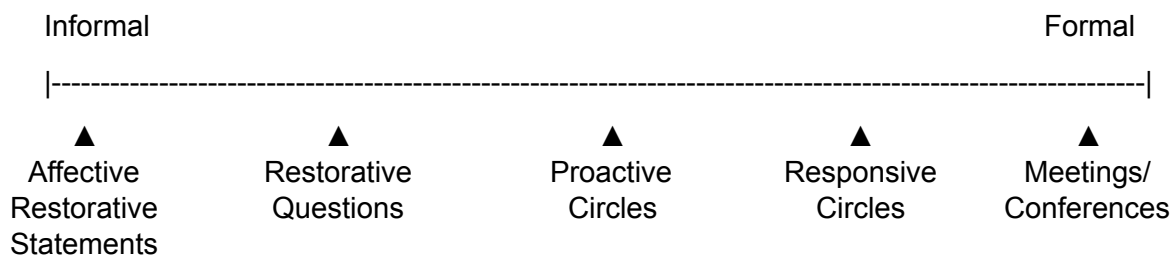


CONTINUUM OF RESTORATIVE PRACTICES

In schools, Restorative Practices are multifaceted in nature. Restorative Practices include practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community, *as well as* interventions when harm has happened.

“Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life.”
(Hanson, 2005)



When I saw you put your hands on Peter, I was scared because I really want safety for everyone in my classroom. Would you be willing to tell what happen between you?

When I see you walking around the class and talking while I am doing a lecture, I feel angry because I really value collaboration in the class. Could I ask you to tell me how that sounds to you?

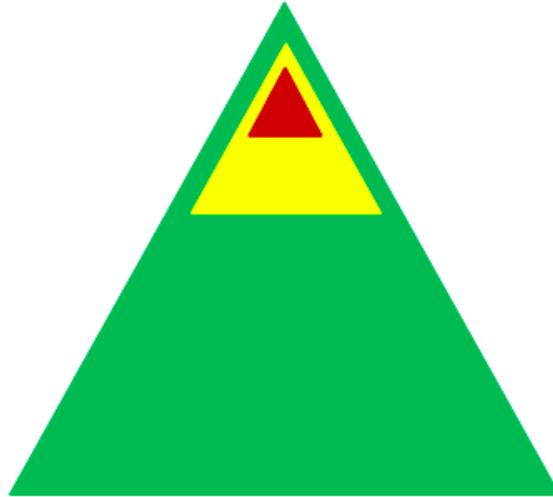
When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. Would you be willing to raise your hand when you want to talk?

When I heard you speaking to Sandy in the way you did, I felt worried because I value respect. Would you be willing to tell me what you were talking about?

Restorative Practice in School

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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Building / Sustaining Trusting Relationships Among All Members of the School Community

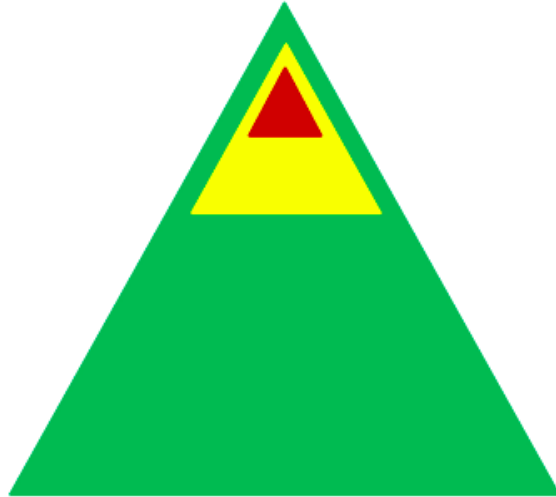
- **COMMUNITY CIRCLES:** Culturally responsive structured circles to build connectedness and value/respect of differences.
 - Relationship building
 - Establishing values and behavior expectations
 - Celebrations, recognition, achievements
 - Class progress (climate and academics)

- **INCLUSIVE DECISION MAKING:** Fair Process involves those affected by decisions to be included in the decision making process to establish an inclusive culture of doing "WITH" not "TO", or "FOR".

HIGH ↑ control (limit-setting, discipline)	TO punitive <small>authoritarian</small>	WITH restorative <small>authoritative</small>
↓	NOT neglectful <small>irresponsible</small>	FOR permissive <small>paternalistic</small>
	LOW	HIGH

← support (encouragement, nurture) →

- **AFFECTIVE LANGUAGE:** Genuine expression of feelings and emotions in relation to specific behaviors and actions, affective language provides a structure for reinforcing desired behaviors and redirecting unwanted behaviors.



Repairing Relationships and Restoring Community

- **RESTORATIVE LANGUAGE AND CONVERSATIONS:** Conversation skills focused on communicating feelings, needs, and actions in the spirit of curiosity, care, and compassion. Drawing on Nonviolent Communication and conflict management techniques, these approaches to difficult conversations are guided by reflective listening and avoiding blame language.
- **CLASSROOM RESPONSIVE CIRCLE:** A formal restorative tool that addresses patterns of disruptive behaviors negatively impacting the class learning environment and relationships.
- **BRIEF RESTORATIVE INTERVENTION:** A referral-based problem solving process which engages wrongdoers and those affected or harmed. Used where the harm is significant enough not to be resolved informally, but not so great that it requires a formal conference.
- **RESTORATIVE FORMAL CONFERENCING:** A structured formal process that involves students, parents, and staff. Wrongdoers are held accountable for their actions, those harmed are given a voice and agreements are made to address needs, repair harms and prevent future wrongdoing.
- **RE-ENTRY CONFERENCES:** An intentional effort to reintegrate students back into the school and classroom after a counseling office referral or out of school suspension to re-establish connection with the community.

PD Plan, Next Steps:

This Year

- One day each week of coaching at PMS and PHS for staff who have completed the initial training
- PBIS Leadership Team weaving continuum of restorative practices into PBIS Tiers
- Administrative Leadership team putting community building circles to practice

2018-2019

- More focused training for administrators and school leadership teams
- Expand training to include classified staff