

**AB 285 Proposed Amendments
To First Reprint (5.17.23)**

Location	Amendment Concept	Explanation
Section 1, (1)(g)(2) Pg 4, line 32	Removes, “ <i>if the school provides such training</i> ”	Training in mandatory in AB285.
Sec. 1.5. Pg 5, lines 13 & 22	Includes data required to be collected in this bill as a part of the annual report of accountability	This bill requires additional disaggregation of data to identify potential areas of disproportionality; gaps and successes
Sec 2 (2)(c) Pg 5, line 42	Deletes: <i>[if such a framework is developed pursuant to NRS 388.1333;]</i>	A statewide framework is required in AB285
Sec 3 (3)(a)(b)(c) [age limit appears in other sections as well.] Pg 8, lines 3-13	Provides that a pupil under the age of 11 may be suspended upon the review and approval of the governing body of the charter school. Specifies that IDEA (Individuals with Disabilities Act) must be followed when disciplining a student with a disability.	Section 3 is specific to Charters: A pupil under the age of 11 may be suspended but not expelled or permanently expelled.
Sec 3 (3)(b) Pg 8, line 6	Changes the requirement to have the approval of the governing body of the charter school prior to suspension. Instead change to: “ <i>suspension must be reviewed and approved by the governing body...</i> ”	It will likely take a day or two to call a meeting and this will allow supports and intervention to begin immediately.
Sec 3 (4)(b) Pg 8, line 25	Same as above but this is for a controlled substance	Same as above
Sec 4 (3)(b) Pg 10, line 16	Same as above but for a dangerous weapon	Section 4 is specific to university schools for the profoundly gifted and is the same as above
Sec 4 (3)(b) Pg 10, line 33	Stipulates that a pupil under the age of 11 may not be expelled or permanently expelled	Charters, University Schools for the Profoundly Gifted and Public schools all have the same provisions for age, suspensions, and expulsions
Sec 4.5 Pgs 11-12	Expands the data collection and reporting requirements to include other areas that may impact student behavior	Tracking other mitigating factors will provide important information for intervention strategies;
Sec 4.5 Pg 11, line 45	Deletes: “ <i>at the time of each disciplinary action</i> ”	Removes the requirement for schools to re-calculate the ratios for each specific infraction
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Sec 5 (1)(a) Pg 12, line 25	Includes mental health professionals in the development of progressive discipline plan.	Allows for the identification of appropriate wrap around supports needed;
Sec 5 (1)(d) Pg 12, line 41	Includes additional components of the plan	Ensures that the focus is to keep the student in their home school if possible.
Sec 5 (1)(f) Pg 13, line 1	Adds a site-based option for placing a suspended student.	Smaller districts may not have an alternative school option.
Sec 5.5 (1) Pg 14, line 30	(This is unmarked) Add “ <i>written</i> ”	Explains that the explanation of the reason for the removal must be written.
Sec 5.5 (5) Pg 15, line 20	Defines what the individual restorative justice plan must include	Prescribes important student supports that must be included.
Sec 5.5 (7) Pg 15, line 36	Not all plans for all students (representative sample, consistent with ratios)	All plans for all students would be thousands; too many to be reviewed and useful.
Sec 6 (1)(b) Pg 16, lines 10 and 20	Includes guardrails prior to designated a pupil as a habitual disciplinary problem	This will ensure that schools consider homelessness and foster care as contributors to a student’s behaviors
Sec 6 (10) Pg 18, line 23	Include the definition of “Foster Care”	To identify this group of vulnerable students
Sec 7 (5) Pg 20, line 4	Prescribes that a progressive discipline plan be completed for any pupil deemed a habitual disciplinary problem.	Schools must make a reasonable effort with restorative justice;
Sec 7 (6)(c) Pg 20, line 22	Requires an in-person educational option for suspensions or expulsions	Meets the federal requirement and is usually best for students.
Sec 8 (1) Pg 22, line 33	Establishes that in extraordinary circumstance, a school may request certain exceptions to prohibitions from the Board of Trustees.	Ensures adherence to provisions set forth in AB285.
Sec 9 (2) Pg 24, line 30	Requires the Department to develop examples of progressive discipline plans based upon Restorative Justice	Examples will assist districts and schools to develop plans appropriately;
Sec 9 (2)(h) [This may also appear in other sections] Pg 25, line 3	Requires that guidelines for reinstatement be included with Restorative Justice plans for students who have been expelled.	This ensures that ALL students will have a road back after receiving support and successful plan completion.

Added from AB 330

- Requires principals to consult with the Homeless or Foster Liasson and consider if the student’s living situation may be influencing the inappropriate behavior.
- Ensures that Charter Schools and University School for the Profoundly Gifted are included in all aspects of the policy as appropriate.
- Authorizes NDE has to review and help enforce issues where data shows disproportionality.