

# **Sierra Sands Unified School District**

## **Restorative Practices Overview**

**Board Meeting**

**September 13, 2018**

# The Big Picture: Bringing It All Together



## How is the Restorative Practices model connected to district needs?

One of the “Greatest Needs” identified in our LCAP is **suspension rates**. Fall 2017 Dashboard Suspension Rate data show:

- “All students” status is “High” at 5.3% and nearly all students are in the **yellow**, **orange**, and **red** ranges indicating “High” or “Very High”.
- Two student groups, Students with Disabilities (Status: Very High, 10%) and African American Students (Status: Very High, 11.9%) are over 5% above the “All Students” average of 5.3%.

## To address this gap, our LCAP identified the following actions and services:

- Increase social-emotional support through counseling services.
- Identify and develop **systematic alternatives to suspension** including professional development for administrators and staff.

# The Big Picture: A “Systems” Approach



Through the Continuous Improvement Process, we identified the greatest Problem of Practice leading to poor outcomes as *not yet* establishing district-wide, multi-tiered academic and behavior systems.

**To address this problem, we are strengthening what parts and pieces we have and developing the missing components.**

- Increase social-emotional support through counseling services.
- Identify and develop **systematic alternatives to suspension** including professional development for administrators and staff.

# The Big Picture: MTSS



A Multi-Tiered System of Support (MTSS) is the largest umbrella or framework, connecting Academic, Behavior, and Social-Emotional Systems.

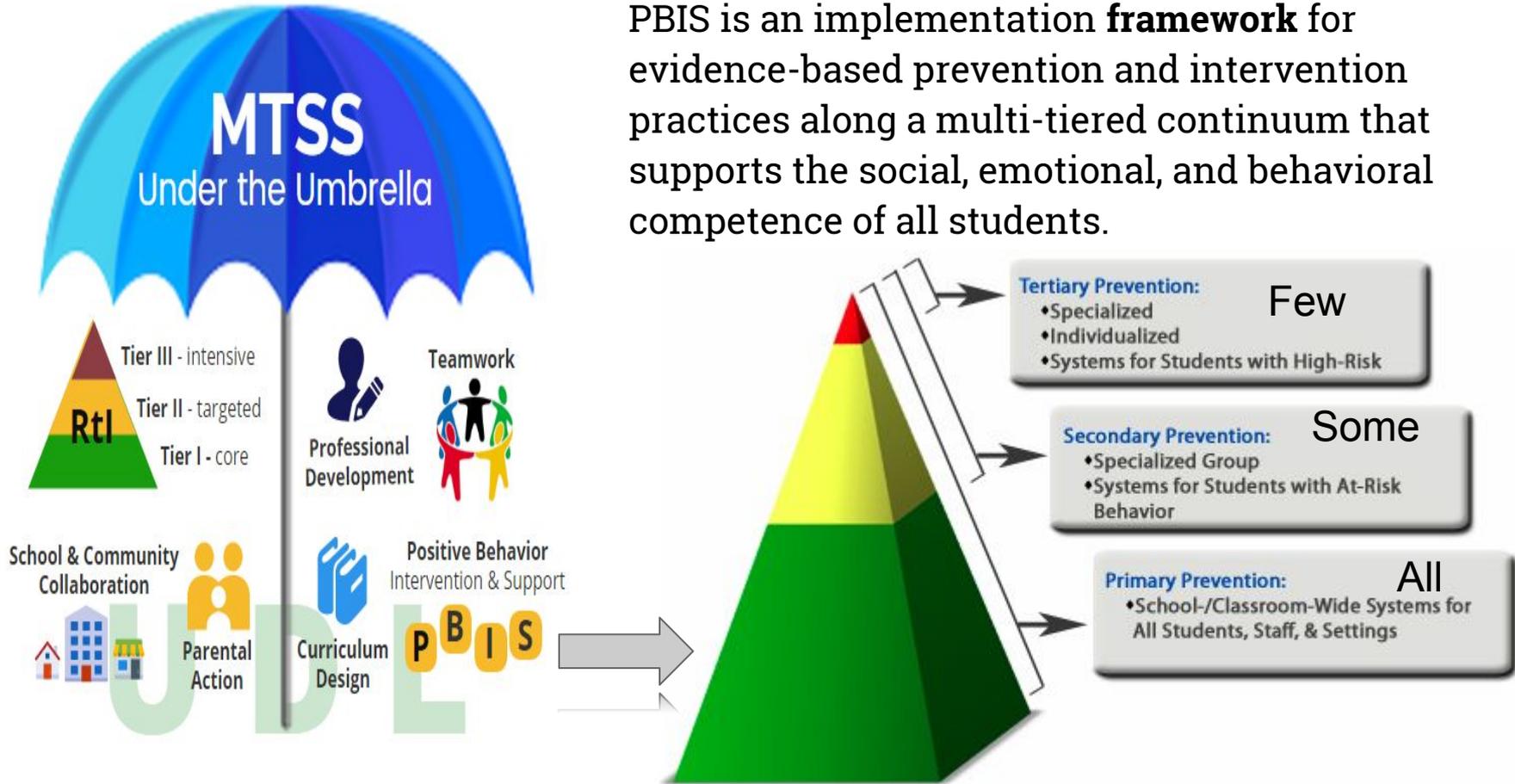
It is the overall framework for the systems approach.

This year, we were awarded a \$50,000 MTSS grant to build our systems.

# The Big Picture: Positive Behavior Intervention & Support



PBIS is an implementation **framework** for evidence-based prevention and intervention practices along a multi-tiered continuum that supports the social, emotional, and behavioral competence of all students.



# Restorative Practices

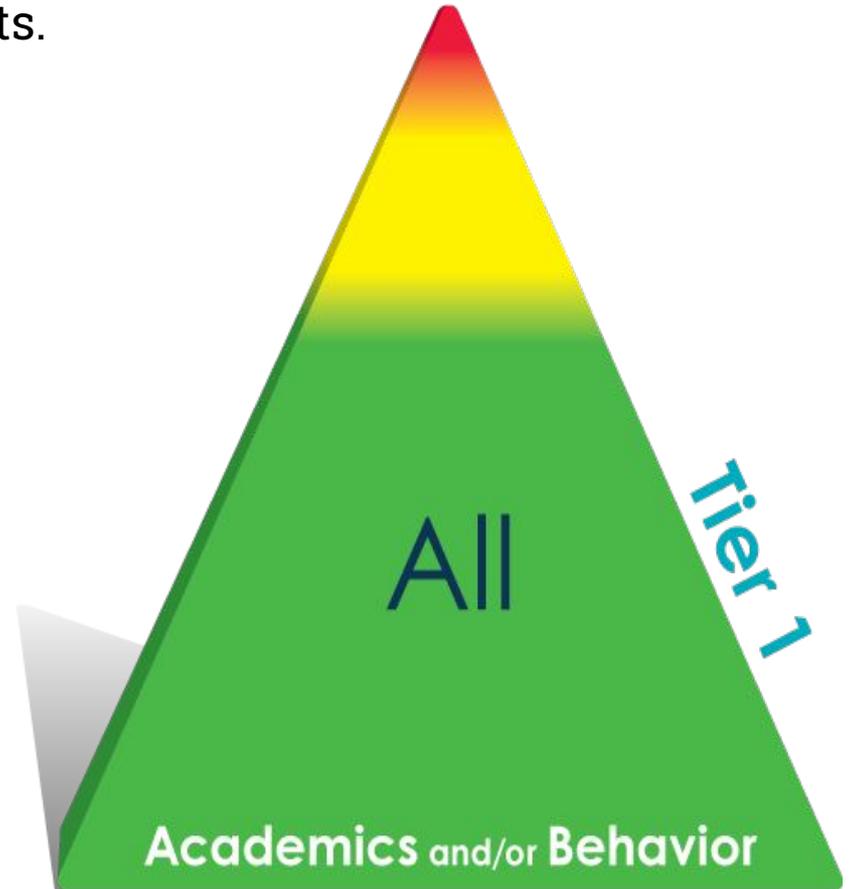


Restorative Practices are for ALL students.

The three big ideas are:

- **Building Community**
- **Repairing the Harm after conflict**
- **Restoring Relationships**

“Restorative Practices keep students **in** school, **learning**, rather than removing them for suspension or expulsion...”



# Restorative Practices Professional Development



Monroe/Murray staff and BHS/MHS each worked together to learn about Restorative Strategies to improve relationships, student engagement, and school culture.

They explored the “why?”. **Why implement Restorative Practices?**

- 1) It defines our learning community with a sense of belonging and strong relationships.
- 2) It sees conflict as opportunities to improve relationships.
- 3) It teaches problem solving, cooperation, and accountability.

# Restorative Practices: Affective Statements



Staff learned how to use **affective language**. Affective language is used to model communication where feelings are expressed in a thoughtful way that does not blame or shame. It shows teachers are human and shows students how their actions affect others, which also helps students develop empathy.



An **affective statement** includes two parts: how you feel and how you were affected by the behavior.

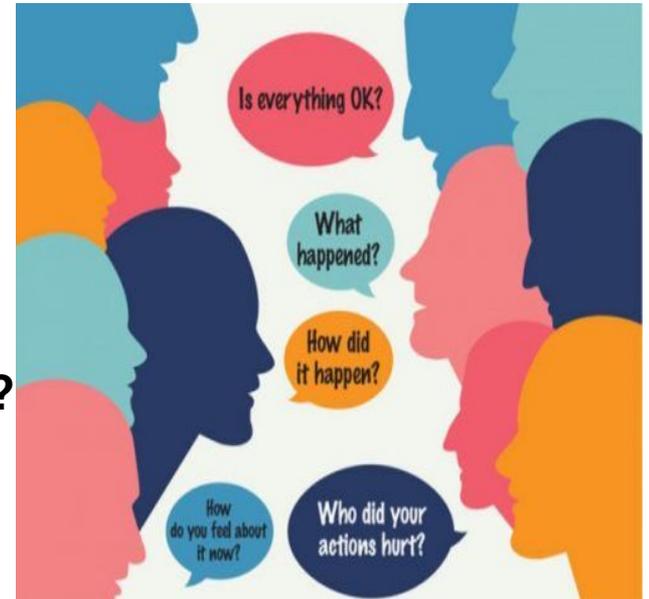
Example: **“Stop Talking”** vs. **“I’m frustrated when I try to speak to the class and people keep talking, it would be helpful if everyone would please stop.”**

# Restorative Practices: Restorative Questions



Staff learned how to use **restorative questions**. These questions help students understand the harm that was done (empathy) and how to repair the relationship (accountability). It takes away the opportunity for the wrongdoer to defend or justify his/her actions.

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought about since?**
4. **Who has been affected?**
5. **What do you need to do to make things right?**
6. **What will you do differently next time?**



# Restorative Practices: Classroom Circles



Staff learned how to use **classroom circles** to build relationships, community and a sense of belonging.



**What is the purpose? To...**

- Create space that lifts barriers between people
- Open the possibility for connection, collaboration, and mutual understanding
- Promote social skill building
- Equalize power within the room
- Build shared effort and common purpose

# Restorative Practices: Classroom Circle Guidelines/Prompts



## Sample Guidelines:

- Respect the talking piece.
- Speak from your heart.
- Listen with curiosity.
- Trust that you will know what to say.
- Say just enough.

## Sample Prompts:

Dogs or cats?

Mountain or beach?

Book or movie?

If you could go anywhere in the world, where would you go? Why?



# Restorative Practices Questions?

*'Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school'.*

(Zins et al. 2004)

