

Where do you see restorative practices already showing up at LT, and where do you think there is the greatest opportunity for growth?	What are the most effective ways for LT to communicate our restorative practices work so that families and community members understand both the <i>why</i> and the <i>impact</i> ? What communication tools or platforms (events, newsletters, social media, website, conversations, etc.) would help our community stay informed and engaged with our restorative practices work?	What questions do you still have about restorative practices or how they support student growth and accountability?	Any additional comments from your table group?
having a community there with the student to comfort and support them is already being seem. the environment and inclusivity and sense of belonging of all of us being "LT". Now we are seeing that there is community that supports each other.	email newsletters and JTs emails really do help. Local news papers, events that have hands on view presenting it especially at future freshman night.	knowing how much students are going back multiple times.	it sounds like a great program for the students to feel supported no matter what their home life situation is like. We have a great support system that helps students open up even when they don't feel comfortable talking to teachers.
They would like the communication to approve. They think the emails are very long and they would like the communication be more direct. they want more opportunity to have dialoge with parents. they felt as that freshman and sophomore year at the beginning of the year they hear more than later on in their kids years in highschool. They would like to know more about altercations with students (fights) that are going on at Lt, and would like more details shared with the community.	That things like the Restorative program had its own spotlight/ email about the program. adding this information into the freshman transition. they would also like the program to be open up to the general population not just the kids who need the restorative group. They would like more programs open up.	none	comments about groups of belonging like doctor rows lunch brunch
The lunch bunch group with Dr.Rowe and having more people attend in the future. We could also continue having circles in individual classes. These are currently showing up in some health and english classes.	An effective way is through conferences held for students during lunches to hear from guest speakers and conferences for parents that have students that are struggling in school. The newsletter also works really well to reach large audiences online and through paper versions in the mail. They suggested assemblies in school to educate more people on the restorative practices that are in place. They also mentioned word of mouth from students and parents that have benefited from the restorative practices. Suggested potentially having t-shirts for students to bring awareness.	They did not have any questions and thought the presentation was very in depth.	They really appreciated the presentation and they appreciate all that LT is doing to help the students. They like how the students are able to talk to the other student if they were in a altercation and try to overcome the issue together, rather than just suspending the students and ignoring the root of the issue.
The safety of the kids who have been affected.	Didn't have time	Is it an entire day and worry about retaliation? Are both parties in the same room during the RIR? Who sets the standard? How do you deal with different/separate mindset? Do people have the freedom to express their own freedoms and choices?	Is there a standard for what the consequences. Restorative is very good for some situations and nice to see research going into work. The values seem very christian.

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<p>Autonomy of the students and allowing them to make decisions, growth and numbers, actions that we've taken thus far and how students are really challenged to think about why they're in the programs they're in. Discipline and accountability is enforced within students. In school program adds a lot more relief to students and families due to extra support and ability to help keep up with school and deal with problems easier.</p>	<p>Report or some form of information regarding the students' reason for admittance into the program, a more clear cut reason as to why the students are being sent in and what led to them joining the program in general. Physical and digital form to keep the parents informed and aware of what their child is doing and why. Display the data to show the successes of the programs for the parents. Make it easier for parents to access information regarding the program, even for those not dealing with school suspensions just so people are more educated about the program in general.</p>	<p>Restorative v Discipline, how do you decide how long a student is in the program + severity of the punishment? Can we get more clarity on information for how the program works in details, less abstract explanations?</p>	<p>Generally a great idea, really good so far but needs more information available to better understand how the program works. Maybe a sort of informational video to really show how it works? Definitely helps both the students and families, very positive feedback over all, just a request for more concrete explanations and more details as to how the reformative program works in general.</p>
<p>The RIR is a place where students can go instead of receiving a traditional detention. Students have a lot of chances before they are heavily punished in terms of attendance and tardiness. There is less confrontation and less physical encounters since the RIR has been established.</p>	<p>Some students are not aware of the restorative practices so an announcement or event could help more students to be aware of the restorative practices that LT has established. JT could send emails about the progress of the RIR to students and parents.</p>	<p>What actions can the school take to address issues that encounter outside the school? How does the RIR support students who are Multilingual?</p>	<p>The group believes that this is a good step to help the issues that are affecting students and the school. Students should advocate for themselves and each other to prevent malicious actions from starting in the first place.</p>
<p>Parent inclusivity is where we believe the greatest opportunity for growth is, informing parents the whole story because they at times fell left out and their children usually dont tell the whole story.</p>	<p>Quick facts for parents to understand certain topics because long paragraphs can be intimidating for people and it leads for people to skip over them not wanting to read so much. Utilizing social media platforms such as facebook to spread information to those who aren't in the loop with everything going on.</p>	<p>None</p>	<p>A common theme from our group was sharing vital information to parents and members of the community to allow them to feel that LT is a safe environment and understand what is happening within our school.</p>
<p>"I would like to see the communication improve, my kids tell me things that i don't hear."  - Emails too long and often isn't what parents would like to hear like not so much achievements but safety and information.  - Information about large infractions not just small achievements.  - Like the incident last year with a student being hospitalized and lawsuits. We'd also like to see the aftermath and the improvement like how many staff is in the hallway?</p>	<p>Giving restorative action its own separate spotlight or email communication. Are students aware about it and can we spread communication to students about RIR opportunities --- for ex. sharing this information at freshman introduction/transition so that students know coming into the school about the program and its embedded in their growth at LT.</p>	<p>How can the general population interact with it not just sub-groups?  If there is so many resources how can we share them?  Or how can we make sure that the existing opportunities for average students extend the same resources?  how can we make a resource like a confidential space for students possibly struggling with similar or even the same issues just not showing up in academic fields?</p>	<p>no</p>

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<p>Pushing "choose two "is great (as in LT's repeated encouragement to choose 2 activities to join)</p> <p>Enjoy that on social media LT explains why exactly "just choosing two" is important</p> <p>Growth: Want to see more data on the effectiveness of restorative intervention in the coming years Hope to see a reduction of the number of students going to the RIR</p>	<p>Weekly newsletter is beneficial</p> <p>Parents want to know what "restorative" means in this context</p> <p>Want to see data that shows that the RIR works</p>	<p>How often/many are the check ins? Such as meeting again a month later?</p> <p>How do you deal with kids who really don't want to be there?</p> <p>Are kids embarrassed about being in the RIR room?</p> <p>Is the RIR room talked about my students, such as in the hallways?</p>	<p>Mentioned that it may be beneficial to give a survey to the parents after their child has gone through the RIR, to see if there was also a change at home</p>