



**LEGACY**  

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**TRADITIONAL SCHOOLS**

**Legacy Traditional Schools-Nevada  
Cadence, North Valley and Southwest  
Las Vegas Campuses  
Restorative Justice Plan**



## **Table of Contents**

**Mission, Vision, Philosophy**

**Student Behavioral Expectations**

**Restorative Classroom Management**

**Intervention Ideas for Minor Misbehaviors**

**Logical Consequences For Minor Misbehaviors**

**Logical Consequence Ideas**

**Planning Sheet for Restoration**

**Tiered System of Support**

**Tier 1-Foundational Skills for all Students**

**Tier 2-Strategic, Small Group Intervention**

**Tier 3-Intensive, Individual Intervention**

**Quick Reference Guide to Student-Level Changes of Discipline Laws**

**Restorative Action Plan Example**

### **Mission**

Legacy Traditional Schools' mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neo-traditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

### **Vision**

Legacy Traditional Schools' vision is to positively impact the education of every student.

### **Philosophy**

LTS was founded on the principle that parents and staff will work together as partners to provide an education that encourages students to pursue academic excellence to the best of their abilities. The back-to-basics curriculum, accelerated pace of studies, and high expectations for academic achievement, behavior, and dress code requires a firm commitment from every parent, student, and teacher.

By selecting a Legacy Traditional School, parents, students, and staff are responsible for and committed to supporting all programs, upholding standards, and following the rules and policies of the school. Legacy approaches the day-to-day delivery of its mission statement via three innovative program models:

Responsible Citizenship Programs - The culture and climate of Legacy; featuring Positive Discipline and Standards of the Citizenship curriculum.

Neo-traditional Instruction – The method of instruction at Legacy, featuring direct teacher instruction blended with technology, and the Depth and Complexity differentiated instruction program.

Conceptual Scholars – Multiple strong educational program options that appeal to varied skill sets, child/family circumstances, and goals of young minds; for example, the Mozart Performing Arts Program and the Momentum Physical Wellness and Health Programs.

Legacy's Program of Instruction effectively delivers State Standards-aligned curriculum through whole group, direct-teacher instruction, and through individualized, computer-based modules. In conjunction with Legacy's mission statement, this curricular approach is reinforced by a civilized, tolerant, and peaceful school culture.

## **Nevada Restorative Justice Legislation**

### **NRS 392.472 :**

***“Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.***

*As required by NRS 392.4644 principals of each school shall establish a plan to provide for the progressive discipline of pupils or on-site review of disciplinary decisions. This plan must:*

- be developed with the input and participation of teachers and parents of pupils*
- be consistent with the written rules of behavior being available for inspection and*
- communicated to the school community*
- include provisions to address the specific disciplinary needs and concerns of the school*
- provide for the temporary removal of a pupil from the classroom in accordance with*

*NRS392.4645*

*The major components of the changes under AB 168 can be understood as a set of Student-level Changes and Systems Changes:*

*Student-level Changes:*

*1) Changes to discipline laws for all students, including restrictions on suspending and expelling students who are not more than 10 years of age; and*

*2) Changes to discipline laws for students in a program receiving special education services under an Individualized Education Program (IEP), including some additional restrictions on suspending and expelling such students.*

*Systems Changes:*

*3) Shift from progressive discipline school-wide plans to restorative discipline district-wide plans; and*

*4) Changes to data collection and reporting regarding student discipline and attendance.*

## **Legacy Traditional Schools-Nevada Restorative Justice Plan**

Legacy Traditional Schools-Nevada has developed a discipline plan based on the requirements of restorative justice that include both restorative practices and consequences. The ultimate goal of this plan is to allow students to take ownership over their actions and work towards restoring the harm that they have caused as a direct result of their decisions.

This Restorative and Progressive Discipline Plan has been created to positively impact the education of all students. Students at Legacy will be provided opportunity, leadership, guidance, and support by means of a precisely executed operational plan.

### **Student Behavior Expectations**

LTS was founded on the principle that parents and staff will work together as partners to provide a holistic educational experience. These student expectations include:

- Follow instructions given by staff.
- Show respect to self, adults and fellow students.
- Use only wholesome and courteous language.
- Respect other individuals' properties and do not take items belonging to others.
- Help preserve school property and grounds.
- Settle disagreements without fighting or threatening to fight.

### **Creating a Safe and Positive Learning Environment**

Teacher/Staff will:

- Focus on Legacy guiding principles and character traits: responsibility, citizenship, loyalty and service
  - Quarterly recognition of students that exhibit those character traits in an award ceremony
- Focus on positive discipline throughout the school
  - Caught YA's give when students are exhibiting behavior that goes above and beyond expectations
  - PRIDE program focused on rewarding good behavior
  - Positive phone calls home, notes on homework slips regarding positive behaviors

- Teach expectations and reinforce as needed
  - Classroom rules are established through a team approach so that all students are included
- Focus on the social emotional needs of the students utilizing the Strong Kids Curriculum
- Proactive behavior management approach to discipline rather than reactive measures

### **Restorative Classroom Management**

Restorative Classroom Management begins with great teaching. Students who are actively engaged in a lesson are less likely to participate in off task behaviors. A highly effective lesson starts with lesson planning. Teachers need to ensure that each lesson includes a variety of activities and instructional strategies including items such as movement, critical thinking and sharing. Active participation leads to increased comprehension and less behavior issues.

Another key element in effective Restorative Classroom Management is relationship building. Teachers need to work to get to know their students and to form a trusting relationship. When the classroom atmosphere is that of respect and love, students are comfortable to share victories, concerns and problems. The class works together to assist each other through struggles all guided by a caring, nurturing teacher.

Teachers will implement a discipline and restorative justice management plan in their classrooms which encompasses Legacy's focus on positive discipline principles. Students, parents, and administration will be notified of each teacher's management plan and classroom expectations. Teachers will use praise, modeling, communication and reinforcement of expectations to build a restorative classroom.

Grade levels will work together on a team approach to positive behavioral interventions. A list of ideas is provided as a resource but is not all encompassing.

## **Restorative Justice Interventions Classroom Ideas to Help with Minor Misbehavior**

- Strong Rules and Procedures
- Engaging Lessons with Activities
- Pacing in Lessons
- Keep students busy/engaged
- Morning Meetings
- Nonverbal Redirect
- Private Individual Correction
- Lightning Quick Public Correction
- Wellness Check
- Classroom Jobs
- Classroom Buddies
- Zen Zone /Calm Corner
- Cool Down/Chill Pass
- Flag Ceremony Celebrations
- Journaling
- Bell Work Check Ins
- Student Teacher Conference
- Parent Teacher Conference
- Structured Play Recess
- Buddy Pass in another Classroom
- Eat Lunch with Student
- Sticky Stop Sign
- Breathing Exercises
- Move Student Desk
- Reteach Classroom Procedure
- Reteach Classroom Behaviors
- Reflection Think Sheet
- Behavior Chart
- Positive Reinforcement
- Student Call Home
- Positive Phone Call Home
- Caught Ya Slips
- Apology Letter
- School Store
- Grade/Class Store
- Yoga After School Group
- Campus Beautification
- Mentorship Program
- Tween Talks
- Lunch Groups
- Morning Groups
- Shout Outs
- Complement Books
- Notes from Teacher to Student
- Student notes to Teacher
- Unconditional positive reinforcement
- Other: \_\_\_\_\_

## **Logical Consequences in Restorative Practices For Minor Behaviors**

The goal of logical consequences is to help students develop internal understanding, self-control, and a desire to follow the rules.

- Logical consequences help students look more closely at their behaviors and consider the results of their choices.
- Unlike punishment, which may rely on shame or exclusion, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.

A logical consequence is related to the student's behavior, and the relationship is clear to the student. A logical consequence is any response to student misbehavior that is directly related to the misbehavior, and is intended to repair harm done and prevent future problems.

The purpose of using a logical consequence is to make mistakes into learning opportunities. Unlike punishments--which often have only short-term effects and do not empower students to take ownership over their actions--the goal is not to create discomfort or simply make a student feel bad about his/her behavior. Rather, an ideal consequence will give students the responsibility of reflecting on their choices, the harm they may have caused, and how they can attempt to repair that harm.

For logical consequences to work, it is absolutely essential that the student sees that the consequence is fair, sensible, and directly connected to their problematic behavior. Whenever possible, students will be engaged in determining the logical consequence. At a minimum, when the consequence comes from staff, students will be engaged in a discussion about why the consequence logically follows the behavior.

All behavior incidents will be handled on a case-by-case basis, and consequences are determined based on the root cause of the behavior. A natural, logical consequence must match the student's behavior so student discussion will include the following:

- Examine the harm that occurred as a result of his or her behavior
- Discuss options for how s/he might repair the harm
- Select a consequence that is acceptable to you and the student
- Talk about what s/he could do next time, to avoid using the negative behavior again



Behavior	Sample Logical Consequences
Cell phone use during class	<ul style="list-style-type: none"> <li>• Turn in cell phone or phone battery to teacher for the rest of the class period</li> <li>• Research and report on recent news reports or studies on the impact of cell phone distraction on youth, relationships, paying attention, etc.</li> </ul>
Tardiness Cutting Class Off-task behaviors Sleeping during class Arriving unprepared for class	<ul style="list-style-type: none"> <li>• Extra academic project</li> <li>• “Give back time” before school, during lunch, or during extracurricular time to make up missed academic work (NOTE: Recess may not be removed or restricted)</li> <li>• Before school, after school, or lunch detention, Saturday school to make up missed academic work or learn about the importance of active class participation</li> <li>• Service or assistance to help classroom/teacher (i.e. organize classroom, prepare handouts, etc.).</li> <li>• Workshop on how missing class and school negatively impact the school community</li> <li>• Math assignment tallying up minutes of missed academic learning and impact</li> <li>• For chronic tardiness/cuts between class periods. Assigned staff member escorts student to next class to ensure on-time arrival</li> </ul>
Disrupting other students	<ul style="list-style-type: none"> <li>• Plan and teach lesson on classroom rules or importance of classwork</li> <li>• Temporary seating reassignment next to teacher or away from other students</li> </ul>
Inappropriate/excessive talking	<ul style="list-style-type: none"> <li>• Service or assistance to help classroom/teacher (i.e. organize classroom, prepare handouts, etc.)</li> </ul>
Profanity	<ul style="list-style-type: none"> <li>• Written assignment to identify 20 synonyms/vocabulary words for foul language that was used and write these words and definitions on note cards that can be used as reminders (can also include these words in an essay, art project, etc.)</li> <li>• Skit, oral presentation, or written assignment to reframe what they were trying to convey without profanity</li> </ul>
Fighting/Physical altercation	<ul style="list-style-type: none"> <li>• Conflict resolution workshop</li> <li>• Analyze the source of anger and aggression and refer to appropriate intervention</li> <li>• Written assignment reflecting on behavior and how to make better choices</li> <li>• Role playing/written assignment of how situation could have been handled without physical violence</li> <li>• Workshop or research on “debate” skills, what is a fact vs. opinion, what is truth vs. rumor</li> <li>• Parent conference</li> <li>• Anger management</li> <li>• Give students an opportunity to solve conflict and sign an agreement saying that “this is where it ends”</li> </ul>

Disrespect toward staff	<ul style="list-style-type: none"> <li>• Mediation with teacher and impartial mediator(s)--mediator(s) may be a teacher who has a good relationship with the student</li> <li>• Signed agreements on how students and staff will handle the situation in the future.</li> <li>• After discussion between staff and students, meaningful apologies from both staff and students. This should not be forced or in the moment</li> <li>• Written assignment reflecting on behavior, or describing the incident from the staff's perspective</li> <li>• Role playing/written assignment of how the situation could have been handled without disrespect.</li> </ul>
Disrespect toward peers	<ul style="list-style-type: none"> <li>• Mediation between students</li> <li>• Signed agreement on how students will handle the situation in the future</li> <li>• After discussion between staff and students, meaningful apologies from students. This should not be forced or in the moment</li> <li>• Written assignment reflecting on behavior, or describing the incident from the other student's perspective</li> <li>• Role playing/written assignment of how situation could have been handled without disrespect</li> </ul>
Vandalism	<ul style="list-style-type: none"> <li>• Community/school clean-up and beautification</li> <li>• Shadowing/helping an engineer for the day</li> <li>• "Positive" graffiti/art project to beautify school</li> </ul>

## Logical Consequences Planning Sheet

Description of the Behavior

Root Causes (What led up to the behavior?)

Who was impacted by the behavior and why?

Logical Restorative Consequences

What will the student learn as a result of the consequences

### Consequence Checklist

- Consequence is directly related to the behavior.
- Requires the student to actively participate in the consequence.
- Repairs harm and/or is likely to prevent future incidents.
- Creates empathy and helps the student understand the impact of his/her behavior.
- The student is actively involved in determining the consequence and/or understanding why the consequence logically follows the behavior.

## **Multi-Tiered System of Support (MTSS)**

### **Intervention Description:**

Tiered intervention for behavior and social-emotional skills is the process of teaching and addressing behavioral and SEL skills through the MTSS process. Tiered intervention consists of three tiers. Tier 1 is available to all students and is designed to teach foundational behavioral and social-emotional skills, thus preventing many concerns from developing. Tier 2 is small-group interventions available to students who are beginning to struggle with behavioral or social-emotional skills. Finally, Tier 3 is intensive, individualized intervention available to students significantly struggling with behavioral or social-emotional skills. The tiered intervention model seeks to meet the behavioral and social-emotional needs of all students.

### **Composition of the Tiers:**

#### ***Tier 1: A Foundation for All Students***

Tier 1 is available to all students attending Legacy Traditional School. Tier 1 support consists of foundational components that are designed to prevent the need for intervention by proactively teaching necessary skills. All students attending LTS are automatically part of Tier 1 interventions. Therefore, students do not need to be identified or placed into Tier 1 support. At Legacy, Tier 1 consists of:

- Strong Kids curriculum broken into smaller lessons included in the social studies pacing guides
- Relationship building and positive interactions
- Classroom management techniques implemented by the classroom teacher
- Tier 1 curriculum and instruction across all academic areas

#### ***Tier 2: Strategic, Small Group Interventions***

Tier 2 interventions are available to a subset of students who are beginning to struggle with behavior or social emotional skills. Tier 2 interventions are meant to be supplemental and strategic by remediating intervention needs for students. Tier 2 interventions are usually provided in small groups, aligned with school-wide expectations, continuously monitored, and implemented by all staff. On average, 15-20% of students are in need of Tier 2 intervention. At Legacy small group interventions may include:

- Strong Kids taught as designed in the curriculum
  - 1 lesson for 1 hour per week for 10-12 weeks
  - K-2 curriculum consists of 10 lessons
  - 3-5 & 6-8 curriculum consists of 12 lessons
- Check-in/check-out (CICO) system. CICO consists of a morning check-in, a daily points sheet, and an afternoon check-out.
- Lunch Bunch groups

An intervention should be selected for students in need of Tier 2 intervention after a review of data and discussion with the student's teacher and parents. The intervention selected should seek to fill the need or the function of the behavior.

### ***Tier 3: Intensive, Individualized Interventions***

Tier 3 interventions are valuable to a subset of students who are significantly struggling with behavior or social-emotional skills. Tier 3 interventions are intensive and individualized. On average, 5% of students are in need of Tier 3 interventions. At Legacy, Tier 3 consists of interventions such as:

- Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)
- Safety Plan
- Individual Counseling

An intervention should be selected for students in need of Tier 3 support after a review of data and discussion with the student's teacher and parents. The intervention selected should seek to fill the need or the function of the behavior. In many cases, the Tier 3 intervention will be a logical progression from the initial response to the behavior or skill of concern. For example, students who engage in behavior requiring the completion of a threat assessment must also have a safety plan in place if the threat is found to be credible. Students who engage in persistent behavior that is either dangerous to self/others, egregious, or that has not responded to Tier 2 interventions likely should be considered for an FBA/BIP.

### **Entry into Tiered Intervention:**

Identifying students in need of tiered intervention for behavior and social-emotional concerns should be a data-driven and ongoing process. The goal in identification is to proactively identify students struggling with behavioral or social-emotional skills and begin an intervention as soon as possible. Several sources of data will need to be reviewed to effectively identify students, and data should be reviewed throughout the school year.

## School Restorative Plan of Action (Example)

Student Name and Student Number:

DOB:

Grade:

Discipline Administrator:

### **Restorative Interventions and Explanation:**

#### **Support by Community:**

- Weekly Check in with a key community support person
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

#### **Support by Social & Emotional Learning:**

- The student will participate in mentorship lessons tailored to their needs, starting with a lesson from the SEL Curriculum Strong Kids on respect (towards others and themselves). The student will complete the assignment and participate in a debriefing with the school psychologist.
- This intervention was selected to intentionally teach the student self-awareness, self management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

#### **Reintegration by Accountability:**

- Student will participate in Restorative Conversations with victims A, B and C to discuss the events leading up to the incidents, student will share what he/she was thinking and feeling at the time of the incident, who he/she impacted with these choices, and what needs to be done to make things right.  
\*Expectations for behavior were clearly explained and the student had the opportunity to ask clarifying questions as necessary.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

#### **Restoration by Healing and Repairing Harm:**

- Student will have the choice of:  
- *\*If a student refuses to repair the harm, the administration will move to seek a change in*

*placement.*

- Any choice made by the student to repair the harm, shall be of a sincere nature that thoroughly addresses the harmful impacts of his behavior choices.

\_\_\_\_\_ Student chose \_\_\_\_\_ to repair the harm.

\_\_\_\_\_ Student declined the above mentioned choices to repair the harm at this time.

- We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

**How will the interventions work together to provide the student with support to be successful?**

**Seeking a Change in Placement:** Not at this time, provided the student follows this plan and its' supports with fidelity.

**Provide justification for removal -**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Quick Reference Guide to Student-Level Changes of Discipline Laws

### GENERAL EDUCATION STUDENTS

VIOLATIONS OF CONDUCT RULES THAT **DO NOT** INVOLVE BATTERY OF EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.467)

	AGE	LIMITS ON DAYS	WHO MAY IMPLEMENT	LEVEL OF BOARD INVOLVEMENT
SUSPENSION	11+	None.	Board policy determines.	Board may authorize individuals or group to make and implement disciplinary decisions.
EXPULSION	11+	None.	Board policy determines.	Board may authorize individuals or group to make and implement disciplinary decisions.
PERMANENT EXPULSION	11+  School may request exception from Board in extraordinary circumstances to permanently expel student under age of 11.*	None.	Board policy determines.	Board may authorize individuals or group to make and implement disciplinary decisions.  Board action required to approve if school requests exception to permanently expel student under age 11.

\*Statute permits school to request exception under NRS 392.466; NRS 392.467 contains a cross-reference to NRS 392.466 for this exception.

### SPECIAL EDUCATION STUDENTS

VIOLATIONS OF CONDUCT RULES THAT **DO NOT** INVOLVE BATTERY OF EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.467)

	AGE	LIMITS ON DAYS	WHO MAY IMPLEMENT	LEVEL OF BOARD INVOLVEMENT
SUSPENSION	11+	1-5 days per occurrence.	Requires Board action.	Suspension and permanent expulsion require <b>Board review of circumstances and determination</b> that action is in compliance with IDEA.  <b>Statute does not provide authority for non- permanent expulsion.</b>  Board action required to approve if school requests exception to permanently expel student under age 11.
PERMANENT EXPULSION	11+  School may request exception from Board in extraordinary circumstances to permanently expel student under age of 11.*	None.	Requires Board action.	Suspension and permanent expulsion require <b>Board review of circumstances and determination</b> that action is in compliance with IDEA.  <b>Statute does not provide authority for non- permanent expulsion.</b>  Board action required to approve if school requests exception to permanently expel student under age 11.

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### GENERAL EDUCATION STUDENTS

#### BATTERY OF AN EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM

(NRS 392.466)

	MANDATORY DISCIPLINE IN NRS	AGE	DISCIPLINE	ADDITIONAL DISTRICT REQUIREMENTS	DISTRICT SUPERINTENDENT AUTHORITY	LEVEL OF BOARD INVOLVEMENT
BATTERY OF AN EMPLOYEE	No	11+*	May suspend or expel	School must meet with student and parent and school shall provide plan of action based on restorative justice.	Superintendent <b>may</b> for good cause in a particular case allow a modification to a suspension or expulsion if modification set forth in writing.  Superintendent <b>shall</b> allow modification if superintendent determines that a plan of action based on restorative justice may be used successfully.	Suspension and permanent expulsion require <b>Board review of circumstances and approval in accordance with the procedural policy adopted by the Board.</b>  The level of Board involvement for non- permanent expulsion is not specifically addressed in statute but caution would suggest Board review and approval for non-permanent expulsion as well.  Board action required to approve if school requests exception to permanently expel student under age 11.
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCES	No	11+*	May suspend or expel	School must meet with student and parent and school shall provide plan of action based on restorative justice.	Superintendent <b>may</b> for good cause in a particular case allow a modification to a suspension or expulsion if modification set forth in writing.  Superintendent <b>shall</b> allow modification if superintendent determines that a plan of action based on restorative justice may be used successfully.	Suspension and permanent expulsion require <b>Board review of circumstances and approval in accordance with the procedural policy adopted by the Board.</b>  The level of Board involvement for non- permanent expulsion is not specifically addressed in statute but caution would suggest Board review and approval for non-permanent expulsion as well.  Board action required to approve if school requests exception to permanently expel student under age 11.
POSSESSION OF FIREARM OR DANGEROUS WEAPON	Yes	Any age	First offense, one- year expulsion  Second offense, permanent expulsion	None.	Superintendent <b>may</b> for good cause in a particular case allow a modification to a suspension or expulsion if modification set forth in writing.  Superintendent <b>shall</b> allow modification if superintendent determines that a plan of action based on restorative justice may be used successfully.	Suspension and permanent expulsion require <b>Board review of circumstances and approval in accordance with the procedural policy adopted by the Board.</b>  The level of Board involvement for non- permanent expulsion is not specifically addressed in statute but caution would suggest Board review and approval for non-permanent expulsion as well.  Board action required to approve if school requests exception to permanently expel student under age 11.
HABITUAL DISCIPLINARY PROBLEM	No	11+*	May suspend or expel	May suspend or expel only if school has made reasonable effort to complete plan of action based on restorative justice.	Superintendent <b>may</b> for good cause in a particular case allow a modification to a suspension or expulsion if modification set forth in writing.  Superintendent <b>shall</b> allow modification if superintendent determines that a plan of action based on restorative justice may be used successfully.	Suspension and permanent expulsion require <b>Board review of circumstances and approval in accordance with the procedural policy adopted by the Board.</b>  The level of Board involvement for non- permanent expulsion is not specifically addressed in statute but caution would suggest Board review and approval for non-permanent expulsion as well.  Board action required to approve if school requests exception to permanently expel student under age 11.

\*School may request exception from Board in extraordinary circumstances to permanently expel student under age of 11.

**SPECIAL EDUCATION STUDENTS**  
**BATTERY OF AN EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON,**  
**OR HABITUAL DISCIPLINARY PROBLEM**  
**(NRS 392.466)**

	MANDATORY DISCIPLINE IN NRS	AGE	DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS	ADDITIONAL DISTRICT REQUIREMENTS	DISTRICT SUPERINTENDENT AUTHORITY	LEVEL OF BOARD INVOLVEMENT
BATTERY OF AN EMPLOYEE	No	11+*	Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion.  Statute does not provide authority for non- permanent expulsion.  Age 11+ limit for all four categories of misconduct (no exception for possession of firearm or dangerous weapon).	Same as general education students.	Same as general education students.	Suspension and permanent expulsion require <b>Board review of circumstances and determination</b> that action is in compliance with IDEA.  <b>Statute does not provide authority for non- permanent expulsion.</b>  Board action required to approve if school requests exception to permanently expel student under age 11.
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