



SOUTHAMPTON
UNION FREE SCHOOL DISTRICT

Southampton UFSD's Equity Journey:

*Building a Restorative
Culture*

November 22, 2024



Southampton UFSD Team

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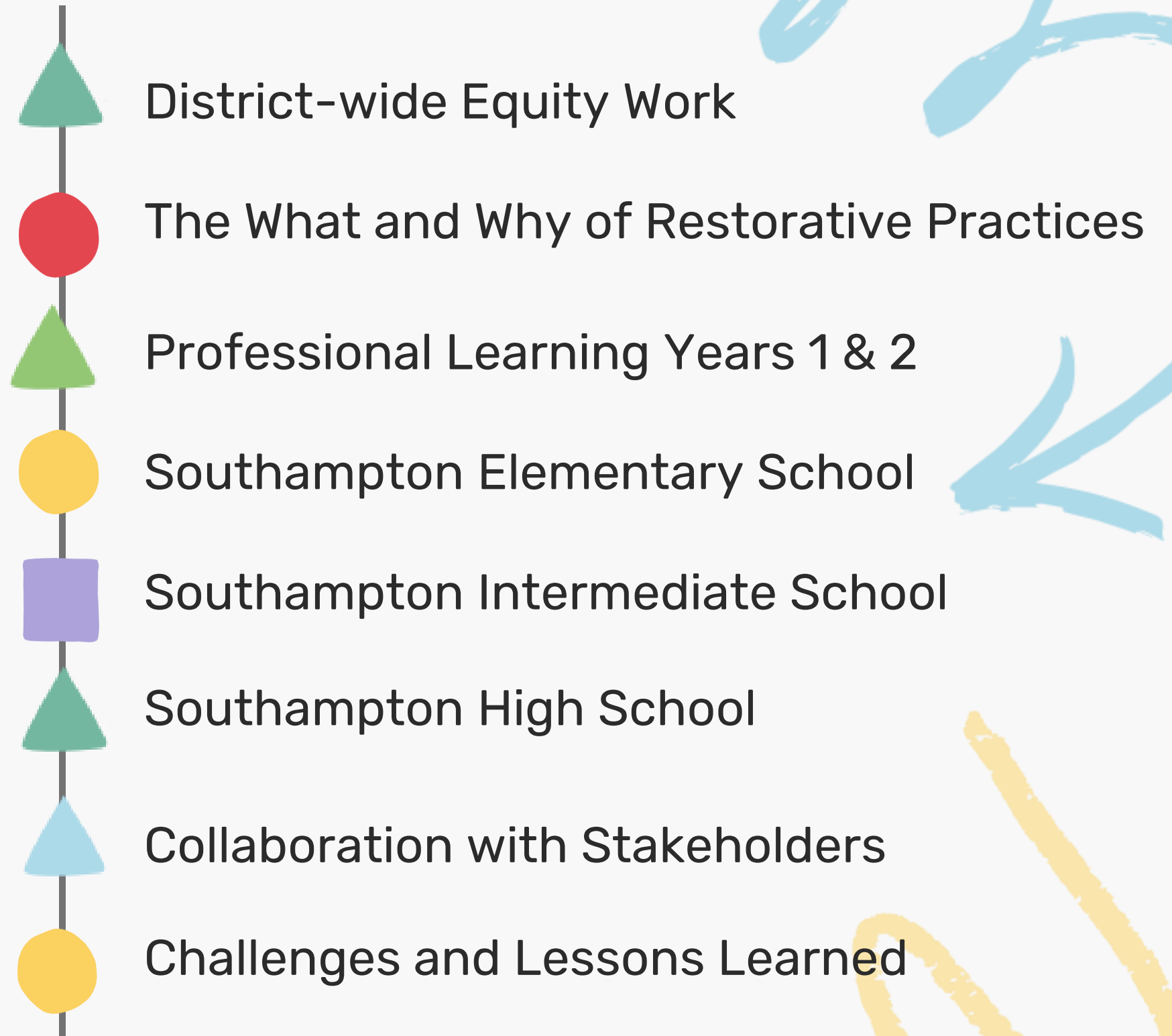



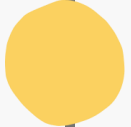



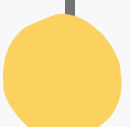
Ms. Danielle McCoy, Elementary School Assistant Principal

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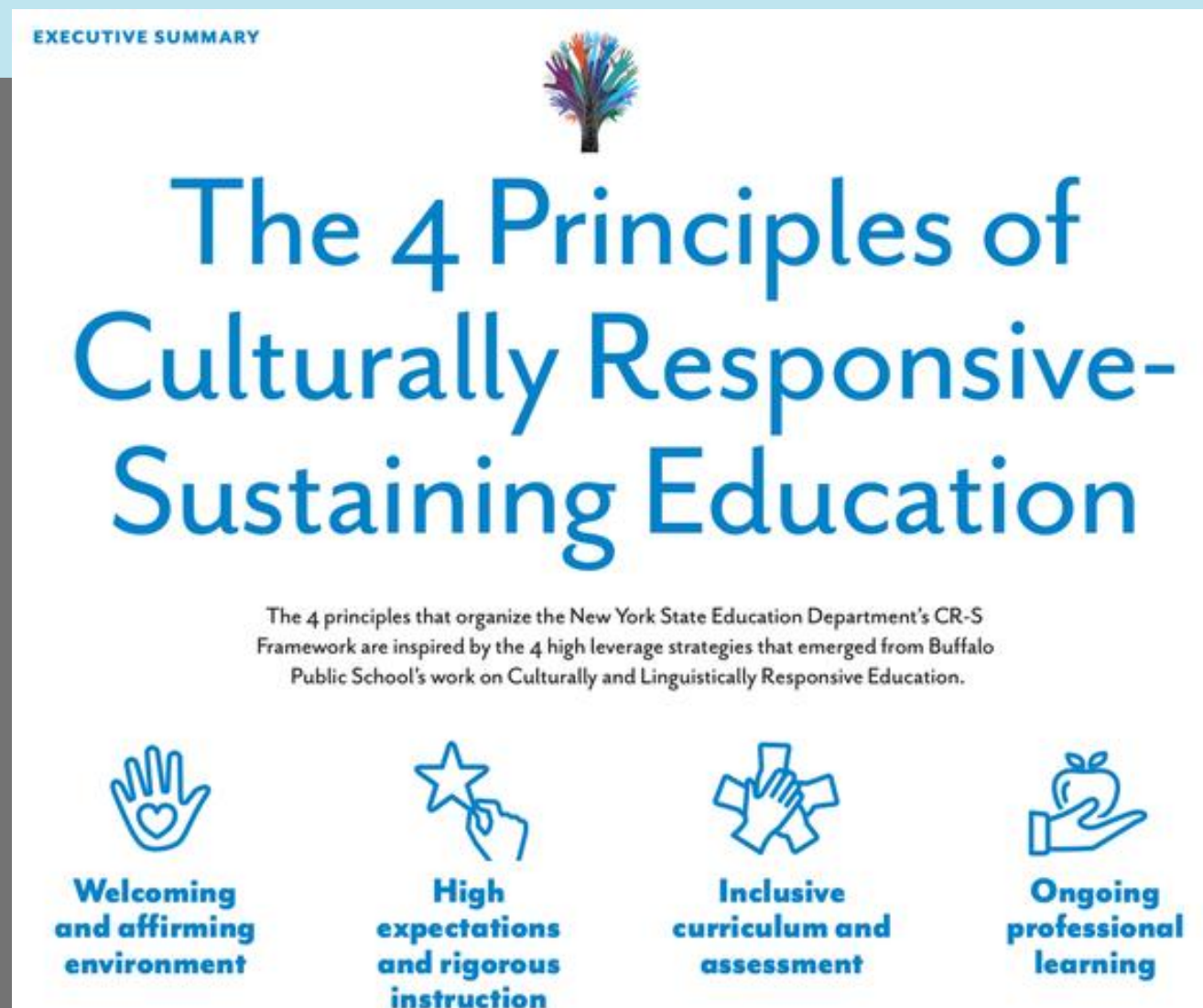


Today, we'll share our district's journey in implementing restorative practices.

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-  District-wide Equity Work
 -  The What and Why of Restorative Practices
 -  Professional Learning Years 1 & 2
 -  Southampton Elementary School
 -  Southampton Intermediate School
 -  Southampton High School
 -  Collaboration with Stakeholders
 -  Challenges and Lessons Learned

The Anchor to Our Work: Culturally Responsive-Sustaining Education Framework

The framework is intended to help education stakeholders to create student centered learning environments that affirm cultural identities, foster positive academic outcomes, empower students as agents of social change.



Southampton UFSD
Core Belief #1 –
People are our most
valuable resource. We
recognize the
importance of mutual
respect and appreciation
among all members of
our school and
community.





Our Journey to Restorative Practices



DEI Task Force Team was created in Fall 2021

- Team met on a monthly basis to study the NYS CRSE Framework and drafted a DEI plan & policy



Studied Discipline data

- Classroom referrals
- Suspensions
- Detentions



Conducted a School Climate Survey for Parents, Staff and Students

Outcome- Psychological Safety



Established RP as a Priority in our Continuous Improvement Plan

- We are committed to broadening our understanding and implementing the components of a restorative practice approach in order to foster safe spaces where all stakeholders are seen, heard and accepted.



Professional Development & Implementation Planning





What are Restorative Practices?



Restorative Practices are a comprehensive approach to community relations. Restorative Practices (RP) encourages the development of knowledgeable, responsible, and civically engaged citizens of all ages. Restorative Practices is derived from Restorative Justice and aims to provide school communities with **inclusive and effective tools to help develop relationships within a healthy school environment**. Restorative Practices are based on principles that emphasize **positive relationships** as central to **building and maintaining community** and involve processes that **restore relationships when harm** has occurred. Restorative Practices utilize processes such as Restorative Conferencing to repair relationships when conflict has occurred and Community Building Circles to help schools **build a sense of connection**.

The Four Principles of Restorative Practices

Elevate and equalize student voice

Focus on repairing harm rather than punishment

Integrate a whole-school approach

Incorporate practices and strategies to build students' social/emotional skills





Why do we need Restorative Practices and Where do they fit?



to build stronger relationships and a sense of belonging



to improve school climate and reduce disciplinary disparities



to provide students with tools for problem solving



to teach social and emotional skills



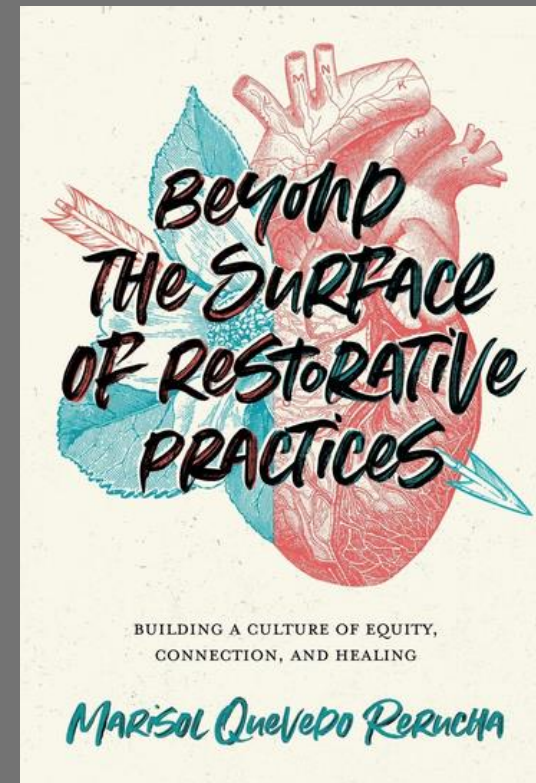
to increase student engagement

**Initial Thoughts: Where do they fit? Where might
they already be happening?**

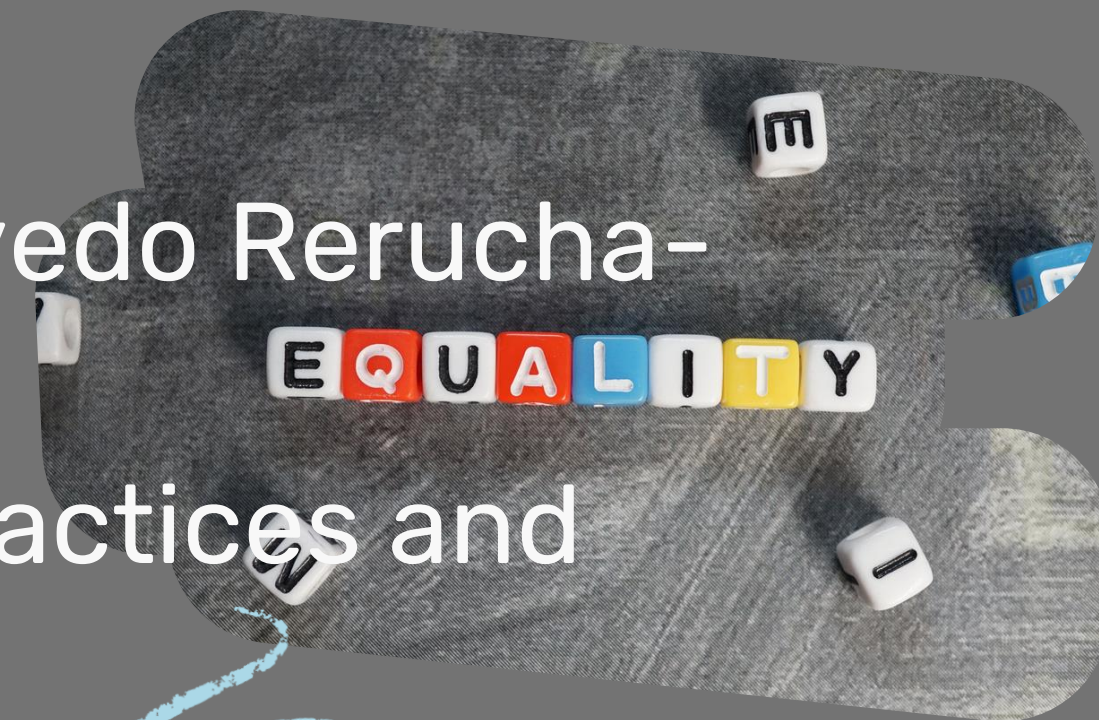
Tier 3- Restorative Conversations, Repairing
Harm, Learning Experiences

Tier 1- Community Circles in Classroom and
Counseling Spaces

Professional Learning Sessions Administrators, Teachers & Staff Year One (2023-24)

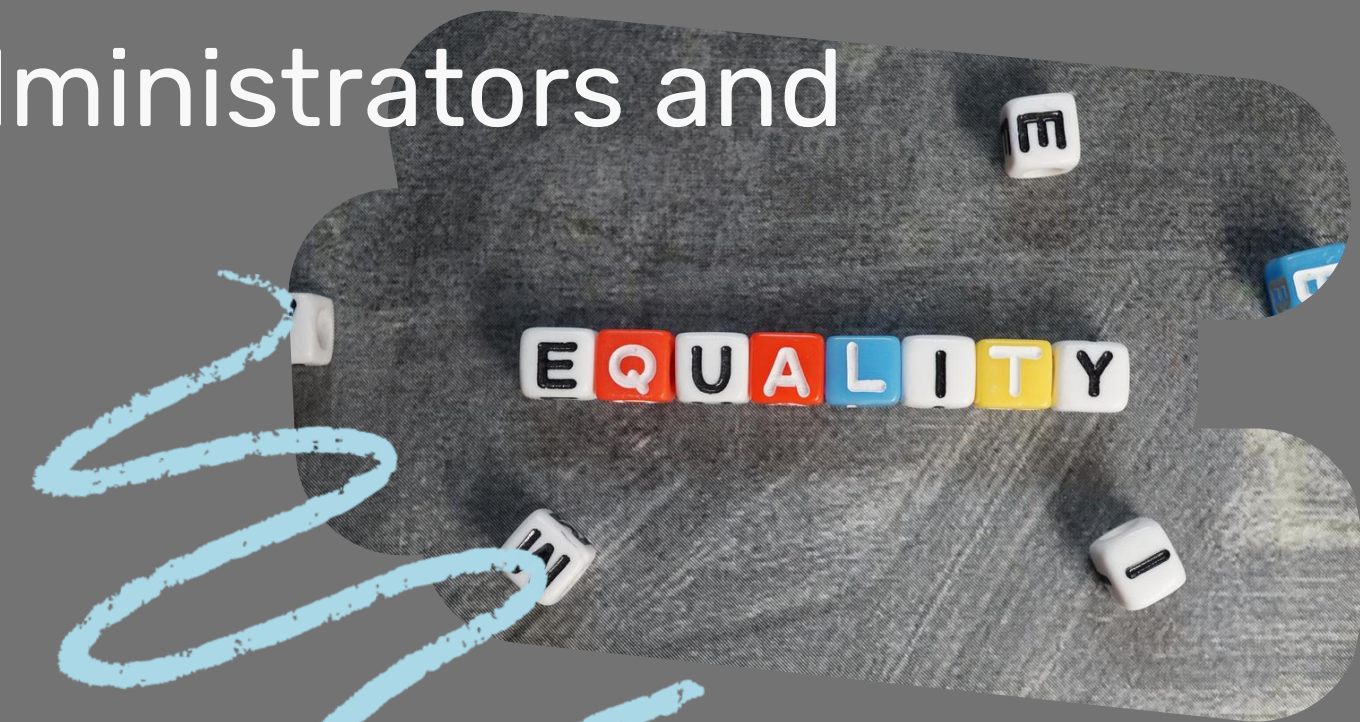



- Circle Training- 3 day Training with RJED for Administrators
- Administrator Equity Coach (Summer 2023) Velma Cobb
 - Studied data to identify trends and potential inequities in our practices (discipline, special education & student achievement)
- Restorative Practices with the Core Collaborative
 - Keynote Presenter: Training with Marisol Quevedo Rerucha- Administrators & RP Steering Teams
 - Understanding the why behind Restorative Practices and having Courageous Conversations
- Implicit Bias Sessions with Paul Forbes (all staff)



Professional Learning Sessions Administrators, Teachers & Staff Year Two (2024-25)


- 2-day Restorative Practice Training with RJED for Admin & Teacher Leaders
 - Community Circles, Academic Circles
- Restorative Practices with the Core Collaborative
 - Training with Marisol Quevedo Rerucha- Administrators, RP Steering Teams
- Phase 2 of Implicit Bias with Paul Forbes (Administrators and Unit Leaders)
- Circle Up! Movement











Southampton Elementary School

Restorative Practice Implementation



-  Staff Trainings at Faculty Meeting
-  Morning Meetings in Classrooms
-  SEL Monthly Themes/SEL Day and discussion prompts
-  Student Discipline- Restorative Interviews/Discussions
-  Whole Class Issues- Encore Restorative Circles
-  Peer to Peer Relationship Community Service/Lunch Time






Southampton Intermediate School

Restorative Practice Implementation



Turn-Key Talking Circle Training for Teachers at Staff Meetings



Restorative Conferences for Behavior Referrals

- Social Contracts
- Utilizing misbehavior as a learning opportunity



Students Trained to lead Talking Circles




SEL Theme of the Week



SEL Day on December 6: Empathy and Compassion

- Assembly
- Classroom Activities



Embedding Restorative Practices within school wide PBIS systems





Southampton High School

Restorative Practice Implementation




Reassuring staff that this is not another initiative, but a transformative approach to building our school community.

- Recognize the restorative work that teachers have already imbedded in their classrooms/instruction
- Teachers are intentionally incorporating Academic Circles into their instruction and giving us positive feedback



Restorative practices are integrated into daily discipline responses:

- Utilizing misbehavior as a learning opportunity to make better choices
 - Restorative Conversations, Check-Ins with trusted adult, Reflection sheets, Conflict Resolution circles, Social Contracts
 - Encourage students to actively participate in developing ideas to support a welcoming school environment for all.
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Collaboration with Stakeholders

Faculty Meetings
Teacher Leaders (Department Chairs & Grade Level Leaders)

Equity Collaborative Team:
Community Building & Connections

Healing circle with the Shinnecock Nation

Code of Conduct Committee

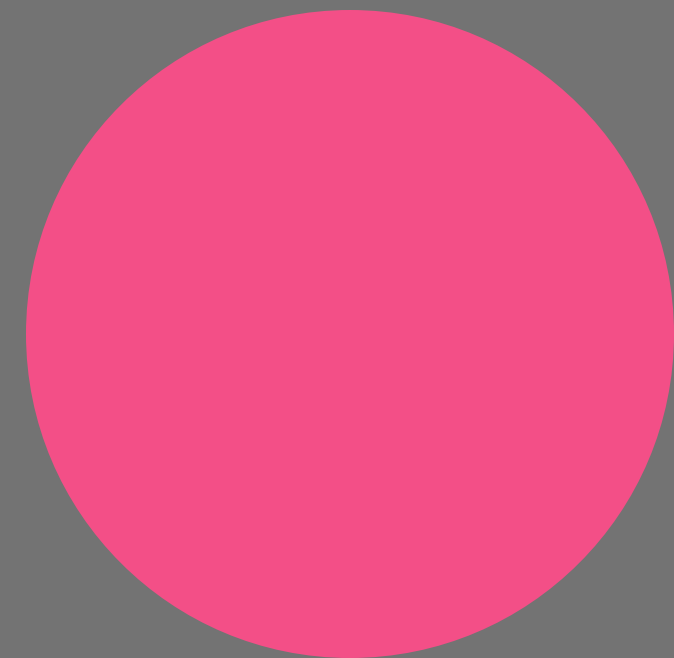
MTSS Committee





CHALLENGES & LESSONS LEARNED

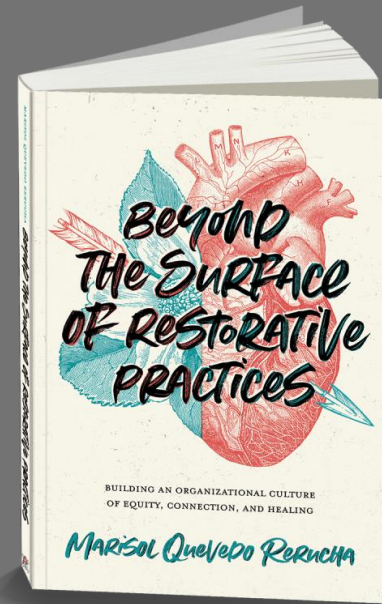
- 2019 RP Initiative was unsuccessful
 - Large forum, limited understanding of why and its relevance to the community
- Changing mindsets and understanding individuals mental models
- Building Trust
- Sustainability



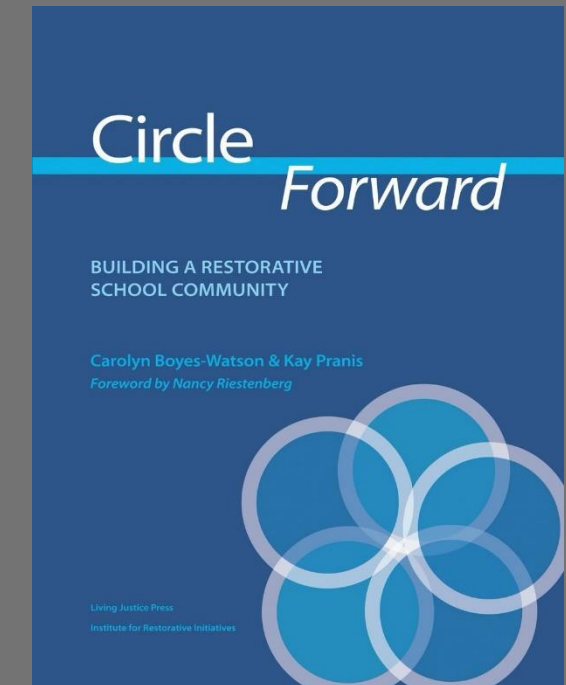
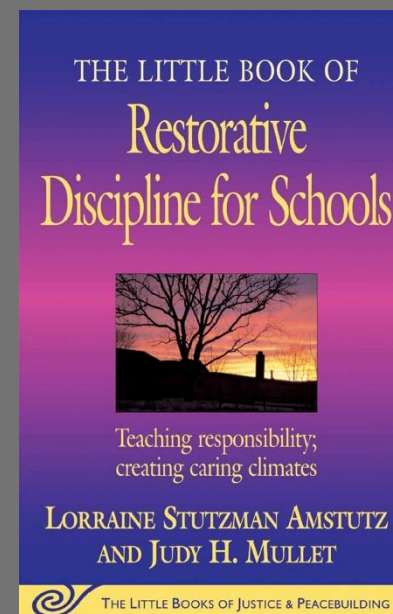
Resources

Circle Forward

Beyond the Surface of Restorative Practices



Restorative Discipline for Schools



What next?

- Feedback from students on RP experiences
- Parent forums and feedback
- Adopt a new Code of Conduct
- Adopt a new MTSS plan
- Student training
- Expand training to guidance, support staff and more teachers
- Continue to engage in Circles as professionals



QUESTIONS?

Thank you!



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