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Thank you  
for your time

welcome

Today we will facilitate group discussions to share our practices on  
**different District approaches to how they are utilizing  
Restorative Practices**

- 1 student's age
- 2 student's disciplinary
- 3 seriousness of offense
- 4 whether student has disa
- 5 whether violation threater health/safety
- 6 whether to use restorative
- 7 whether lesser interventions appropriate

**The law says that there are 7 Disciplinary Factors before suspending a**



**And Factor #6 is...**

- **Whether Restorative Practices will be used to address the misconduct?**

**By law, Restorative must be "considered" in addition to or in lieu of AHS/expulsion...**

**Student that Administrators must consider**

Who feels your District has an actual

**Restorative Program?**

So, how are Districts making  
**Restorative Practices** more  
**than just a check mark**

in the consideration of

**“The 7 Disciplinary  
Factors?”**

Our topic to discuss & share is:

Are we giving **this factor**, the  
**“consideration,”** it *deserves* and doing so  
*with fidelity*?

- Are we are doing **this factor**, and in turn our students,  
*a disservice* by not having a **robust**  
Restorative Program?
- If we don't have “program,” how can we get  
there – **what is everyone else doing?**



con · sid · er

**Restorative can  
always be done,  
even in its  
simplest form.**



Let's start with some definitions of

# Restorative

## Restorative Practices is-

▶ A pro-active approach with our daily interactions with others creating a community of respect & learning.

- ❑ It is daily, intentional, and sincere conversations and interactions.
- ❑ Modeling and displaying respect within the classroom.
- ❑ Displaying respect with one another in our building and our community.
- ❑ **The way we speak to and work with students.**

## Restorative Justice is –

Our response to harm that has been caused to someone and the attempt to repair that harm and restore the community.

**Trying to make it as right as possible.**

**Restorative Questions during conflict.**

RJ is used for:

- Redirection of behaviors.
- Classroom **disruptions.**
- Social issues **between students.**
- Issues with **students and staff.**
- Issues with **entire classrooms.**

When ever there are human beings  
there is a chance of **conflict**.

In Restorative Practices it is believed that  
**Conflict** is *best managed* with **those that are  
directly involved** in it.

## Taking Responsibility and the Necessities for Restorative Justice:

1. Person making poor choice must accept at least minimal personal responsibility.
2. ADMISSION on some level is a requirement to participate.
3. Be willing to reflect/understand how your choices affect others .
4. Listen to the other side and consider their needs.
5. Understand they are responsible for repairing.

  
“be willing to”

# Restorative Questions – a way to respond to challenging behaviors

These Questions are designed to be non-judgmental, de-escalating, calming, and elicit fact finding conversations.

Use Restorative Questions – (instead of asking “why?”)

- Students do not always know why they did something.

Using them creates:

- empathy,
- understanding,
- reflection,
- problem solving skills,
- diffuses intense settings.

- **What happened?**
- **What were you thinking of at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done? How?**
- **What do you think you need to do to make things right?**

Intentionally addressing unskilled behavior by these questions is:

- ✓ a calm way for students to explain their side,
- ✓ even if they don't know why they did it

Restorative questions draw out a student's ability to:

- Accept personal responsibility
- Reflect/understand their choices affect others and to consider the needs of others
- Provides an opportunity for the student to repair the harm

**We need to train our staff to use this language**

***Today we will discuss  
and explore:***

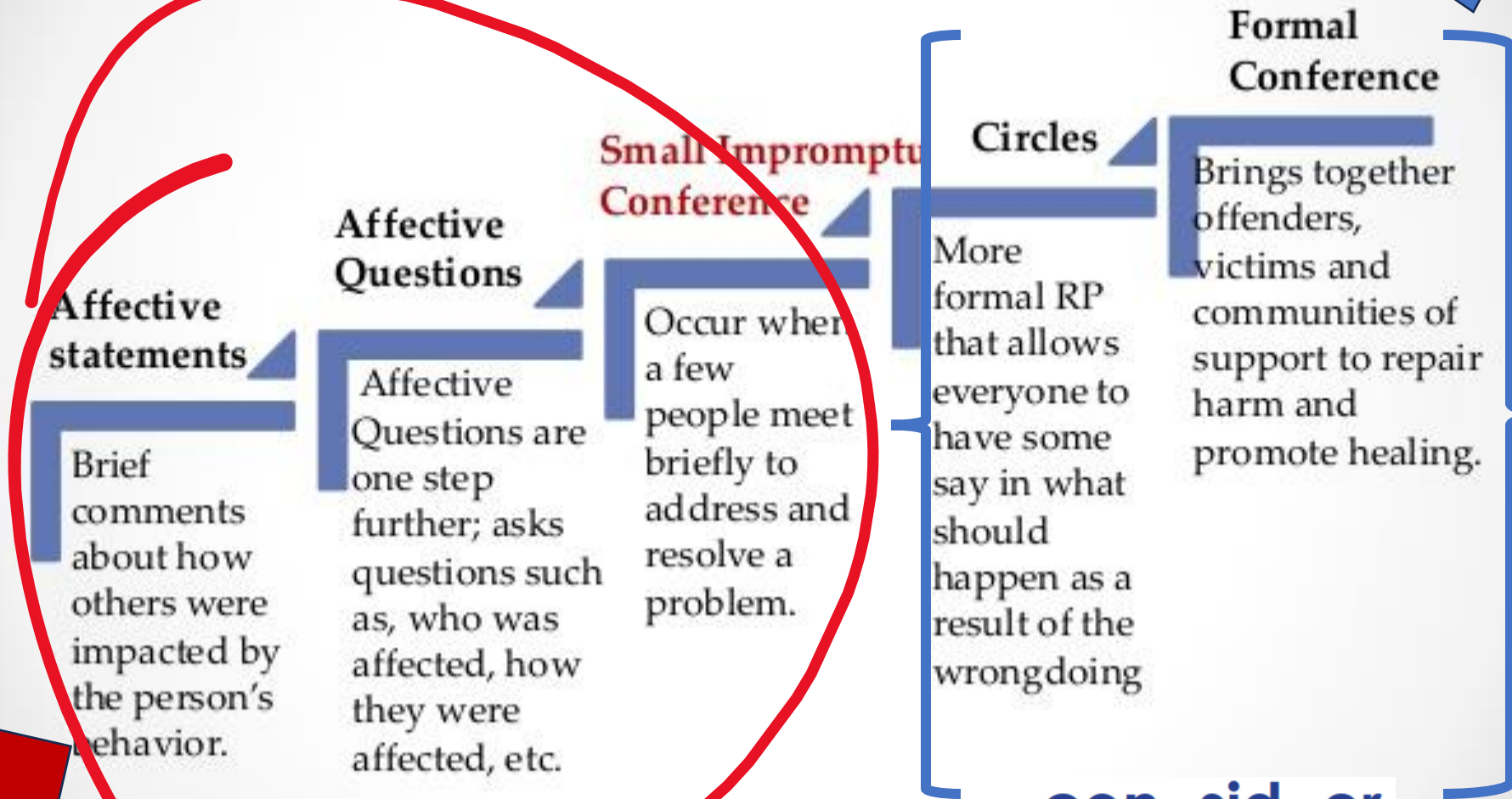
- **What a Restorative Program looks like at its minimum *with only a few staff or just administrators***
- **Share ideas on how to grow a small program *into more and how/where to get Restorative training***
- **Share ideas on what might need to be considered *to grow or implement a program***
- **Share ideas on what a larger formal Restorative Program might *look like***
- **Share ideas on possible barriers *and how to overcome them***

You need your **administrators to know and to understand what Restorative Practices** is so they can do ***circles/conferences***

Your ***staff should be trained*** to use **Restorative Language and Questions...**

The bulk of your staff practice just stays on the left side of the Continuum

## Training school staff to integrate problem-solving into daily practice



**con · sid · er**

**More than just a check mark ?**



## To those of you that have:

- **No formal** Restorative program,
- **Only a minimal** Restorative program,
- **Just administrators, or**
- **Even the smallest # of staff** trained in Restorative –

## What is your starting point to build the program up?

Let's talk about:

- How many of you have been formally trained in Restorative?**
- Where was the training? An outside agency or a person in your District?**
  
- Do your administrators/building principals have a thorough understanding of Restorative?**
- Do you feel they have been adequately trained?**
  
- If no formal training, was it self-taught?**
- Books you've read?**
  
- How do you pay for a Restorative Program/employees/training?**

Let's share what it looks like in your buildings -

**Share with one another any ideas on these topics.**

# What should you **con·sid·er** if you are trying to create a Restorative Program or grow your program?

## You need to ask and have clear goals on:

- What are you *hoping to gain* from a **Restorative Program**, besides a check mark?
- Why are you investigating it? *What is your need?*
- Is your plan to *replace an old discipline system or combine it* with Restorative?
  
- What will the ***leadership structure of the Restorative program*** look like?
- Do your Principals and building leaders have the will to *hold the line for effective change in culture*?
  - With staff?
  - With students?
  - With families/community?
- Is this a systemic District approach? *What support can your buildings look for?*
  
- Does staff see a need for behavior changes? *Is so, what is the goal for changes?*
  
- Are you prepared for all staff, paras, clerical, food service, and custodial, to be **trained & held to the same standards when communicating w/kids?**
  
- Does the leadership and staff recognize that to be effective, the **adults must adapt their behaviors as much as students?**

# Let's go back to those of you that you have a **substantial Restorative Program**

- Let's share *what it looks like* in your buildings

## What are possible barriers to creating and sustaining a Restorative Program?

How do Districts handle challenges from:

- Staff push back/Staff buy-in?
- Homes?
- Students?
- The post-pandemic problems/challenges of not knowing how to coexist?
- Cost?

## What are you seeing in student growth?

- Share your ideas on how to measure growth?
- How do you collect data to support it?

## Section 380.1310c

 friendly link

 printer friendly

# Discipline means to teach

## THE REVISED SCHOOL CODE (EXCERPT)

Act 451 of 1976

### 380.1310c Restorative practices as alternative or in addition to suspension or expulsion; definitions.

Sec. 1310c.

(1) A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue.

(2) Restorative practices may include victim-offender conferences that are initiated by the victim; that are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim; that are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender; and that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. The attendees, known as a restorative practices team, may require the pupil to do 1 or more of the following: apologize; participate in community service, restoration, or counseling; or pay restitution. The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

(3) As used in this section:

(a) "Bullying" and "cyberbullying" mean those terms as defined in section 1310b.

(b) "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct.

(c) "School board" means a school board, intermediate school board, or the board of directors of a public school academy.

(d) "School district" means a school district, an intermediate school district, or a public school academy.

**History:** Add. 2016, Act 361, Eff. Aug. 1, 2017

**Popular Name:** Act 451

## Restorative Practices

The new laws require that schools **consider** using restorative practices in addition to or in place of suspension or expulsion. The new law defines restorative practices as "practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct."<sup>3</sup>

### They may include...

- Victim-offender conferences
- Opportunity for the offender to accept responsibility and "repair the harm"

### They may require the offender to...

- Apologize
- Participate in community service, restoration, or counseling
- Pay restitution

Remember the **Why?**  
of Restorative

**Not because it is a check mark, but because**  
*Children need to be taught...*

## Social Emotional Learning

Helping Your Students Succeed

### The use of Restorative teaches these skills

- The Restorative process uses all the SEL skills we need to develop in students.
- Students do not know how to handle conflict. We **have to teach them**.
- We need to teach empathy, social awareness, and skills to co-exist.
- Students *lack fundamental skills for life effectiveness.*

★ The Restorative Process of Using Restorative Questions, Affective Statements, and doing Community Building and Circle Activities  
models and builds their SEL skills.

It is **absolutely, more** than just a **check mark**

Restorative Practices teaches our students:

- Non-violent Communication skills
- Anger Management and Coping Skills
- Dealing w/difficult situations
- When kids see the effect on others it **builds empathy** in your space.

★ The more we do it the better they get.

# RESTORATIVE PRACTICES

Building Relationships Among Staff and Students

Encouraging and teaching *communication and empathy skills*. Creating a school-wide culture of:

- Managing Conflict
- by Repairing Harm and Relationships
- with Those Involved in the Conflict.

**We Provide Opportunities for All:**

- To Reflect and to Examine their Choices
- To Accept Personal Responsibility
- To Work Together as a Community
- To Repair the Harm with Those Affected.

## Restorative Justice at Roseville

**A Different Way to Respond** to conflict from:

- Student Behaviors
- Student Treatment/Responses to Staff in the Classroom
- Student Academic Effort
- Student Continued Behavior Interfering with Learning
- Student Behaviors Toward One Another

### 1. Response to: Conflict in the Classroom/School:

Choices interfere with others right to teach, to learn or safety.

#### Use of the RESPONSIBILITY ROOM -

- Teacher redirects choices interfering with the learning environment utilizing restorative practices
- Private (hallway) conversations to refocus student
- Continued behavior results in going to the RESPONSIBILITY ROOM
- Guided Conversation (review choices, accept personal responsibility, see how affecting others and how to repair harm)
- Guided Re-Entry Back into the Learning Environment

#### Use of RESTORATIVE MEETINGS -

School and Parents work as a Community to Repair Any Harm to the Learning Environment or to One Another.

- Formal Restorative Justice Conferences with Families of multiple parties to repair harm to one another and to the learning environment.
- Restorative Behavior Meetings with Parents
- Proactive Intervention Circles with Parents
- Suspension Reduction Circles with Parents or students alone
- Restorative Projects and Alternate Discipline Plans

### 2. Response to: Conflict: Among Peers

- Student Issues in the Classroom
- Student Issues in Social Settings

#### RCS FACILITATES:

- Ownership
- Participation
- Reflection
- Honesty
- Responsibility
- Repairing

When dealing With Classroom/Social Conflicts



### PEACE CIRCLES

#### and Meetings:

- Guided Conversations
- Student to Student
- Staff to Student
- Classroom Peace Circles
- Anything from informal affective statements & conversations to formal Restorative Conferences

