



**Update on Restorative Practices/Justice  
Diversity, Equity, & Inclusion (DEI) Work Group  
Nevada State Board of Education  
September 17, 2020**

Christy McGill, Director  
Amber Reid  
Marie DuFresne

Office for a Safe & Respectful Learning Environment (OSRLE)

Gunes Kaplan, Ph.D.  
Assessment, Data, & Accountability Management (ADAM)

Nevada Department of Education

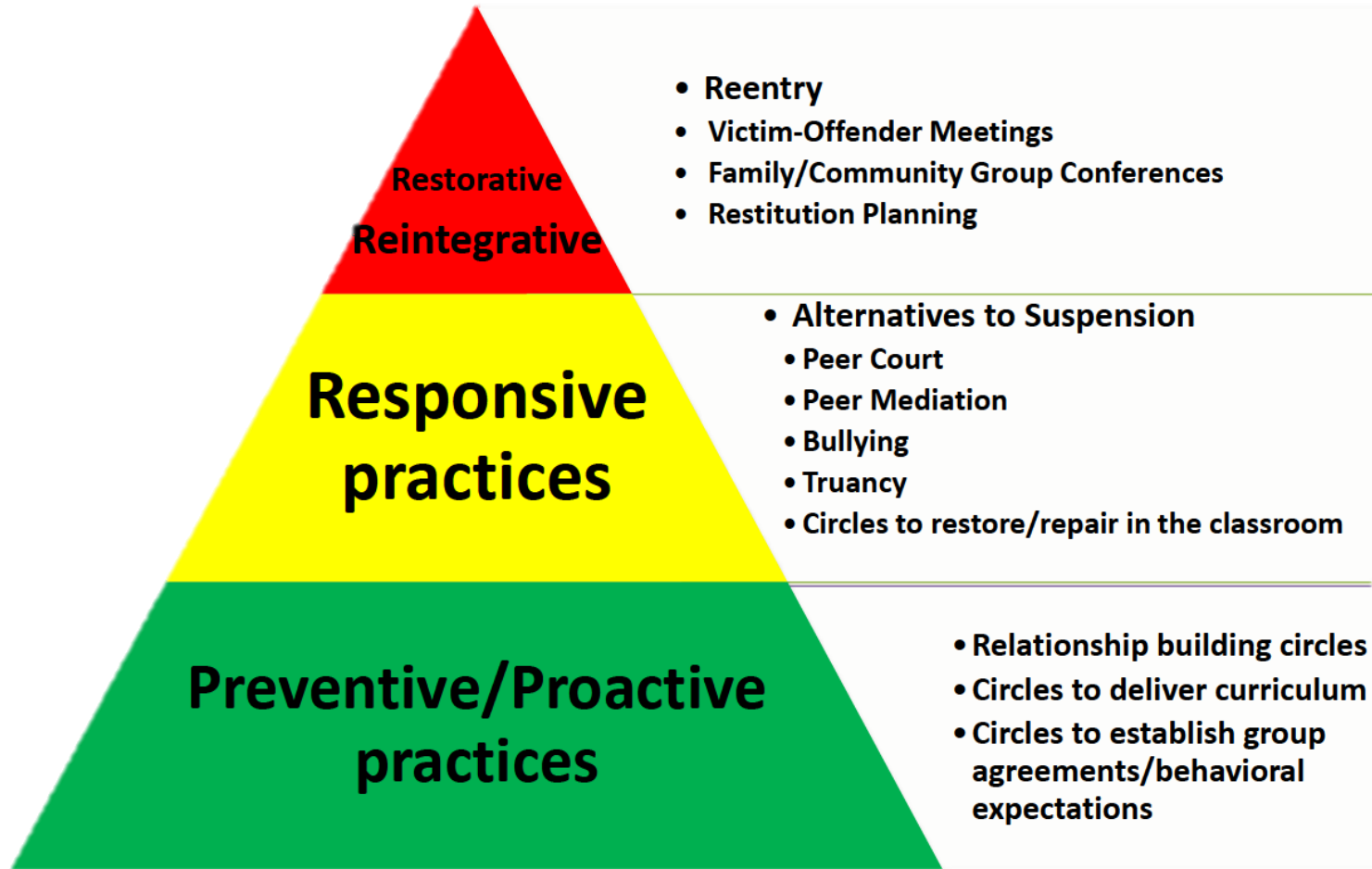
Gerald Robinson, Clark County School District

Stephanie Keating, Washoe County School District

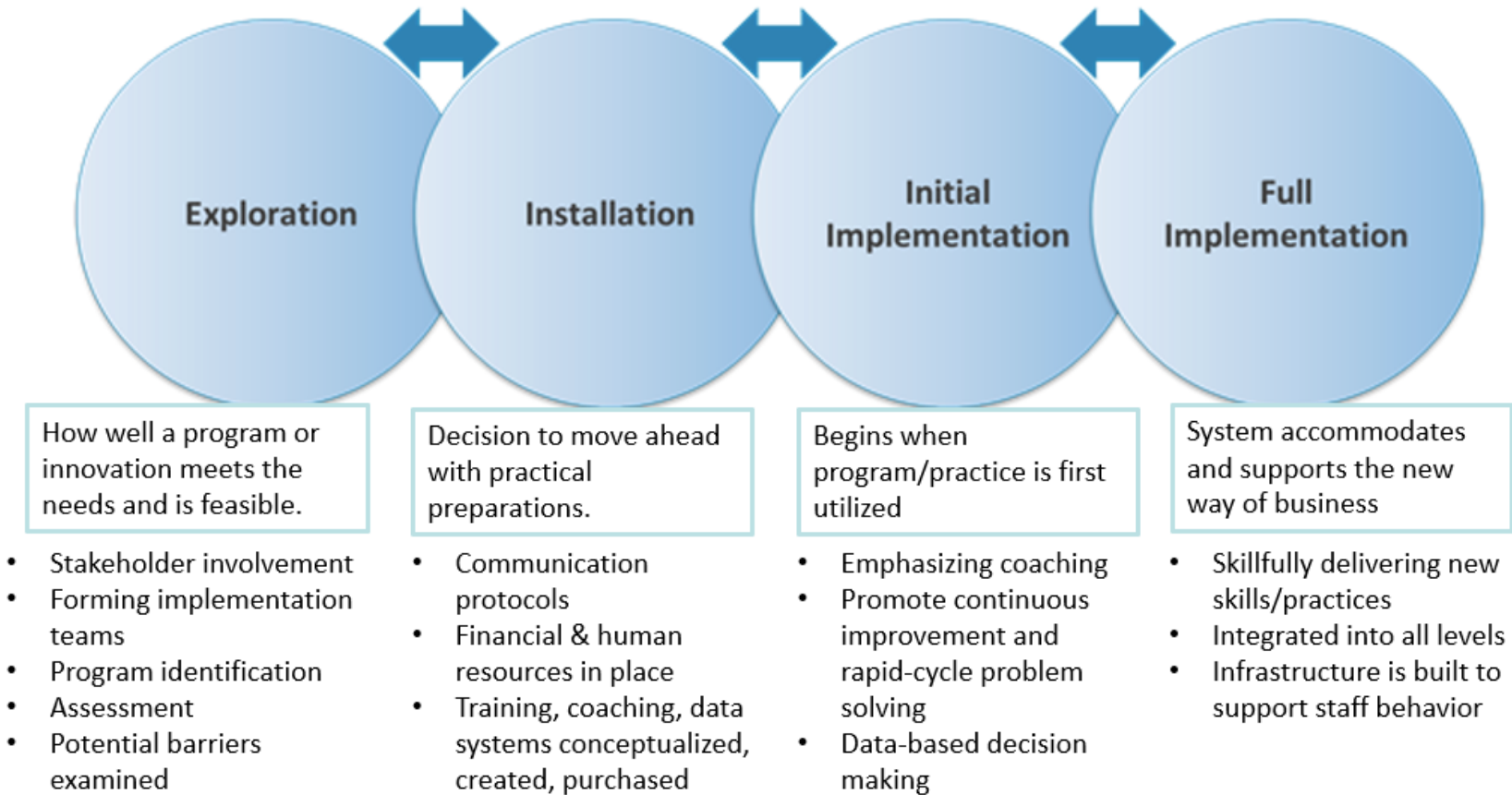
# 2020 STIP Alignment

- Goal 6: All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.

# Building a Strong Foundation



# Stages of Implementation Science



# Active Implementation Frameworks

Usable Innovations



Stages



Drivers



Teams



Improvement Cycles



# Limitations of the Field

- Restorative Practices/Justices (RP/J) is an emerging field
- Considered “promising practices” or “evidence informed”
- There is a great deal of variability in how RP/J is defined and implemented
- Allows for local contextualization, while keeping these limitations in mind regarding evidence base and peer review

# Legislative History & Progress

- **SB 89 (2019)**
  - Requirement to add a framework for Restorative Practices to the Model Policy for a Safe and Respectful Learning Environment (awaiting draft regulation language from LCB)
  - Changed “Progressive” Discipline Plans to “Restorative” Discipline Plans (reporting in progress)
  - Adds ability to disaggregate discipline and attendance data on Nevada Report Card (completed Sept. 15, 2020)
- **AB 168 (2019)**
  - Requires LEAs to implement a plan of action based on Restorative Justice prior to suspension/expulsion in most cases (ongoing)
- **AB 490 (2019)**
  - Requirement to report suspension and expulsion separately (completed)
  - Requirement for NDE to develop standardized definitions for discipline offenses and sanctions (workgroup completed, guidance memo coming soon)

# Definitions in NRS

- [NRS 392.4644](#) (from SB 89, 2019):

*“(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.”*

- [NRS 392.472](#) (from AB 168, 2019):

*“(b) “**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.”*



# What is Restorative Justice?

Generally, it is about changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.

# What are Restorative Practices?

Generally, it is the ways individuals and communities build relationships, address harm when it happens, and work towards restorative justice. Examples include:

- Using a strengths-based perspective
- Being culturally responsive and trauma informed
- Addressing disproportionality and discrimination
- Supporting transparent communication with students and parents/guardians
- Incorporating student voice
- Incorporating elements from best practice models
- Importance of using an MTSS Framework

# NDE Data Reporting Requirements

- AB 490 (2019)
  - Requires suspension and expulsion to be reported separately
- SB 89 (2019)
  - Requires discipline data to be reported by the student characteristic categories in ESSA
  - Requires disaggregated data to be reported on Nevada Report Card (Sept. 15<sup>th</sup> each year)
- New reporting requirements were given to LEAs in August 2019 for the 19-20 school year

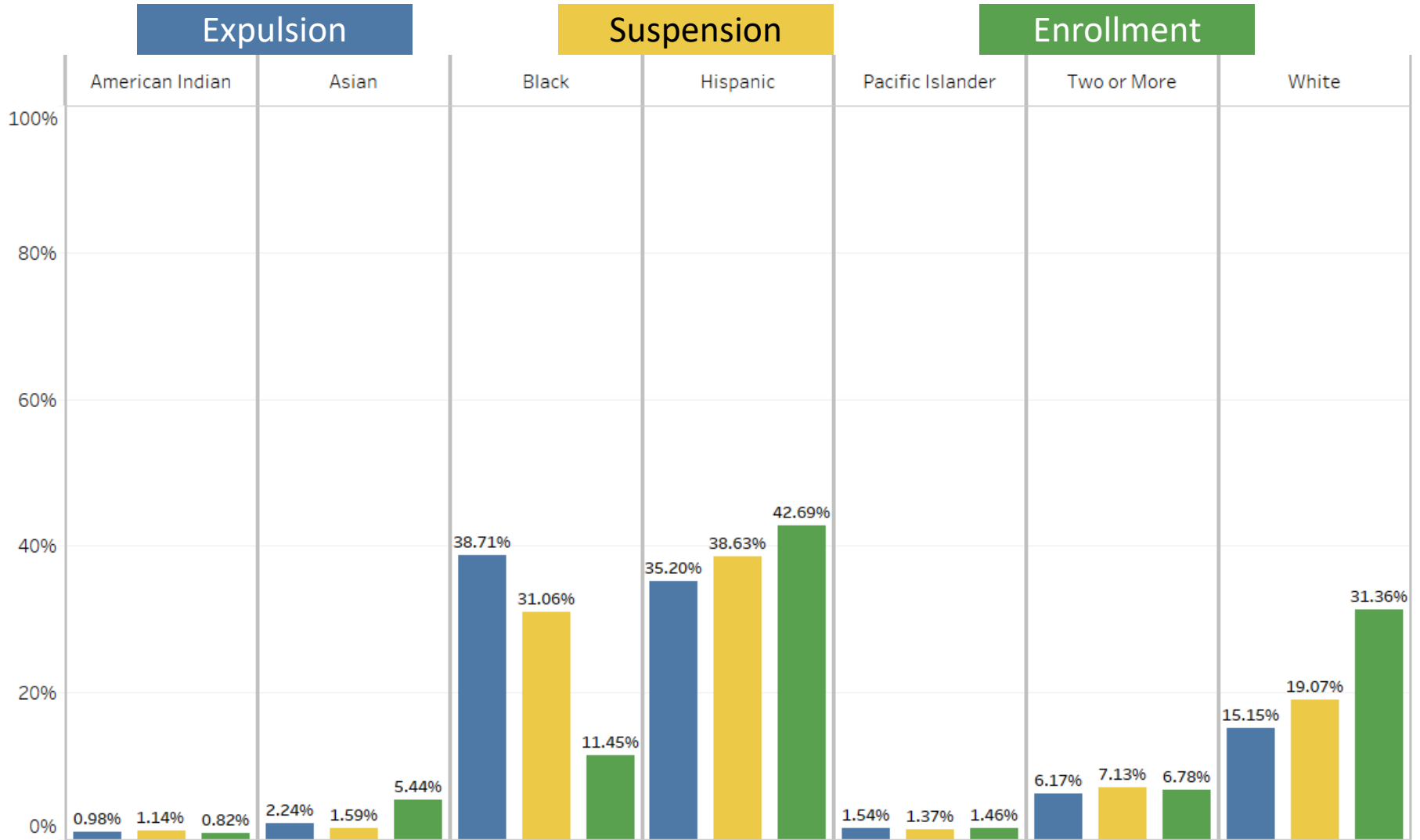
# Discipline Data

State Totals (19-20 School Year)	
Expulsions	Suspensions
713	17,143

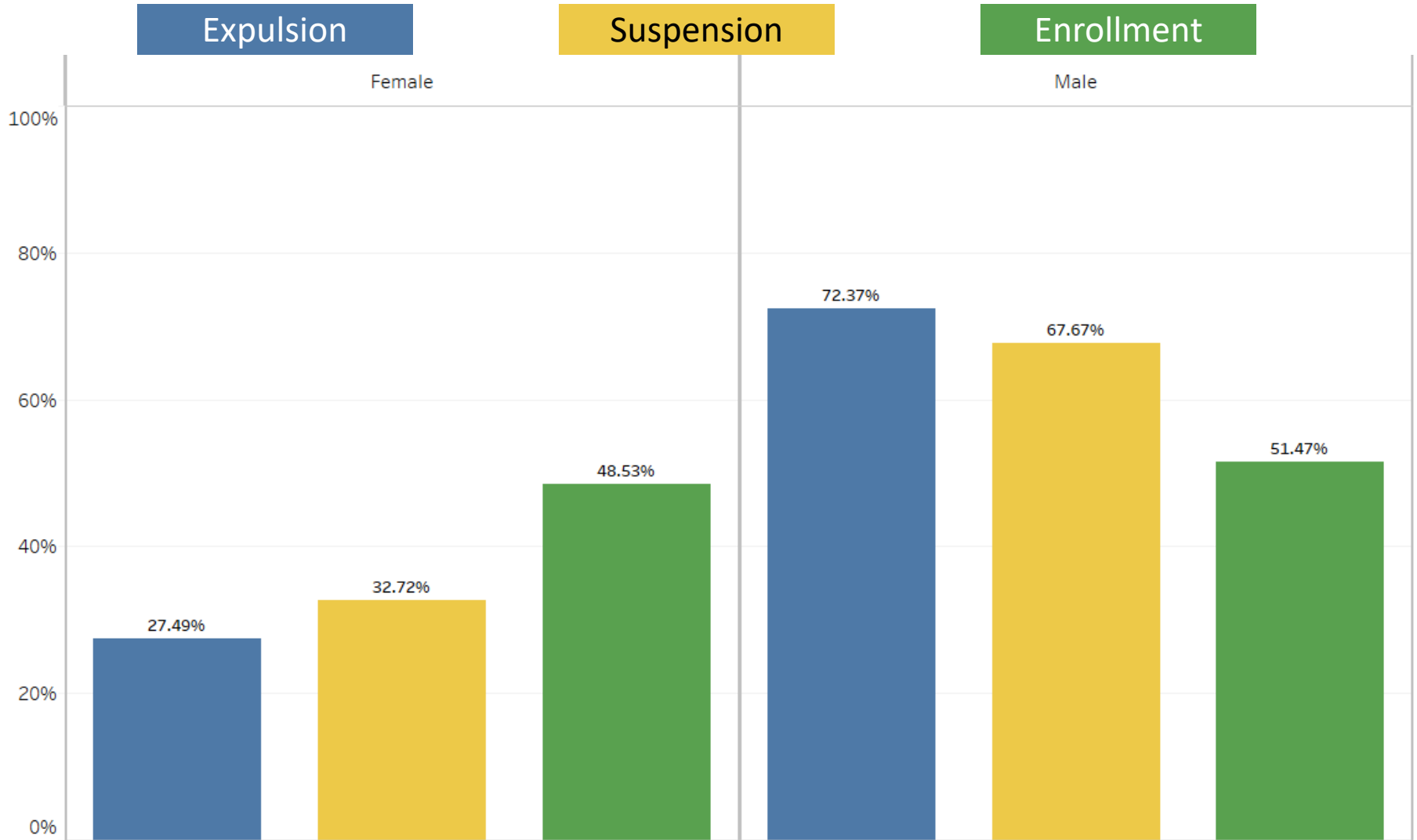
## Data Disclaimer

*While NDE uses reasonable efforts to include accurate and up-to-date information on the Nevada Report Card website, readers should note that school and district data reported in these slides were submitted by local school district officials. Therefore, data reported on these slides reflect information, including any local corrections, received by the NDE from the local district officials, by its reporting deadline.*

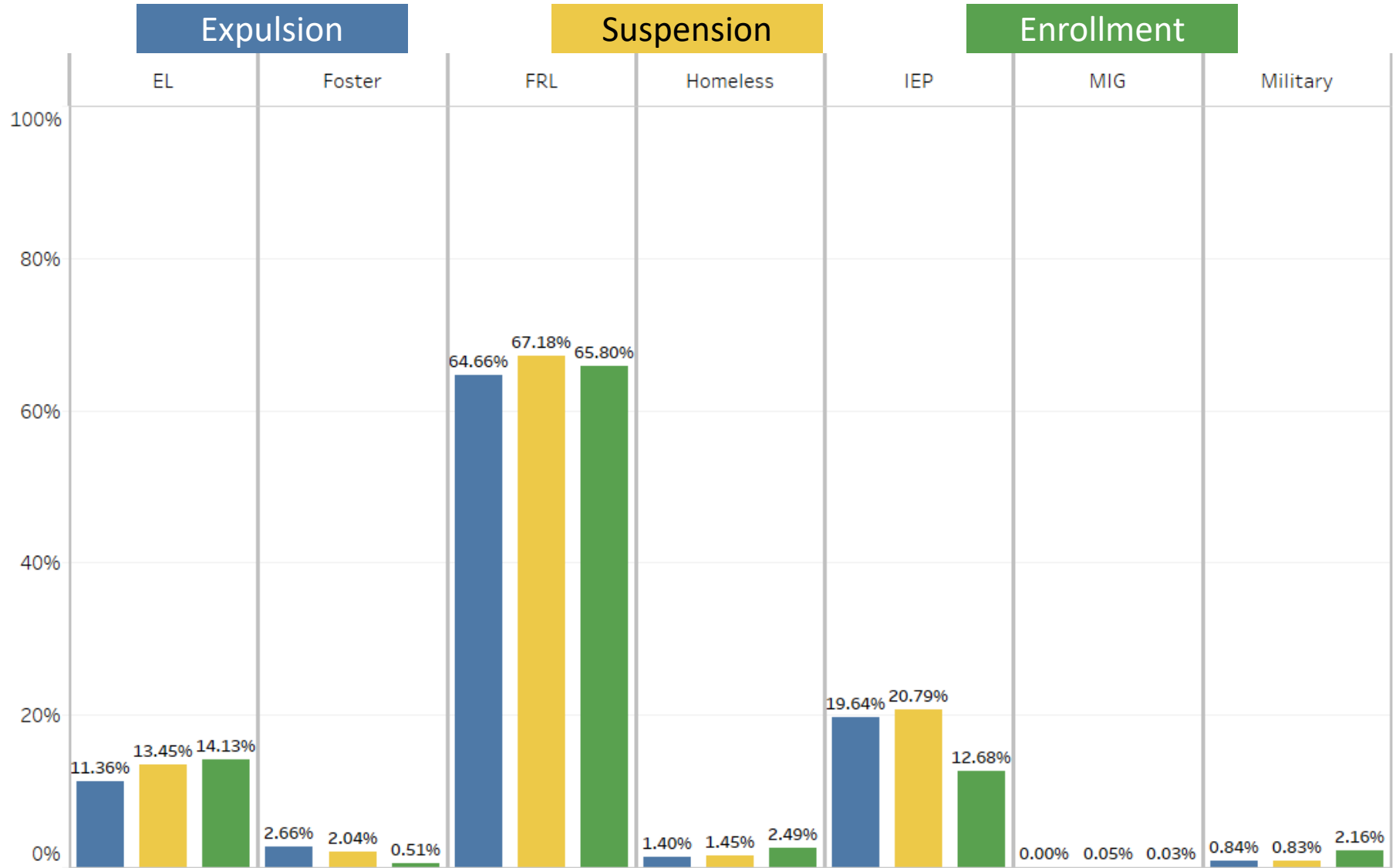
# State Percentages by Race/Ethnicity



# State Percentages by Sex

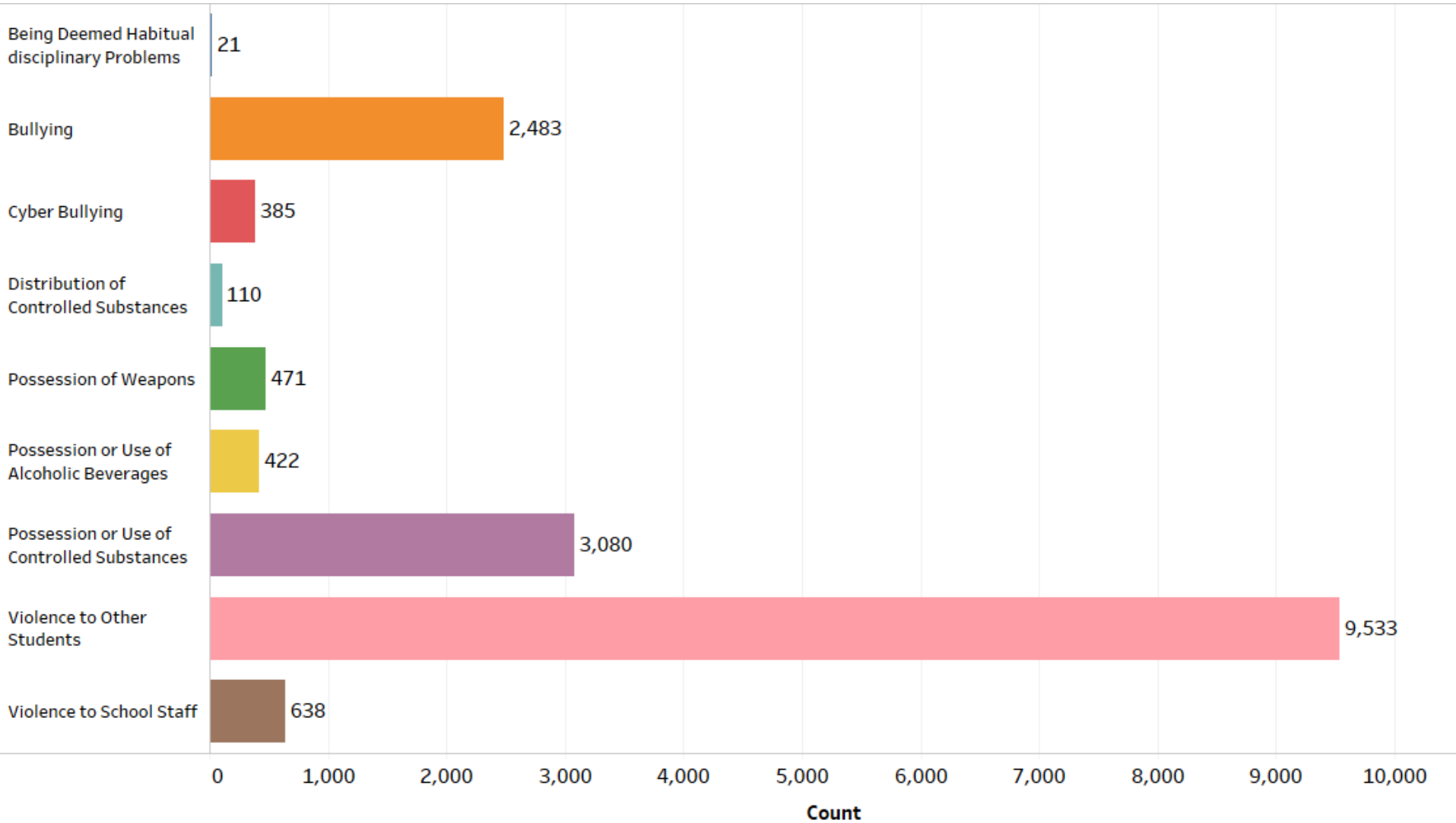


# State Percentages by Special Populations



*Nevada Ready!*

# Suspensions by Incident Type

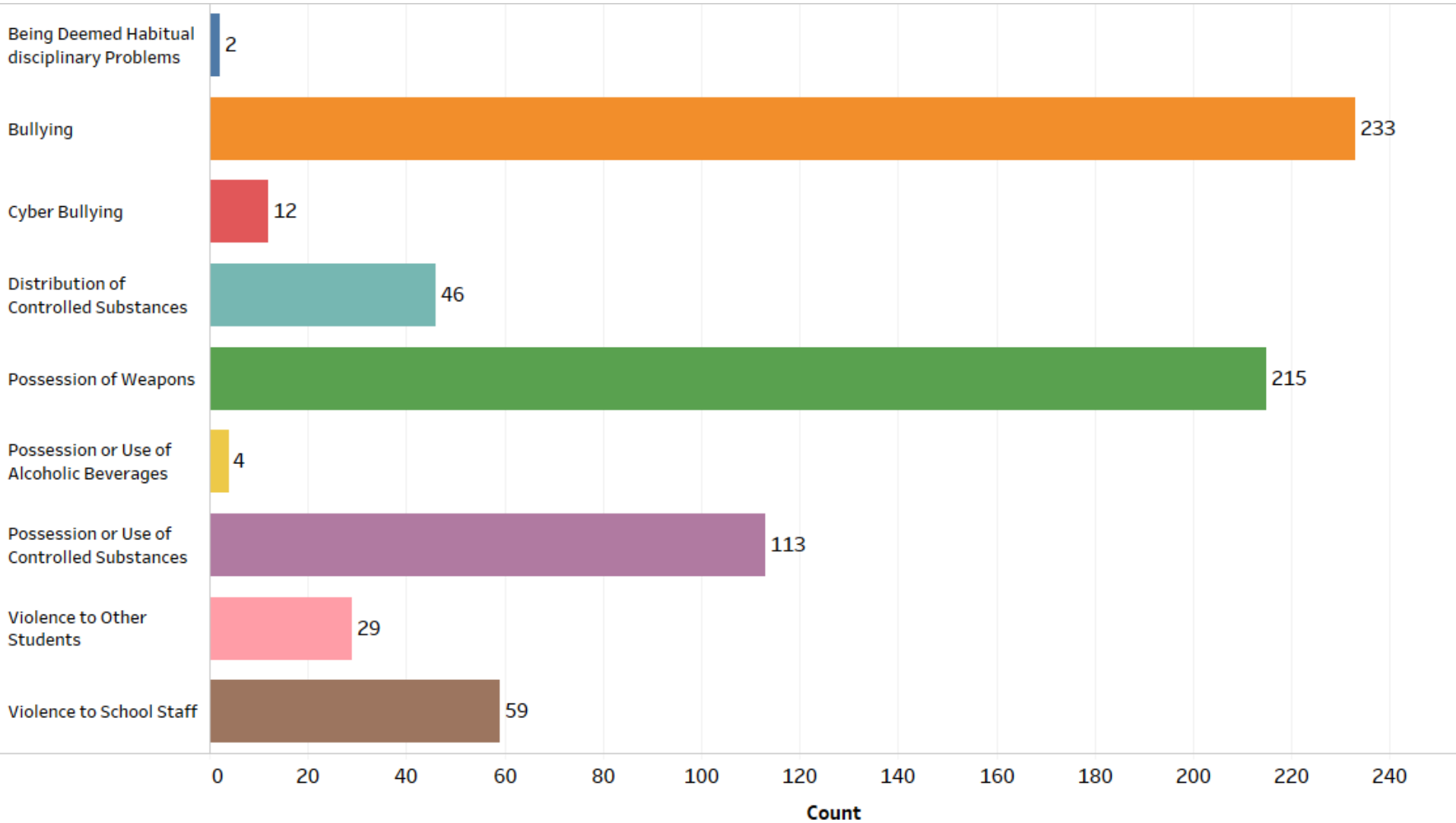


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# Expulsions by Incident Type



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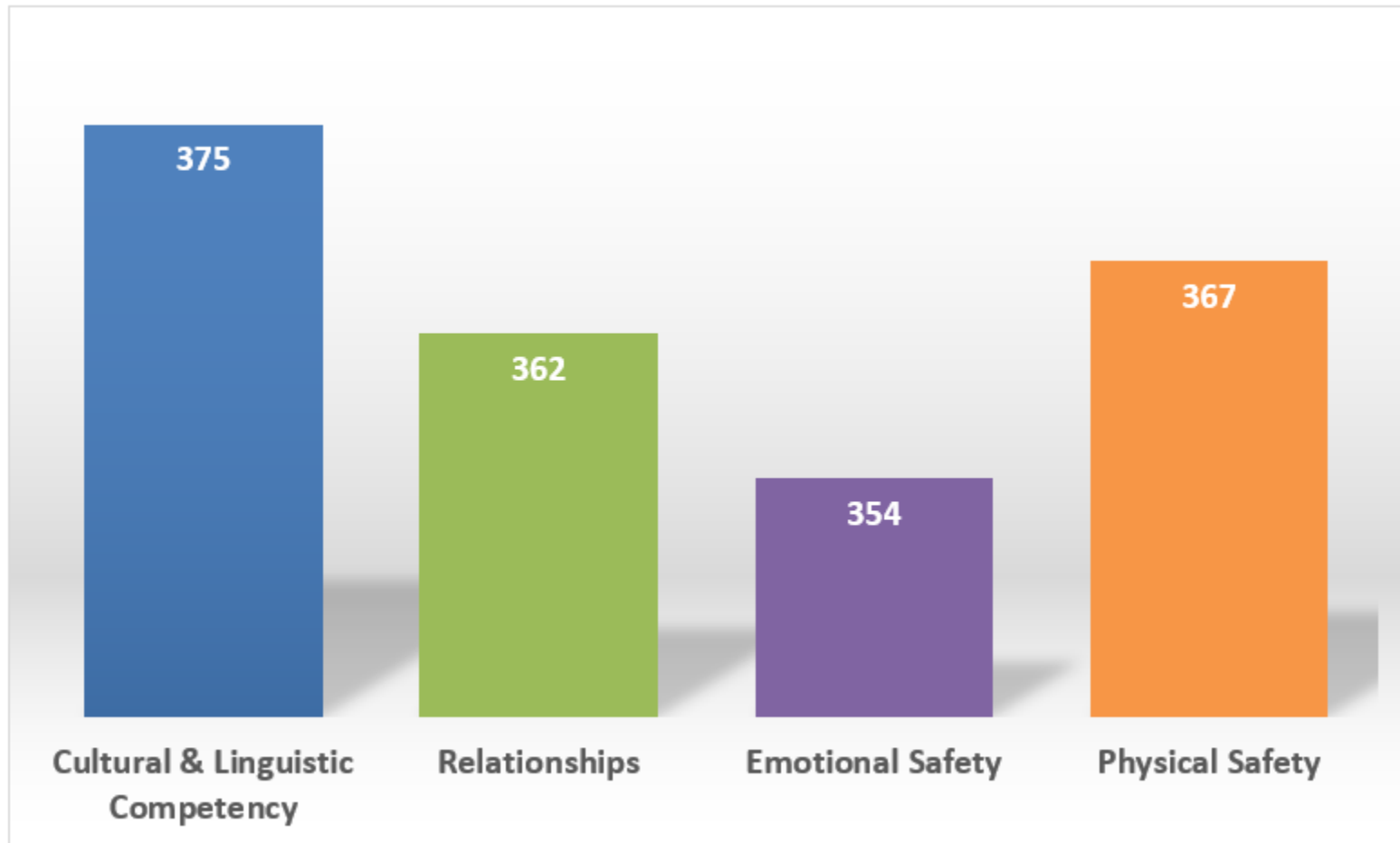


# School Climate Data

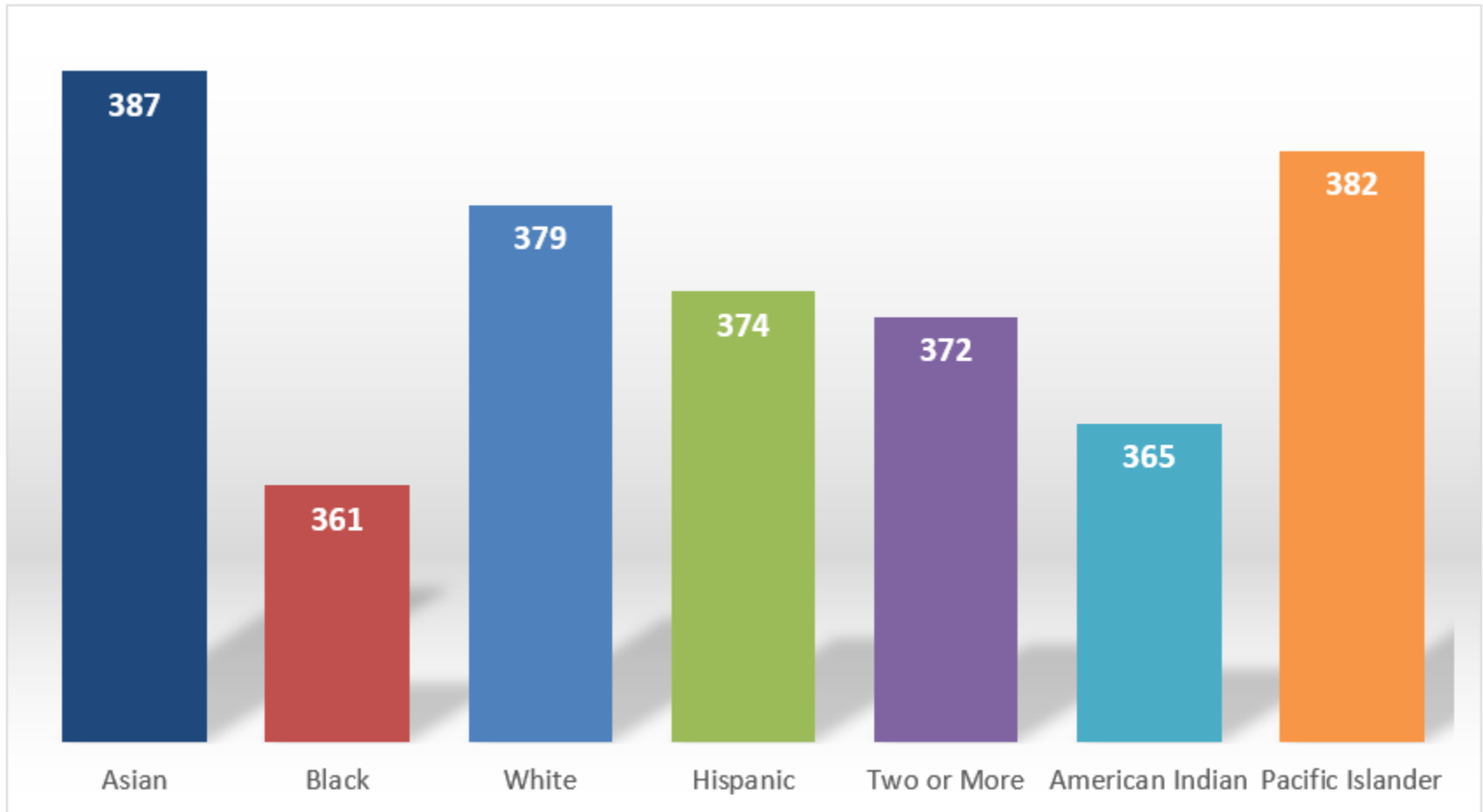
- The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey is administered annually to all rural, frontier, and SPCSA schools
- Washoe and Clark County School Districts administer their own school climate surveys
- NDE utilized a common-person equating study to translate results from the Washoe and Clark surveys into the NV-SCSEL format, which allows for the use of national benchmarks developed by the U.S. Department of Education and access to additional resources
- Reports and resources developed to make statewide results transparent and accessible:
  - [Interactive Data Tool](#)
  - [Peer Matching Tool](#)
  - [PDF Reports](#) (both English and Spanish)

# School Climate Constructs

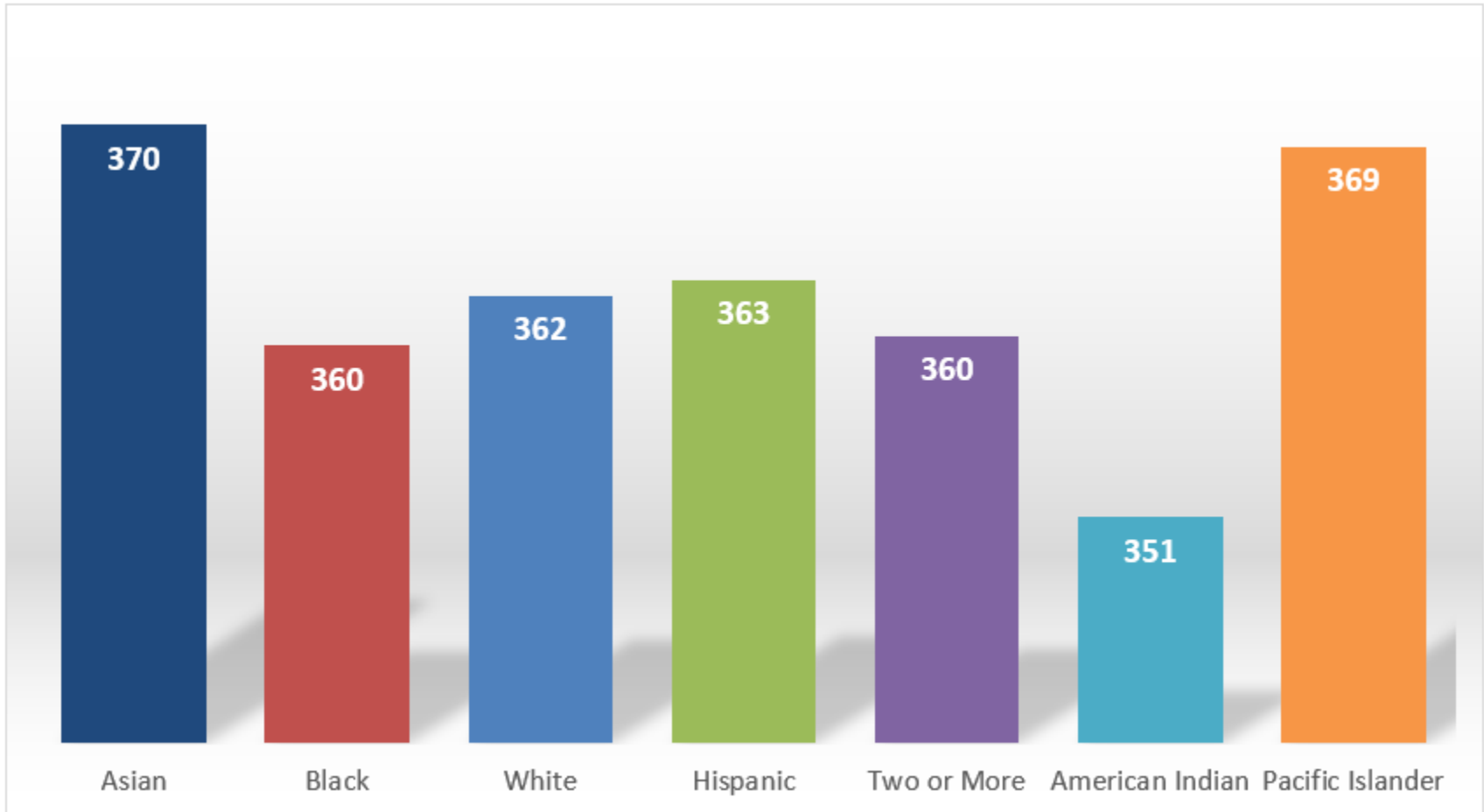
## All Students



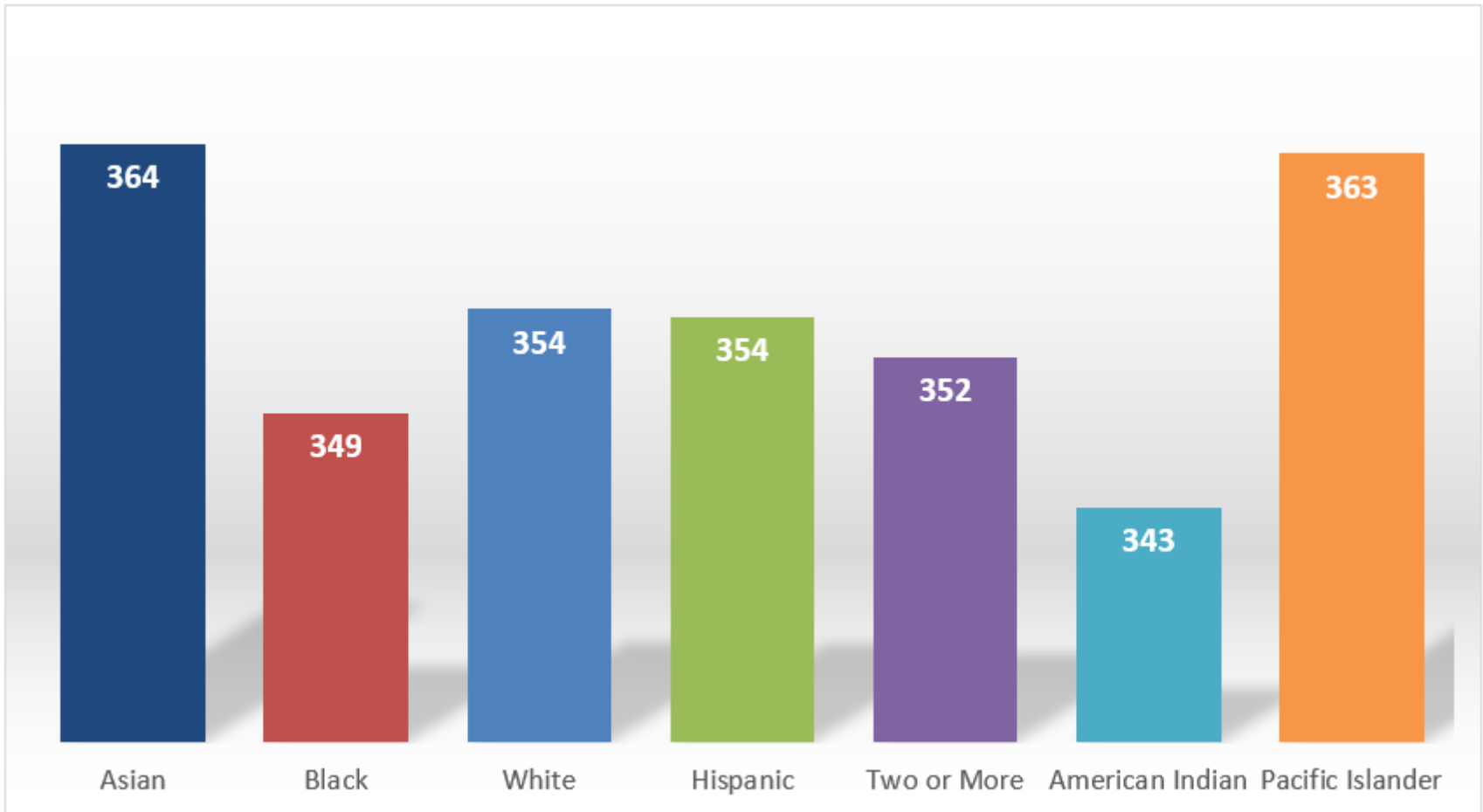
# Cultural & Linguistic Competency by Race/Ethnicity



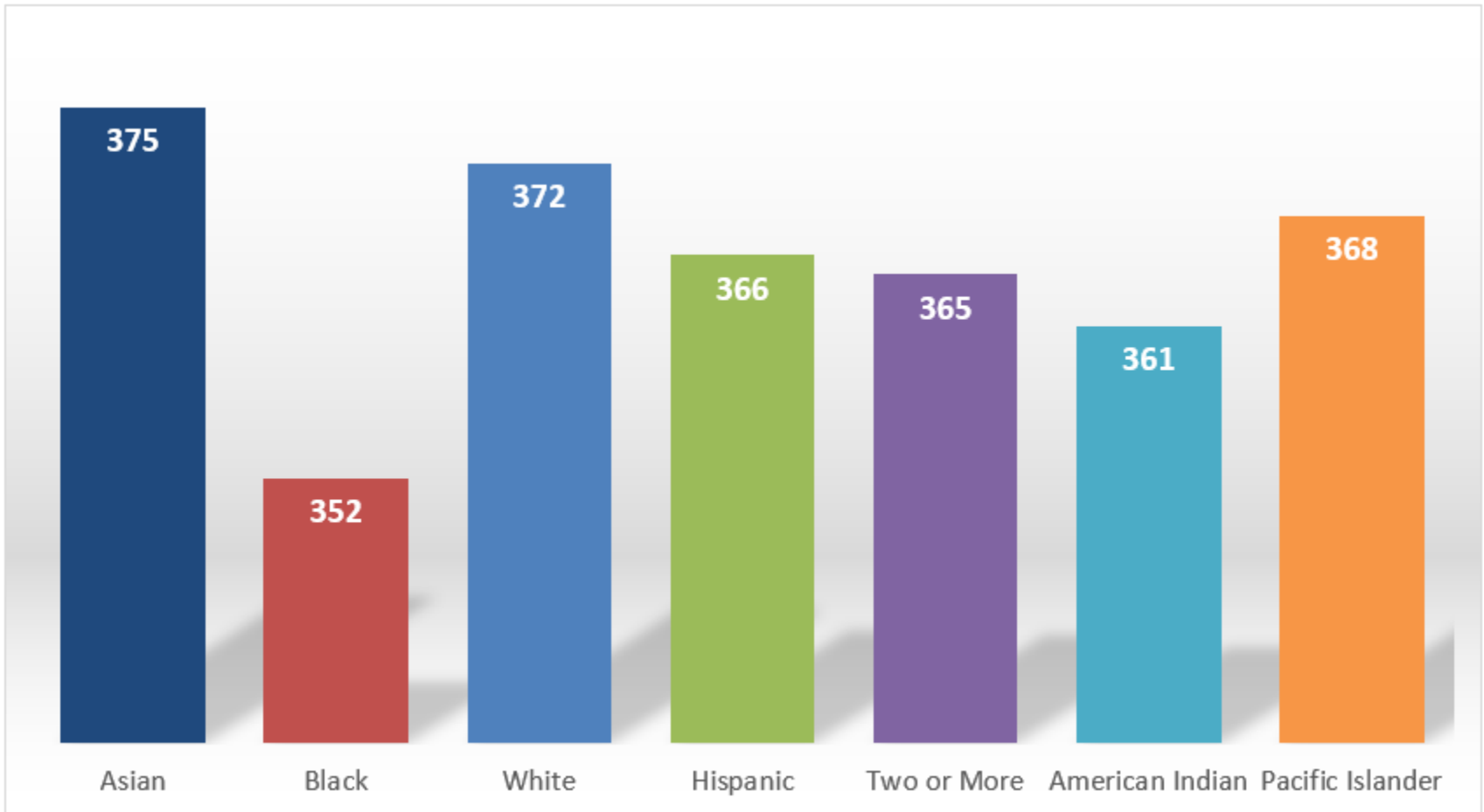
# Relationships by Race/Ethnicity



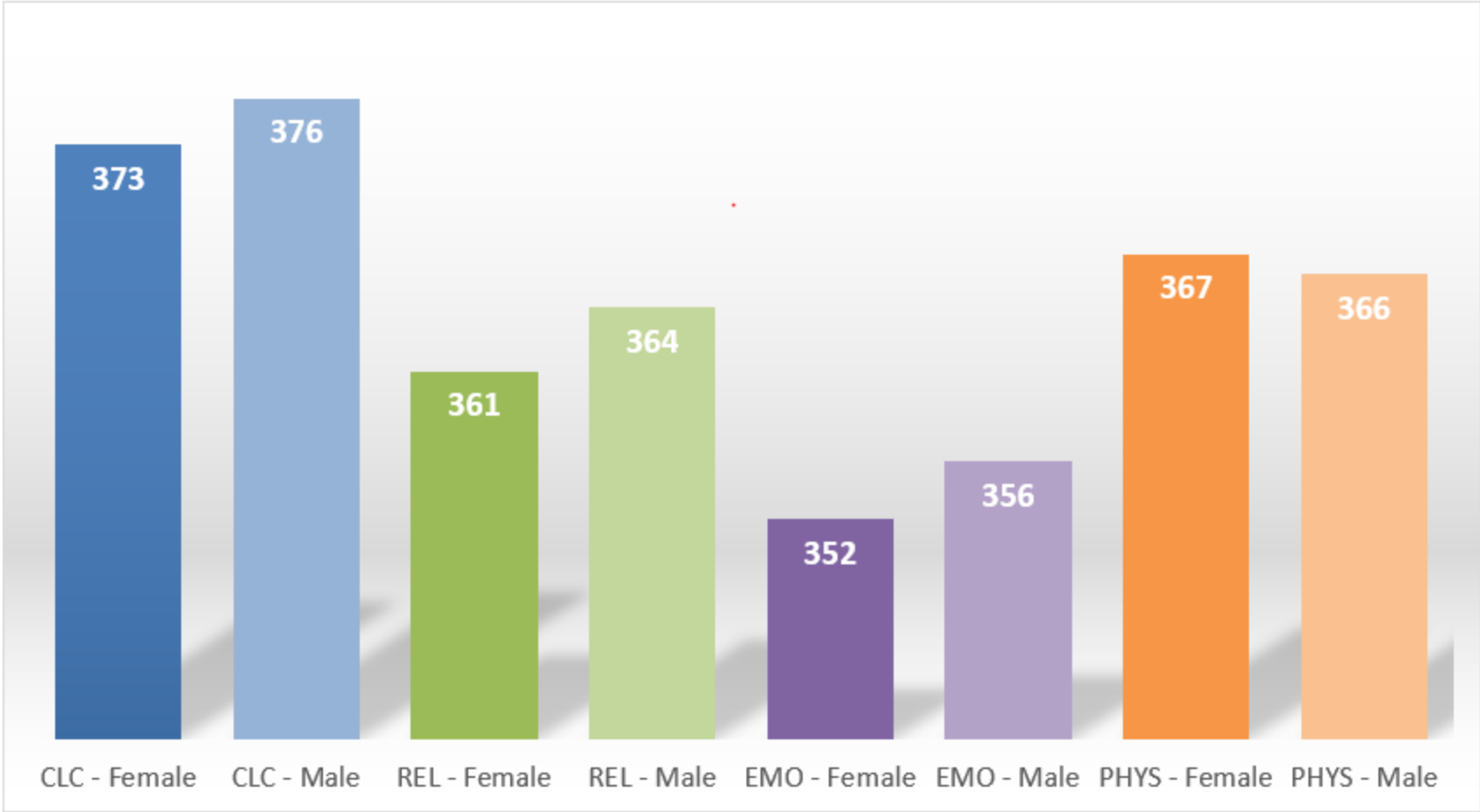
# Emotional Safety by Race/Ethnicity



# Physical Safety by Race/Ethnicity



# School Climate Constructs by Sex

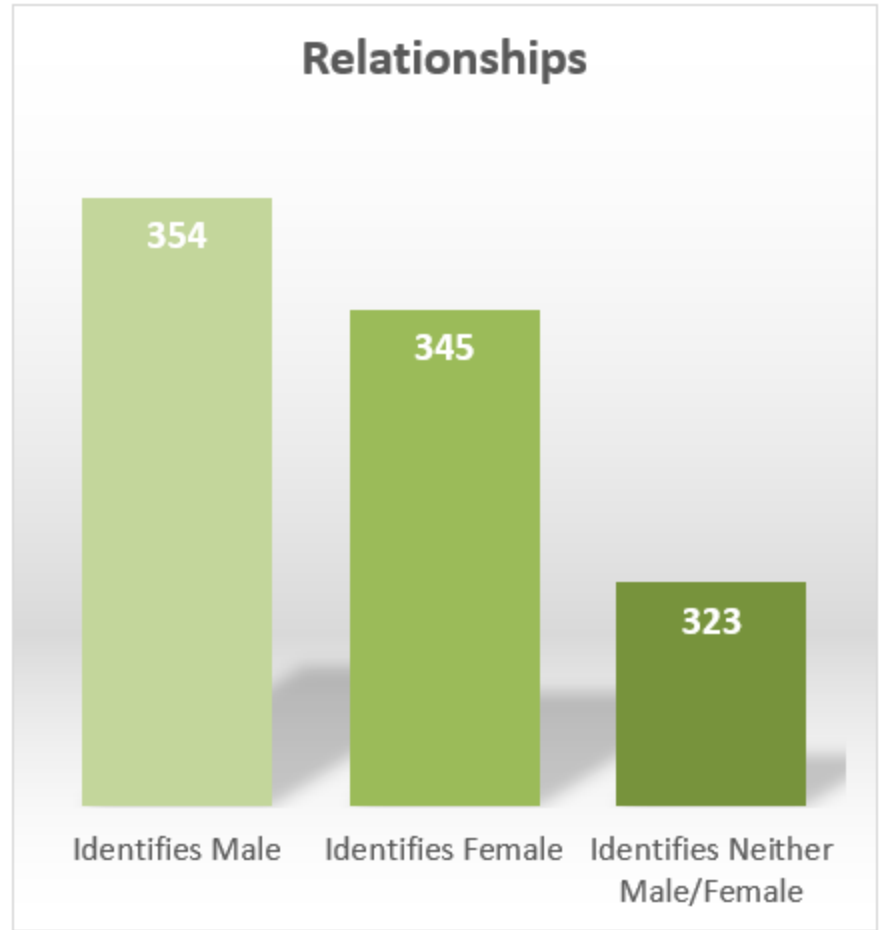
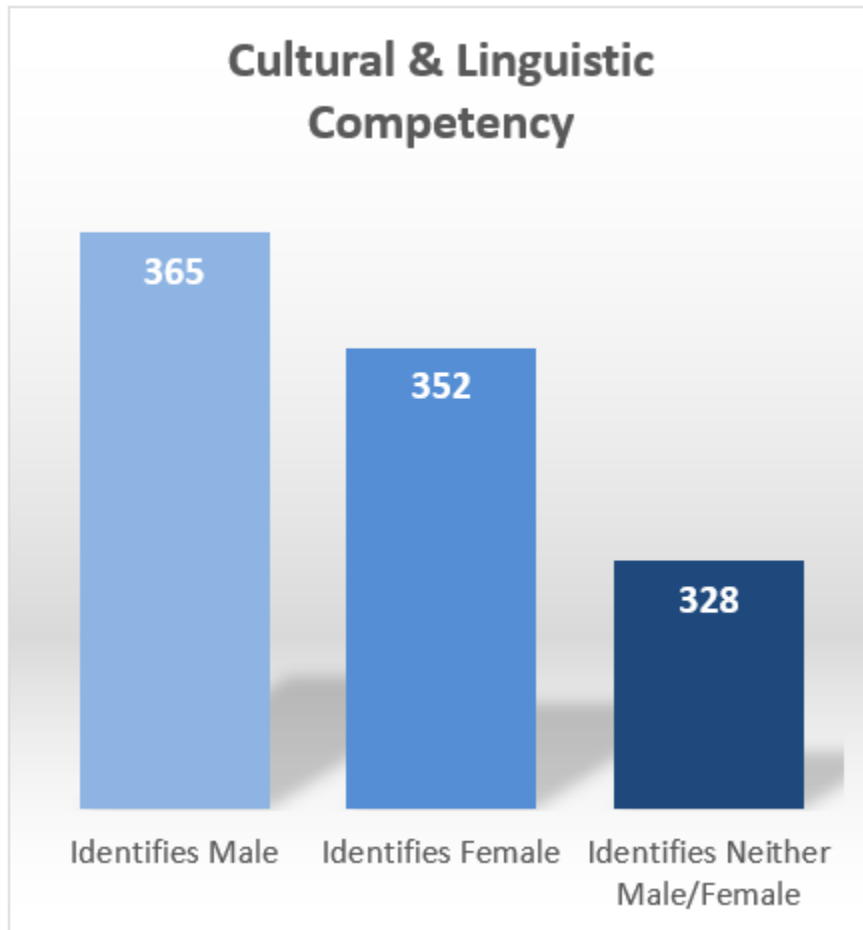


\* Results represent statewide data for the Fall 2019 survey administrations.



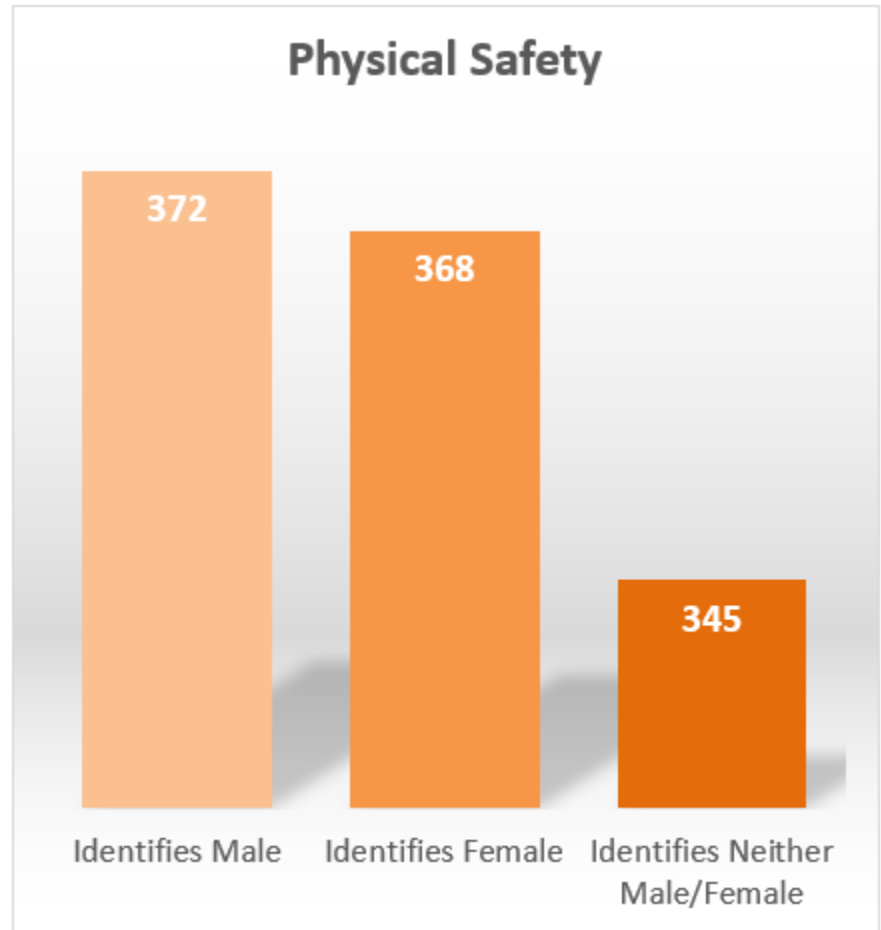
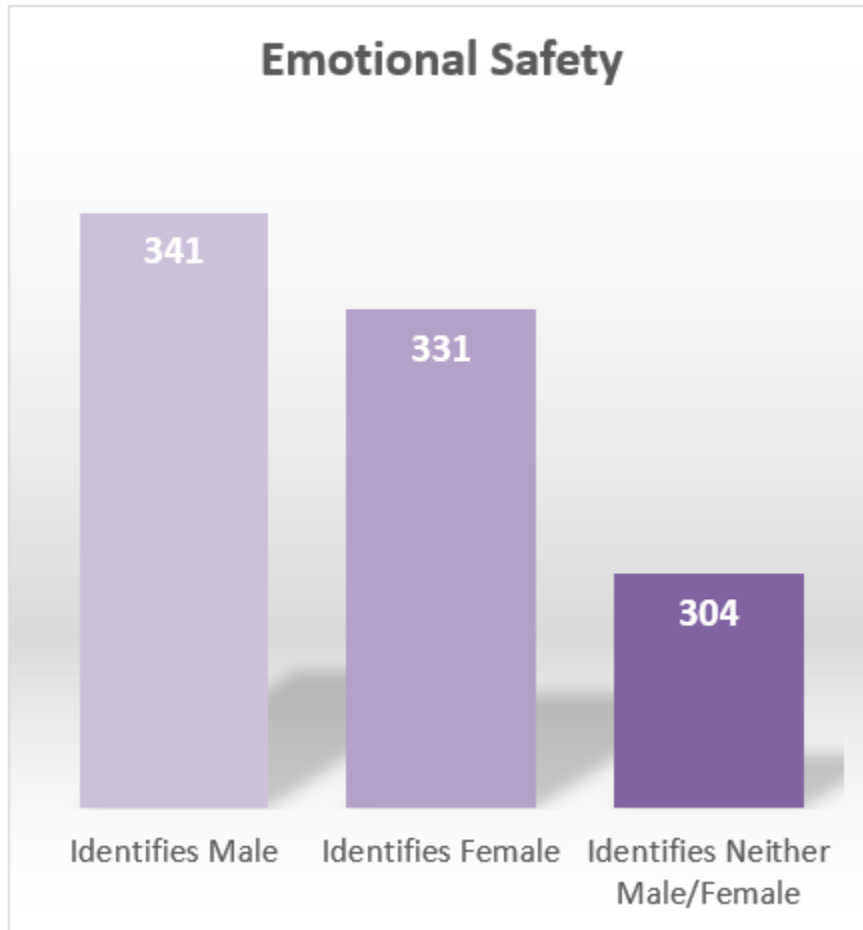
# Results by Gender Identity

(NV-SCSEL: Grades 9 – 12 only)



# Results by Gender Identity (cont.)

(NV-SCSEL: Grades 9 – 12 only)



# Examples of Guiding Principles of Restorative Practices

- **Relationships**
  - Central to building an inclusive community
  - Build systems that develop & strengthen healthy relationships
- **Respect**
  - Provide a voice for the target
  - Improve social behavior of staff and students
- **Responsibility**
  - Emphasis placed on the harm rather than the offense
  - Understand the impact of the harm
- **Restoration**
  - Collaborative problem solving
  - Empowers change & growth
- **Reintegration**
  - Person is welcomed back into the environment

# Sample Types of Restorative Practices

- **Affective Statements**
  - Everyday usage
  - “I” statements
  - Describes how something made you feel
- **Circles**
  - Morning meetings
  - Social/emotional instructions (e.g. empathy)
  - Problem-solving class-wide issues
- **Restorative Conferences**
  - Informal conference
  - Restorative meeting and chats
  - Restorative conferences
- **Reintegration Procedures**
  - Restore relationship between offender and target
  - Classroom and/or office managed offenses
  - Match to severity of incident

# Social Emotional Learning (SEL) & Restorative Practices

## 5 SEL Competencies adopted by Nevada in 2017

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

## Restorative Practices can be linked to SEL competencies by:

- Focusing on community, relationships, and responsibility
- Teaching students self-awareness, empathy, communication skills, responsible decision-making, relationship building, and conflict resolution
- Decreasing conflict and promoting a sense of collective responsibility
- Serving as an alternative to harmful exclusionary practices such as suspension and expulsion

# Timeline for Implementation of Restorative Discipline Plans

## 2019-2020

- 25% of charter schools and districts are compliant with the Restorative Discipline Plan (formerly Progressive Discipline Plan) statutory requirement
- 50% of charter schools and districts request additional support and/or training
- NDE releases a Restorative Practices Support Document in March 2020 prepared by Nevada Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, University of Nevada, Reno

## 2020-2021

- OSRLE completes Restorative Practices Guide for Creating a District Restorative Discipline Plan to be released in the September NDE Update to assist charter schools and districts with requests made for additional support
- Social, Emotional and Academic Development EPP will follow up with charter schools/districts for support and to increase compliance rates

# District Implementation and Next Steps

- Washoe County School District
- Clark County School District

# Questions?

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Office for a Safe & Respectful Learning Environment (OSRLE)

Christy McGill

[cmcgill@doe.nv.gov](mailto:cmcgill@doe.nv.gov)

Amber Reid, MSW

[areid@doe.nv.gov](mailto:areid@doe.nv.gov)

Marie DuFresne, MA

[mdufresne@doe.nv.gov](mailto:mdufresne@doe.nv.gov)

Assessment, Data, & Accountability Management (ADAM)

Gunes Kaplan, Ph.D.

[gkaplan@doe.nv.gov](mailto:gkaplan@doe.nv.gov)



# References and Helpful Links

## References:

- Chicago Public Schools. (2017, August). [Chicago Public Schools – Restorative Practices Guide & Toolkit](#)
- [Florida Positive Behavioral Interventions & Support Project](#)
- Inglish, John (2014). [Restorative Justice: How Restorative Practices in Schools Can Promote Equity and Achievement for Students with Disabilities](#)
- Martinez, Stephanie (2016). [Integrating PBIS and Restorative Practices to Support Student Behavior: An Overview](#). Texas Behavior Support State Conference.
- [Resolution Northwest](#)

## Helpful Links:

- [Nevada Report Card](#)
- Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey:
  - [Interactive Data Tool](#)
  - [Peer Matching Tool](#)
  - [PDF Reports](#) (both English & Spanish)