Restorative Practices (RP) in schools:

Inspired by the philosophy and practices of restorative justice, RP prioritizes
1) relationships,
2) community and
3) repairing harm done to relationships
What is RP in schools video

https://www.youtube.com/watch?v=oOKs4eZCHaQ
The Restorative Mindset Map

Restorative Justice in Everyday Life: Beyond the Formal Ritual by Ted Wachtel
Restorative Justice: **Proactive and Responsive Practices**

We build a house before it needs repair.  
We put out fires to protect what we built.
What is Restorative Justice?

Instead of asking:

• What *rule* was broken?
• Who *did* it?
• How will we *punish* them?

Restorative justice asks:

• What *harm* was done?
• How can the harm be *repaired*?
• Who is *responsible*?
**Punitive Discipline**
- Misbehavior is breaking the rules.
- Student is accountable only to the school authorities.
- Accountability is equated with punishment, usually exclusion.
- Those harmed are peripheral to the process.
- Students are defined by their deficits (the misbehavior).

**Restorative Discipline**
- Misbehavior is a violation of people and relationships.
- Student is accountable to those harmed and the community.
- Accountability is defined as taking responsibility and repairing the harm.
- Those harmed play a key role in response to wrongdoing.
- Students have the capacity to take responsibility and change their behavior.
Restorative Practices Continuum

Academic Circles
Proactive Circles
Restorative Chat
Responsive Circle
Restorative Conference

Restorative Questions
What happened?
What were you thinking at the time?
What have you thought about since?
Who do you think has been affected? How?
What do you need to do to make things right?
How can we make sure this doesn’t happen again?
Circles are a restorative practice designed to build relationships, establish shared values within communities, and create a safe space in which all participants are equal and empowered to discuss challenging topics.

How are Circles used in schools?

• Creating a space for students to “check-in” daily
• Getting to know one another
• Establishing classroom rules
• Resolving conflicts
• Addressing trauma as a community
• Healing harms and reducing the use of suspensions or expulsions
Restorative Responses

• Restorative Chats- informal
  • Using restorative questions to respond to behavior
• Circles & Conferences- formal
  • Response to harm
  • All parties included
  • Prep work & follow up needed
  • Documentation
**Accountability**
When a student breaks a rule, they create an obligation to those they have harmed and their community.

**Competency Development**
Students who misbehave should learn something from the situation and choices they have made.

**Community Safety:**
There is a responsibility to contribute to the safety of the community by assisting youth in changing their behavior, not simply to punish them.

Schools are safer when youth are not only held accountable for unacceptable behavior, but also have the opportunity to learn from their mistakes.
SB100

The bill seeks to address the causes and consequences of the “school-to-prison pipeline.” by legislating disciplinary guidelines for both public and charter schools. Senate Bill 100 explicitly requires that schools minimize exclusionary discipline practices such as suspension and expulsion, while increasing use of alternatives to suspension. Below are brief summaries of the key elements of SB100, as applicable to public schools.

What changes did your school/district make?
How’s that going?
Data?
Whole School Approach

1. Restorative conferencing
   - Conflict circles

2. Managing difficulties & disruptions
   - Repair relationships
   - Restorative chat
   - Peer conferencing
   - Problem solving circles
   - Relational practices
   - Classroom circles
   - Teaching/talking circles
   - School/classroom policies
   - Social skills

3. Developing social/emotional capacity

4. Creating Relationships

--Brenda Morrison, 2007
Illinois Related Initiatives working together in Multi-Tiered Systems of Support Framework

**Positive Behavioral Interventions and Supports (PBIS) & Response to Intervention (RTI)**

- Tier 1: Universal
  - School-wide behavior expectations
  - Acknowledge positive behaviors
  - Data-based planning
  - Mental Health screening
  - Prevention/Wellness promotion

- Tier 2: Strategic
  - Brief FBA/BIP
  - Check-in/out
  - Check/Connect
  - Social academic instructional groups
  - Group counseling/support groups
  - Staff & family
  - Coordinated referral process/progress monitoring

- Tier 3: Intensive
  - Wraparound
  - Complex FBA/BIP
  - Individual planning
  - Crisis counseling
  - Individual support teams/plans
  - Psychiatric care

**Social Emotional Learning**

- Tier 1: Universal
  - SEL curriculum
  - School climate assessment

- Tier 2: Strategic
  - Targeted social skills instruction

- Tier 3: Intensive
  - Individual social skills instruction

**Restorative Justice Practices**

- Formal conferencing
- Community conferencing
- Circles (Conflict, Reintegration, etc.)
- Peer Conferencing
- Formal Conferencing
- Problem-solving circles
- Classroom Circles (i.e. sharing, community building, etc.)
- Restorative chats
Implementation Model
*(typically 3-5 years)*

- **Introduce** the restorative approach to administration
- Develop and train **leadership team**
- Train **all staff** in restorative practices
- Introduce restorative practices in **all settings**
- Develop a team trained in Peacemaking Circles and Conferencing to **respond to serious incidents**
- Develop **district/school-wide policy** and procedures
- **Evaluate** the initiative
- **Ongoing coaching** and tweaking based on evaluation
How Restorative Practices was Implemented at an Elementary School in Champaign

- Read the book *Circle in the Square* as a staff
  - Spring 2014 before training
- Attended 2 day training
  - June 2014, IBARJ run training
- Invested in community building the first 3 weeks of 2015SY
  - Circles
  - Relationship building
  - Teaching expectations
  - Class project
- Offered 3 follow-up trainings/TA during 2015SY during staff meetings
- Shared data with staff monthly on outcomes
Garden Hills Elementary School

➢ Reduction in office referrals from 244 to 99

➢ Referrals for physical aggression reduced from 282 to 140

➢ Defiance decreased from 173 referrals to 31

➢ The reduction in office referrals was equivalent to gaining back 108 instructional days.

➢ 440 days lost due to suspensions fell to 172, over a 60% reduction in days lost.
➢ Office referrals decreased from 1,326 referrals to 547.

➢ Out of school suspension decreased from 835 days to 451 days.

➢ Students with 1 or more suspensions decreased from 127 students to 84.

➢ 40% of 8th grade students met or exceeded reading proficiencies. That number increased to 65%.

➢ Math achievement increased from 17% meeting or exceeding to 37%.
Christian Fenger High School after 1 full year of implementation

➢ Attendance: Increase of 10%

➢ Drop out rate down by 14%

➢ Freshmen on track rate increased by 48.5%

➢ Misconducts have dropped 80%

➢ Students involved after school programs increased 33.5%
Implementation plans for your school/district
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Newsletters, map, events, articles, resources & more!