



Silver Sands Montessori School Restorative Justice Plan

Nevada Law SB186, passed in 2019 defines restorative justice as non punitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil. Restorative justice requires more focus on repairing relationships, mediation techniques, alternative accountability, and community collaboration in working with holistic development and improvement of each student.

All components of Montessori Philosophy work together to foster a deeply rooted sense of inner discipline in each individual student. Teachers and staff will first try to understand the function and purpose of the underlying causes of inappropriate behavior. Teachers will provide opportunities to take proactive measures to repair relationships and the environment that was affected from previous inappropriate choices.

Changes to the classroom environment and accommodations to the student's needs are integral parts of positive behavior supports. Choices will be given to the child to empower their willingness to comply and repair and mend the results of previous inappropriate behavior.

Objectives:

- Enhance student's connection to friends and teachers by first viewing the behavior from the student's perspective
- Increase the student's recognition and appreciation by peers in the classroom by assigning specific positive roles of the classroom
- Increase the student's understanding of competent and appropriate behavior
- Increase student's competency for self-control and appropriate choice
- Utilize resources proactively rather than reactively

Community Support: Teachers will create an atmosphere of cooperation within their classrooms by providing and reinforcing:

- **Respect for self:** The student is encouraged to make positive choices to include being responsible to complete school work and to take responsibility for the student's learning process.

- Respect for others: Students will be respectful of others by supporting individual differences in learning styles or levels, working in a manner where everyone can learn without disruptions. Students will receive support in learning social responsibilities (ie. how to interrupt correctly).
- Respect for the environment: Students are asked to show respect for our shared space and resources by cleaning up after themselves, conserving available natural and manmade resources, and creating and maintaining an environment of inclusion and respect.

Support by Social & Emotional Learning: Social and emotional development curriculum is an underlying component of our program. Our teachers create a learning environment that actively supports the social and emotional development of each student. Our teachers strive to develop a sense of trust and a sense of belonging to the classroom community by responding respectfully to each student meeting their needs and building the students' self esteem.

Teachers will incorporate lessons using CASEL5 Framework:

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills

Students are still developing their social and emotional skills and will on occasion, make an error in judgment. An error in judgment provides our teachers an opportunity to discuss with the student the unwanted results of their actions. Teachers have a Peace Table conversation (using restorative questions cards), with the students to facilitate a different result by utilizing a different choice of action. Teachers understand that behaviors can be generated from a need and that it is the teachers' role to look for the underlying need and help the student(s) find a more appropriate path to meet that need. The teacher guides the student to help repair the relationship that might have inadvertently been damaged due to an inappropriate choice. The student will be empowered to resolve the situation using positive solutions.

The variations of inappropriate choices are infinite and specific to situations, however, if a student has offended someone, then an apology is in order. This can be either verbal or written depending on the abilities of the student. If something is broken, then the student will make every attempt to fix the item. If something is lost or irreparable, the student will be expected to replace the item. The developmental level of the student is respected and included with every specific situation.

Reintegration by Accountability: The student will participate in Restorative Conversations with the teacher to discuss events leading up to the incident. Questions included are:

- What happened?
- What were you thinking at the time?
- What have you thought about since?

- Who was affected by what you have done? In what way?
- What do you think you need to do to make it right?

(** questions are from the International Institute for Restorative Practices) Questions are worded to meet the developmental level of the student. The student will have the opportunity to ask clarifying questions as necessary. Setting high standards and expectations while providing support to the students empowers them to make positive choices and take responsibility for their actions.

Progressive Discipline Plan

SSMCS has a Positive Discipline Plan as its primary action plan for classroom management. We adopt the following progression of disciplinary actions when school rules are repeatedly broken. The infractions are divided into two types of infractions: the first contains all rules typical to the school and classroom, and the second are those actions that endanger any child to him/herself or others.

A. INFRACTIONS OF SCHOOL RULES AS NOTED IN THE SCHOOL HANDBOOK

Rules and regulations in the Student/Parent Handbook help us protect the academic environment for all children enrolled in our school. Although some may seem minor, all work together to create a high quality learning experience for our children. Parents are encouraged to be familiar with our policies and to support their practice while your children are at school.

Teachers must be able to devote themselves to their students' learning challenges, not necessarily their behavior challenges. Therefore, we have adopted the following progressive steps to discipline when a child does not follow the rules at school.

Minor infractions of the school rules include but are not limited to:

- Disregard for school rules
- Play fighting
- Inappropriate language/gesture
- Inappropriate lunchtime behavior
- Not using equipment safely
- Radio, pager, cell phone, electronic toys
- Throwing objects

- Inappropriate dress and appearance
- Insubordination/disobedience
- Skateboarding/rollerblading

First Level of Progressive Discipline: Parents are not notified of this first level. Children will be verbally reminded of the rule that they have broken and given an opportunity to correct their behavior to comply with the rules.

If child does not comply with the teacher's request, then the child will be allowed to choose one of following three consequences:

1. Miss entire recess to complete missed instructional time.
2. Sit in isolation in the classroom until willing to cooperate.
3. Take work to another classroom to complete and to **recover** calmness.

Second Level of Progressive Discipline: Children will be verbally reminded of the rule that they have broken and given an opportunity to correct their behavior to comply with the rules. Parents will be notified if the child does not comply with the teacher's request. The child will be allowed to choose one of the following three consequences.

1. Complete 'My Plan for Better Choices' with the teacher. Must be signed by parent and returned to school the following day.
2. Sit in isolation for the remainder of the work period, remainder of the morning or the afternoon.
3. Work in a different classroom/office area for the remainder of the work period. This is considered an in-school suspension.

Third Level of Progressive Discipline: Child will be verbally reminded of the rule that they have broken, an Incident Report will be sent home to the parents, and the child will be required to choose one of the following consequences:

1. The child will miss recess and complete community service during that time under supervision by staff.
2. Child or teacher will call the parent to request that they meet with the teacher at a time convenient to the teacher. Together the parent and child will develop a consequence that will rectify the problem.
3. Child will complete community service work on Saturday morning under Parental Supervision. Child/parent team needs to report to Saturday staff at 9:00 a.m. on Saturday morning. Penalty doubles if the student does not show up.

Fourth Level of Progressive Discipline: Parents will be called immediately. A meeting will be set up with the family to discuss the matter with the school administrator. The student will be suspended and not allowed to return to school until that meeting has taken place. At that meeting, the student, his/her family, teacher and the school administrator will develop three consequences that assure that the child and his/her

family realize the seriousness of repeat offenses to the quality of the learning environment.

The three natural consequences developed at that meeting must satisfy the following three criteria:

1. Helps the student to repair or remedy any damage or loss experienced by his class or school.
2. Repair levels of trust with classmates and the teacher.
3. Will extinguish undesirable behavior.

If the family does not participate in meetings and/or the student fails to complete three consequences for this fourth infraction, then the conditions of the fifth infraction will be immediately in effect.

Fifth infraction: Parents will be called immediately to pick up their child who will be suspended. The student will not be allowed to return for five days. Parents will need to meet with the school administrator before the child can return to the classroom environment to assure the school that there will be no further infractions. All of the following consequences must be met before the child may resume regular enrollment in Silver Sands Montessori:

1. Child will be put on probationary enrollment for the remainder of the school year during which time any further infraction will result in immediate and final expulsion from school.
2. The child must complete all missed assignments while suspended for five days and repair/replace any damages to relationships or property.

If the family does not participate in meetings and/or the student fails to complete three consequences for this fifth infraction, then the conditions of the sixth infraction will be immediately in effect.

Sixth infraction: The student will be expelled from school and required to enroll in their neighborhood school or a private school of their choice. SSMCS will send records and incident reports to their zoned school. Parents may appeal the decision to the Board of Directors of Silver Sands Montessori School A form is attached for your use to request an appeal. Their decision is final.

B. PROGRESSIVE DISCIPLINARY LEVELS FOR STUDENT ACTIONS THAT HAVE RESULTED IN ENDANGERMENT OF SELF OR OTHERS

This section is reserved for serious violations of school, local, state, or federal laws and regulations. As a first step, Silver Sands Montessori reserves the right to do whatever is necessary to assure the safety of all involved. That may include, but is not limited to, calling in local fire and police support. The school will refer all violations of local, state, or federal laws to the proper authorities at the time of the incident.

Actions that would result in the use of the Serious Progressive Discipline Plan include but not limited to:

- Assault
- Battery
- Bullying* and cyber-bullying**
- Destruction of property
- Discrimination
- Disturbance of the peace
- Profanity/obscene gesture
- Fighting/mutual combat
- Harassment***
- Biting
- Sexually inappropriate behavior
- Larceny
- Threats to staff
- Threats to student
- Weapon
- Graffiti
- NRS 392.4655: A student is deemed a habitual disciplinary problem if there is written evidence that documents that in one school year:
 - a) The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school or;
 - b) The student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; or
 - c) The student has a record of five suspensions from the school for any reason.

***NRS 388.122. Bullying defined.** Bullying means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress;
2. Places the person in reasonable fear of harm or serious emotional distress; or
3. Creates an environment, which is hostile to a pupil by interfering with the education of the pupil.

****NRS 388.123. Cyber-bullying defined.** Cyber-bullying means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor.

*****NRS 388.125. Harassment defined.** Harassment means a willful act which is written, verbal or physical, of a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes another person to suffer serious emotional distress;
2. Places a person in a reasonable fear of harm or serious emotional distress; or
3. Creates an environment, which is hostile to a pupil by interfering with the education of the pupil.

First Level of Serious Progressive Discipline: Parents will be called immediately. Law Enforcement will be called in if deemed appropriate by the school administrator.

A meeting will be set up with the family to discuss the matter with the school administrator. Student will not be allowed to return to school until three days and a meeting has taken place. At that meeting, the student, his/her family, teacher and the school administrator will determine whether or not the student is fully aware of the seriousness of their action to the safety of the school. All three consequences must be completed within six weeks.

1. Student will be required to repair or remedy any damage or loss experienced by his class or school.
2. Student and family will be required to complete counseling to discuss appropriate behavior at school for a period of six weeks.
3. Student will be placed on probation with the school administrator for a period of six weeks during which any further action of this nature will be cause for immediate suspension and progress to the second level of Serious Progressive Discipline.

If the family does not participate in meetings and/or the student fails to complete three consequences, then the conditions of the next level of discipline will be immediately in effect.

Second Level of Serious Progressive Discipline: Parents will be called immediately to pick their child up who will be suspended for five days. Student will not be allowed to be on school property in any way for five days. Law enforcement agency may be called in immediately.

Parents will need to meet with the school administrator before the child can return to the classroom environment to assure the school that there will be no further infractions. All of the following consequences must be met before the child may resume regular enrollment in Silver Sands Montessori:

1. Child will be put on a probationary enrollment for one full quarter during which time any further infraction will result in immediate and final expulsion from school.

2. Child and his/her family must acquire a professional assessment of the child's risk level to self or others and make that assessment available to the school.

Third Level of Serious Progressive Discipline: Student will be expelled from school and required to enroll in their neighborhood school or a private school of their choice. SSMCS will send records and incident reports to the zoned school. Parents may appeal the school administrator's decision to the Board of Directors of Silver Sands Montessori School. Their decision is final.

Causes for Dismissal from SSMCS

SSMCS is a school that has an established goal of individual respect and dignity; therefore, children who exhibit acts of violence toward others or use of illegal substances will be expelled from the school. Children who have established legal eligibility due to special needs shall follow IEP protocols in accordance with all special education laws and policies.

Criteria for the Restorative Action Plan:

1. Restoration: Actions to be taken to repair the harm-the hurt, to "make it right" as much as possible in ways that meet the needs and priorities of the affected community Students.
2. Reintegration: Actions taken to re-connect and re-engage offenders. 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 to reduce the likelihood the behavior will be repeated.

Restorative Actions are developed collaboratively and engage the person(s) who have done harm, and the person(s) impacted by harm.

Restorative Action Plans:

- Need to feel right to the person harmed
- Need to be "do-able" by the person harmed
- Need to include an action to prevent further offending: (strengthen and support the offender and to address the underlying issue associated with the offense.

Silver Sands Montessori Charter School
Restorative Plan of Action for **Minor** Infractions

<p>Date:</p> <p>Student Name: _____ Grade: _____</p> <p>Teacher: _____</p> <p>Location of Minor Infraction: _____ Type of Incident: _____</p> <p>Description of Minor Infraction: _____</p>
<p>Start Date: _____</p> <p>Intervention Goal: _____</p> <p><input type="checkbox"/> SEL Lesson/Lesson Chosen:</p> <p><input type="checkbox"/> Assignment Given:</p> <p>Parent Contacted (circle one): email phone call parent conference other:</p>
<p>Start Date: _____</p> <p>Intervention Goal: _____</p> <p><input type="checkbox"/> SEL Lesson/Lesson Chosen:</p> <p><input type="checkbox"/> Assignment Given:</p> <p>Parent Contacted (circle one): email phone call parent conference other:</p>
<p>Start Date: _____</p> <p>Intervention Goal: _____</p> <p><input type="checkbox"/> SEL Lesson/Lesson Chosen:</p> <p><input type="checkbox"/> Assignment Given:</p> <p>Parent Contacted (circle one): email phone call parent conference other:</p>
<p>Fourth infraction becomes major and goes to administration</p>

Silver Sands Montessori Charter School
Major Infraction Report

Date: Student Name: Grade: Teacher: Location of Major Infraction:
Major Infraction (action that occurred):
Description of Major Infraction:
Action Taken: Parent Contacted (circle one): phone call parent conference
Staff Name and Signature:
Administrator Name and Signature:
Parent Name and Signature: