


Restorative Justice Policy

At SSAES, we employ restorative justice through a whole school approach. A whole school approach uses restorative justice to build culture and climate based on restorative values of respect, trust, inclusion, tolerance, and understanding. Building a restorative culture results in fewer incidents of harm overall. We have embedded Restorative Practices into our Multi-tiered System of Supports (MTSS) framework. Our school-wide Positive Behavior Interventions and Supports (PBIS) is a large-scale example of MTSS that focuses on teaching as prevention. Our Restorative Justice Policy was developed to integrate with the school's PBIS framework and create a model that is a more collaborative, inclusive, and positive approach to developing effective interventions for personal behavioral growth. The model is a three-tier problem-solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of reinforcing appropriate behavior. Tier 1 focuses on prevention of problem behavior by emphasizing universal supports. The critical features of Tier 1 include school-wide expectations that are taught and encouraged, and systems that discourage inappropriate behavior. Tier 2 is designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. It involves specialized group interventions to supplement the Tier 1 supports. Tier 2 interventions focus on targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback. Tier 3 is designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports. Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

PBIS Matrix

3 B's Norms						
Norms	Classroom Expectations	Hallway Expectations	Restroom Expectations	Lunch Expectations	Playground/Recess	
Be Safe	<ul style="list-style-type: none"> -Walk -Keep your hands and feet to yourself -Stay in assigned area 	<ul style="list-style-type: none"> -Walk -Keep your hands and feet to yourself 	<ul style="list-style-type: none"> -Walk -Wash your hands before you leave -Stay in your own stall 	<ul style="list-style-type: none"> -Walk to your seat -Keep your hands and feet to yourself 	<ul style="list-style-type: none"> -Walk (no running) -Use equipment appropriately/for its intended purpose -Stay in designated areas -Keep your hands and feet to yourself 	
Be Kind	<ul style="list-style-type: none"> -Be respectful to yourself others and property -Be happy for others -Use good manners -Work collaboratively -Accept differences 	<ul style="list-style-type: none"> -Greet people positively -Help those in need -Respect environment 	<ul style="list-style-type: none"> -Clean up after yourself -Report any messes or problems to an adult 	<ul style="list-style-type: none"> -Use school appropriate language -Include peers in your conversations 	<ul style="list-style-type: none"> -Invite peers to participate -Encourage Classmates 	
Be Responsible	<ul style="list-style-type: none"> -Use voice level 0-3 -Appropriate use of school materials -Use school appropriate language -Engage in learning -Be prepared and organized -Ask for help when needed -Respect others' property -Accept feedback 	<ul style="list-style-type: none"> -Use voice level 0-1 -Report Inappropriate Behavior -Help keep environment clean 	<ul style="list-style-type: none"> -Use voice level 0-1 -Return back to class in a timely manner -Use restroom appropriately (No Playing) -Report Inappropriate Behavior 	<ul style="list-style-type: none"> -Use voice level 0-2 -Throw away your trash -Finish eating during your lunch time -Report Inappropriate Behavior 	<ul style="list-style-type: none"> -Use voice level 0-4 -Use school appropriate language -Promptly transition from outside to inside -Play fair by game rules -Report Inappropriate Behavior -Accept Feedback 	

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	<ul style="list-style-type: none"> • Establish and reinforce school-wide expectations, initiatives, and systems • Cultivate healthy, positive, and professional relationships with students • Emphasize a sense of school community • Engage students personally before addressing any behavioral issue, whenever possible
Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors Focused on behavior data and documentation	<ul style="list-style-type: none"> • Continue Tier 1 Restorative Practices • Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc. • Meet with the Counselor or Safe Schools Professional • Self-Reflection • Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site. • Informal parent/family contact via phone call, e-mail message, text message • Peer circles • Apology letters
Tier III	Restorative Practices
Resolve chronic inappropriate behaviors with individualized interventions	<ul style="list-style-type: none"> • Continue Tier 1 & 2 Restorative Practices • Meet with the Counselor or Safe Schools Professional • Introduction to the Executive Director • Formal parent/family contact • Social contracts • Create a Restorative Action Plan (RAP) - Collaborate with student, parents, and all to create a plan that is realistic to accomplish.

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define different types of disciplinary incidents.

MINOR BEHAVIOR INCIDENTS

Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable.

Minor Behavior Incidents violate school or classroom rules or procedures.

Restorative Steps For Minor Behavior

- Respectfully address student
- Describe inappropriate behavior
- Describe expected behavior
- Teach/Model Roleplay expected behavior
- Link to expectation on Matrix
- Redirect back to appropriate behavior modeling

MAJOR BEHAVIOR INCIDENTS

Major Behavior Incidents are office-managed behavior incidents that are addressed by office staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate SSAES Rules or Policies, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.

Restorative Steps for Major Behavior

- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
 - Practice behavior expectations
 - Re-Teach in setting
 - Ask the following Restorative Questions
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done?
 - In what way have they been affected?
 - What do you think you need to do to make things right?
 - Problem-solving team (SST)
 - Student Success Specialist
 - Mentor
 - Administrator
 - Conference with families (Student Restorative Plan of Action is completed)

For all offenses, common sense and good judgment will prevail. Strong Start Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student's Restorative Action Plan.

Pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:

- a. The school conducted its own documented investigation.
- b. The school gives notice of the charges brought against the student.

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168). Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:

Although the battery of an employee does not require discipline according to NRS, the SSAES Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Executive Director will bring the matter to the Board for a decision as to consequences.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).