

Restorative Practices: A Continuum of Supports

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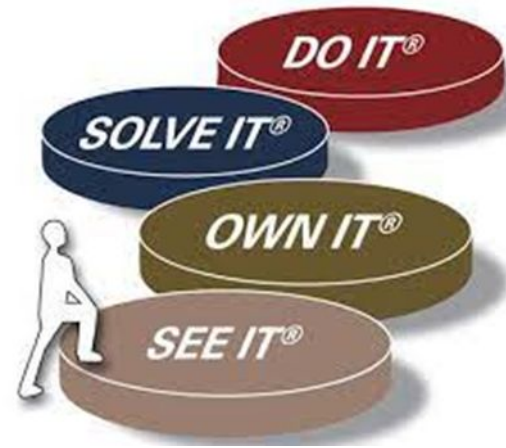
Our Non-negotiables:

Be Professional
Be Accountable
Communicate
Effectively



Our Focus Areas:

Literacy
Enrollment
Attendance
Discipline



Our Mission and Vision...

Vision:

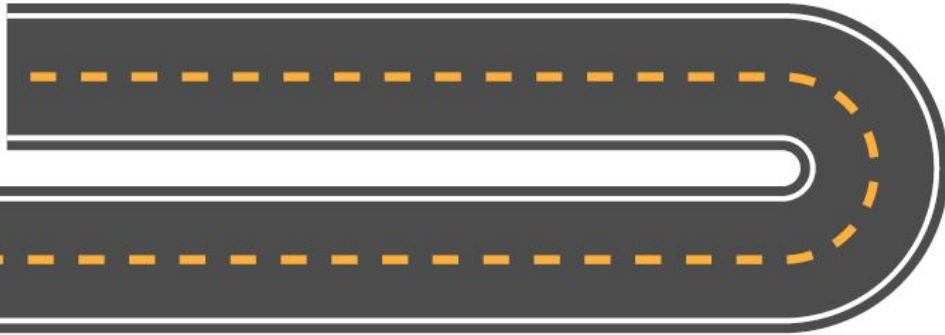
Distinctive Brand • Strong Leaders • Great Schools

Mission:

To empower each student to graduate college and career ready.

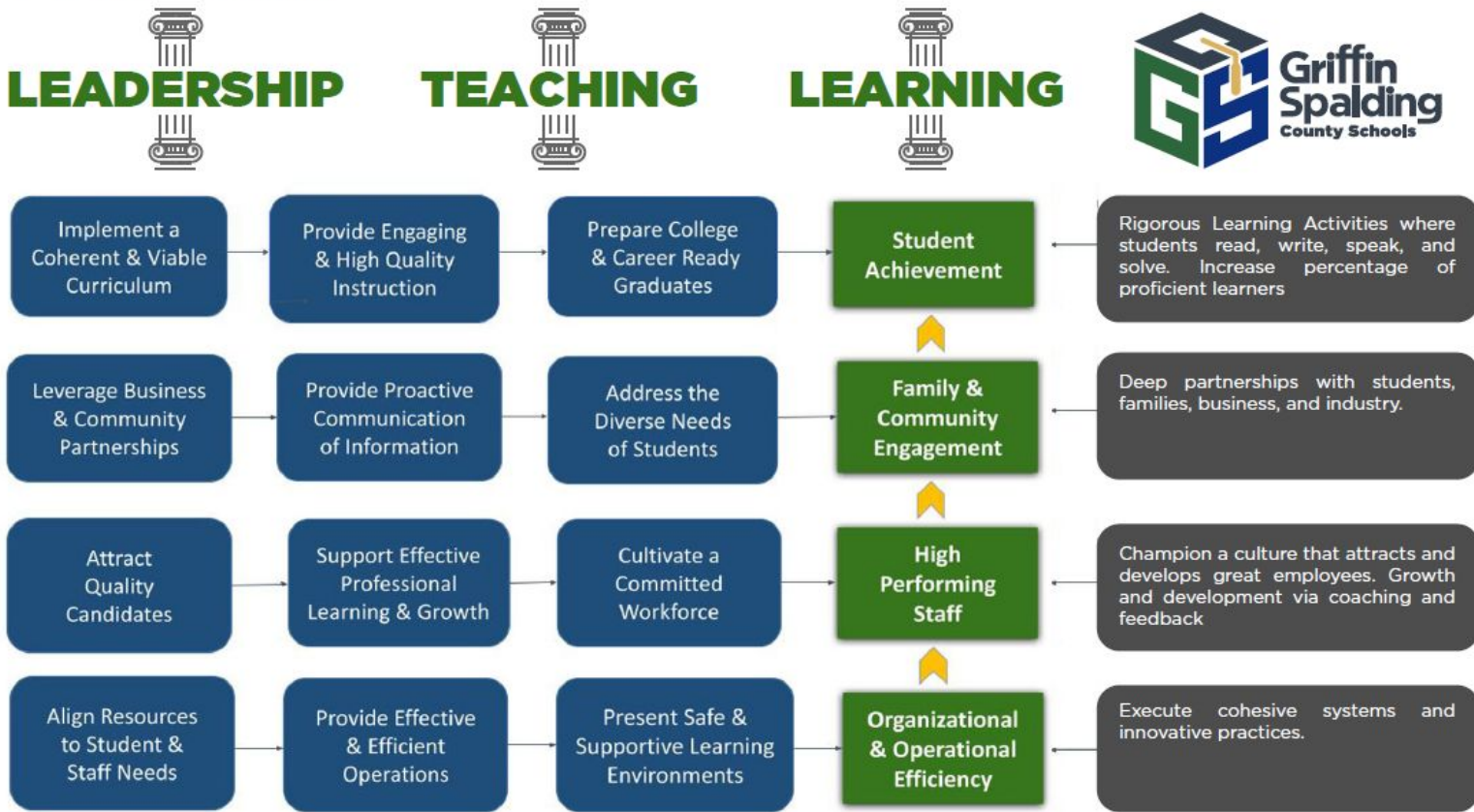


ROAD MAP TO SUCCESS



INSTRUCTIONAL VISION FOR STUDENT SUCCESS

High quality instructional practices where students are engaged in reading, writing, speaking and solving grade-level work/tasks everyday.





District Information

Griffin-Spalding County Public School System is the 36th largest school district in Georgia, with a PK - 12 student enrollment of approximately 9,521 students. 74% of our students are eligible for free and or reduce price meals. The system consists of 11 elementary schools, 4 middle schools, 3 high schools, the Program Challenge, Mainstay Academy, and the Griffin Regional College and Career Academy. The system employs approximately 1500 staff members, with 835 being certified employees. It is considered the county's largest employer.



Opening Circle



Using two words description response

What has your experience been like in the conference thus far?

What is Your Why?

“You must define Your Why
before you can begin with the
What and the How”.

~ Simon Sinek



What is Restorative Practice?

Restorative practices is a social science that studies how to improve and repair relationships between people and communities

Fundamental Principles of Restorative Practices:

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things “WITH” not “To” or “For”.

Fundamental Principles of Restorative Practices:

- Builds systems that address misbehavior in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community.

WHAT RESTORATIVE IS NOT...



Why Restorative Practices?

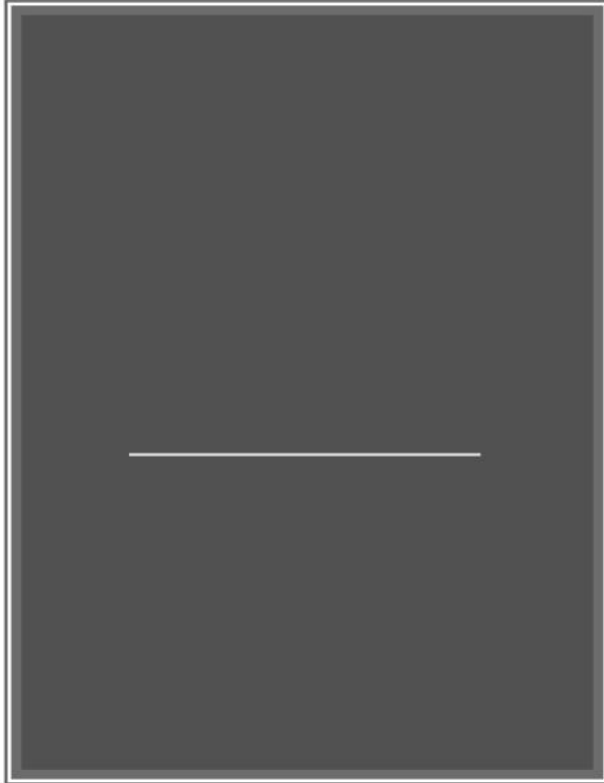
How do we shift as a district?

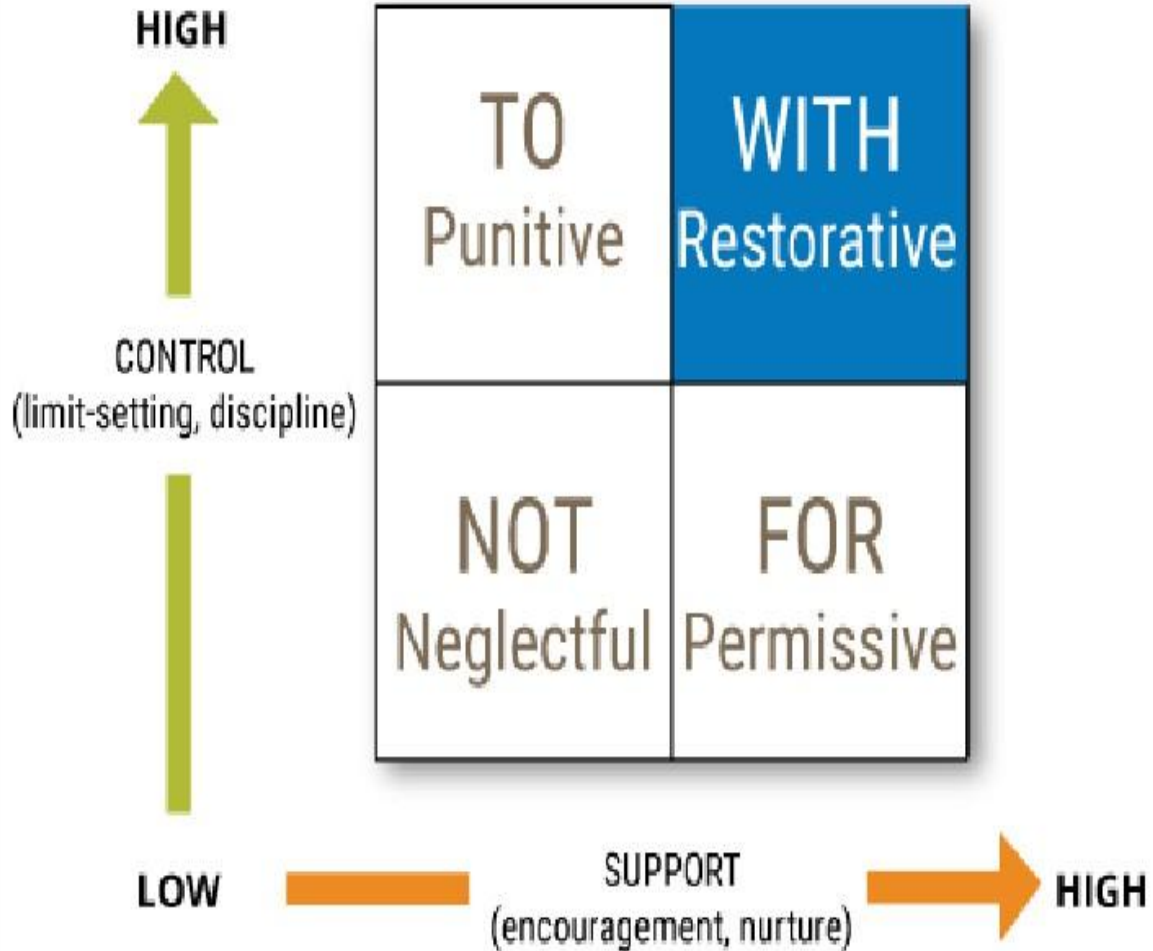
RP Implementation Driven by:

- Major behaviors/Office referrals/ISS/OSS
- Mental Health/Climate needs assessment
- Attendance Data
- School Climate and Cultural Understanding



I Prefer Leaders to Treat Me.....

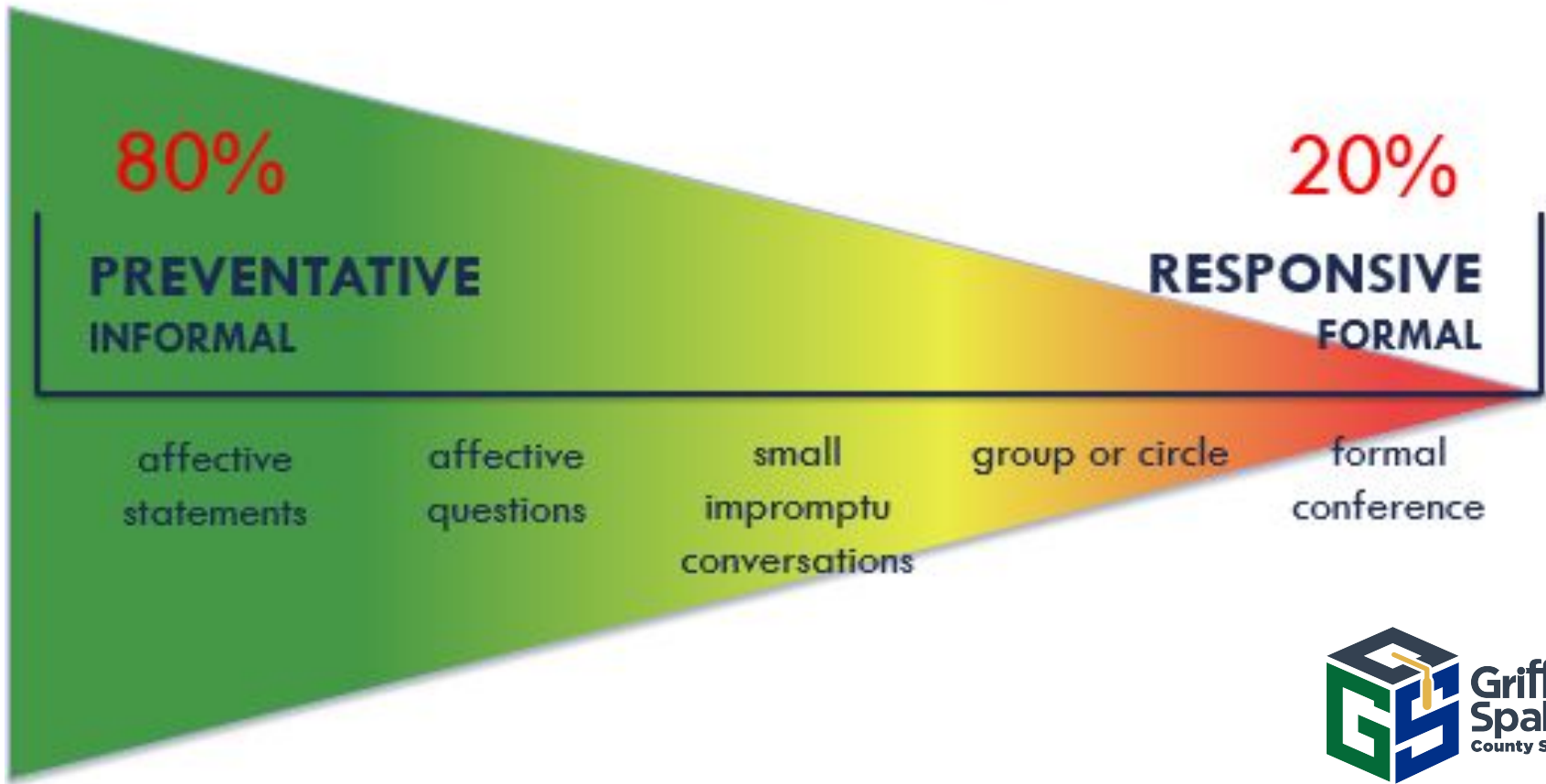




Adapted by Paul McCold and Ted Wachtel

PRACTICES

Preventative to Responsive



Switching the Discipline Mindset

Punitive Mindset

Fear

Rules

Control

Public

Anger

Punishment

Restorative Mindset

Respect

Engagement

Support

Private

Understanding

Reflection

Affective Statements

“I” statements tell the listener, how the person feels and why it makes them feel that way.

Teach students how to express their emotions appropriately.

Explain feelings/emotions without assigning blame or shame.

[What are Affective Statements](#)



Examples of Affective Statements

I feel (the emotion), when (the occurrence). It makes it (reason/because)

_____.

Example: “John, I get very distracted when you tap your pencil on the table. It makes it difficult for me to concentrate.”

Affective Questions

RESTORATIVE QUESTIONS

When Challenging Behavior

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen to make things right?



To Help Those Affected

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Impromptu Conversations

A short, sometimes impromptu meeting usually between an adult and a student that addresses a behavior, a conflict, or concern from the perspective of the student as well as the adult.



Example of Impromptu Conversation



Circles

A restorative circle is a process that creates and restores relationships through an equitable process of sharing and listening.



Types of Circles

- Proactive
 - Academic
 - Behavior
 - Check-in/Checkout
 - Class Norms
 - Staff circles
- Responsive
 - Behavior
- Sequential
- Non-sequential
- Fishbowl



The Five Key Components

- Sitting in circle
- Circle Keeper
- Talking Piece
- Centerpiece
- Shared Agreements



Circles Promote



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Circles in the Classroom

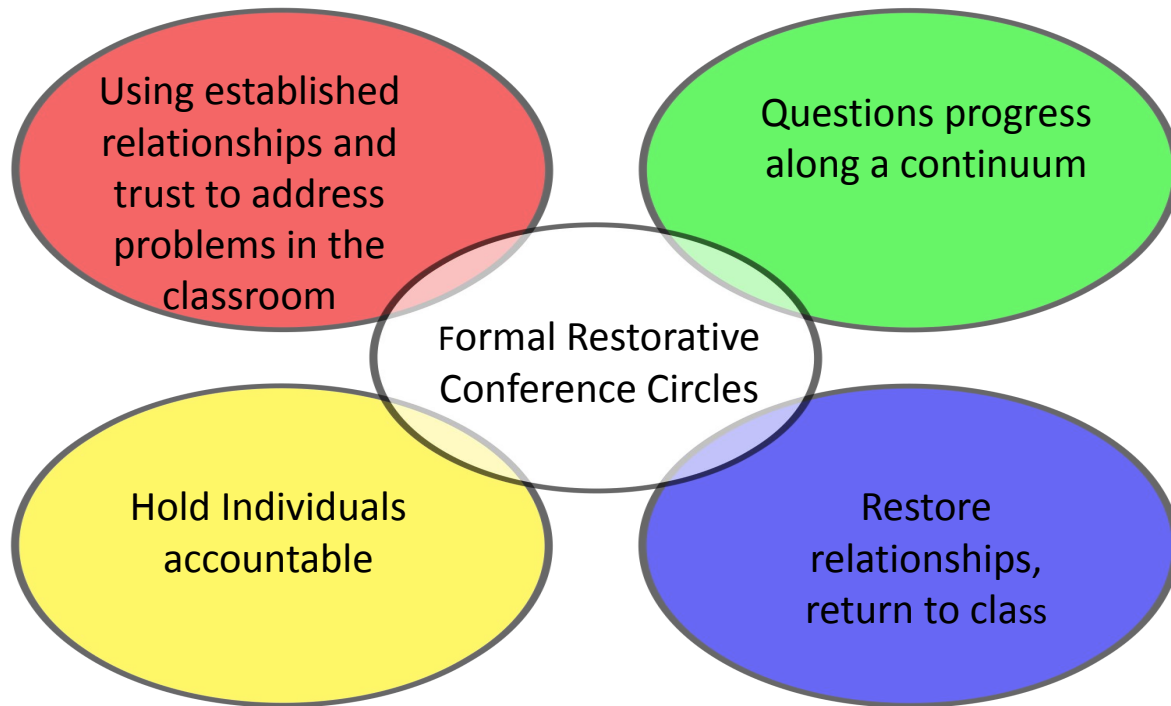
1. Builds relationships and community
2. Promotes safe sharing spaces
3. Build self confidence within students
4. Encourage participation
5. Encourage exploration and questioning
6. Enhance social and emotional learning

What's Happening: Circles Response

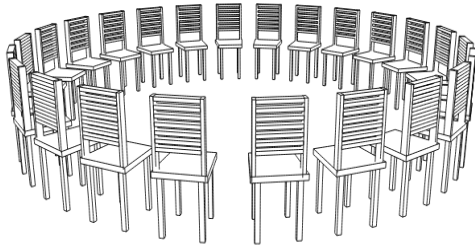
[Video](#)



Formal Restorative Conference Circles



Restorative Conference Circle: Informal or Formal



GOALS:

- Repair harm and support to those who have been harmed
- Support those who harmed

“Reject the act, but not the person”

Restorative Conferences

Restorative conferences help to address wrongdoing and conflict.

All participants have the opportunity to express how they feel about the situation and have a say in the outcome.

The facilitator brings everyone together in a safe environment, remains unbiased, and facilitates the conversation.

Hold restorative conferences as an alternative to suspension or returning from suspension.



Restorative Conference Script

Participants can describe how they were affected by the situation through a series of opened-ended questions.
(The script.)

The script allows participants to develop a plan to address the wrongdoing or conflict and ultimately repair harm.

<https://www.iirp.edu/news/restorative-conference-facilitator-script>



Restorative Conferences

- Facilitators (Specialists, Counselors, Administrators, Trained Volunteers, and Social Workers)
- When to hold a restorative conference and when not to have a restorative conference
- Facilitators invite participants to the conference
- Participants
 - Person(s) affected
 - The person who caused harm harmed
 - Teacher and/or administrator
 - support person(s) for the person affected
 - support person for the person who caused harm
 - Refer to participants by their name

Conferencing Agreements

Conferencing agreements should include:

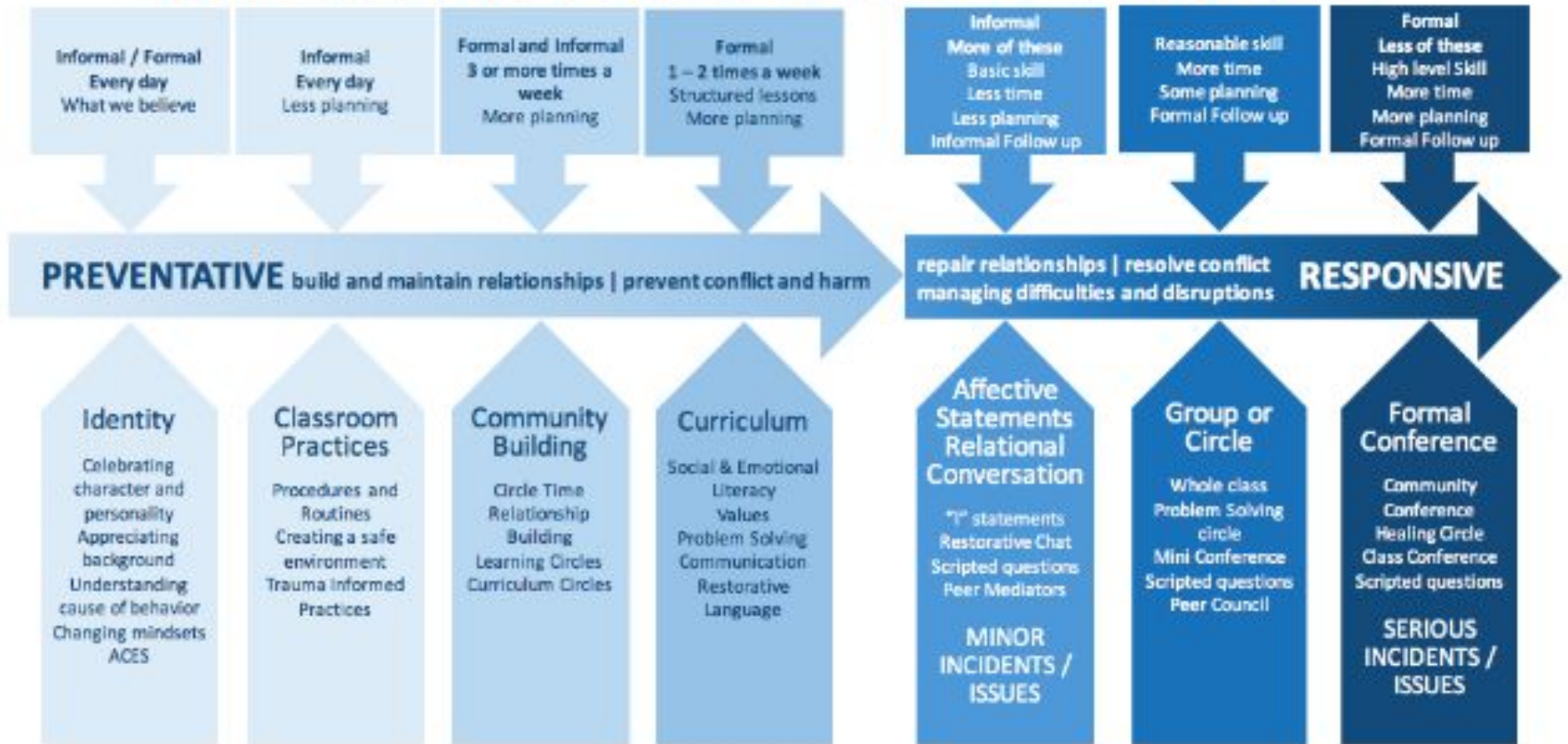
- What will be done to repair the harm
- What steps will be taken in the future to keep the harm from happening again
- Specific supports for the person who was affected and the person who caused the harm as needed
- Schedule for follow-up meeting/check-in, completion timeline
- Consequences should be aligned to incident that caused harm
- Consequences should be agreed upon and help to repair harm
- A simple contract agreement is written and signed

Follow-Up/Check-in Meetings

Follow up with all participants to make sure agreement has been completed and discuss any concerns since the restorative conference first occurred.



CONTINUUM OF RESTORATIVE PRACTICES



Adapted from Wachtel and McCold 2001

[Restorative Practices Resources](#) [Implementation Checklist](#)

Getting Started

Goal: Provide staff with professional learning and support to implement Restorative Practices framework

Year 1

- Staff Training
- Roles Established
- School Implementation Plans
 - Common understanding for the why of RP
 - Foundational structures to support RP in place
 - Collecting relevant data around RP
 - Educators training for RP (new, returning)
 - Restorative language and culture (aligned to PBIS and MTSS, continuum of supports)
 - Family and student education and modeling
 - Focus on Prevention vs reactive for school climate

Year 2

- Staff Training
- Expansion (Circles, Conferences, data, monitor fidelity of year 1, evaluation of practices, enhancement)

[Implementation Guide](#)

Celebrations

FY19 Compared to FY22

(Aug - May)

ODRs, ISS (Referrals, Students, Days), OSS (Referrals, Students, Days)

Comparing FY19-FY22 for August - May

ODRs: -31.37%

ISS # of Students: -15.24%

ISS # of Events: -28.90%

ISS # of Days: -29.01%

OSS # of Students: -22.20%:

OSS # of Events: -32.67%

OSS # of Days: -25.79%



Reflection Questions

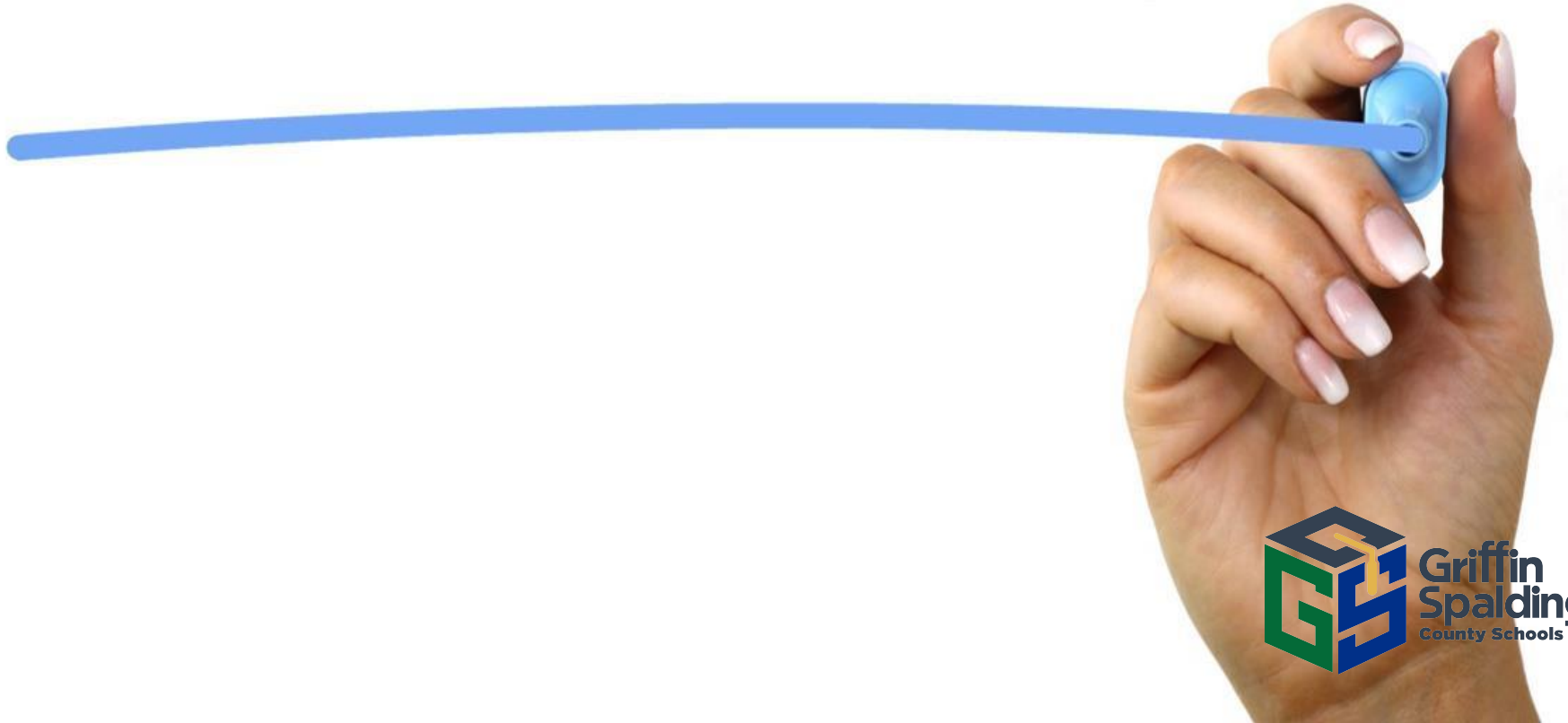
What elements of Restorative Practices are currently implemented in your school/district?

What actions can move you to the next step of implementation for Restorative Practices in your school/district?

What are some barriers to implementing Restorative Practices?



QUESTIONS



Contact

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