



# INTERVENTIONS

8.5 [BACK TO ROADMAP](#)

## IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

- Implement restorative practices

### PRINTING SUGGESTION:

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- Legal-size (8.5" x 14")
- Landscape
- "Fit to page"



# RESTORATIVE PRACTICES

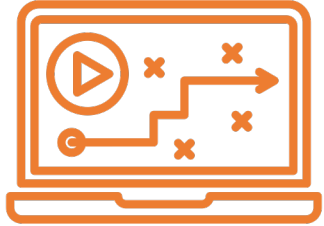
## UNDERSTANDING DISCIPLINE THROUGH AN EQUITY LENS

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# OVERVIEW OF TODAY'S SESSION



- ▶ **Greet, Gather and Ground**
- ▶ **Foundations of Restorative Practices**
- ▶ **Processes of Restorative Practices**
  - ▶ Proactive Circles
  - ▶ Informal Conferences/  
Small Impromptu Conferences
  - ▶ Responsive Circles
  - ▶ Formal Conferences &  
Pre-conferencing
- ▶ **Staying The Course: North HS**
- ▶ **Implementation Overview**
- ▶ **Closure & Feedback**

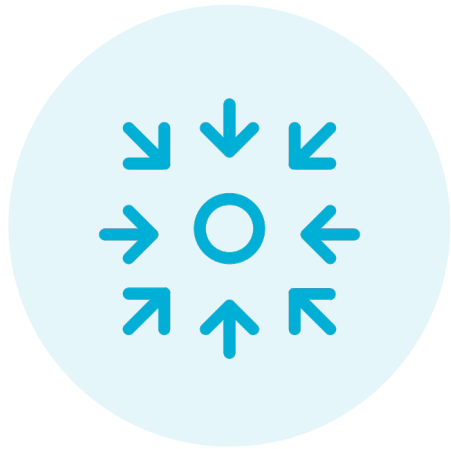


# SESSION OBJECTIVES

## TODAY WE WILL UNDERSTAND:

- ▶ **Community and relationship building are the foundations for engaging students and creating a safe and responsive learning environment.**
- ▶ Restorative practices represents a philosophy that focuses on building positive relationships and providing opportunities for community members to take responsibility for their behavior and their lives.
- ▶ **Restorative practices are an equitable approach to discipline.**

# OUR COMMUNITY AGREEMENTS



STAY ENGAGED



SPEAK  
YOUR TRUTH



EXPECT NON-  
CLOSURE



PATTERNS OF  
PARTICIPATION



BRAVE  
SPACE





# FOUNDATIONS OF RESTORATIVE PRACTICES REVIEW

I don't forgive people because I'm weak,  
I forgive them because I am strong  
enough to know people make mistakes.

Marilyn Monroe

quote fancy

# WHAT DO YOU KNOW ABOUT RP?



Please type in the chat –  
**something you**  
***already know***  
about RP



Please type in the chat –  
**something that you**  
***would like to know***  
about RP

"If a child doesn't know how to read, **we teach.**"

"If a child doesn't know how to swim, **we teach.**"

"If a child doesn't know how to multiply, **we teach.**"

"If a child doesn't know how to drive, **we teach.**"

**"If a child doesn't know how to behave, we**

*teach?*  
*punish?"*



*Why can't we finish the  
last sentence as automatically  
as we do the others?*

*~Tom Herner, 1998*



# RESTORATIVE PRACTICES DEFINED

A **philosophy**, not a curriculum or program, that focuses on building positive relationships and providing opportunities for community members to take responsibility for their behavior and their lives.

At the heart of restorative practices is the belief that we are all in this together, that we are a community.

- 
- ✓ Gives victim a voice
  - ✓ Identifies motivation and impact of action
  - ✓ Teaches alternative behaviors
  - ✓ Repairs damage done
  - ✓ Builds empathy

# WHAT IS RESTORATIVE PRACTICES?

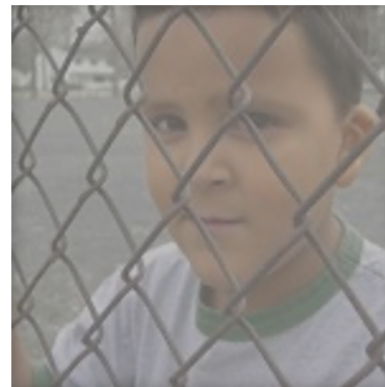


**Peter Stover**  
Art Teacher  
Parker Community Academy

# UNDERSTANDING DISCIPLINE THROUGH THE LENS OF EQUITY

*Over 40 years of research indicates discipline disparities harm historically disadvantaged and discriminated against groups more than others:*

- ▶ Black, Latino, and Native American students
- ▶ Students who receive special education services
- ▶ Students who identify as lesbian, gay, bisexual or transgender
- ▶ Students who speak a language other than English
- ▶ Students living in poverty and/or foster care



Source: Reading RP School To Prison Pipeline NEA 2015



# THE FIVE R'S



1. Relationships
2. Respect
3. Responsibility
4. Repair
5. Reintegration





# TRADITIONAL APPROACHES

LEARNING IS A PRIVILEGE

If the privilege is abused,  
you will be sent out of the classroom.

If your behavior doesn't improve,  
you will be sent to the office.

If your behavior doesn't improve,  
then you will be suspended.

If your behavior still doesn't improve,  
you will be expelled.

# PUNITIVE vs. RESTORATIVE APPROACH TO SCHOOL DISCIPLINE

PUNITIVE	RESTORATIVE
Misbehavior is defined as an individual choice to break school rules or to deviate from established behavior expectations.	Misbehavior is defined as harm done to one person/group by another as a result of a breakdown in community relationships and/or unconscious attempt to meet needs.
Focus is on what happened, establishing guilt, and fairly dispensing punishment to the wrongdoer(s).	Focus on understanding feelings, needs, and responsibilities of <i>all</i> impacted individuals and exploring ways to bring about community healing.
Discipline interventions are focused on making the harmful behaviors stop, using increasingly restrictive and/or exclusionary consequences.	Discipline interventions aim to understand root causes of misbehavior and offer relational support for positive changes in behavior.
Discipline interventions are decided on by one or more authority figures.	Discipline interventions emphasize collaboration with direct victims and other impacted persons regarding how their needs can be met.
Accountability defined in terms of receiving punishment.	Accounting defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm and prevent future harm.
Imposed punitive consequences have the effect of shaming and stigmatizing students who have caused harm.	Restorative processes offer an opportunity for students who have caused harm to understand the source of their behavior, take responsibility for their choices, and to learn and grow from the experience.



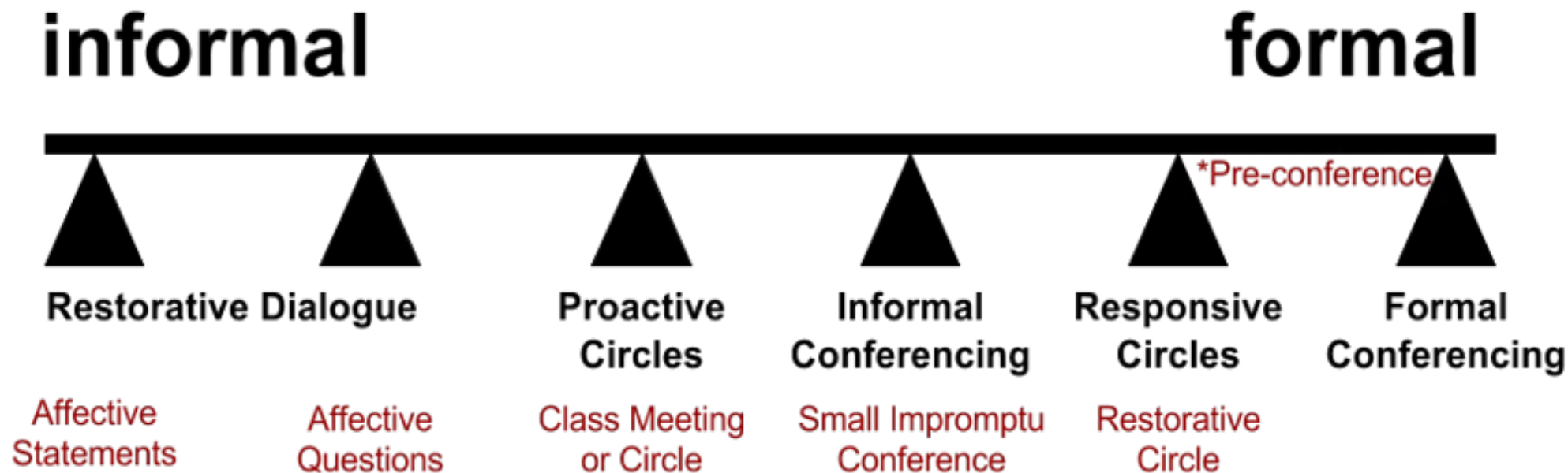


# PROCESSES OF RESTORATIVE PRACTICES



# CONTINUUM OF RESTORATIVE PRACTICES

Restorative Practices range from  
informal practices to formal practices  
and proactive to responsive







# CIRCLE AGREEMENTS

Respect the talking piece.

Speak from the heart.

Listen from the heart.

Trust you will know what to say.

Say just enough.



# PROACTIVE CIRCLES

## PROACTIVE CIRCLES

cultivate a culture in which everyone feels like they belong. Circles build a sense of community in which every member—students, teachers, educators and parents—feel that they are seen heard and respected.



## CLASS MEETINGS AND CIRCLES

build the identity and collective agency of the class as a whole. They are a vehicle for discussing matters openly with the entire class by building connectedness and affiliation.

**informal**

**formal**



# BASIC CIRCLE PROCESS

## WHAT DID YOU WANT TO BE WHEN YOU WERE A CHILD?

- ▶ Arrange the space
- ▶ Mindfulness Activity (optional)
- ▶ State the Purpose of the Circle
- ▶ Discuss Ground Rules/Agreements:
  - ▶ Respect the talking piece
  - ▶ Listen and speak from the heart
  - ▶ Trust you will know what to say
  - ▶ Say just enough
- ▶ Use school-appropriate language \*
- ▶ Respect people's privacy; only tell your own story \*
- ▶ Talking Piece and Circle Center (*Covid may prevent you from doing this*)
  - ▶ Speak only when it is your turn
  - ▶ You may pass and we'll come back to you





# INFORMAL CONFERENCING

THE *PURPOSE* OF INFORMAL  
CONFERENCING AND SMALL  
IMPROMPTU CONFERENCING:

**STUDENTS CAN:**



- ▶ Address a problem
  - ▶ Keep it from escalating
  - ▶ Resolve the problem quickly
  - ▶ Reinforce a positive behavior
- 
- ▶ Actively **engage** in expressing their feelings
  - ▶ Think about the **impact** of their behavior
  - ▶ Problem solve how to **resolve** conflicts.



# RESPONSIVE CIRCLES



## RESPONSIVE OR RESTORATIVE CIRCLES

can address incidents that result in harm or conflict, or a change in the community that needs to be addressed.

Responsive circles should be utilized after proactive circles are established as a routine.

# FORMAL CONFERENCES



The **FORMAL CONFERENCE** is a facilitated meeting between the young person responsible for the harm, their family, the person (or people) harmed and their family – together with key school staff and others impacted by the incident.

**PRE-CONFERENCING** is an essential step for successful facilitation of these conflict resolution processes.

# GENERAL QUESTIONS TO ASK



- ▶ What happened?
- ▶ What are the effects?
- ▶ Who is responsible for what?
- ▶ How will it be repaired (solution)?

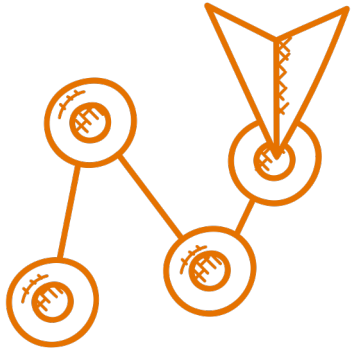


# IMPLEMENTATION OVERVIEW





# IMPLEMENTATION CONSIDERATIONS



## ▶ STAGES OF IMPLEMENTATION

- ▶ Developing a team responsible for implementation so the cultural shift does not rely on any one person.
- ▶ Integrating Restorative Practices within the existing framework/programs in the classroom, school and/or district.
- ▶ Developing a system to refer students to the Restorative Practices process.
- ▶ Training staff to implement Restorative Practices in the classroom.
- ▶ Training students and families to lead restorative work.

## ▶ COMMUNICATION

## ▶ PLAN FOR SUSTAINABILITY

## ▶ EVALUATION AND DATA COLLECTION



## YEAR 1: IMPLEMENTATION BENCHMARKS

1. There is a common understanding of **why** restorative practices are being implemented.
2. **Foundational structures** to support RP implementation are in place.
3. A method of collecting and analyzing **data** is developed.
4. Teachers, both new and returning, are **trained** in restorative practices.
5. **Restorative language and culture** have been established.
6. **Families and students** are well-informed of the shift to restorative practices.
7. **Preventative measures**, not just reactive measures, are being taken to improve school climate.



# CLOSING QUESTIONS?

What is one action you will take as a result of today's session?



What additional questions do you have?