

Restorative Practices

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Presentation Purpose

- Update the Board of Education on the fundamental principles of Restorative Practices
- Provide the Board of Education information on professional learning that occurred during the 2021-2022 school year
- Share next steps in Restorative Practices certification, further training and implementation plans



Our “Why”

- To build positive connections within school communities
- To establish and maintain positive relationships between and among students and adults (community circles)
- To build systems that support positive behaviors and alternatives to suspension, focused on positive outcomes for individuals and communities
- Give students a sense of belonging

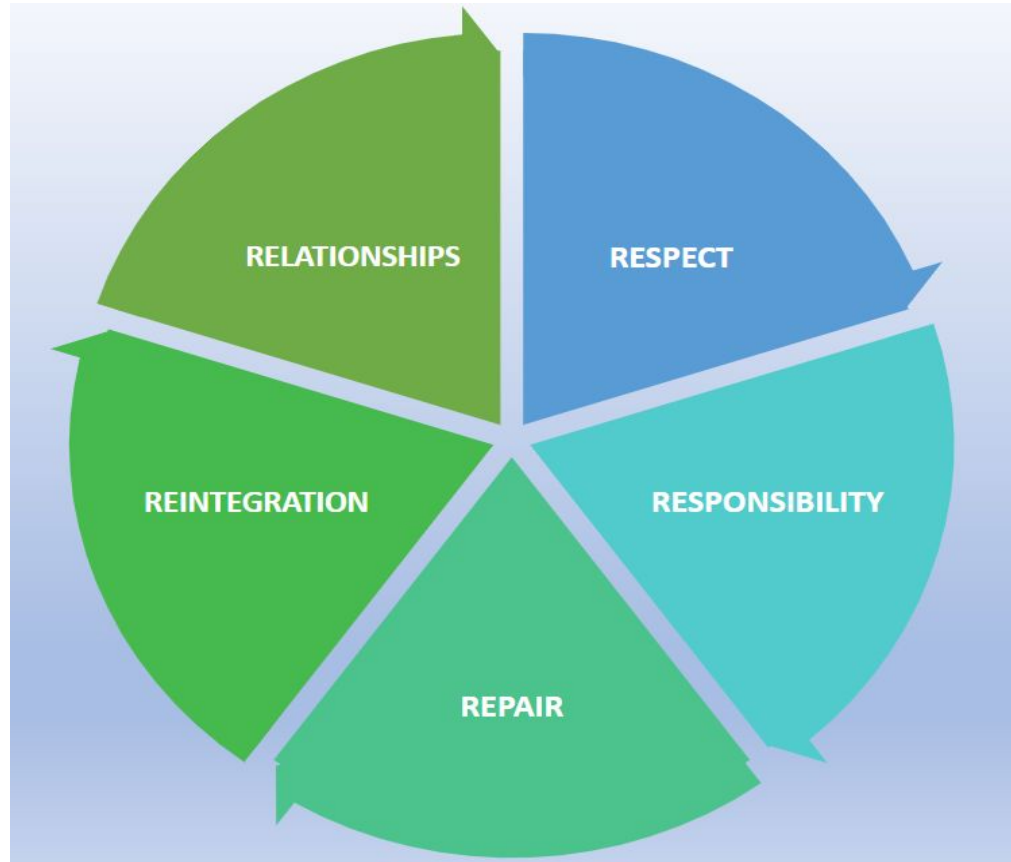


Restorative Practices Defined

- Restorative practices is a fundamental change in how schools respond to rule violations and misbehavior
- You can't teach an empty seat
- “It is easier to build strong children than to repair broken men.” Frederick Douglass
 - Restorative Principles:
 - Tier I: Prevention
 - Tier II: Intervention
 - Tier III: Reintegration



Restorative Practices Defined



Restorative Practices Defined

- The implementation of strategies that reduce and prevent harmful behaviors
- A response to incidents that repairs harm and restores positive relationships within the class or school community
- Ongoing support for students in resolving conflict, while holding individuals and groups accountable to positive outcomes
 - Impromptu/informal and scheduled/formal restorative conferences and restorative circles



Circles as a Restorative Practice

Circles

WHAT

A versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems.

WHY

Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality.

PURPOSE

Conflict resolution, healing, support, decision making, information exchange and relationship development

Punitive vs. Restorative Responses

Punitive	Restorative
A school rule is broken	People and relationships are harmed
The response is focused on establishing guilt (Who?)	The response focuses on identifying needs and responsibilities of all impacted
Accountability = Punishment	Accountability = understanding impact and repairing harm
Focus is on the person who caused harm, victim is often ignored	Victim, person who caused harm, and school community have a role in the response
Rules and intent outweigh whether the outcome is positive or negative	Person who caused harm is responsible for behavior and repairing the harm, working toward positive outcomes

Professional Learning and Implementation Plan

Introduction to the Fundamentals of Restorative Practices:

- March/April 2022: Middle School Assistant Principals and Deans, with a follow-up in October 2022, 15 hours total
- December 2022/January 2023: Elementary Principals and Elementary Counselors
- February/March 2023: Middle School Principals, High School Principals, High School Assistant Principals of Attendance

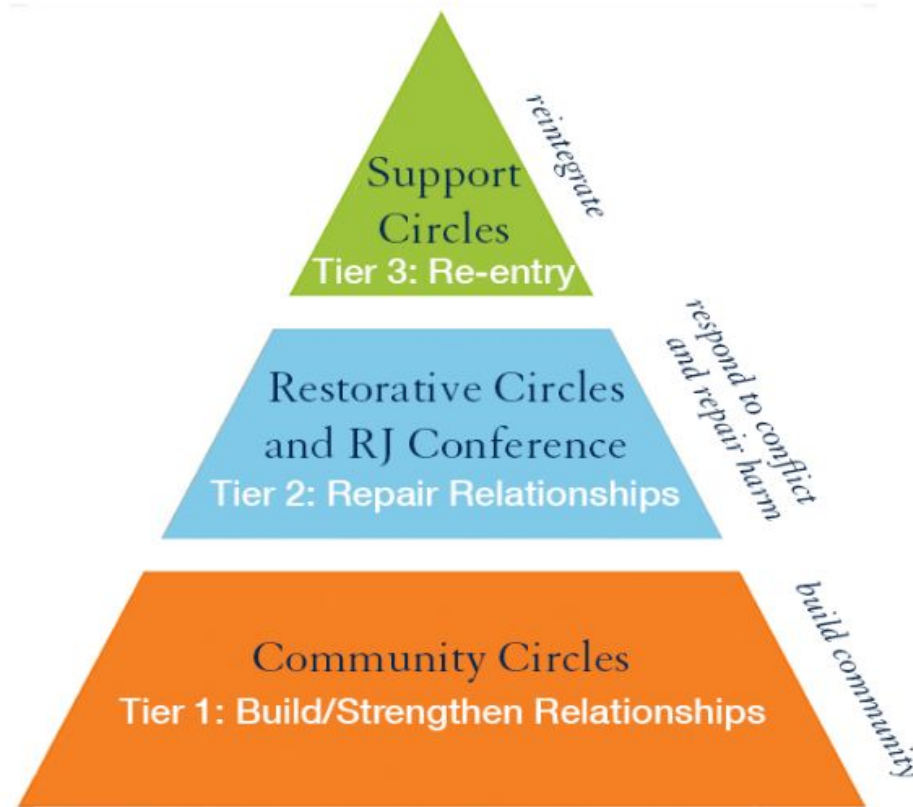


Elements of Professional Learning

- Explore the core principles of Restorative Practices
- Understand the elements of both community and restorative circles
- Participate in and lead community circles
- Investigate the power of restorative circles in response to conflict
- Review and discuss:
 - Community building
 - Shared responsibilities
 - Prevention practices



Restorative Practices Tiered Supports



Whole Campus Approach

Trainer of Trainer Certification for Further Implementation

Through the International Institute for Restorative Practices (IIRP), 10 CVUSD Staff will be formally trained as restorative practices trainers.

Trainer of Trainer Models (Step 1):

- 9 hours of Professional Development on Restorative Practices for Educators
 - Creating a positive learning environment, building social capital, resolving relational issues
 - Exploring fundamental theory and practices for engaging with students, staff and parents/guardians



Trainer of Trainer Certification for Further Implementation

Trainer of Trainer Models (Step 2):

- 22.5 hours of Professional Development on the Fundamentals of Restorative Practices
 - Facilitating/implementing restorative practices within a school organization
 - Delivering the IIRP curriculum to others in the organization
 - Supporting the creation of learning modules unique to the organization
 - Integrating the modules and materials with other initiatives



Beneath every behavior there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause, not the symptom.

Ashleigh Warner, Psychologist



QUESTIONS?

