

# **EIAA Restorative Justice Plan**

## **Statement**

Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provides a way of thinking about, talking about, and responding to issues and problems by involving all participants, and facilitating a conversation where each participant is asked to discuss their feelings and opinions, identify what happened, describe how it affected those involved, and find solutions to repair the harm. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills, along with strong relationships with peers and adults. These practices support the whole student in academics as well as socially and emotionally.

# Definitions

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Restorative Justice                | AB 168: Non-punitive 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.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Restorative Disciplinary Practices | SB89: The restorative Discipline Plan required by NRS 392.4644 must provide restorative disciplinary practices which include, without limitation: <ul style="list-style-type: none"> <li>• Holding a pupil accountable for his or her behavior;</li> <li>• Restoration or remedies related to the behavior of the pupil;</li> <li>• Relief for any victim of the pupil; and</li> <li>• Changing the behavior of the pupil.</li> </ul>                                                                                                                                                     |
| Accountability                     | is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. As educators, we help students hold themselves accountable by both setting high expectations and providing high levels of support. This is achieved when we do things <b>with</b> students— not to them or for them.                                                                                                                                                                                                                                 |
| Community Safety                   | Restorative Justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the wellbeing of its members.                                                                                                                                                                                                                                                                                                                                                                                         |
| Competency Development             | Restorative Justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in unhealthy, and/or inappropriate behavior, and build on strengths in each young person.                                                                                                                                                                                                                                                                                                                                               |
| Battery                            | NRS 392.466a, NRS 200.481.1a: Means any willful and unlawful use of force or violence upon the person of another.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Dangerous weapon                   | NRS 392.466.1b: includes, without limitations, a blackjack, slungshot, Billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined 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.                                                                                                                                                                                 |
| Firearm                            | NRS 392.466.11c: Includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of “firearm” in 18 U.S.C 921, as the section existed on July1, 1995                                                                                                                                                                                                                                                                                                                                                        |
| Habitual Disciplinary Problem      | NRS 392.4655: a principal of a school shall deem a pupil a habitual disciplinary problem if the school has written evidence which documents in one year that: <ul style="list-style-type: none"> <li>• The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or teacher or other personnel employed by the school two or more times; OR</li> <li>• The pupil has a record of five suspensions from school for any reason; AND the pupil has not entered into and participated in a plan of behavior pursuant to subsection 5 of NRS 392.4655</li> </ul> |

# Plan

Individual plans, accountability, and action steps will be determined and aligned with student needs and the specific situation. Students can move up and down the progression by tier, or jump to another tier, depending on the severity of the situation/behavior.

## **Tier 1**

### **School Wide**

Focuses on what all students receive in order to be successful academically, behaviorally, and socially/emotionally, including but not limited to developing a:

#### **RESTORATIVE SCHOOL CLIMATE**

A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.

#### **PRACTICES THAT SUPPORT TIER 1:**

- Restorative Mindsets
- Restorative Language
- Talking Circles
- Restorative Conversations

## **Tier 2**

### **Additional Support and Practice as Needed**

Provides small-group strategic intervention to students who need more support in order to be successful academically, behaviorally, and socially/emotionally, including but not limited to:

#### **RESTORATIVE DISCIPLINE**

After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.

#### **PRACTICES THAT SUPPORT TIER 2:**

- Restorative Conversations
- Peer Conference/Peer Mediation/Peace Circles
- Skill-Building Alternatives to Suspension

## **Tier 3**

### **Individualized Practice and Support as Needed**

Includes intensive intervention for students who need individualized support in order to be successful academically, behaviorally, and socially/emotionally

#### **RE-ENTRY AND RESTORATIVE HEALING**

In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community. Reintegration into the community is accompanied by thoughtful, and strategic planning in conjunction with action steps. When needed, intensive one-on-one interventions will be used to promote healing.

**PRACTICES THAT SUPPORT TIER 3:**

- Re-entry Procedures
- Restorative Conferencing
- Individualized academic, behavior, or social emotional plans

**Tier 4**

**Students Beyond Tier 1, 2 & 3 Restorative Practices**

Includes Suspension Expulsion and Board Action. School has made a reasonable effort to complete a plan action based on restorative justice with the student in accordance with the provisions of NRS 392.467.

**Battery or Sale/Distribution of a Controlled Substance NRS 392.466.1**

If a student commits battery that results in bodily injury of an employee, or sells or distributes any controlled substance on school grounds, or at a school sponsored activity and is at least 11years old:

- The student must meet with the school and the parents/guardians; and
- The school must provide a plan of action based on restorative justice to the parents/guardians; and
- The student may be expelled NRS 392.466.1
- Existing requirements for enrollment elsewhere remain if the student is expelled.

**Possession of a Firearm or Dangerous Weapon NRS 392.466.3**

- Any student who is found to be in possession of a firearm or dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for the removal and pending proceedings NRS 392.467.2
- The first occurrence of possession of a firearm or a dangerous weapon (as defined in NRS 392.466.11 b and c still requires a mandatory one-year minimum expulsion OR placement in another kind of school for a period not to exceed the period of the expulsion; a second occurrence still required permanent expulsion from the school (NRS 392.466.3. Existing requirement for enrollment elsewhere remains if the student is expelled NRS 392.466.3

## **PUNITIVE VS. RESTORATIVE DISCIPLINE**

| <b>Punitive</b>                                                                                                                          | <b>Restorative</b>                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| "Misbehavior" defined as breaking school rules or "letting" school community down.                                                       | "Misbehavior" defined as harm (emotional/mental/physical) done to one person/group by another                                         |
| Focus is on what happened and establishing blame or guilt.                                                                               | Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.                        |
| Adversarial relationships and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.         | Dialogue and negotiation with everyone involved in communication and cooperation with each other.                                     |
| Imposition of pain or unpleasantness to punish and deter/prevent.                                                                        | Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.         |
| Attention to rules and adherence to due process.                                                                                         | Attention to relationships and achievement of mutually desired outcome.                                                               |
| Conflict/ wrongdoing represented as impersonal and abstract; individual versus school.                                                   | Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.                                              |
| One social injury compounded by another.                                                                                                 | Focus on repair of social injury/damage.                                                                                              |
| School community as spectators, represented by member or staff dealing with situation; those directly affected uninvolved and powerless. | School community involved in facilitating restoration; those affected taken into consideration; empowerment.                          |
| Accountability defined in terms of receiving punishment.                                                                                 | Accountability defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm. |
| <b>Punitive Discipline Tasks</b>                                                                                                         | <b>Restorative Justice Asks</b>                                                                                                       |
| What rule was broken?                                                                                                                    | Who was harmed?                                                                                                                       |
| Who broke it?                                                                                                                            | What are their needs?                                                                                                                 |
| How should they be punished?                                                                                                             | Who will be held accountable for making things right?                                                                                 |
| <b>Punitive Discipline Practices</b>                                                                                                     | <b>Restorative Justice Practices</b>                                                                                                  |
| Lecturing Students                                                                                                                       | Student-Student Mediations                                                                                                            |

|                          |                             |
|--------------------------|-----------------------------|
| Self-Directed Detentions | Staff-Student Mediations    |
| In School Suspension     | Peace Circles               |
| Out of School Suspension | Reinstatement Conversations |
| Expulsion                | Community Building Circles  |

\*It should be noted that punitive/traditional discipline and restorative discipline may be used in tandem only as deemed necessary and imperative by the administrator, and if deemed appropriate, the school board. However, each misbehavior/situation will include a Restorative Justice Action Plan that outlines specific Restorative Practices.

# Core Components

A restorative mindset and restorative language are integral parts to each of the restorative processes. From building community in the classroom with a Talking Circle to repairing harm and restoring relationships through a Peace Circle, these components should remain at the heart of every interaction within the school community.

## **RESTORATIVE MINDSET:**

A restorative mindset describes how a person understands community and one's role in the community. The values and concepts that underlie a restorative mindset include:

- Relationships and trust are at the center of community
- All members of the community are responsible to and for each other
- Multiple perspectives are welcomed, and all voices are equally important
- Healing is a process essential to restoring community
- Harm-doers should be held accountable for and take an active role in repairing harm
- Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

## **RESTORATIVE LANGUAGE:**

Restorative language encourages positive interaction. Restorative language uses "I" statements to remain nonjudgmental, gives the speaker positive feedback through empathetic listening, and encourages him/her to speak using restorative questions.

Empathetic Listening occurs when one person truly listens to the thoughts, feelings, and needs of another person, and makes an active effort to comprehend the other person's perspective. Empathetic listening is a concentrated effort to ensure that the speaker feels that he/she is understood and valued without judgment.

"I" statements express feelings and convey how the speaker was affected. "I" statements, or affective statements, encourage acknowledgment and ownership over one's thoughts and feelings.

Communicating this way helps strengthen relationships and builds understanding of how one person's actions has an effect on the larger community.

Example Feelings Script:

I feel/am \_\_\_\_\_ (emotion) when/that you \_\_\_\_\_ (behavior)  
Because \_\_\_\_\_ (reason). I need \_\_\_\_\_ (request).

Restorative Questions are non-judgmental ways of prompting someone to consider the feelings of others, the impact of his/her actions, and what can be done to make things right. Restorative questions help the respondent learn from the incident and problem solve.

# Questioning

Restorative Questions/Step 1: To respond to challenging behavior

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who was affected by what you did?

In what way have they been affected?

**What do you think needs to happen to make things right?**

Restorative Questions/Step 2: To help those harmed by others' actions

What do you think when you realized what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

**What do you think needs to happen to make things right?**

Additional information: Questions in bold are asked at the very end, after all involved have been asked the previous questions.

Questions are asked in the following order – perpetrator, person most harmed, person least harmed (for all but the last question); the sequence is then repeated for the last question.

## Types of Restorative Processes

### RESTORATIVE CONVERSATIONS:

Restorative Conversations: Conversations or “chats” may be formal or informal structured one-on-one discussions that use restorative questions, “I” statements, and empathetic listening to guide someone through reflection, problem solving, and repairing harm. Rather than chastising a harm-doer for his/her behavior, restorative conversations help identify root causes and place responsibility on the harm-doer to understand the impact of his/her behavior and take steps to make things right.

CIRCLES: Circle rituals and structures create a safe and equitable space for people to communicate and connect with one another.

- Talking Circles can be used to get to know members of the school/classroom community, talk about issues that are affecting the community, develop plans, celebrate successes and good news, solve problems, and heal or grieve.
- Peace Circles are one type of circle ritual that engage all involved parties to develop agreements that resolve conflicts and disciplinary issues.

**PEER CONFERENCE:** A peer conference (sometimes called peer mediation or peer jury) is a voluntary student-led process in which a small group of trained “peer conference members” work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused. Students are referred to the Peer Conference after violating a school rule or engaging in conflict with others.

**CLASSROOM PRACTICES:** In the classroom, Restorative Practices may be implemented through daily rituals and practices, disciplinary responses, or simply through the interactions between teachers and students. Classroom practices may include Talking Circles or other community-building activities, teaching students self-awareness through “I” statements, resolving conflicts through restorative questions and conversations, and providing opportunities for reflection.

| Practice                 | When to Use                                                                                                                                                                                                                            | Grade Level |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Restorative Mindset      | Always                                                                                                                                                                                                                                 | K-8         |
| Restorative Language     | Always                                                                                                                                                                                                                                 | K-8         |
| Talking Circle           | Proactively to build community and SEL skills; to work collaboratively on a problem                                                                                                                                                    | K-8         |
| Restorative Conversation | At the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her behavior. Or, to better understand an incident that has occurred, and the root causes of the behavior exhibited | K-8         |
| Peace Circle             | Can be used in response to repeated inappropriate behaviors; persistent disruptive behaviors, most seriously disruptive behaviors, and some very seriously disruptive behaviors                                                        | 3-8         |
| Peer Conference          | In response to repeated inappropriate behaviors, persistent disruptive behaviors and some seriously disruptive behaviors                                                                                                               | 3-8         |

# Six Steps for Restorative Conversation

## *STEP 1. OPEN THE LINES OF COMMUNICATION*

- How is your day going?
- Thank you for agreeing to meet with me. I wanted to talk with you about \_\_\_\_\_.
- When I heard/saw \_\_\_\_\_, I felt \_\_\_\_\_ because I \_\_\_\_\_.

## *STEP 2. ALLOW THE STUDENT TO EXPLAIN THE SITUATION FROM HIS/HER PERSPECTIVE*

- What happened?
- Tell me more about \_\_\_\_\_.
- What were you thinking at the time? What were you feeling?

## *STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES*

- It sounds like you felt \_\_\_\_\_. What made you feel \_\_\_\_\_?
- What was going on that led up to this situation? What else may have contributed to this situation?
- Has this happened before?

## *STEP 4. IDENTIFY THE IMPACT*

- What have you thought about since? How do you feel about the situation now?
- How did this situation affect you and in what ways?
- Who else do you think has been affected/upset/ harmed by your actions? In what way?
- What role do you think you played in this situation?

## *STEP 5. ADDRESS NEEDS AND REPAIR HARM*

- What can you do to make things better/fix this/make things right?
- What do you need to help you do that?
- What end result would you like to see?
- What could you do to make sure this doesn't happen again?
- How could you have approached the situation differently? What would you do differently in the future?
- Obviously \_\_\_\_\_ is pretty upset. Do you have any ideas on how you can make it up to him/her or help him/her feel better? If you were him/her, what do you think you would need?

## *STEP 6. CREATE AN AGREEMENT\**

- Based on our conversation, I heard that you will \_\_\_\_\_. I will also \_\_\_\_\_.
- Does that seem like something we can agree on?
- Let's write down what we've agreed to so that we know the next steps to move us forward. Let's check in again on \_\_\_\_\_ to see how everything is going.
- Thank you for talking with me. I appreciate your willingness to discuss this situation and work through the issues.

**\*IF CONSEQUENCES BEYOND REPAIRING HARM ARE REQUIRED, SEEK TO PLACE RESPONSIBILITY ON THE STUDENT TO IDENTIFY A CONSEQUENCE AS PART OF THE AGREEMENT:**

- Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence?
- How would you feel about \_\_\_\_\_ a consequence?
- As a consequence of this incident, you can either \_\_\_\_\_ or \_\_\_\_\_. Can you agree to that?

## Sequence of Events in a Circle

The sequence of events is important. If you establish a Circle Pattern from the beginning, and use it consistently, students will know what to expect. The following sequence works well, although not every element is included in every circle. Each step in the sequence is discussed below.

|                                            |                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Starting the Circle 5-10 minutes           | 1. Arrive (circle keeper centers self)<br>*State the purpose of the circle<br>2. Open the Circle<br>3. Teach and Remember Circle Guidelines<br>4. Make and Remember Agreements                |
| Doing the Work of the Circle 15-30 minutes | 5. Connection: Check in Round with Talking Piece;<br>6. Core Activities: Community Building/Connection<br>Restorative. Practices Content or Deeper Connection.<br>7. Closure: Check out Round |
| Ending the Circle 5 minutes                | 8. Close the circle                                                                                                                                                                           |

Step 1: Arrive (before the circle): Check in with yourself prior to starting the circle. Assess your energy level, your emotional state, physical condition, and anything else that will have an impact on how you show up as a circle keeper. The goal is not necessarily to change anything, but simply to be aware. This awareness of your actual condition can be a powerful ally in circle keeping.

Step 2: Opening the Circle: After the students are seated in a circle, it is very helpful to have a routine that you use as a ceremony at the beginning of each circle. This marks a transition from regular classroom time into the “special” non-ordinary time of circle. This is a good time to place items into the center of the circle to help give it focus. Some teachers read a poem or some inspirational prose, or place a battery-powered candle or flowers in the center.

Step 3: Teach Circle Guidelines: Remind the class of, or ask them to recall, the guidelines that help circles function well. Write them on the board as students recall or use posters. They are:

1. Respect the talking piece
  - a. Give those who hold it your full attention
  - b. When you are holding it give full attention to your truth
  - c. Speak to the center of the circle Teaching Restorative Practices with Classroom Circles
  - d. Handle the talking piece respectfully
2. Speak from the heart: Speak for yourself: your perspectives, needs, experiences
  - a. Trust that what comes from the heart will be what the circle needs
3. Listen from the heart: Let go of stories that make it hard to hear others
4. Say just enough: without feeling rushed, say what you need to say (“lean expression”)

5. Trust that you will know what to say when it is your turn to speak: no need to rehearse

Step 4: Make and Remember Agreements: In addition to the intentions, which apply to all circles, each individual class should be given multiple opportunities to make additional agreements, for example about confidentiality, gossip, and so on. Let the group find its own wording. Use a like “fists to five” to generate consensus. All agreements should be by consensus. Agreements are not imposed by an authority; they are negotiated by the group.

Step 5: Connection: Do a check in round with the talking piece. Begin every circle with a check-in round, in which all students are invited to respond to a question. This gives students a chance to put their voice into the circle and feel connected. In the first circles, keep this question very low-risk, and make it progressively more personal at a pace the circle can handle. It can be helpful to ask students for ideas about check-in questions. Relevant questions are preferable...meaning those questions that have to do with the actual situation. So, if the students have just returned from a holiday, a relevant question might be “share something memorable from your holiday.”

Step 6: Responding to Challenging Circumstances: Restorative Content. If there are “live” issues to discuss, this is the time to move into them with restorative dialogue. It is important to name the issue clearly and accurately; it’s best when this comes from the students, but can also work when issues are named by the teacher.

Step 7: Closure Question. Ask students to comment on their experience in the circle. If you have very little time (as is often the case) ask for a two-word checkout: “Say two words about your experience in the circle today.” This “rounds out” the circle.

Step 8: Close the circle: In a way that is intentional—perhaps even a bit theatrical—put away the center, ring a bell, or make some other small gesture to signal moving back from circle time into ordinary time.

# Procedures for Peer Conference (Peer Mediation)



All relationships go through stages. The B.E.S.T. model demonstrates the typical lifecycle of mentor relationships: building, enhancing, sustaining, and transitioning. These stages are not always clear-cut and frequently overlap. Sometimes, relationships return back to an earlier stage and cycle through more than once. Read on to learn more about each stage individually – what it is, what you can expect, and some tools and tips for making the most of the relationship in each stage.

## Stage One: Building

The first stage of the mentoring lifecycle is building the relationship – meeting your mentee for the first time, **establishing trust, clarifying roles, and agreeing on boundaries** are all part of this stage. You and your mentee will both have some anxiety and/or excitement about building this new relationship. **Take the initiative** to explore mutual interests and find common ground. Because trust is so fragile at this point, it is extremely important to **be consistent, authentic, and open-minded**. What you do now will set the tone for the rest of the mentoring relationship.

### Your First Meeting

- Introduce yourself with confidence and a smile!
- Learn how to pronounce your mentee's name
- Tell your mentee about yourself and ask questions about your mentee
- Your mentee may take a while to warm up to you. Be patient, nonjudgmental, and open
- Remain positive and end on a good note!

## Stage Two: Enhancing

Stage two involves enhancing the mentoring relationship. This means exploring interests in depth, setting goals, and offering yourself as a resource to your mentee. The goals you set can be personal in nature, career-oriented, academics-focused, or anything else that your mentee has in mind. Remember

– this is a time for your mentee to talk about their ambitions; not an opportunity for you to impose your goals onto them.

### Stage Three: Sustaining

In the third stage of the mentoring relationship, trust has been established and conversation is more comfortable, personal, and open. Working on goals might be a central focus of the relationship. While this new level of comfort is wonderful, it also might come with some new challenges. You and your mentee may struggle to live up to the expectations you agreed to at the start of the relationship. If this happens, you might renegotiate the terms of your relationship by evaluating what you have accomplished, what new goals you have, and how you would like to work on them together.

### Stage Four: Transitioning

Change can be a scary thing, but they can be made easier by preparing for them. A good way to prepare for relationship transition with your mentee is to talk about it! Celebrate how much you have accomplished, and remind your mentee how much time remains. Part of these discussions should include what you want your relationship to look like once the program ends. No matter when you decide to transition out of the mentoring relationship, be sure to give yourself and your mentee closure. Closure means ending the relationship on a good note, celebrating the time you have spent together, and clarifying your relationship moving forward. Make sure you are both on the same page.

# Restorative Conversation Checklist

## Before the conversation, have you...

- Considered personal roles and social identities (race, gender, class, age, sexual identity), as well as your previous relationship and interactions with the referred participant(s), and how those impact the conversation?
- Checked personal needs, moods, biases and triggers?
- Planned the conversation, including reviewing referral and relevant student information, scripting 6-10 restorative questions to guide the conversation, and speaking with others affected about their needs?
- Ensured all participants are calm and ready to engage in conversation?

## During the conversation, are you...

- Using a calm and non-emotional tone of voice?
- Using and eliciting Restorative language, including “I” statements, and avoiding alienating language?
- Ensuring that all participant(s) voices are heard equally?
- Spending no more than 20% of the time speaking, and at least 80% of the time listening?
- Opening the lines of communication with general questions that demonstrate genuine interest in all participants?
- Consistently asking open-ended restorative questions that allow the participant(s) to explain the situation from his/her perspective and what led up to the situation?
- Using open-ended restorative questions to guide the participant(s) through reflecting on the impact (including any norms broken, harm done, and person(s) affected), and what the participant(s) can do to make things better?
- Encouraging the participant(s) to create an explicit agreement on how to make the situation better, and identifying logical consequences when necessary?
- Closing the conversation by thanking participants for their willingness to work through the issues and summarizing agreements made and next steps?

## After the conversation, are you...

- Following up with others affected, including referring staff, to summarize agreements and consequences?
- Following up with participant(s) on agreements made by the timeline agreed upon?
- Identifying whether additional interventions/steps need to be taken if the behavior/incident continues?

# Appeals

- NRS 392.4674(1) The school will notify parents on the same day that the student is suspended or expelled and will provide parents with the policy for Appealing the suspension or expulsion.
- NRS 392.4674(2) The student and or parent or legal guardian has 5 school days to file an appeal.
- NRS 392.4674(3) No later than 5 school days after receiving notification of the appeal of a suspension or expulsion, the governing board will schedule a hearing (NRS 392.4671(1)(D)).
- NRS 392.4674(a)(1) Consideration for alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil, will serve as the least restrictive environment possible.
- NRS 392.4674(4)(a)(2) Consideration for alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil, Does Not Pose a serious threat to the safety of the school (NRS 392.4673).
- NRS 392.4673 Suspended or expelled pupil entitled to appropriate education.

## Important Disclaimer

Restorative Practice has many different forms. The above is a foundation for EIAA to use but is not inclusive of all tools, strategies, and process we may use. It is our goal to reach and connect with each and every student. What works with one student may not work with another. Restorative Justice is a process that takes time to work through. It may take more than one strategy or plan before we reach a solution in the ongoing process.

# Resources

|                                                                |                     |  |
|----------------------------------------------------------------|---------------------|--|
| Safe Voice                                                     | 833-216-SAFE (7233) |  |
| Life Quest                                                     | 775-299-3738        |  |
| Youth Mobile Crisis                                            | 702-486-7865        |  |
| Mental Health Clinic (Rural Clinics)                           | 775-738-8021        |  |
| VIP (Vitality Center) Mental Health                            | 775-777-8477        |  |
| Christian Anderson                                             | 775-299-9906        |  |
| UNR Med Family Residents                                       | 775-738-5850 – “0”  |  |
| SOSL Support Group                                             | 775-397-1911        |  |
| NAMI Support Group                                             | 775-385-7833        |  |
| LGBTQ National Help                                            | 888-843-4564        |  |
| Friends in Service Helping (FISH)                              | 775-738-3038        |  |
| Family Resource Center                                         | 775-753-7352        |  |
| Communities in Schools                                         | 775-738-2783        |  |
| GET My Ride                                                    | 775-777-1428        |  |
| Suicide Prevention Lifeline                                    | 800-273-TALK (8255) |  |
| Prevail Behavioral Health                                      | 775-397-1904        |  |
| NAMI Warm Line                                                 | 775-241-4212        |  |
| Div. of Welfare and Supportive Svcs                            | 775-753-1192        |  |
| Victim Info and Notification<br>Everyday (NV VINE)             | 888-268-8463        |  |
| Reno Behavioral Healthcare Hospital<br>Assessment and Referral | 775-393-2201        |  |
| Elko Band Social Services                                      | 775-738-9310        |  |
| CADV Committee Against Domestic<br>Violence                    | 775-738-6524        |  |
| Veterans Services                                              | 775-777-1000        |  |

|                                                                        |              |  |
|------------------------------------------------------------------------|--------------|--|
| Vitality Unlimited                                                     | 775-738-8004 |  |
| Horizon Hospice                                                        | 775-753-7110 |  |
| Great Basin Children's Advocacy Center                                 | 775-934-5804 |  |
| Leslie Rangel, LCSW Solution Focused Counseling (Adolescents – Adults) | 702-271-3942 |  |
| Michelle Canning, BCBA Crossroads Behavior Consultation (Ages 3-17)    | 775-934-5810 |  |
| Barbara Stoll, LCSW (Ages under 12)                                    | 775-388-3787 |  |
| Janell Anderson, LCSW (Children – Adults)                              | 775-388-2281 |  |
| Debra Heaton-Lamp, MFT (Children – Adults)                             | 775-778-9202 |  |
| Jaqueline Volkmann, LCSW, ACSW, CDVC-III, CCFC, CCSOTS                 | 775-299-9906 |  |
| Christian Anderson, CPC (Bilingual)                                    | 775-299-9906 |  |
| Herbert Coard III, Ed D Indian Health Service                          | 775-800-6036 |  |
| Your Choice Behavioral Health                                          | 775-777-1099 |  |

# Example Plans and Reflections

## Restorative Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?

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I feel:

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Who was hurt?

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How were they hurt?

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What is the hardest part for you in this situation?

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What needs to happen to make things right?

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What steps can you take to make things right?

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# Student Contract

Name:

Date:

As a learner, it is my responsibility to:

These are my goals:

- 1.
- 2.
- 3.

These are steps I can take to help meet my goals:

- 1.
- 2.
- 3.

Resources I need in order to be successful (tools, people, strategies):

This contract will be reviewed on:

I acknowledge by signing this contract that I take full responsibility for my actions.

If the contract is broken, I will accept the results of my actions.

## **Signatures:**

Student:

Teacher:

Parent:

|                                    |                         |                      |           |           |                                                                                         |            |                                    |               |                |                           |           |                       |           |
|------------------------------------|-------------------------|----------------------|-----------|-----------|-----------------------------------------------------------------------------------------|------------|------------------------------------|---------------|----------------|---------------------------|-----------|-----------------------|-----------|
| Name:                              |                         |                      |           |           | DOB:                                                                                    | Phone #:   |                                    |               |                | <u>Student Strengths:</u> |           |                       |           |
| Parents Name:                      |                         |                      |           |           | Grade Level:                                                                            | Address:   |                                    |               |                |                           |           |                       |           |
| <b>Assessment 1:</b>               |                         | <b>Assessment 2:</b> |           |           | <b>SPED</b>                                                                             | <b>ESL</b> | <b>Speech</b>                      | <b>Vision</b> | <b>Hearing</b> | <b>Total Absences:</b>    |           | <b>Total Tardies:</b> |           |
| BOY                                | Other                   | BOY Score            | MOY Score | EOY Score | IEP 504                                                                                 | Yes No     | Yes No                             | Pass          | Pass           | Quarter 1                 | Quarter 2 | Quarter 3             | Quarter 4 |
|                                    |                         |                      |           |           | <u>Initial Plan</u>                                                                     | Y          | N                                  | Fail          | Fail           |                           |           |                       |           |
| Parent Notification                | Email Phone Call Letter | Date                 | Date      | Date      | <b>Intervention Plan:</b><br><u>Goal(s):</u><br><u>Plan/Strategies/Differentiation:</u> |            |                                    |               |                |                           |           |                       |           |
| Team Meetings                      | Date                    | Date                 | Date      | Date      |                                                                                         |            |                                    |               |                |                           |           |                       |           |
| Parent Conference                  | Date                    | Date                 | Date      | Date      | <u>Family Component:</u>                                                                |            |                                    |               |                |                           |           |                       |           |
| <b>Progress Monitoring Tool 1:</b> |                         |                      |           |           |                                                                                         |            | <b>Progress Monitoring Tool 2:</b> |               |                |                           |           |                       |           |
| Date                               | Task                    | Score                | Notes     |           |                                                                                         | Date       | Assessment                         | Score         |                |                           | Notes     |                       |           |
|                                    |                         |                      |           |           |                                                                                         |            |                                    |               |                |                           |           |                       |           |

| Intervention Outcomes |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |
|-----------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|---------|--|--------|--|---------|--|
| Date                  | Outcome Assessment | Results                                                                                                                                                                                  |               |  |         |  |        |  |         |  |
|                       |                    | <input type="checkbox"/> <i>Continue Plan</i> <input type="checkbox"/> <i>Exit Plan</i> <input type="checkbox"/> <i>Test for Indicators of Dyslexia</i>                                  |               |  |         |  |        |  |         |  |
| Plan Release          |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |
| Date                  | Justification      | Signatures of Participants:                                                                                                                                                              |               |  |         |  |        |  |         |  |
|                       |                    | <table border="1"> <tr> <td>Administrator</td> <td></td> </tr> <tr> <td>Teacher</td> <td></td> </tr> <tr> <td>Parent</td> <td></td> </tr> <tr> <td>Student</td> <td></td> </tr> </table> | Administrator |  | Teacher |  | Parent |  | Student |  |
| Administrator         |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |
| Teacher               |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |
| Parent                |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |
| Student               |                    |                                                                                                                                                                                          |               |  |         |  |        |  |         |  |

**Differentiation Ideas:**

Instructional Time: Provide foundations, move slower

Instructional Intensity: Teacher – Student ratio, Time spent in smaller student ratio, more observation of strategies

Instructional Explicitness: Clear defined expectations and processes, include all steps in process, concrete to representational to abstract

Strategic Instruction: Teach metacognition, steps and strategies, how to problem solve

Number and Nature of Response: Amount of Practice, type of response, not strictly drill and kill

\*Additional data and/or artifacts can be attached to Intervention Plan

\*Goals should be measurable and connected to a time table

\*Data should be able to be plotted on a graph with multiple data points

\*Tier 2 students should be progress monitored at least every two weeks and Tier 3 students should be progress monitored weekly