



**GLOBALLY
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Restorative Justice Practices

**Statewide Strategies and Multi-
Tiered Systems of Support (MTSS)**

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Today's School Restorative Justice presentation covers the following topics:

- What Restorative Justice Is and Is Not
- Highlights of Restorative Justice Practices Implementation and Supports
- Multi-Tiered Systems of Support (MTSS) and Restorative Practices
- Outcomes of MTSS Implementation
- Next Steps

What Restorative Justice Is



Restorative Justice (RJ) is a framework through which to approach school conduct and discipline. RJ practices can be used in tandem with existing disciplinary consequences to restore relationships and repair harm when a standard of conduct is violated.

- Restorative Justice sets expectations to *hold students and staff accountable* for their actions, including consequences to repair the harm and restore relationships.
- Restorative Justice *teaches* expected behavior, rather than just *punishing* negative behavior.
- Restorative Justice gives schools *more* tools and approaches to respond to student behavior and *does not prevent schools from using exclusionary discipline*.

What Restorative Justice Is NOT



- Restorative Justice (RJ) does NOT prevent educators from defending themselves or protecting students in the case of a violent attack.
- RJ does NOT prevent educators and administrators from suspending or expelling students or enacting other disciplinary measures as necessary.
- RJ practices do NOT leave students to their own devices nor remove accountability for their actions.

RJ Practices Implementation Highlights



- NDE has invested more than \$3 million of federal relief funds to support districts in training and implementation of Restorative Justice Practices (RJP)
 - \$2,759,840 was allocated in spring 2022 to school districts to facilitate their own trainings
 - Training began in June 2021; investing \$380,000 of Statewide federal relief funding, NDE organized an additional two-year series of trainings
- NDE held its first RJP District Leadership Team In-Person Summit in March 2022 with 46 attendees
- NDE has contracted with several expert RJP practitioners to serve as coaches to assist and support our LEAs in RJP
- By July 2022, Nevada will have a statewide cadre of approximately 30 Trainers who can offer International Institute for Restorative Practices for Educators training
- 298 educators statewide have received training in RJP and another 101 educators are registered for future trainings

RJP as part of Multi-Tiered Systems of Support (MTSS)



Nevada's MTSS Core-Elements

The foundational components of an equitable multi-tiered system of support in Nevada includes seven interdependent core-elements. The coherent implementation of these core-elements determines the effectiveness and sustainability of the support system. A strong and reliable commitment from state, district, school, and community stakeholders is necessary to ensure supports are provided throughout each grade, content team, and classroom.



Multi-Tiered Systems of Support (MTSS)



Tier 1 - Universal Supports for All Students

- Tier 1 includes instructional practices to support school-wide outcomes
- Features of Tier 1 include delivery of high-quality core curriculum, universal prevention programming, universal screening, data-based decision making, teaming, and progress monitoring.

Tier 2 – Targeted Interventions for Students at Risk

- Tier 2 involves specialized group interventions to supplement the Tier 1 supports these students already receive.
- Tier 2 interventions include targeted and explicit instruction of skills, opportunities to practice new skills, and frequent feedback to the student.

Tier 3 - Individualized Supports for Few Students

- Tier 3 interventions are for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.
- These interventions are evidence-based, informed by individualized assessment, and person-centered. Interventions are tailor to address the specific skill deficits as indicated within the individualized assessments.

MTSS Implementation



10
DISTRICTS



149
SCHOOLS



99,419
STUDENTS



41
TRAININGS

- The Nevada MTSS initiative implemented by University of Nevada, Reno's Technical Assistance Center has improved the coordination and alignment of Statewide initiatives
- State capacity to support MTSS implementation has continued to increase
- Despite COVID-19, MTSS project continued to offer robust and flexible menu of supports and trainings

UNR's MTSS Training, Supports, and Implementation Science



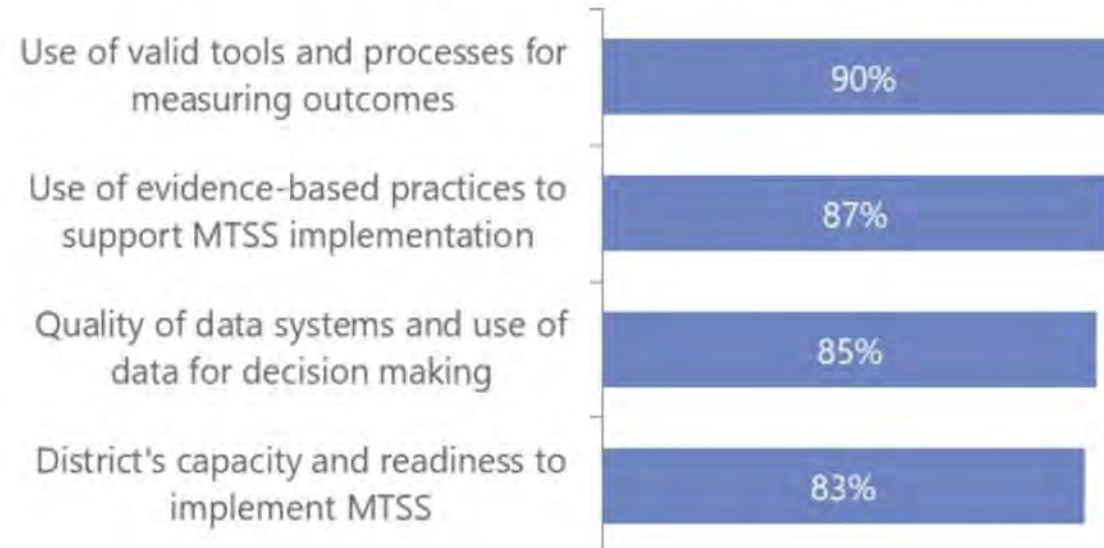
TIER 1 TRAINING SERIES	TIER 2 TRAINING SERIES	TIER 3 TRAINING SERIES	COACHING SERIES
<ul style="list-style-type: none">Initial Workshop: Tier 1 Universal Strategies (2 days)PD #1: School-Wide Data-Based Decision Making (full day)PD #2: Classroom Systems & Supports (full day)PD #3: Data-Based Tier 1 Enhancement in MTSS (full day)PD #4: Disproportionality & Sustainability (full day)	<ul style="list-style-type: none">Initial Workshop: Tier 2 Targeted Interventions (2 days)PD #1: Universal Screening and Tier 2 Intervention Selection (half day)PD #2: Progress Monitoring (half day)PD #3: Communication to Staff, Parents, and Community (half day)PD #4: Evaluating Efficacy & Outcomes of Tier 2 Systems & Social Validity (half day)	<ul style="list-style-type: none">Initial Workshop: Tier 3 Intensive Supports (2 days)PD #1: Brief FBA/Competing Pathway (half day)PD #2: Comprehensive FBA/PTR (half day)PD #3: School-Based Wraparound: RENEW (half day)PD #4: Evaluating Efficacy & Outcomes of Tier 3 (half day)	<ul style="list-style-type: none">Initial Workshop: Coach Kick-Off (full day)PD #1: Ethics & Effective Spokesperson (full day)PD #2: Pre-Requisite Knowledge & Experience (full day)PD #3: Systems Coaching (full day)PD #4: Implementation Science (half day)



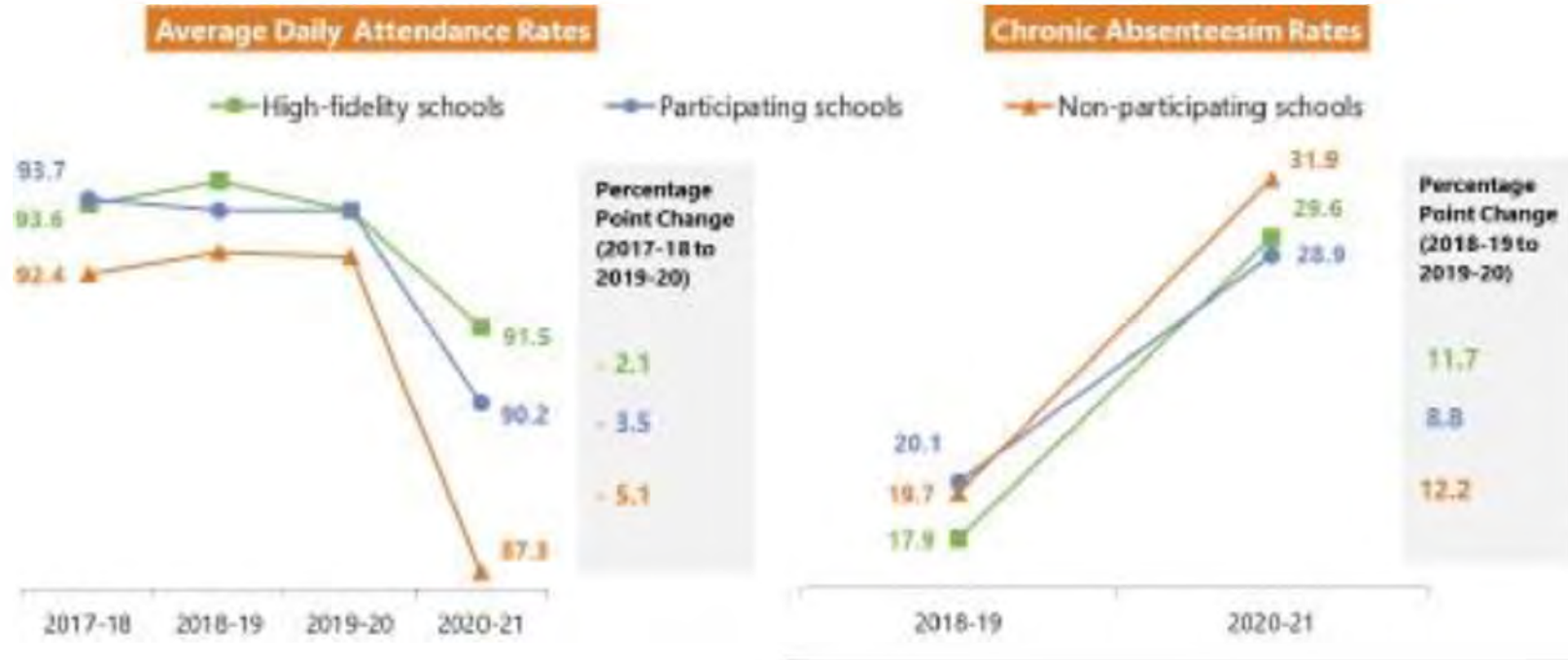
Impact of MTSS Initiative on District Outcomes

What impact, if any, has the initiative (supports and resources) had on the following outcome areas?

% of DLTs who reported *moderate to large impact*



Student Outcomes—Attendance



School Outcomes—Violence



Figure 15. Trends in Disciplinary Incidents Related to Violence and Possession (State Report Card Data)

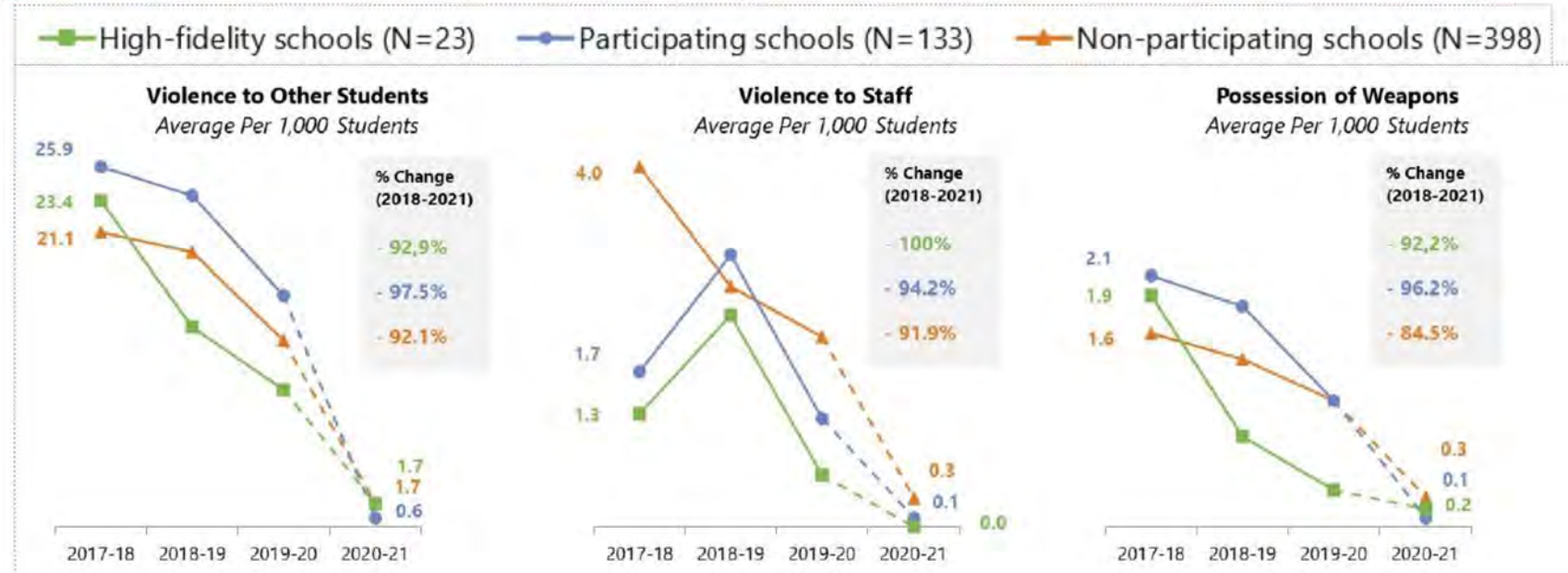
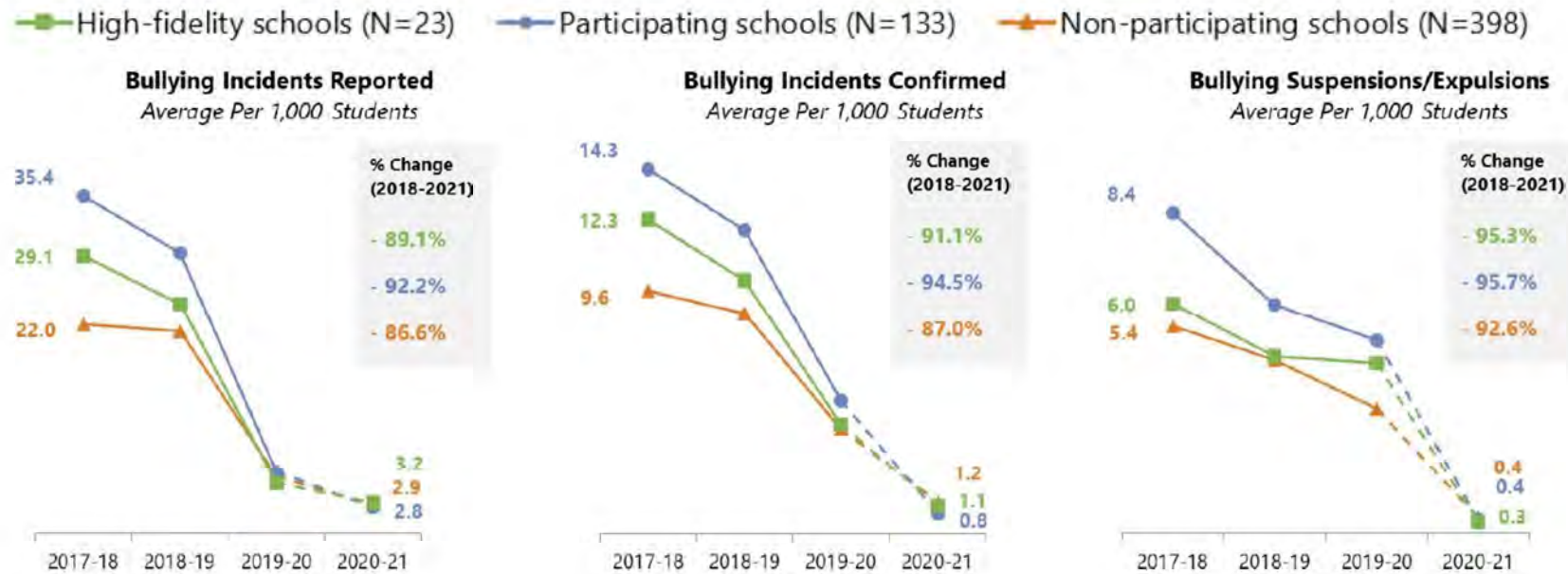




Figure 16. Trends in Disciplinary Incidents Related to Bullying (State Report Card Data)



Restorative Practices and MTSS Next Steps



- NDE will continue a no-wrong-door approach for training and support related to the implementation of restorative practices, but may need additional resources once federal relief funds are expended
- Continue to address misconceptions that restorative practices are solely related to school discipline or a replacement for progressive discipline
- Continue to align MTSS with Restorative Practices and school improvement strategies
 - Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.
 - Tier 2: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
 - Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.
- NDE will support schools and districts to address staff safety concerns and support the repair of harm and relationship-building through restorative practices
- Sustain MTSS and scale up proven interventions to support improved outcomes



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Questions

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