Habitual Truancy (major):

VIOLATIONS OF SCHOOL RULES
- Disregard For School Rules (minor):
  - Horseplay:
  - Unauthorized Area:
  - Interference With Instruction (minor):
  - Bus/Transportation (minor):
  - Forgery:
  - Dress Code Violation (minor):
  - Inappropriate Language:
- Physical Aggression:
- INSUBORDINATION (major):

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES
- Disruption Of School Activities (Major):
  - False Fire Alarm:
  - Serious Disruption of School:
  - Threat to School:

Return to Table of Contents

Arson (major, or minor):
PROHIBITED BEHAVIORS
Altering School Records:
Cheating/Plagiarism:
Damage to or Destruction of Property on School Grounds (major or minor):
Gang Related Behavior/Activity (major):
Habitual Disciplinary Problem (major):
Impairing Health, Safety, or Welfare of Others (major or minor):
Sexual Misconduct/Harassment (major):
Sexual Assault (major):
Technology Violation (minor):
Electronic Devices/Cell phones
Pornography:
Theft/Possession of Stolen Property (major):
BULLYING BEHAVIORS
Bullying:
Cyberbullying:
Discrimination Based on Race:
SUBSTANCE USE BEHAVIORS
Alcohol: Possession/Use of:
Drug Paraphernalia:
Possession/Use of a Controlled Substance (major):
Tobacco or similar products (minor):
Sale Distribution of a Controlled Substance:
THREAT BEHAVIORS
Threat to Staff (major):
Threat to Student (major):
VIOLENT BEHAVIORS
Violence/Harm to Staff (major):

Return to Table of Contents

‘Violence/Harm to Student (major):
WEAPONS INVOLVED BEHAVIORS
Possession/Use of Weapon (major):
Brandishing a weapon or dangerous weapon
Disclosures
Appendix A- Student Suspension/Expulsion Appeal Form

LCSD DISCIPLINE POLICY STATEMENT

At Lander County School District (LCSD), we are committed to providing our students with the best possible learning environment. The mission of Lander County School District, in collaboration with parents and the community, is to provide the environment and resources to enable students to be prepared, educated, and confident in their ability to take charge of their future and (positively) contribute to their community. 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.**
- **Parents will be contacted when assigned any discipline from administration.**

This plan was developed with the input of district and school staff, parents, and students. (NRS 392.4644)

Return to Table of Contents

CHRONIC MISBEHAVIORS:

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 Instructional Support Team (IST/RTI)?
□ 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.

Return to Table of Contents

Restorative Questions I

To respond to challenging behavior

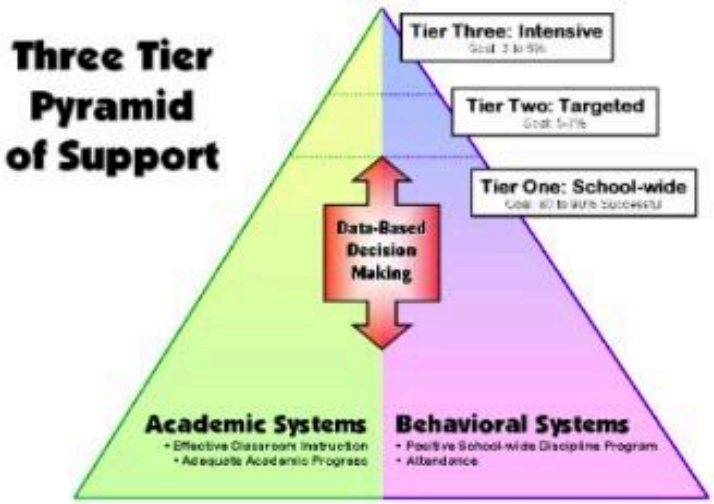
★ What happened?
★ What were you thinking of at the time?
★ Who has been affected by what you have done?
★ In what way?
★ What do you think you need to do to make things right?

Restorative Questions II

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?

Three Tier Pyramid of Support



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 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 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.

Return to Table of Contents

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
❑ 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)

Return to Table of Contents

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 LCSD 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?
- 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) based at each school.
- The Lander County School District: Restorative Discipline Plan will be used by each school's administration.

Return to Table of Contents

Appeal Processes

- If a student has a significant suspension or expelled, the school shall provide on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671.
- "Significant suspension" means the school in which the pupil is enrolled (1) Prohibits the pupil from attending school for 3 or more consecutive days; and (2) Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school pursuant to NRS 392.4655.
- Appeal Timelines and Procedures

  a. The pupil or the pupil's parent/legal guardian may file an appeal (see appendix A) of the suspension or expulsion within five (5) school days of receiving notification.

  b. The appeal must be submitted in writing to the superintendent, requesting a hearing.

  c. Upon receipt of a written appeal, the Superintendent shall schedule a hearing within five (5) school days of receiving the appeal.

  d. The decision resulting from the appeal hearing shall be communicated in writing to the pupil and parent/legal guardian promptly after the hearing.

Upon removing a pupil from a classroom or any other premises of a public school pursuant to this section for more than 1 school day, the principal of the school must contact the local educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker, to make a determination of whether the pupil is a homeless pupil. NRS 392.4645

When a student is suspended, expelled, or being considered for suspension or expulsion, the principal or designee shall evaluate the student for possible alternative educational placement.
The student may be placed in an alternative program or setting if, in the judgment of the principal, after reviewing the seriousness of the conduct:

1. The placement will serve as the least restrictive environment possible, consistent with NRS 392.4673; and
2. The student does not pose a serious threat to the safety of the school, consistent with NRS 392.4673.

Data Collection

Lander County School District shall quarterly collect data on the discipline of pupils and the plans developed pursuant to NRS 392.4644. Such data must include, without limitation, the number of expulsions and suspensions of pupils, the number of staff positions in the school that are vacant, the average class size for each grade in the school, the implementation of each plan, the training received by teachers and administrators regarding each plan, the number of placements of pupils in another school and the ratio of pupils to school counselors, school psychologists and school social workers. Such data must be disaggregated into the subgroups of pupils listed in subsection 2 of NRS 385A.250 and the types of offense. (NRS 392.462)

1. Lander County School District will do this through the Nevada Department of Education Office for a Safe and Respectful Learning Environment and the AB-285 Quarterly Report.
2. **Each school will analyze that data** to see if certain groups are disciplined more often
3. **If data shows disproportionate discipline for a school, the school will take action** to reduce or eliminate those inequities by possibly using the following

strategies:

a. Providing staff training in **implicit bias and restorative practices**,
b. Reviewing discipline data at **school leadership team meetings**,
c. Adjusting **disciplinary procedures or interventions** when a pattern of disproportionality is identified,
d. Using **restorative justice approaches** to reduce exclusionary discipline.

Lander County School District

RESTORATIVE DISCIPLINE PLAN

ATTENDANCE RELATED BEHAVIORS

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.)*

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Elementary	Parent contact	Parent contact	Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Student Escort between classes or to and from school.	**45: Multiple Tardies** ***Excessive Tardies**
Middle	Detention; Parent contact (3rd tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (9+ tardies) 10+ tardies: Parent contact, ISS		
High	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies) 10+ tardies: Parent contact, ISS		

Return to Table of Contents

ATTENDANCE RELATED BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 **State: NRS 392.120;**					

Elementary	Parent Contact	Parent Contact	Parent Contact	Tier 1:
				• Classroom lessons
				• School wide education assemblies
				• Positive acknowledgement for demonstrating expectations
				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
				• Restitution
				• Check-in Check-Out
				• After School Detention
				Tier 3:
				• Student Study Team
				• Functional Behavior Assessment
				• Behavior Improvement Plan
				  ○ Review of bell schedule
				  ○ Plan of attendance
				• Law Enforcement
				• JPO
					TR: Truant
					***Truancy**

Middle	1 - 3 days Detention	3-5 days Detention	3-5 days Detention; possible LCSO citation for habitual truancy; required tier 3 intervention		
High	1 - 3 days Detention	3-5 days Detention	3-5 days Detention; possible Lander County Sheriff's Office (LCSO) citation for habitual truancy; possible suspension of driver's license by the DMV; required tier 3 intervention		

Return to Table of Contents

ATTENDANCE RELATED BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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					
Elementary	N/A			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● Meet with counselor ● Meet with social worker ● Educational Project ● Attendance Improvement Plan Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Law Enforcement ● JPO	**HT: Habitually Truant** ***Habitual Truancy**
Middle	Habitual truancy packet completed and request for citation by the Lander County Sheriff Office				
High	Habitual truancy packet completed and request for citation by the Lander County Sheriff Office				

Return to Table of Contents

VIOLATIONS OF SCHOOL RULES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
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 **					
Horseplay: Students are engaged in mutual physical interaction without the intent of injury. **Unauthorized Area:** Students are not where they have been assigned. **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 **Bus/Transportation (minor):** A violation of the transportation policy adopted by the board of trustees pursuant to NRS 392.4636. **Forgery:** when a person makes or alters a note or writing so that it is false with the intent to deceive. **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. See LCSD Board Policy **Inappropriate Language:** Foul language, Disrespect/swearing, Inappropriate behavior/language, Profanity, Obscene language and gestures, Unacceptable language, Verbal abuse					
Elementary	Warning	Parent Contact/1 day Multi Tiered Systems of Support Room (MTSS	Parent Contact/1-3 days MTSS	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • Re-teaching Expectations • Meet with counselor	**2: Disorderly Conduct** **31: Public Display of Affection** ***Disregard For School Rules**
Middle	Warning	1-3 days Detention	1-3 days In School Suspension (ISS)		
High	Warning	1-3 days Detention	1-3 days ISS		

Return to Table of Contents

<table>
<tr><td colspan="4">Physical Aggression:
Students are engaged in the action of pushing and shoving, that is an emotional act without premeditation or intent to harm.</td><td rowspan="4">• 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
• Complete online DMV exam (high school)
• Enrollment in evidenced based intervention program available at school site
Tier 3:
• Functional Behavior Assessment
• Behavior Improvement Plan
• Law Enforcement
• JPO
• Alternative Transportation</td><td rowspan="4"></td></tr>
<tr><td>Elementary</td><td>Warning Parent Contact</td><td>1-2 Days MTSS, Parent Contact</td><td>1-3 days MTSS, Parent Contact</td></tr>
<tr><td>Middle</td><td>1-4 days Detention</td><td>1-3 days ISS</td><td>3-4 days ISS</td></tr>
<tr><td>High</td><td>1-4 days Detention</td><td>1-3 days ISS</td><td>3-4 days ISS</td></tr>
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Return to Table of Contents

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<tr><th colspan="6">VIOLATIONS OF SCHOOL RULES</th></tr>
<tr><th>School Level</th><th>1st Offense</th><th>2nd Offense</th><th>3rd Offense</th><th>Restorative Practice</th><th>IC Codes</th></tr>
<tr><td colspan="4">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.</td><td rowspan="4">Tier 1:
● Classroom lessons
● School wide education assemblies
● Positive acknowledgement
Tier 2:
● 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
● Complete online DMV exam (high school)
● Enrollment in evidenced based intervention program available at school site
Tier 3:
● Functional Behavior Assessment
● Behavior Improvement Plan
● Law Enforcement/JPO</td><td rowspan="4">20: Insubordination / Disobedience
*Disregard For School Rules</td></tr>
<tr><td>Elementary</td><td>Parent Contact/1 Day MTSS</td><td>Parent Contact/1-2 Days MTSS</td><td>Parent Contact/1-3 Days MTSS</td></tr>
<tr><td>Middle</td><td>1-5 days Detention:</td><td>1-3 days ISS</td><td>3-5 days ISS
Additional offenses may result in possible OSS and/or citation for disturbance of school.</td></tr>
<tr><td>High</td><td>1-5 days Detention</td><td>1-3 days ISS</td><td>3-5 days ISS
Additional offenses may result in possible OSS and/or citation for disturbance of school.</td></tr>
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Return to Table of Contents

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES

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.

Example: *Disturbance of school operations, False fire alarm, False reporting of weapon*

False Fire Alarm:

Student intentionally pulled the school fire alarm without a fire emergency

Serious Disruption of School:

A student(s) action that interferes with the purpose and function of a school. Example: Disturbance of school operations, False reporting of weapon

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Elementary	Parent Contact/1 day MTSS	Parent Contact/1-3 days Out of School Suspension (OSS); notify LCSO/Lander County Fire Department (LCFD)	Parent Contact/3-5 days OSS; notify LCSO/LCFD	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**33: School Disruption** ***Disruption Of School Activities**
Middle	5-10 days short-term suspension; LCSO/LCFD notified	10 days OSS; notify LCSO/LCFD, with possible long-term suspension	10 days OSS pending long-term suspension; Notify LCSO/LCFD		
High	5-10 days short-term suspension; notify LCSO/LCFD	10 days OSS; Notify CSO/LCFD, with possible long-term suspension	10 days OSS pending long-term suspension; Notify LCSO/LCFD		

Return to Table of Contents

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Threat to School: Threats and targeted attacks against schools ***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	10 days ISS/OSS pending long-term suspension; LCSO notification				
Middle	10 days ISS/OSS pending long-term suspension; LCSO notification				
High	10 days ISS/OSS pending long-term suspension; LCSO notification				

Return to Table of Contents

PROHIBITED BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Altering School Records: Student makes unauthorized changes to school records (grades, attendance, etc)				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement/JPO	**10: Altering School Records** **13: Cheating** **30: Plagiarism** **24: Forging Documents** ***Cheating/Plagiarism**
Elementary	Parent Contact	Parent Contact	Parent Contact		
Middle	1-3 days ISS/OSS	3-5 days ISS/OSS	5-10 days of ISS/OSS		
High	1-3 days ISS/OSS	3-5 days ISS/OSS	5-10 days of ISS/OSS		

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Cheating/Plagiarism: Student copies or takes credit for another individuals work				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**30: Plagiarism** **24: Forging Documents** ***Cheating/Plagiarism**
Elementary	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact Refer to administration for possible insubordination	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact Refer to administration for possible insubordination		
Middle	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact Possible removal from awards	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact Possible removal from awards Refer to administration for possible insubordination	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact Possible removal from awards Refer to administration for possible insubordination		
High	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Contact, Possible removal from awards and scholarships	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz ; Parent Conference, Possible removal from awards and scholarships Refer to administration for possible insubordination	Redo the assignment during non-instructional time or receive a zero on the assignment/test/quiz; Parent Conference, Possible removal from awards and scholarships Refer to administration for possible insubordination		

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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	Restitution; 1-2 days MTSS; Over $250 LCSO notified. Parent Contact	Restitution; 1-3 days MTSS; Over $250 LCSO Notified. Parent Contact	Restitution; 1- 3 days OSS; Over $250 LCSO notified. Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**21: Damage to School Property/Vandalism *Damage to or Destruction of Property on School Grounds**
Middle	Restitution; 3-5 days ISS, Over $250 LCSO notified	Restitution; 5-7 days ISS/OSS; Over$250 LCSO notified	Restitution; 7-10 days OSS; Over $250 LCSO notified		
High	Restitution; 3-5 days ISS, Over $250 LCSO notified	Restitution; 5-7 days ISS/OSS; Over $250 LCSO notified	Restitution; 7-10 days OSS; Over $250 LCSO notified		

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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					
Elementary	Parent Contact/1 day MTSS	Parent Contact/1-3 days MTSS	Parent Contact 3-5 days OSS	Tier 1: ● Classroom lessons ● School wide education Assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**25 Gang Activity** ***Gang Related Behavior/Activity**
Middle	1-3 days ISS/OSS; notification of LCSO	3-5 days ISS/OSS; notification of LCSO	5-10 days ISS/OSS with long-term suspension; notification of LCSO		
High	3-5 days ISS/OSS; Behavior Plan Notify LCSO	5-10 days ISS/OSS; Notify LCSO; Possible long-term suspension	10 days ISS/OSS; notify LCSO; long-term suspension/expulsion		

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 Board Policy for specific guidelines.					
Elementary	10 days MTSS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**15 Conduct prohibited by city/state/federal *Habitual Disciplinary Problem**
Middle	10 days ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				
High	10 days ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 person, spitting on another person, knowingly giving someone something to ingest (putting eye drops in teacher water).					
Elementary	10 days MTSS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	***Impairing Health, Safety, or Welfare of Others**
Middle	10 days ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				
High	10 days ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 in person or virtually; 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.					
Elementary	Notify LCSO Parent Contact/1-2 Days MTSS depending on nature and severity of incident.* Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO Parent Contact/3-4 Days MTSS depending on nature and severity of incident.* Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO 1-5 Days OSS depending on severity of incident.* . Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	**Tier 1:** • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**11: Bullying Confirmed** **18: Cyber Bullying Confirmed** ***Sexual Misconduct/Harassment**
Middle	Notify LCSO 1-4 days ISS/ OSS depending on Severity Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO, 3-5 days OSS Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment		
High	Notify LCSO 1-4 days ISS/ OSS depending on Severity Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO, 3-5 days OSS Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or sexual harassment		
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	Contact LCSO; 10 days OSS pending long-term suspension				
Middle	Contact LCSO; 10 days OSS pending long-term suspension				
High	Contact LCSO; 10 days OSS pending long-term suspension				

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 & Individual school handbook				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**35: Technology Violation** ***Technology Violation**
Elementary	Taken to the office; Returned at the end of day.	Taken to the office; parent pick u	Taken to the office; parent pick up, possible loss of device privilege meeting scheduled		
Middle	Taken to the office; Returned at the end of day.	Taken to the office; parent pick up	Taken to the office; parent pick up, possible loss of device privilege meeting scheduled		
High	Taken to the office; Returned at the end of day.	Taken to the office; parent pick up	Taken to the office; parent pick up, possible loss of device privilege meeting scheduled		

Return to Table of Contents

PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Pornography: Student accesses online or physical content deemed to be pornography					**35: Technology Violation** ***Technology Violation**
Elementary	Restricted Mode for one month Parent Contact	Restricted Mode for 1- 6 months Parent Contact	Restricted Mode TBD by administration Parent Contact		
Middle	Restricted Mode for one month	Restricted Mode for 1- 6 months	Restricted Mode TBD by administration		
High	Restricted Mode for one month	Restricted Mode for 1- 6 months	Restricted Mode 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					
Elementary	Parent Contact/Restitution; 1-2 days MTSS; Over $250 LCSO notified.	Restitution; 2-4 days MTSS; Over $250 LCSO Notified. Parent Contact	Restitution; possible 1-3 Day OSS; Over $250 LCSO notified. Parent Contact	Tier 1: • Classroom and school wide lessons on expectations • Positive acknowledgement Tier 2: • /Re-teaching • Counselor/social worker meeting • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Conference with Admin/SRO • Restitution • Available Tier 2 interventions Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO	**32 Receiving/Possession of Stolen Property** ***Theft/Possession of Stolen Property Theft**
Middle	Restitution; 3-5 days ISS, Over $250 LCSO notified	Restitution; 5-7 days ISS; Over$250 LCSO notified	Restitution; 7-10 days ISS; Over $250 LCSO notified		
High	Restitution; 3-5 days ISS, Over $250 LCSO notified	Restitution; 5-7 days ISS; Over $250 LCSO notified	Restitution; 7-10 days ISS; Over $250 LCSO notified		

Return to Table of Contents

BULLYING BEHAVIORS

Bullying:

See NRS 388.122 "Bullying" defined and LCSD Board Policy . Example: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking

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.

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.

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC
Elementary	1-3 Days MTSS/ISS depending on nature and severity of incident.* Parent Contact Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 Days MTSS/ISS, depending on nature/severity of incident.* Parent Contact Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or discrimination based on race	1-5 Days OSS depending on severity of incident.* .Parent Contact Investigated perLCSD Board Policy and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO	**11: Bullying** **Confirmed 42:** **Violence to other student one sided** ***Bullying**
Middle	1-4 days ISS/ OSS depending on Severity Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days ISS/OSS Investigated per LCSD Board Policy 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 and deemed bullying, cyber bullying, and/or discrimination based on race		
High	1-4 days ISS/ OSS depending on Severity Investigated per LCSD Board Policy and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days ISS/OSS Investigated per LCSD Board Policy 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 and deemed bullying, cyber bullying, and/or discrimination based on race		

Return to Table of Contents

SUBSTANCE USE BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Alcohol: Possession/Use of: 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 (including marajuana) on premises of school.					
Elementary	5 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; notify Law Enforcement Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**1: Alcohol** ***Alcohol - Possession/Use of**
Middle	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		
High	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		

Return to Table of Contents

SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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	5 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; notify Law Enforcement Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**17: Controlled Substance Possession/Use** ***Drug Paraphernalia - Possession of**
Middle	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		
High	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		

Return to Table of Contents

SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 pupils in possession of alcoholic beverages or controlled substances (including marajuana) 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	5 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; mandatory referral for intervention and law enforcement contacted Parent Contact	10 days OSS; notify Law Enforcement Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**17: Controlled Substance Possession/Use** ***Possession/Use of a Controlled Substance**
Middle	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		
High	5 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; mandatory referral for intervention and law enforcement contacted	10 days OSS; notify Law Enforcement		

Return to Table of Contents

SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Tobacco or similar products (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	Parent Contact/MTSS confiscate device/product Parent Contact	1-2 Days MTSS/ISS; parent meeting; confiscate device/product Parent Contact	3-5 ISS/OSS; parent meeting; confiscate device/product Parent Contact	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**37: Tobacco** ***Tobacco Violation**
Middle	1-3 days ISS; confiscate device/product Possible prevention course	3-5 days ISS; confiscate device/product Possible prevention course	7-10 days ISS/OSS; confiscate device/product Possible prevention course		
High	3 days ISS; confiscate device/product Possible prevention course	3-5 days ISS; confiscate de vice/product Possible prevention course	7-10 days ISS/OSS; confiscate device/product Possible prevention course		

Return to Table of Contents

SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Sale Distribution of a Controlled Substance: (major): Distribution of an illegal or controlled substance NRS 392.466(1)					
Elementary	Notify LCSO; 10 days ISS/OSS; Send home with P/G; pending long-term suspension			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**16: Controlled Substance Distribution** ***Sale Distribution of a Controlled Substance**
Middle	Notify LCSO; 10 days ISS/OSS; Send home with P/G; pending long-term suspension				
High	Notify LCSO; 10 days ISS/OSS; Send home with P/G; pending long-term suspension				

Return to Table of Contents

THREAT BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 a threat inquiry assessment be performed in association with this behavior event type. Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	1-4 days MTSS; Habitual Discipline Behavior Contract; Instructional intervention to be Discussed Contact LCSO Parent Contact	7-10 days OSS; possible expulsion, deemed "habitual discipline problem" per contract Contact LCSO Parent Contact	10 days OSS with possible permanent expulsion; violation of Contract Contact LCSO Parent Contact	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**36: Threat/Intimidation/ Extortion *Threat to Staff**
Middle	3-10 days ISS/OSS; Habitual Discipline Behavior Contract; Instructional intervention to be Discussed Contact LCSO	7-10 days OSS; possible expulsion, deemed "habitual discipline problem" per contract Contact LCSO	10 days OSS with possible permanent expulsion; violation of Contract Contact LCSO		
High	3-10 days ISS/OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; Contact LCSO	7-10 days OSS; possible expulsion, deemed “habitual discipline problem” per contract Contact LCSO	10 days OSS with possible permanent expulsion; violation of Contract Contact LCSO		

Return to Table of Contents

THREAT BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	1-4 days MTSS; Habitual Discipline Behavior Contract; Instructional intervention to be Discussed Contact LCSO Parent Contact	7-10 days OSS; possible expulsion, deemed "habitual discipline problem" per contract Contact LCSO Parent Contact	10 days OSS with possible permanent expulsion; violation of Contract Contact LCSO Parent Contact	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**36: Threat/Intimidation/ Extortion** ***Threat to Student**
Middle	3-10 days ISS/OSS; Habitual Discipline Behavior Contract; Instructional intervention to be Discussed Contact LCSO	7-10 days ISS/OSS; possible expulsion, deemed "habitual discipline problem" per contract Contact LCSO	10 days OSS with possible permanent expulsion; violation of Contract Contact LCSO		
High	3-10 days ISS/OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; Possible Contact LCSO	7-10 days ISS/OSS; possible expulsion, deemed “habitual discipline problem” per contract Possible Contact LCSO	10 days OSS with possible permanent expulsion; violation of Contract Possible Contact LCSO		

Return to Table of Contents

VIOLENT BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
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 a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	Up to 10 days OSS pending possible long term suspension; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Parent Contact	Up to 10 days OSS pending possible permanent expulsion; law enforcement contacted depending on severity Parent Contact		Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations Tier 2: ● 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 Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**44: Violence to staff member(s) *Violence/Harm to Staff**
Middle	Up to 10 days OSS pending possible long term suspension; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers.	Up to 10 days OSS pending possible permanent expulsion; law enforcement contacted depending on severity			
High	Up to 10 days OSS pending possible long term suspension; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers.	Up to 10 days OSS pending possible permanent expulsion; law enforcement contacted depending on severity			

Return to Table of Contents

VIOLENT BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
'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 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 and/or distribution.					
Elementary	3 days OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed Possible LCSO contact	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract Possible LCSO contact		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations Tier 2: • 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 Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**43: Violence to student-fighting** **22: Inciting** ***Violence/Harm to Student**
Middle	3 days OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed Possible LCSO contact	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract Possible LCSO contact			
High	3 days OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed Possible LCSO contact	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract Possible LCSO contact			

Return to Table of Contents

WEAPONS INVOLVED BEHAVIORS

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 a threat inquiry assessment be performed in association with this behavior event type.

Brandishing a weapon or dangerous weapon

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Elementary	Expulsion for a period of not less than one year; notify LCSO Parent Contact	Permanent Expulsion; notify LCSO Parent Contact		Tier 1: • Classroom lessons • School wide education assemblies Positive acknowledgement Tier 2: • 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	**23: Firearm/Dangerous weapon** **3: Incendiary Device** ***Possession/Use of Weapon**
Middle	Expulsion for a period of not less than one year; notify LCSO	Permanent Expulsion; notify LCSO			
High	Expulsion for a period of not less than one year; notify LCSO	Permanent Expulsion; notify LCSO			

Return to Table of Contents

Disclosures

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

- **Parents will be notified whenever disciplinary action has taken place**
- **The severity of some discipline infractions may dictate more serious consequences**
- **Per LCSD Policy: 1-10 days is defined as short term suspension, 11-143 days is defined as long term suspension, Expulsion is defined as up to 1 year/144 days**
- **All consequences are administered at the discretion of the LCSD designated administrator**
- **Criminal offenses will be reported to the Lander 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 , Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)**
- **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 LCSD Board Policy**
- **Please note that this is a supplementary document to LCSD Board Policy**
- **For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to LCSD Board Policy**
- **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.**
- **This plan utilizes the nine behavior categories recognized by the state**
- **ISS = In School Suspension / OSS = Out of School Suspension**
- **Alternative Placement (AP) = ISS/OSS (administrator discretion)**
- **Early out may be revoked in addition to other consequences**
- *** New IC Code**

Return to Table of Contents

- **** 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**

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**

PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS 392.4645: When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student. The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to seven days. The student will study under the supervision of appropriate personnel of the school. Additional supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights may include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the student may face further suspension or consequence according to the LCSD discipline matrix.

PLAN FOR PLACEMENT OF A PUPIL IN A DIFFERENT SCHOOL ENVIRONMENT WITHIN THE DISTRICT IN ACCORDANCE WITH NRS 392.466: If a school is unable to retain a student in the school for the safety of any person or because doing so would not be in the best interest of the student, the student may be suspended, expelled or placed in another school environment. If a student is placed in another school environment a plan will be created to address the specific needs and behaviors of the pupil.

In accordance with the LCSD Board Policy 007.12.2R, individuals who wish to appeal a decision may do so. (Reference NRS 392.4644, NRS 392.4671, NRS 392.4673, NRS 392.4674

Return to Table of Contents

Appendix A

Lander County School District
Student Suspension/Expulsion Appeal Form
(Pursuant to NRS 392.4671)

Student Information

Student Name: _____ **Grade:** _____

School: _____

Principal: _____

Parent/Guardian Information (if student is under 18)

Name: _____

Relationship to Student: _____

Phone: _____ **Email:** _____

Mailing Address: _____

Type of Disciplinary Action Being Appealed

☐ **Suspension** ☐ **Expulsion** ☐ **Other (explain):** _____

Date of Suspension/Expulsion Notification: _____

Reason Stated for Disciplinary Action (as provided by school):

_____

_____

_____

_____

Reason for Appeal (Explain why you are appealing this decision. Attach additional pages if necessary.)

_____

_____

_____

_____

_____

_____

_____

Return to Table of Contents

Requested Resolution or Outcome

_____

_____

_____

_____

_____

_____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian (if applicable): _____ Date: _____

For School/District Use Only

Date Appeal Received: _____ Received By: _____

Hearing Date (within 5 school days): _____

Hearing Officer/Designee: _____

Final Decision: ☐ Upheld ☐ Modified ☐ Reversed

Date of Written Notification to Student/Parent: _____