RESTORATIVE JUSTICE PLAN

Nevada Law SB 89 was passed in 2019. It amended NRS 392.4644 to read as follows:

1. The principal of each public school shall establish a plan to provide for the restorative discipline of pupils and on-site review of disciplinary decisions. The plan must:

   (a) Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school.
   (b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.
   (c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school.
   (d) Provide restorative disciplinary practices which include, without limitation:
       (1) Holding a pupil accountable for his or her behavior;
       (2) Restoration or remedies related to the behavior of the pupil;
       (3) Relief for any victim of the pupil; and
       (4) Changing the behavior of the pupil.
   (e) Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645.
   (f) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

Nevada Law SB 168 was also passed in 2019. It defined restorative justice as:

“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. NRS 392.472(6)(b)

Restorative justice requires more focus on repairing relationships, mediation techniques, alternative accountability, and community collaboration in working with the holistic development and improvement of each student.

When students make poor decisions or demonstrate unacceptable behaviors, the administration will implement a restorative action plan for the student in addition to progressive disciplinary consequences as needed. If future offenses are committed by the same student, the following actions may be implemented:

- Restorative Action Plan (revision based on behavior)
- Behavior Development Plan
- Community Intervention Plan
- Behavior Contract
- Discipline Committee Review

These plans focus on interventions which provide the student with community support, socioemotional learning support, building accountability, and repairing harm done to the victim(s). This opportunity allows the offending student to reflect on the poor decision made and make the choice to improve.

*The use of restorative justice can be used in conjunction with progressive discipline as needed at the administrator’s discretion.*
Below is a template of CASLV’s Restorative Action Plan:

RESTORATIVE ACTION PLAN for STUDENTS

Campus:
Student Name:
DOB:
Grade:

Parent/Guardian(s):
Discipline Administrator:
Other People Present in the Meeting:
Meeting Date, Time & Location:

Restorative Interventions and Explanation:

Support by Community:

- Starting on [date], [student name] will have weekly check-ins with [staff name], [staff position]. [student name] will also be able to request to meet with [second staff] at other times as needed.
  - 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 (SEL):

- [Student] will participate in [SEL activity] tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. [Student] will complete the assignment and participate in a debriefing with a [staff name].
  - This intervention was selected to intentionally teach students 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:

- On [date] and [date], [student] participated in [restorative justice practice] with [staff name] to discuss the events leading up to the incident, how [student] was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and [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:

- On [date], [student] elected to write a letter of apology to [victim], the [victim] in [student incident]. The letter was sincere and addressed the situation thoroughly. The letter was shared with [victim].
- [Student] was offered the opportunity to sit down with [victim] to discuss the matter.

Write Outcome, i.e.: [victim/student] declined 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? The rules and expectations of behavior have been clearly explained to [student]. [student] has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. [student] has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing [student] with access to multiple staff members and opportunities to seek assistance, we are helping [student] to see that there are many people on campus who care about them and their success. We want to ensure [student] knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Students can also earn progressive discipline in conjunction with this restorative action plan - based on the severity of the offense, history of the offender, and the administrator’s discretion.

For future re-offenses, student will face any of these restorative interventions:
- Behavior Development Plan
- Community Intervention Plan
- Behavior Contract
- Discipline Committee Review

If a student decides to not sign or to not agree to this restorative justice action plan, or chooses to not participate in any step of this restorative justice action plan, this will lead to progressive discipline, which school leadership can determine at their discretion considering the incident, severity, and any past behavioral history. Progressive discipline includes (but is not limited to):
- Detention
- In-School Suspension (length TBD)
- Out-of-School Suspension (length TBD)
- Expulsion Review

Student Comments/Concerns:
Parent Comments/Concerns: