

**Pinecrest Academy of Nevada
Restorative Justice Plan
2021-2022**

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The *Pinecrest Academy of Nevada* is a unified system of schools working together to carry out our mission and vision by creating a climate of support to meet the needs of all students.

Mission

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

Vision

Scholars perform at the highest level on all academic measures.

Restorative Justice

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019):

“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.

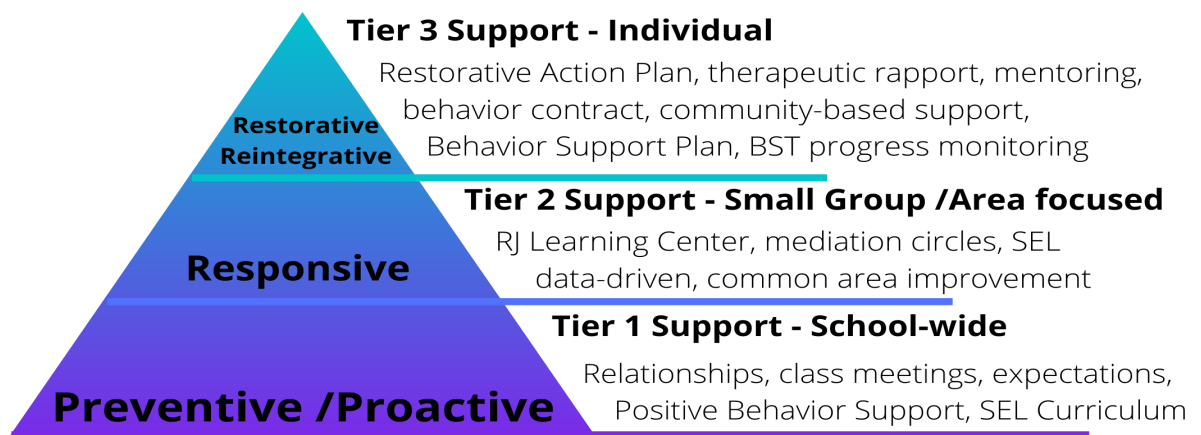
According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.”

Restorative justice within education is still a developing concept. At Pinecrest Academy Nevada, we have always embedded restorative justice practices into our discipline model as we value building relationships and culture at our schools. You will see in the following pages that the means in which restorative justice is infused into our discipline model differs across grade levels. As students learn and grow, the expectations of behavior evolve as well. You will see

this depicted below as our model is differentiated between elementary school, middle school, and high school.

Pinecrest Academy Nevada has adopted the Nevada Department of Education's Building a Strong Foundation model as its basis for restorative justice practices for grades K-12. This model allows us to ensure we are in alignment with current state laws and affording students the best opportunities to prevent and repair harm.

PAN Restorative Practices



Multi-tiered System of Support Alignment (MTSS):

Multi-tiered System of Support Alignment (MTSS):

Tier 1 Supports (Preventive/Proactive Practices)- Focuses on the prevention of problem behavior by emphasizing universal support.

Pinecrest Academy of Nevada utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally - responsive behavioral support. They include but are not limited to:

- o Staff Professional Development (CPI Verbal De-escalation Strategies, CHAMPS, Classroom Management Trainings, SEL Trainings, Diversity, Opportunities to Respond (OTR) trainings, etc...)

- School-wide Expectations/Guidelines of Success (Cougar CLAWS, PAWS, Character Building)
- Positive Behavior Supports (Cougar Coins, Our Class ROCKS, Family ATA Martial Arts Character Building, Pride Points)
- Character Recognition (Cougar Pride Nominations, PAN Pal Awards, Pirate Award, Pioneer Awards, Panther Awards, Student of the Month)
- Attendance Recognition
- Teacher/Staff Recognition (Classy Cougar, Teacher Spotlight, Shining Star Teacher, FRED Award, Pioneer Pride, Positive Pirate...)
- Social Emotional Learning Curriculum (Second Step, Leader in Me, Why Try, Family ATA Character Building, Character building lessons...)
- Behavior Support Team (Supports and carries out the mission of our school's proactive, responsive and restorative practices)
- Student Leaders (Leadership Climate Committee, Student Council, National Honor Society...)
- School-wide Restorative Practices
- Classroom Restorative Practices
- School Assemblies (Behavior expectations, character, school-wide PBIS Rollout, Problem Identification and problem-solving...)
- Community Events (Block Parties, Parades, Parent Impact Meetings, Booknic, Harvest Festival, Spring Festival, community wellness fair, school dances, virtual recess, parent resources and workshops for behavioral support...)

Tier 2 Supports (Responsive Practices)- Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.

Pinecrest Academy of Nevada provides targeted support to students who aren't successful with Tier 1 support alone. PAN support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Restorative Justice Learning Center (Assigned video lessons and assignments, behavior expectations class...)
- Small group social skills instruction
- Academic small group support

- Common area focus (Data-driven)
- Parental support (Classes, workshops)
- Mentoring
- Alternative
- Conflict Resolution
- Structured breaks
- Counselor Referrals
- Behavior Contract and Reward Plan
- Behavior Plan
- Meditation or Restorative Justice Circles
- Check- in/out

Tier 3 Supports (Restorative and Reintegrative Practices) - Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions.

Pinecrest Academy of Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Behavior Support Team. Possible intervention includes but is not limited to:

- Tribunal Meeting (Restorative Justice Action Plan)
- Mentoring
- Check -in/out
- Behavior Contract with Behavior Goals
- Behavior tracking chart for progress monitoring
- Individual social skills lessons with SSP
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Team

Progress Monitoring

The Behavior Support Team (BST) will monitor the student's progress every 6-8 weeks using the SBSP document. Monitoring frequency depends on the severity of the behavior. If Interventions are proven to be effective, the level of support will decrease. If the interventions are ineffective, the team will add an additional level of support. Possible Intensive Interventions include but are not limited to:

- **504 Referral**
- **Behavior Specialist Referral**
- Evaluation recommendation for **Special Education Services- IEP, FBA**
- Community Based Support (**The Harbor, Mobile Crisis Team, Boys Town, Counseling, Therapy...**)

Behavior SABIT Process for Individual Student Support - Tier 3 Interventions:

<https://drive.google.com/file/d/116RVziEsQJWxfqcWoROqp91YgYqBw1c2/view?usp=sharing>

Restorative Justice Notes from NDE

Restorative Practices (RP) is an alternative to exclusionary disciplinary practices that remove students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

1. Except as otherwise provided in NRS 392.466 and to the extent practicable, a public school shall provide a plan of action based on restorative justice before expelling a pupil from school.
2. The Department shall develop one or more examples of a plan of action which may include, without limitation:
 - Positive behavioral interventions and support;
 - A plan for behavioral intervention;
 - A referral to a team of student support;
 - A referral to an individualized education program team;
 - A referral to appropriate community-based services; and
 - A conference with the principal of the school or his or her designee and any other appropriate personnel.

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate to the severity of the offense.

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

LEVEL OF BOARD INVOLVEMENT:

- Expulsions will be reviewed by a panel consisting of at least 3 Pinecrest Principals or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

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

SUSPENSION APPEAL PROCESS

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. If the student/student's parents choose to appeal the suspension, a meeting with an administrator that did not participate in the original suspension ("appeal administrator") must be scheduled within 3 school days of the original suspension. Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

EXPULSION APPEALS PROCESS

If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Pinecrest Academy of Nevada by contacting Lora Flitton.

Email: lora.flitton@pinecrestnv.org Phone: (702) 462-9700 ext. 1009

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:

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

ADDITIONAL REQUIREMENTS: Same as general education students.

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

Suspension or Expulsion

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

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

Administration will make the final decision on disciplinary actions.

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

The disciplinary charts shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable
3. State law does not require Restorative Justice to take place

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

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

PAN Guidelines for Success

Behavior Expectations Matrix

	Hallway	Classroom	Restroom	Cafeteria	Recess/ Playground	Virtual Learning
Respect	Walk quietly	Speak respectfully	Respect the privacy of others	Raise hand before leaving seat	Keep hands, feet, and objects to self	Use kind and encouraging words
Accountability	Keep clean	Be prepared and ready to learn	Clean up after yourself	Clean up your area	Clean up after yourself	Set up an appropriate area for learning
Responsibility	Walk on the right side of the hallway	Follow classroom expectations and rules	Return to class promptly	Maintain a low speaking voice	Line up when whistles blown	Be prepared and ready to learn
Integrity	Return to class promptly	Give best effort	Use time wisely	Use table manners	Take care of play equipment	Arrive on time and stay until dismissed
Safety	Maintain personal space	Maintain personal space	Wash hands for 20 seconds	Only eat your food	Maintain personal space	Follow class expectations

Pinecrest Restorative Justice Plan Elementary School Minor and Major Infractions

Restorative Classroom Management

Teachers will create and implement a discipline and restorative justice management plan in their classrooms. Students, parents, and administration will be notified of each teacher's management plan and classroom expectations. Teachers will use Restorative Justice practices such as community-building circles, norm-setting, community circle for content, and restorative chats. The teacher will first start with implementing basic restorative skills such as listening, effective communication, and curiosity questions. Teachers will use proactive, positive behavior interventions by using effective procedures, love, patience, and consistency. Some of these interventions might include establishing routines, silent signals, proximity, quiet corrections, giving students a task, taking a break, positive phrasing, stating the behavior you want to see, and tangible reinforcers.

A student who is younger than 11 years old must not be suspended or expelled unless state law would allow.

Minor Behaviors

Examples of Minor Behaviors
<ul style="list-style-type: none">● Off task.● Not following directions.● Disrupting or distracting the class.● Talking out of turn.● Inappropriate voice level.● Unprepared for class.● Tipping chair.● Teasing others.● Name-calling.● Arguing with staff.● Using hands inappropriately.● Misusing classroom materials.● Lying.● Inappropriate language.● Disrespecting students of staff.

First Offense

- Provide in-class interventions according to their Restorative Behavior Management Plan.
- Reteach the expectation and skill, and work with students to determine how to fix the situation.
- If necessary, teachers will contact the parent/guardian within 24 hours. (Email or phone call.)
- Teachers will document behavior as an initial warning.

Second Offense

- Provide a **different** in-class intervention according to their Restorative Behavior Management Plan.
- Reteach the expectation and skill, and work with students to determine how to fix the situation.
- If necessary, teachers will contact the parent/guardian within 24 hours. (Email or phone call.)
- Teachers will document behavior as a second warning.
- If necessary, students will complete a behavior self-reflection sheet.

Third Offense

- Provide a **different** in-class intervention according to their restorative behavior management plan.
- Reteach skills and work with students to determine how to fix the situation.
- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. (Email, phone, or in-person conference.)
- Teachers will document behavior and may issue a citation or warning.
- Students will complete a behavior self-reflection sheet.

Fourth Offense

- Provide a **different** in-class intervention according to their restorative behavior management plan.
- Reteach skills and work with students to determine how to fix the situation.
- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. (Email, phone, or in-person conference.)

- Teachers will document behavior and may issue a citation or warning.
- Students will complete a behavior self-reflection sheet.

Or if necessary, submit office referral:

- Teachers will document and notify the Dean of Students of habitual behavior.
- The Dean of Students or administrator will come to the classroom to work with the student, if the student is uncooperative they may be removed to the office.
- Dean of Students or administrator will contact a parent/guardian to notify them of the student's behavior.
- Dean of Students or administrator will issue a restorative consequence for behavior or schedule a restorative action plan conference or RPC.

Major Behaviors

Examples of Major Behaviors

- Vandalism.
- Inappropriate sexual behavior.
- Bullying.
- Harassment.
- Threatening.
- Academic dishonesty.
- Physical aggression.

Persistent and more intense:

- Off task.
- Defiance.
- Disrupting or distracting the class.
- Inappropriate voice level.
- Hate speech.
- Arguing with staff.
- Using hands inappropriately.
- Misusing classroom materials.
- Inappropriate language.
- Disrespecting students or staff.

Major Behaviors (Habitual minor behaviors will become major behaviors)

- Teachers will document and notify the Dean of Students or administrator of habitual behavior or major behavior.
- Student will be escorted to the office for administrative intervention.
- Dean of Students will document behaviors on a Discipline Referral in Infinite Campus
- The Dean of Students or administrator will contact the parent/guardian to notify them of the students' behavior.
- The Dean of Students will determine if it's necessary to schedule a restorative action plan conference or RPC. During this meeting the team (student, Dean, teacher, AP, and Parent) will discuss an appropriate restorative action plan.
- Dean of Students may issue consequences for behavior and/or establish a restorative action plan for the student, or refer to the Behavior Support Team.

Restorative Action Plan Conference Guide

Accountability

- 1- Listen emphatically as the student shares their account of what occurred.
- 2- Student Identifies and acknowledges problem behavior.

Educate

- 3- Students are guided to think through a more appropriate course of action.
- 4- Student understands and agrees on a more appropriate course of action

Repair the Harm

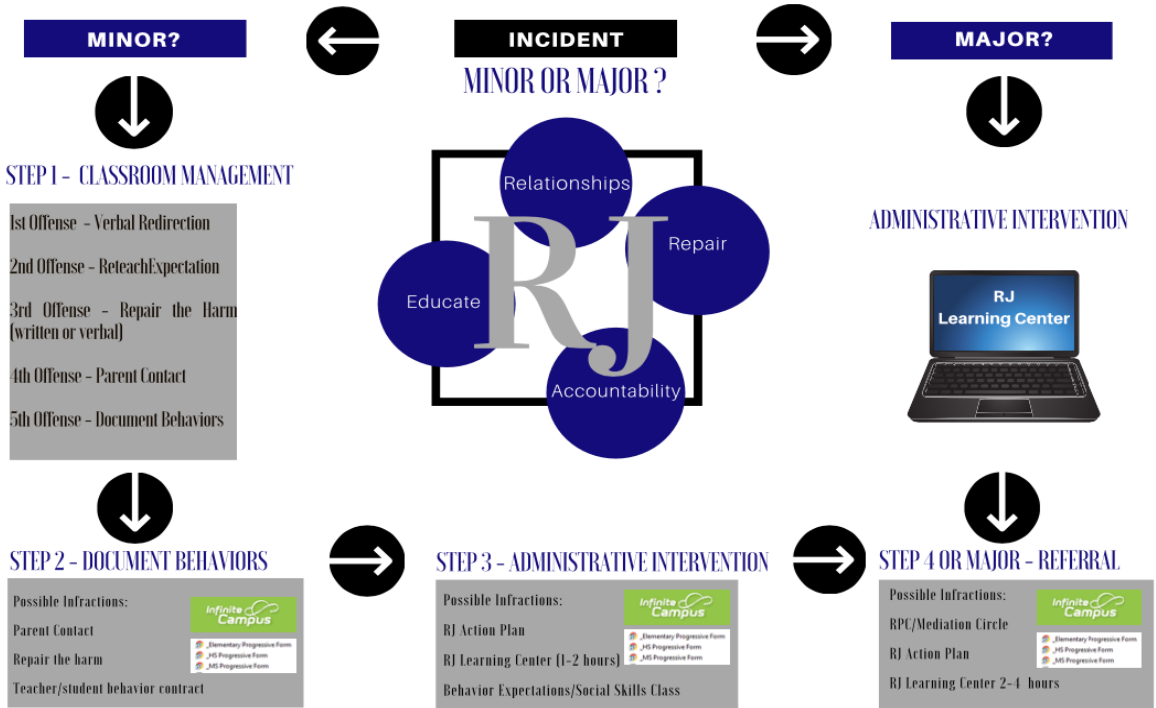
- 5 - Student identifies who or what was affected.
- 6 - Student with the Dean and/or team discuss additional options for educating, repairing the harm, and/or consequences.

Examples include but are not limited to:

- RJ Learning Center
- Letter of apology or verbal apology ___ teacher ___ student ___ class ___ Staff
- Social Skills/Character Video Lesson and Questions
- Mediation
- Required Parent Conference
- In-School Suspension
- Refocus Time
- Behavior Expectations Small Group Class
- Complete a behavior Self Monitoring Form
- Character Building Assignment
- Campus Community Service
- Research regarding the effects of the problem behavior
- Inverse suspension (ie. Parent attends class or recess with student)
- Student/parent workshops
- Referred to community-based support

RESTORATIVE JUSTICE AND DISCIPLINE FLOWCHART

Example



Reestablish Rapport and Reintegrate

Pinecrest Restorative Justice Plan Middle School Minor and Major Infractions
Minor and Major Behavior Documentation Administration has the ability to determine disciplinary actions, restorative and punitive, at their discretion in line with State laws and Pinecrest Academy of Nevada policies. Minor Behaviors Teacher will write up student in progressive discipline. Deans will impose Restorative Justice/Punitive actions after 5 write-ups based on the infraction(s). Major Behaviors The administration will issue a Major Write Up and document major behavior occurrences in IC. The administration will notify parents of behavior and consequences and follow up with the teacher. The administration will run behavior reports monthly for school data meetings.

Restorative Justice Action Examples Follow

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession and / or Use (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS	RPC / SUS Pending EXP		
Arson (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Pending EXP	RPC / SUS Pending EXP		
Assault to Adult (Verbal or Physical)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability		

	RPC / Change of Placement	RPC / Change of Placement / Possible SUS / Possible EXP	SUS Pending EXP	
Automobile Misuse	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement	RPC / SUS / Revoke Privileges	RPC / SUS Pending EXP	
Battery - Student (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Battery - Employee (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Possible EXP	RPC / SUS Pending EXP		
Bullying / Cyber Bullying	Restorative Interventions Category: Restoration by Healing and	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Support by Community	

	Repairing Harm	Learning		
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Campus Disruption (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Classroom Disruption (Minor)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement	RPC / Change of Placement / Behavior Contract	RPC / Possible SUS	
Classroom Disruption (Major)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement	RPC / SUS / Possible EXP	SUS Pending EXP	

Technology Misconduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	Minor – RPC Major-RPC / Change of Placement	Minor - Loss of privileges for a period Major - RPC / Possible SUS	Minor - RPC / Change of Placement / Possible SUS Major - SUS / Possible EXP	
Controlled Substance Use and / or Possession (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS	SUS Pending EXP		
Controlled Substance Sale and / or Distribution (Involve Police)	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Paraphernalia (May Involve)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	

Police)	Parent Contact / RPC / Change of Placement	RPC / Change of Placement	RPC / SUS	SUS Pending EXP
Detention No-Show	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning		
	Student Conference	RPC	RPC / Change of Placement	RPC / Change of Placement
Disorderly Conduct (Student Profanity / Gestures Towards Students)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	Student Conference / Parent Contact	RPC	RPC / Possible Change of Placement / Possible SUS	SUS / Possible EXP
Distribution of Porn (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	

Dress Code	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Explosive Devices (Involve Police)	Restorative Interventions Category: Support by Community			
	RPC / SUS Pending EXP			
Fighting (Physical Aggression)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP
Fighting (Initiating Physical Altercation)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	

	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	
Verbal Altercation	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact	RPC	Change of Placement	SUS / Possible EXP
Forgery (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / SUS	SUS / Possible EXP
Gambling (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Gang Fighting (May Involve	Restorative Interventions Category:	Restorative Interventions Category: Support		

Police)	Reintegration by Accountability	by Community		
	RPC / SUS / Possible EXP	RPC / SUS / Pending EXP		
Gang Activity (Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Habitual Disregard of School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Student Conference / RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Harassment / Threats towards students	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Possible SUS	RPC / Possible SUS	SUS	SUS Pending EXP

Immoral Conduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Incitement (May Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Restoration by Healing and Repairing Harm
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Behavior Contract / Possible Change of Placement	RPC / Possible SUS	SUS
Leaving Campus / Class Without	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Support	Restorative Interventions Category: Support by	Restorative Interventions Category: Support by

Permission (May Involve Police)	Accountability	by Community	Community	Community
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Detention / Possible SUS	RPC / Detention / SUS
Nuisance Items	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning
	Student Conference / Confiscate and Return to Student at End of Day	Confiscate Item for Parent Pick-up	RPC / Parent Pick-up	RPC / Change of Placement
Possession of Stolen Property (Under \$500) (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	Student Conference / Confiscate Items / RPC	RPC / Possible SUS	SUS / Possible EXP	
Possession of a Weapon (Non NRS)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	

	RPC / Possible Change of Placement / Possible SUS	Change of Placement / SUS / Possible EXP	SUS Pending EXP	
Profanity Towards Employee	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	
Robbery/ Extortion (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Scholastic Dishonesty	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Redo / Possible Zero	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS	
Sexual Assault	Restorative Interventions			

(Involve Police)	Category: Reintegration by Accountability			
	SUS Pending EXP			
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Behavior Contract / Possible SUS / Possible EXP	SUS Pending EXP		
Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS
Threats - Student (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS /	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	

	Possible EXP			
Threats - Employee (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Theft (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Tobacco Possession and/or Use	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Confiscate / Change of Placement	RPC / Confiscate / Change of Placement / Possible SUS	RPC / Confiscate / SUS	
Truancy (May Involve	Restorative Interventions Category: Support	Restorative Interventions Category: Support	Restorative Interventions Category:	Restorative Interventions Category:

Police)	by Social and Emotional Learning	by Social and Emotional Learning	Reintegration by Accountability	Support by Community
	Parent Contact / Possible Referral to SSP	Parent Contact / Truancy Contract / Detention	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency
Vandalism/ Destruction or Defacing Property (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP	RPC / Compensation / SUS / Possible EXP	Compensation / SUS Pending EXP	
Weapons	Restorative Interventions Category: Reintegration by Accountability			
	RPC / SUS Pending EXP			

Pinecrest Restorative Justice Plan

High School Minor and Major Infractions

Minor and Major Behavior Documentation

Administration has the ability to determine disciplinary actions, restorative and punitive, at their discretion in line with State laws and Pinecrest Academy of Nevada policies.

Minor Behaviors

Teacher will write up student in progressive discipline.

Deans will impose Restorative Justice/Punitive actions after 5 write-ups based on the infraction(s).

Major Behaviors

The administration will issue a Major Write Up and document major behavior occurrences in IC.

The administration will notify parents of behavior and consequences and follow up with the teacher.

The administration will run behavior reports monthly for school data meetings.

Restorative Justice Action Examples Follow

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession	Restorative Interventions Category:	Restorative Interventions Category:		

and/or Use (Involve Police)	Reintegration by Accountability	Support by Community		
	RPC / SUS	RPC / SUS Pending EXP		
Arson (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Pending EXP	RPC / SUS Pending EXP		
Assault to Adult (Verbal or Physical)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Change of Placement / Possible SUS / Possible EXP	SUS Pending EXP		
Automobile Misuse	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement	RPC / SUS / Revoke Privileges	RPC / SUS Pending EXP	

Battery - Student (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Possible EXP	RPC / SUS Pending EXP		
Battery - Employee (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Bullying/Cyber Bullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP	
Campus Disruption (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of placement / Possible SUS /	RPC / SUS / Possible EXP	SUS Pending EXP	

	Possible EXP			
Classroom Disruption (Minor)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	RPC / Change of Placement / Behavior Contract	RPC / Possible SUS	SUS	
Classroom Disruption (Major)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Technology Misconduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	Minor – RPC Major-RPC / Change of Placement /	Minor - Loss of privileges for a period Major - RPC / Possible SUS	Minor - RPC / Change of Placement / Possible SUS Major - SUS / Possible EXP	

	Possible SUS			
Controlled Substance Use and/or Possession (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Sale and/or Distribution (Involve Police)	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Paraphernalia (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement	RPC / SUS	SUS Pending EXP	
Detention No-Show	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Support by Social and Emotional		

	Learning	Learning		
	RPC	RPC / Change of Placement	RPC / Change of Placement	RPC with Admin
Disorderly Conduct (Student Profanity/ Gestures Towards Students)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Possible Change of Placement / Possible SUS	Change of Placement / Possible SUS	SUS / Possible EXP	SUS Pending EXP
Distribution of Porn (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Possible SUS / Possible EXP	SUS pending EXP		
Dress Code	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	

	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Explosive Devices (Involve Police)	Restorative Interventions Category: Support by Community			
	RPC / SUS Pending EXP			
Fighting (Physical Aggression)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP
Fighting (Initiating Physical Altercation)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	

Verbal Altercation	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact	RPC	Change of Placement	SUS / Possible EXP
Forgery (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / SUS	SUS / Possible EXP
Gambling (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Gang Fighting (May Involve	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Support by		

Police)	Accountability	Community		
	RPC / SUS / Possible EXP	RPC / SUS / Pending EXP		
Gang Activity (Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Habitual Disregard of School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Student Conference / RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP
Harassment/ Threats towards students	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	

	RPC / Possible SUS	RPC / SUS	SUS Pending EXP	
Immoral Conduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Incitement (May Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Behavior Contract / Possible Change	RPC / Possible SUS	SUS	

	of Placement			
Leaving Campus/ Class Without Permission (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS	
Nuisance Items	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning
	Student Conference / Confiscate and Return to Student at End of Day	Confiscate Item for Parent Pick-up	RPC / Parent Pick-up	RPC / Change of Placement
Possession of Stolen Property (Under \$500) (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	Student Conference / Confiscate Items / RPC / Possible SUS	SUS / Possible EXP		

Possession of a Weapon (Non NRS)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	Change of Placement / SUS / Possible EXP	SUS Pending EXP		
Profanity Towards Employee	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	
Robbery/ Extortion (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Scholastic Dishonesty	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by Accountability		

	Learning			
	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS		
Sexual Assault (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Behavior Contract / Possible SUS / Possible EXP	SUS Pending EXP		
Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS

Threats - Student (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	
Threats - Employee (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC, Change of Placement / Possible SUS/ Possible EXP	RPC / SUS Pending EXP		
Theft (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Compensation / Possible SUS	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Tobacco Possession and/or Use	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	

	Learning			
	RPC / Confiscate / Change of Placement /	RPC / Confiscate / Change of Placement / Possible SUS	RPC / Confiscate / SUS	
Truancy (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact /Possible Referral to SSP	Parent Contact /Truancy Contract /Detention	Parent Contact /Truancy Letter/ Possible Contact With Outside Agency	Contact Outside Agency
Vandalism/ Destruction or Defacing Property (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC/ Compensation/ SUS/ Possible EXP	Compensation/ SUS Pending EXP		
Weapons	Restorative Interventions Category: Reintegration by Accountability			

	RPC/SUS Pending EXP			
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Restorative Justice Actions for Secondary

Infraction	Restorative Justice Actions
Alcohol Possession/Use (Involve Police)	<ul style="list-style-type: none"> ● Encouraged enrollment in addiction/alcohol program ● Daily check-ins with Dean ● Weekly check-ins with SSP
Arson (Involve Police)	<ul style="list-style-type: none"> ● Encouraged counseling ● In-school beautification activity ● RPC with information for programs/counselor contacts
Assault to Adult (Verbal or Physical)	<ul style="list-style-type: none"> ● Repair harm to the staff-student relationship ● Activities/anger management ● Conflict resolution training ● Repair harm to staff-student relationship activity ● Mandatory counseling for conflict resolution
Automobile Misuse	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team)
Battery - Student (Involve police)	<ul style="list-style-type: none"> ● Peer-to-Peer mediation ● Preventive and Post-conflict Resolution Program
Battery - Employee (Involve police)	<ul style="list-style-type: none"> ● Teacher-to-student mediation
Bullying/Cyber Bullying	<ul style="list-style-type: none"> ● Preventive and Post-conflict Resolution Program ● Peer Jury ● Move to a new location in the classroom while an investigation is underway ● Take away privileges ● Assigned seat in the lunchroom ● Teach conflict resolution skills ● Teach coping skills ● Teach relationship skills ● Teach relaxation techniques ● Teach social skills
Campus Disruption (May involve police)	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team)
Classroom Disruption (Minor)	<ul style="list-style-type: none"> ● Call parent or email home ● Have student repeat back directions ● Help student start an assignment ● Individual workspace for student ● Move student to a new location in the classroom ● Redirect the student

	<ul style="list-style-type: none"> • Reward system and incentives • Student takes a break • Take away unstructured time • Talk one on one with the student • Teach conflict resolution • Teach coping skills • Teach relationship skills • Teach relaxation techniques • Teach social skills • Move assigned seat
Classroom Disruption (Major)	<ul style="list-style-type: none"> • Tribunal
Technology Misconduct	<ul style="list-style-type: none"> • Computer Ethics Activities • Cyber Security Class assistant time • Computer Science assistant time
Controlled Substance Use or Possession (Involve police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Controlled Substance Sale and/or Distribution (Involve police)	<ul style="list-style-type: none"> • Random searches by dean • Behavior contract • Mandatory enrollment in addiction/alcohol program
Controlled Substance Paraphernalia (May Involve Police)	<ul style="list-style-type: none"> • Random searches by dean • Behavior contract • Mandatory enrollment in addiction/alcohol program
Detention NO-Show	<ul style="list-style-type: none"> • Daily check-in/check-out (time determined by behavior team)
Disorderly Conduct (Student Profanity / Gestures Towards Students)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Distribution of Porn (May Involve Police)	<ul style="list-style-type: none"> • Daily check-in/check-out (time determined by behavior team) • Daily/random backpack and locker checks
Dress Code	<ul style="list-style-type: none"> • Daily check-in/check out (time determined by behavior team)

Explosive Devices (Involve police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Fighting (Physical Aggression)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Fighting (Initiating Physical Altercation)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal • RPC with Admi
Verbal Altercation	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Forgery (May Involve Police)	<ul style="list-style-type: none"> • Ethics Activities • English Class assistant time
Gambling (May Involve Police)	<ul style="list-style-type: none"> • Ethics Activities • Tribunal
Gang Fighting (May Involve Police)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Gang Activity (Involve police)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Habitual Disregard of School Rules	<ul style="list-style-type: none"> • Tribunal • RPC with Admin
Harassment - Threats towards students	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Immoral Conduct	<ul style="list-style-type: none"> • Ethics Activities • Mentor Activities with Student Leaders
Incitement (May Involve police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Insubordination	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Tribunal • Employee - student mediation
Leaving Campus / Class Without Permission (May Involve Police)	<ul style="list-style-type: none"> • Peer Mediation • Tribunal
Nuisance Items (Minor)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Tribunal

Possession of Stolen Property (Under \$500) (May Involve Police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Possession of a Weapon (non NRS)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Profanity Towards Employee	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team)
Robbery/Extortion (Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Scholastic Dishonesty	<ul style="list-style-type: none"> • Tribunal • Receive 0 on the assignment • Redo assignment in the presence of staff
Sexual Assault (Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Tardies	<ul style="list-style-type: none"> • Tribunal
Threats - Student (May Involve police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks • Peer mediation
Threats - Employee (May Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Theft (May Involve police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Tobacco Possession and / or Use	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Truancy (May Involve Police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team)

Vandalism/Destruction or Defacing Property (May Involve Police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Weapons	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks

Pinecrest Academy of Nevada Student Restorative Plan of Action

Student First and Last Name:

Student Number:

DOB:

Grade Level:

Restorative Justice Administrator/Dean:

Select the Applicable Interventions from the Interventions Below

Support By Community

Starting on {date}, [student name] will have weekly scheduled meetings with [administrator/dean name], the student success specialist (replace with any title appropriate at your school). [student name] will also be able to meet with them as they need to if they are available.

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

[student name] 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}. [student name] will complete the assignment and participate in a debriefing with a Student Success Advocate (replace with any title appropriate at your school).

This intervention was selected intentionally to teach [student name] 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 name] participated in Restorative Conversations with [teacher name] to discuss the events leading up to the incident, how [student name] was feeling at the time of the event, 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 name] 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 name] elected to write a letter of apology to [teacher name], the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with [teacher name].

[student name] was offered the opportunity to sit down with [teacher name] to discuss the matter. [student name] 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 name]. [student name] has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. [student name] 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 name] with access to multiple staff members and opportunities to seek assistance, we are helping [student name] to see that there are many people on campus who care about them and their success. We want to ensure that they know they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a change of placement? Y or N

If seeking removal, provide justification for removal. What interventions are not available at this school?

Administrator Name/Title _____

Administrator Signature _____

Student Name _____

Student Signature _____

RESTORATIVE JUSTICE AND DISCIPLINE FLOWCHART

Example

