

# RESTORATIVE PRACTICES IN SCHOOLS

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“

Restorative Practices keeps a learning  
community connected in an increasingly  
disconnected world



“

The whole notion of actively engaging students and allowing them to take greater responsibility enhances the quality of teaching and learning in general



“

Children need to learn to take  
responsibility for their actions so they  
don't become adults believing that  
nothing is their fault



# STUDENT SUPPORT FRAMEWORKS: WALK THROUGH TIME

January 2,000

Academic Intervention  
Services ( AIS)

Supplemental  
Instruction for  
students scoring  
**below proficiency** on  
state exams

October 2010

Response to  
Intervention ( RTI)

Close **achievement  
gaps** for all students

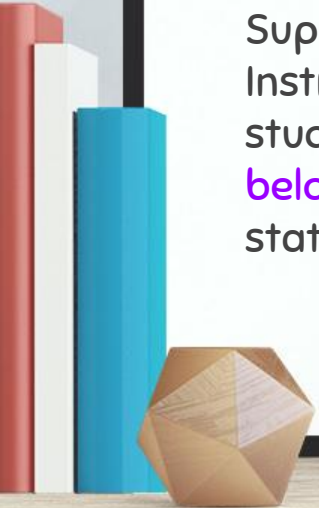
Tier1,2,3

**Academic and  
Behavior** ( PBIS)

January 2017

Multi Tiered System  
of Support ( MTSS)

**All** students can  
learn and **all** school  
professionals are  
responsive to the  
academic and  
behavioral needs of  
**all** students: **ESSA**



## 2018 NYSED recommendations on Social Emotional Learning:

- *“Address discipline as an opportunity for social emotional growth that seeks concurrent accountability and behavioral change through Social Emotional Learning - based restorative practices”*





# MTSS

Academics

Mental  
Health

Positive  
Behavior  
Interventions &  
Supports

Restorative  
Practices

Social &  
Emotional  
Learning

# NEW YORK STATE BAR ASSOCIATION TASK FORCE: REPORT TO REGENTS 2019

Include Restorative  
Practices in the guiding  
philosophy of discipline

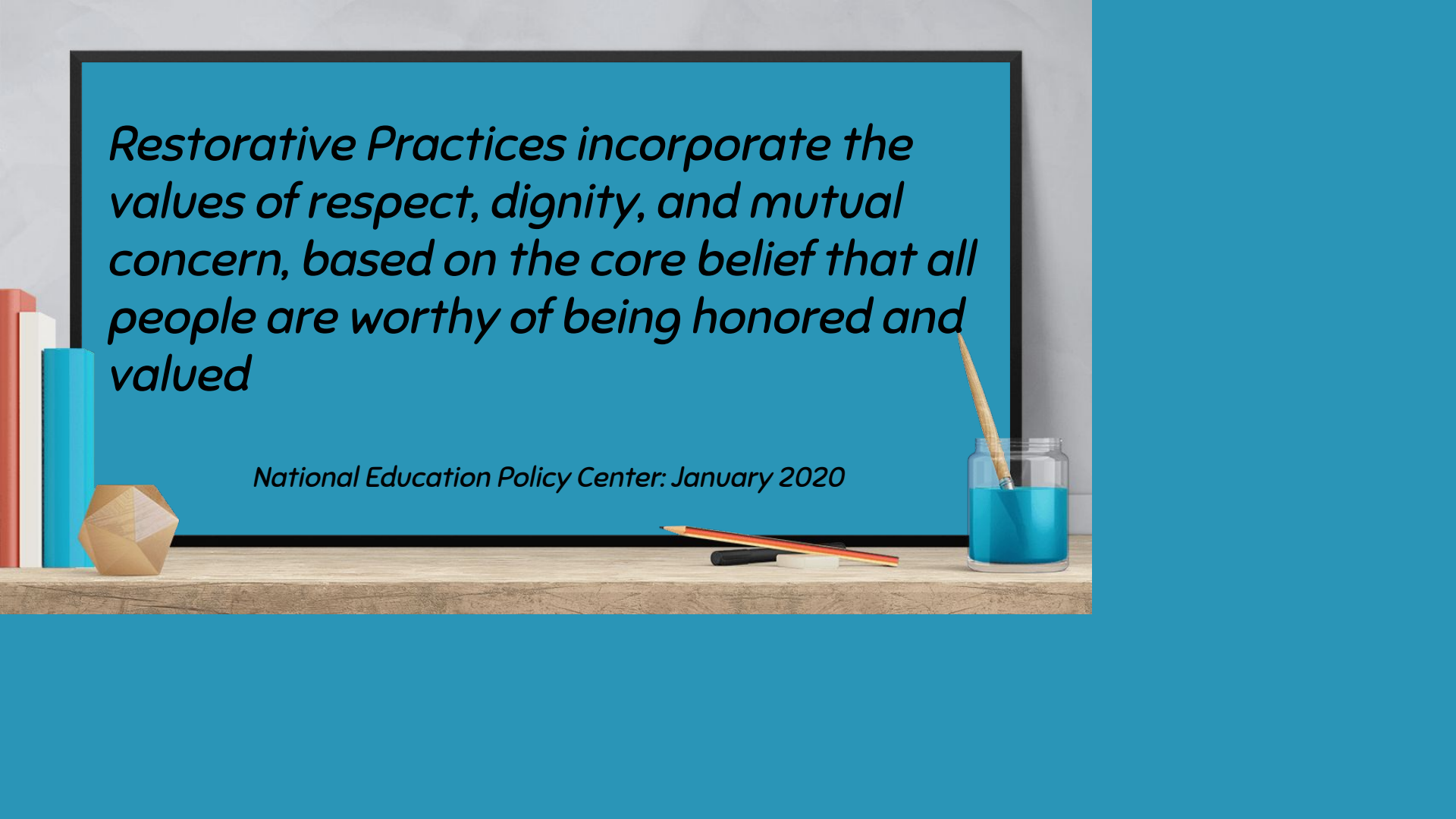
Acknowledge and support  
current use of Restorative  
Justice

Disproportionate  
suspensions around the  
state – implicit bias

Change Law relative to 3214  
long term suspensions along  
with Code of Conduct







*Restorative Practices incorporate the values of respect, dignity, and mutual concern, based on the core belief that all people are worthy of being honored and valued*

*National Education Policy Center: January 2020*

## RESEARCH IN THE field; FISHER AND FREY

*When we  
encounter a  
student who  
cannot read  
we teach that  
student to  
read*

*When we  
encounter a  
student who  
struggles in  
mathematics,  
we teach that  
student math*

*When we  
encounter a  
student who  
does not  
behave, we  
punish that  
student*



## GUIDING PRINCIPLES

- Foster understanding and develop empathy
- Actively involve and attend to the needs of all parties
- Encourage accountability and responsibility
- Reintegrate all parties into the community as a valuable, contributing member
- Seek to repair the harm



## IT'S ALL IN THE APPROACH

*Traditional Discipline:*

*Administrative focused*

What **rule** was broken?

Who broke it?

What **punishment** is warranted?

- Majority of punishment is **exclusionary**

*Restorative Practice:*  
*Student focused*

**Student and admin.** identify who was harmed

**Student considers** how the behavior affected others

**Student creates** and carries out a plan to repair the harm



# THE PERSON IS NOT THE PROBLEM

Student voice in identifying the problem:

What is the problem?

What are the effects of the problem?

What is it like when the problem does not exist?

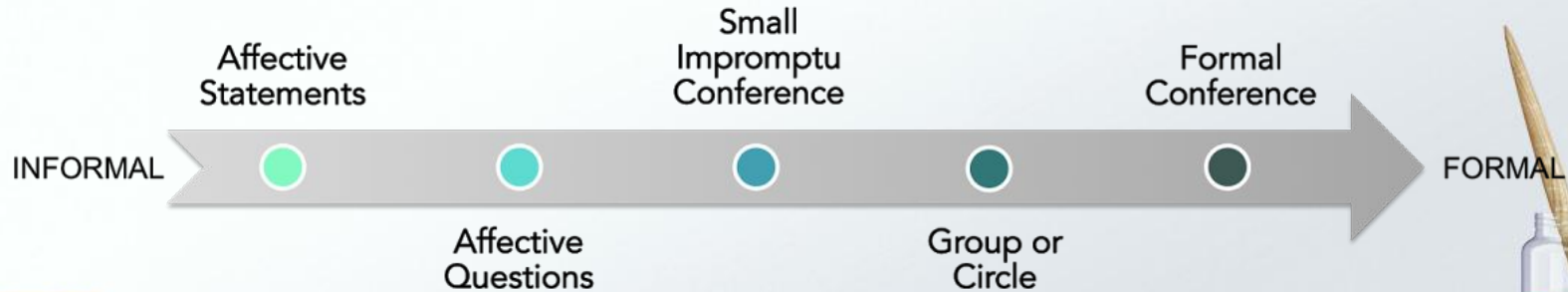
What can we do to fix it?

*Message: I am for you – I want you to succeed*

What can WE do to move from this being a problem to the place where the problem does not exist?



# CONTINUUM OF RESTORATIVE PRACTICES





WHAT IS WITHIN THE CONTINUUM IN  
THE EXISTING WORK IN YOUR  
SCHOOL?



# ALIGNING THE CODE

ONE SCHOOL'S JOURNEY



# DISTRICT GOALS

**K-12 Curriculum  
Focus**

**Amplifying  
Instruction  
Through  
Technology**

**Cross-Content  
Themes**

**Culture  
Of Care**




## CLARIFY YOUR VALUES

What does your school believe about all students?

- What culture exists now?
- What is the ideal state for our district?
- What is our authentic voice?







There is  
no WHY  
question

# SYOSSET P.R.I.D.E

*Patience, Respect, Integrity, Dignity, Empathy*

## Restorative Questions

### Respond To Challenging Behavior...

- 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? In what way?
- What do you think you need to do to make things right?

### When someone has been harmed...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



# FOCUS GROUPS INFORM FIRST DRAFT

1. Administration
2. Students
3. Teachers
  - a. Elementary
  - b. Secondary
4. Parents



## STUDENT PLAIN LANGUAGE SUMMARY

*Student voice highlighting sections of the code most relevant to student experiences in everyday life at school*

- ❖ Introduction
- ❖ Core Principles
- ❖ Student Rights, Responsibilities, Behavior
- ❖ Selected Definitions

## TEACHER PLAIN LANGUAGE SUMMARY

*Written by teachers for teachers to highlight aspects of the code most relevant to educating students in a manner that fosters social emotional growth and the development of positive, supportive relationships.*

- ❖ Core Principles
- ❖ Rights and Responsibilities
- ❖ Student Behavior
- ❖ Selected Definitions



## PARENT PLAIN LANGUAGE SUMMARY

*Written by parents for parents to highlight sections of the Code most relevant to supporting student in developing positive relationships, becoming good citizens and demonstrating responsible behavior.*

- ❖ Core Principles
- ❖ Rights and Responsibilities
- ❖ Student Behavior
- ❖ Visitors to School
- ❖ Selected Definitions



# SYOSSET CODE OF CHARACTER, CONDUCT, AND SUPPORT



*[Click here to play video](#)*





# THANK YOU FOR YOUR KIND ATTENTION!

TELL ME  
AND I FORGET

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TEACH ME  
AND I REMEMBER

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INVOLVE ME  
AND I LEARN



Benjamin  
Franklin