

# Restorative Practices



Foundations to Practice in the Middle and High Schools

# Part I - Main Definitions and Descriptions:

## Who is Responsible for Restorative Practices?

- Teachers through Tier I Instruction
- Teachers/all staff through Tier II Interventions
- All Staff through Embedded, Systemic Structures

## How Do We Do It?

- Instruction
- Management
- Relationships
- Collaboratively:
  - Working Through Each Situation: “I have (this situation), I think I know how to handle it, here’s what I’m thinking...”



# Part II - Foundation: What do we base RP on?

## ***RESPECT AGREEMENTS***

### Questions to Consider:

- How do you want to be treated by peers/teachers/others?
- How do you think I want to be treated? (teacher to student; student to student)
- What bothers you about how others treat you? Why?

### Thoughts to Consider:

- Think about how “best friends” or friend groups treat each other.
- Rules do not necessarily show how a teacher wants to be treated.
- Students are given many choices in their upbringing, until it comes to school, then it is “Do as I say.”
- Need to minimize misunderstandings

# Part III - Questioning



In order to build a foundation for RP, the focus should be on some form of the following questions:

- **Understanding Perspective:** What happened?
- **State of Mind:** What were you thinking at the time? (before, during, after)
- **Reflection:** What have you thought about since?
- **Impact:** Who has been affected and in what way?
- **Analyzing the Result:** How could things have been done differently?
- **Finding Closure:** What do you think you need to do to make things right?

# “Punishment” is necessary in the behavior management process

## Thoughts to Ponder:

- Need to let the student know that he/she did something wrong.
- Any amount of time spent in a consequence should give everyone involved an opportunity to teach, earn privileges back, provide incentives, and have accountability.
- Every behavior is the opportunity to teach the right behavior.
- Do not affect instructional settings when poor behavior happens in non-instructional settings.
- Do not allow a student to stay in a learning environment who is compromising the learning environment.

## Questions to Consider:

- How will we use punishment to change behaviors?
- Which loss of time provides me with the BEST opportunity to work on the student’s behavior?
- What behaviors need to be taught and how will we teach those behaviors?
- How can I structure the consequences in a way that motivates the student to intrinsically work with us to help them change their behavior?

# Part IV - Consequences and Accountability

## REFLECTION ROOM:

Short term consequence <15 minutes in duration that focus a student on the above questions or a student friendly variation of them. Focus on discussion and reflection of the incident, make sure to have a template. Only admin has access to assign students.



## LUNCH BUNCH:

AKA: Lunch Detention. Step up from Reflection Room, <30 minutes in duration; focus on discussion, reflection, and follow-up of the incident; template based. Goes beyond a quick reflection to an added consequence.



# Part IV - Consequences and Accountability

## CHARACTER CONNECTIONS:

AKA - After school detention. Time frame is 1 - 2 hours. Facilitator assists students in working through the teaching component of restorative processes. Not designed to work through homework, but a focus should be on learning modules, accountability projects, etc...



## STRUCTURED DAY:

Spin on in-school suspension. Full day, in school, structured day where students will attend core class instruction (i.e. 15-20 minutes in math, ELA, Science, History) then return to Structured Day room to work on assignments. Students will not be allowed to attend elective classes or “fun” activities, such as: PE, shop, art, lunch, etc... Other time should be focused on learning modules and accountability projects.

# Part IV - Consequences and Accountability

## IMPACT STATEMENT:

After a discussion with admin/faculty, a template with questions meant for students to reflect on their actions. Typically used in conjunction with Reflection Room and/or Lunch Detention. Could also be used with teachers/schools who use a “buddy room” for behavioral interventions.



## IMPACT PROJECT:

Project assigned to a student where a higher level of accountability needs to take place. Typically used in conjunction with after school time and/or a Structured Day. Project could be a poster, slide show, video, podcast, etc... and based upon a template that will require a bit of research into the topic. Upon completion of the project, and depending on the appropriateness of the content, the project should be presented to the impacted individuals.





# BRHS ACCOUNTABILITY PROJECT

## RESEARCH (REAL WORLD APPLICATION)

### MAKING A CONNECTION

What real-world scenario best correlates with this situation?  
FOR EXAMPLE: If a student stole something, what could potentially happen if you stole the same item outside of school?

## CREATE (THE ARTIFACT)

### PROJECT FORMAT

CIRCLE ONE: PowerPoint    Poster    Other \_\_\_\_\_

### PART 1-THE ANECDOTE (FIRST SLIDE)

Student(s) should use the determined real-world application to engage the audience.

### PART 2-WHAT HAPPENED

Student(s) should explain what happened in their situation.

### PART 3-THE OUTCOME

Student(s) should explain the aftermath of their situation.  
KEEP IN MIND: Be cautious of allowing the student to get into the specifics of the disciplinary action that was taken.

### PART 4-POTENTIAL OUTCOMES

Student(s) should explain what could potentially happen in the future if their behavior doesn't change.

### PART 5-WHO WAS AFFECTED

Student(s) should explain who was impacted directly and indirectly by their behavior.

### PART 6-WHAT I LEARNED (LAST SLIDE)

Student(s) should explain what they learned from the situation.

## PRESENT (THE PRESENTATION)

### DETERMINING THE RIGHT AUDIENCE

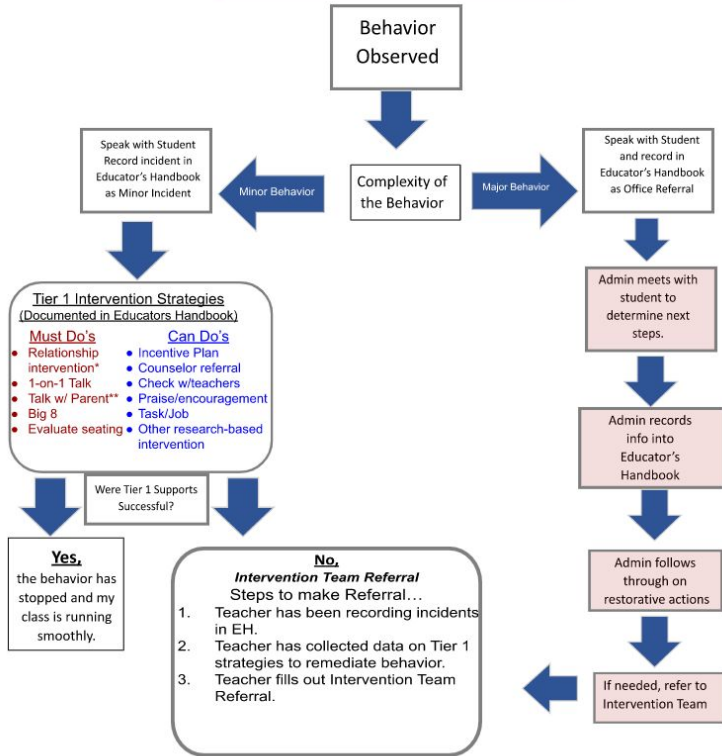
Who was directly and indirectly impacted by this situation?  
FOR EXAMPLE: Class, Grade Level, Parents, Teachers, Custodial Staff, etc.

## Impact Template

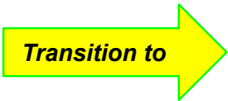
Name:	Date:
1- What happened? Explain your situation with as much detail as possible.	
2- The Outcome: What happened as a result of your situation?	
3- Potential Outcomes: What could potentially happen in the future if your behavior doesn't change?	
4- Who was affected? Who was impacted directly or indirectly by your behavior? How were they impacted?	
5- Real-world: What would happen if you were to do this to someone outside of school?	
6- Lessons learned: What did you learn from this situation?	
7- What do you need to do to make things right?	

# Teacher Driven:

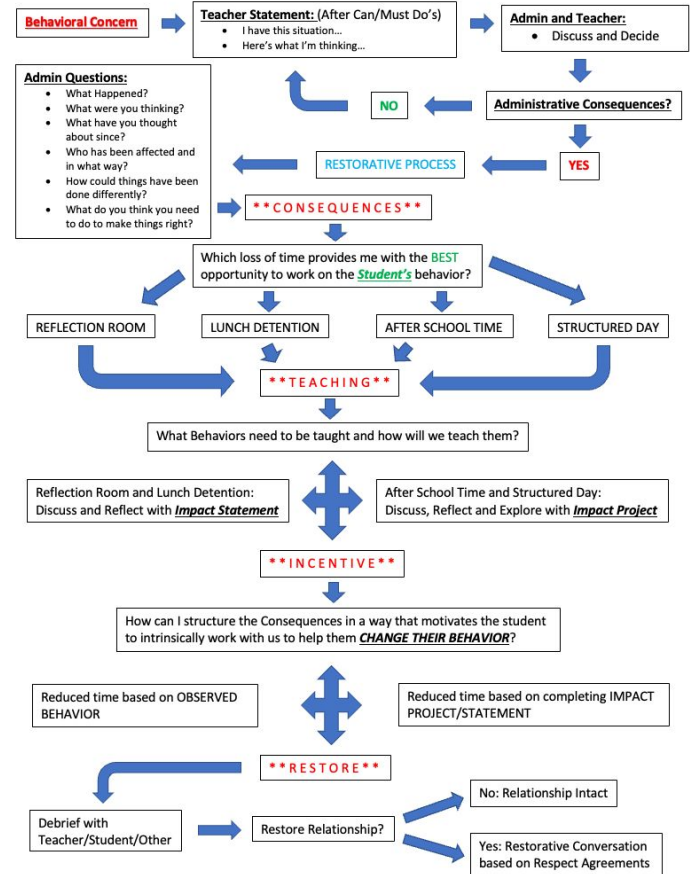
## BRMS Student Intervention Flow Chart



\*Relationship Interventions may include but not be limited to "2x10", "4 at the Door +1 More", positive phone call home, home visits, etc.  
 \*\*Talk to Parent is defined as a conversation in person or over the phone, with a follow-up email- not just an email or voicemail.



# Admin Driven:




A photograph of Mike Tyson in a boxing ring, wearing black trunks and red boxing gloves. He is in a defensive stance, looking towards the right. The background is dark with bright spotlights.

**"EVERYONE HAS A PLAN 'TILL THEY GET  
PUNCHED IN THE MOUTH."**

**MIKE TYSON**

© Lifehack Quotes

A night sky with a full moon and stars over a field of grass. The text is centered in the middle of the image.

It may get worse  
before it gets better, but  
it will get better.

Mike Rawlings

# Where Does Restorative Practice Happen?

The simple answer

**Everywhere**

Tier 1 still has to happen.

Consequences for Behavior - Not a stand alone solution

Solutions/Restorative Justice - Not a stand alone solution

It takes **BOTH**

**We are Educators. We teach expected behavior**

# Roles & Responsibility

- Admin are the only ones that can assign
  - Not Skills class like in elementary school.
  - Admin runs Restorative Justice Groups
- Teachers
  - Tier 1 - Clearly defined expectations and classroom procedures
- Solutions Team
  - Tracking of students (classroom visits, contact home)
  - ISS and Solutions (remember it takes both)
- LCSW and Counselors
  - Groups
  - Prime for Life, Vaping Course

Our Journey - The Why  
How it works - Let's get real



# Solutions

## What Happens Here

- Restorative Justice Conversations
- Address the negative behavior that brought the student there and come up with solutions to change it (Goal worksheets, Email teachers)
- Follow up visits (multiple)
- Student Tracking
- Phone calls home
- LCSW & Counselors
- Homework
- Proctoring Tests
- Reading Books
- GradPoint
- Star Reading
- Vaping Course, Prime for Life as needed

# Data - Is it really working?

Comparing 2021- 2022 school year to 2022-2023 school year

- # of students tracked - **increased**
- # of students in ISS for 1 day- **Decreased**
- # of students in ISS for 2 days - **Decreased**
- # of students in ISS due to Truancy - **Decreased**

Average unexcused absences per student tracked **DROPPED** by 1 absence.

**Tracking of students + Restorative Practice  
= Reduction of Repeat Offenders**



# Collective Commitments

STUDENTS

PARENTS



TEACHERS

SOLUTIONS TEAM

# Contact Information

## Terri Sanders

Cedar High School

[terri.sanders@ironmail.org](mailto:terri.sanders@ironmail.org)

## Dan Carstens

Bear River Middle School

[dan.carstens@besd.net](mailto:dan.carstens@besd.net)