



Quest Academy: Plan for Restorative Discipline (AB 168)

Background:

In accordance with NRS 392.4644, and passage of the School Safety omnibus bills, Senate Bill 89 and Assembly Bill 168, during the 2019 Session of the Nevada Legislature, each school district shall complete Restorative Discipline Plans, formally known as Progressive Discipline Plans. Restorative discipline utilizes restorative practices (RP). RP is an alternative to exclusionary disciplinary practices which removed students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

• **Restorative disciplinary practices** (SB 89): The Restorative Discipline Plan required by NRS 392.4644 must 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.

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.

Annually, the principal will review the Restorative Discipline Plan in consultation with recommendations of teachers, school administrators, other educational and support personnel, parents/guardians, and students who are enrolled in the school. The principal will make recommendations for revisions to the governing board on or before September 15th of each year.

Nevada Law SB 89 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.



Restorative Practices

Schools around the world are using restorative practices (RP) to build positive relationships within school communities, enhance instructional practices, and resolve conflicts. Fundamentally, restorative practices require participants to shift their mindsets from one that may be punitive and blame-focused to one that builds community and provides effective responses to harm. Given the premise that open and respectful communication helps reduce conflict, when conflict does occur, the restorative process encourages individuals to focus on ways to repair relationships rather than punishment. Restorative practices involve a set of concepts and techniques that, when applied consistently, improve the climate of a school community, leading to improved student outcomes.

Restorative Practices as a Whole-School Model

Quest utilizes a school-wide approach to Restorative Practices to implement intentionally and systematically to create culture change and ensure success of all students. Restorative Practices are embedded into a Multi-tiered System of Supports (MTSS) framework. Quest implements a framework of leadership through Leader in Me and Positive Behavioral Interventions and Supports (PBIS), which can integrate RP. The whole school approach establishes common values and norms, promotes a sense of belonging to the school community, and builds trusting relationships. This creates the culture where behavioral and inter-personal issues are dealt with quickly and deeply, reducing the need for punitive discipline measures (Kidde & Alfred, 2011; Tyler, 2006). MTSS provides the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1-School-wide Prevention Practices: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2-Managing Targeted Difficulties: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3-Intense Interventions: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions. The aim is to repair and rebuilt relationships.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is an organizing framework for Quest Academy's operating as a community. PBIS is grounded in a continuum of evidence-based interventions that are used consistently throughout the school to prevent problematic behavior to teach prosocial skills, and to reinforce new skills. The framework includes a set of clear practices that are embedded in a three-tiered support system for students.

Three school-wide behavioral expectations guide the PBIS process at Quest. These expectations are: **Be Respectful, Be Responsible, Be Safe.**



Having good behavioral *systems* and disciplinary *practices* in place, and using *data* will create outcomes that Quest desires to see: improved social and behavioral competence and improved academic achievement. A system of rewards and consequences is established by the staff to reinforce the behavioral expectations.

Restorative Practices and Discipline

The majority of restorative practices focus on the whole-school model and proactive community building practices. Rather than a separate program, Restorative Practices at Quest are underlying mindsets, practices, and simply “how we do business” in school. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Students at Quest Preparatory Academy have the right to a quality education, free from unnecessary disruptions or distractions. While Quest utilizes restorative practices, those practices do not fix all issues that arise in a school community. Quest’s administration and staff have the responsibility to determine when a student’s behavior is inappropriate, in violation of policy and/or disruptive. Examples of behavior considered classroom disruptions are, but not limited to: students not performing assigned tasks; a student exhibiting any behavior that interferes with the teacher’s right to teach or students’ right to learn; students speaking out at inappropriate times; students moving around the classroom inappropriately. Restorative tools, such as conflict resolution, will be implemented and be aligned with the student code of conduct. Other tools that will be utilized are individual and group meetings to educate students on proper behaviors and work on areas of weakness such as social skills, friendship groups, and dealing with hardships. Restorative Behavior Plans (RBP) will be used on an individual basis to provide support, direction and structure for success on our campuses.

Student Disruption of the Education Process or Violation of Classroom Procedures

Classroom teachers will handle day-to-day discipline within their classroom or team. Teachers and parents will partner to ensure that students achieve high standards of academic and social success. Once the classroom restorative practices plan has been exhausted and/or the teacher finds that the behavior seriously interferes with teaching and learning, or a student commits a major infraction, an administrative disciplinary referral will be issued.

When student behavior does not support an orderly, distraction-free environment in which all students can learn effectively and pleasantly, restorative justice will be implemented. If unsuccessful, additional school consequences shall be imposed at the reasonable discretion of the administration and (if expulsion is at issue), Quest Academy’s Governing Board. Students may receive in-school suspension, out-of-school suspension, expulsion or any other consequence deemed appropriate. Notwithstanding the consequences listed in the Parent/Student Handbook, the administration has the discretion to impose lesser or greater penalties for any particular



conduct, depending upon the totality of the circumstances at issue, including mitigating and aggravating circumstances, the student's prior offenses, and other reasonably relevant factors.

Monitoring of Discipline

The Administration will maintain a discipline tracking system for all students. The nature of the unacceptable behavior and the designated consequences for each infraction will be listed and tracked. Statistics, using non-identifiable student information, will be shared with the Governing Board by the Principal quarterly.

Everything cannot be covered in this plan; therefore, for types of behavior not covered, immediate action and consequences will be given in a fair and consistent manner as deemed by the Administration. Second, third, and subsequent offenses will result in an increase of the severity of the consequence, if necessary. For repeated minor negative behavior, students may be placed on a RBP or referred to the Student Support Team, directed by the Administration and comprised of the school counselor and various personnel. In the instance that a RBP is not signed by both parent and student, the RBP will still be effective.

Restorative Justice Policy

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, Quest will implement a restorative action plan or RBP for the student in addition to progressive disciplinary consequences as needed. This may be based on the severity of the offense, history of the offender, and the administrator's discretion. If future offenses are committed by the same student, the following actions may be implemented:

- Restorative Action Plan (revision based on behavior)
- Restorative Behavior Plan
- Student Support Committee Review

This policy is designed to ensure that students are given the best opportunity to acquire the necessary skills for learning. Discipline will be dealt with based on a case-by-case circumstance. The severity of some discipline infractions may dictate more serious consequences. All consequences are administered at the discretion of the designated administrator and the board. Disruption of school and classroom activities include, but are not limited to: the inability to participate in classroom instruction causing disruption to the learning process, shoving/hitting/biting students or teachers, causing harm to others depending on the nature and severity of the offense (i.e. yelling, screaming, or use of inappropriate voice and/ or behavior at any time).



If a student decides to not sign or to not agree to the 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):

- Required Parent Conference
- Detention
- In-School Suspension (length TBD)
- Out-of-School Suspension (length TBD)
- Expulsion Review

K-8 Grade Administrative Disciplinary Actions

First Offense

Notify parents; classroom consequence enforced, infraction documented, restorative justice practices implemented, may receive up to 2 days day in/out of school suspension.

Second Offense

Repeat process from first offense; may be placed on a restorative plan of action; require a parent/teacher/administrator conference; may receive up to 3 days in/out of school suspension.

Third Offense

Repeat process from first offense; student will be placed on a restorative plan of action, require a parent/teacher/administrator conference; may receive up to 5 days in/out of school suspension. Kindergarten: possible alternative placement from full day program to a half-day program.

Fourth Offense

Repeat process from first offense; required parent/administrator conference and board review and approval for possible expulsion.

Habitual Discipline Problem

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 school year that:

- o The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times; OR
- o The pupil has a record of five suspensions from the school for any reason; AND



o The pupil has not entered into and participated in a plan of behavior pursuant to subsection 5 of NRS 392.4655.

Suspension or Expulsion

Possession of any type of contraband, for example, weapons, knife, gun, stick with the intent to use as a weapon, tobacco, drugs “non-prescription” pills, alcohol; fighting, battery of a staff member, profanity towards staff, threats towards staff, display of sexual intent and any other actions that are harmful to another being.

Quest complies with all NRS statutes and implements restorative justice before going to the board for review and approval of any qualifying suspensions or expulsion. Assembly Bill (AB) 168 provides additional guidance on restorative justice, suspensions, and expulsions.

Expulsion NRS 392.466

Battery to a staff member, selling/distributing a controlled substance, and possession of a weapon and firearm will result in a board review and approval for any expulsion to take place. A student must partake in restorative justice. A 2nd offense of the same infraction will result in expulsion. If a student is expelled, it is the parent’s responsibility to enroll their child in either a private school, virtual school, or an independent study program.

Kindergarten Alternative Placement

If a Kindergartner is placed on a restorative justice plan, s/he may no longer be able to participate in a full day program setting and will be assigned to a half-day with dismissal at 11:30 a.m. Furthermore, s/he will be unable to attend special afternoon activities such as: celebrations, and special events, which may be schedule during such time.

Discipline will be dealt with based on a case-by-case circumstance. The severity of some discipline infractions may dictate more serious consequences. All consequences are administered at the discretion of the designated administrator and board.

Appealing Suspension and Expulsion

The school has a policy for appealing suspension and expulsion which complies with NRS 392 and NRS 388A, and which is implemented with integrity.



Restorative Plan of Action

Quest utilizes restorative plans of action. The Restorative Plan of Action is a list of the concrete agreements (or actions) that come out of restorative practices (most typically harm circles, circles of support, or re-entry circles and restorative conferences). Criteria for the Restorative Action Plan shift our responses from behaviors and punishment to repairing a harm.

The plan includes 3 elements:

1) Restoration: Actions to be taken to repair the harm – the hurt, to “make it right” as much as possible in ways that address the needs and priorities of the victims and affected community members.

2) Reintegration: Actions taken to re-connect and re-engage offenders – those whose behavior have harmed or hurt relationships. Healing actions.

3) Support and nurturing strategies: Actions to be taken to strengthen connections to supportive persons and communities. Actions to be taken to strengthen wrongdoers and reduce the likelihood the behavior will be repeated.

Restorative Actions are developed collaboratively and engage the person(s) who have done harm, and person(s) impacted by the harm. It may also include family, friends and supports for the harm doer, victims, and community members.

Restorative Action Plans:

- Need to feel right to the person harmed
- Need to be “do-able” by the one who did the harm
- Need to include an action to prevent further offending:
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

Sample Restorative Action Plan

Student Number:

Student Name:

DOB:

Grade:

Administrator:

Restorative Interventions and Explanation:

Support by Community:

- Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 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:

- Zed-1 will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
- This intervention was selected to intentionally teach Zed-1 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], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 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 Zed-1 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], Zed-1 elected to write a letter of apology to Teach-1, the teacher they cursed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1.
- Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 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 Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 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 Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement: No

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Principal's Signature: _____ Date: _____



RESTORATIVE BEHAVIOR PLANS

Students who experience repeated discipline problems will be placed on a restorative behavior plan. These plans are designed to help modify the student's behavior (which ultimately benefits all students) with a combination of incentives and stricter consequences. Students are given a series of rewards after completing a lengthening period of time of good behaviors. Also built into the plan are more severe consequences for repeated offenses. The student has the choice of changing his/her behaviors or not. Expulsion may result if the student is not successful in changing his/her misbehaviors. It is the school's intention that the restorative behavior plan will put the student on a positive path that will help him/her be successful at Quest. Note that a student might not be eligible for a restorative behavior plan, but may be immediately suspended or expelled, for certain serious or dangerous offenses.