



Restorative Practices School-Wide: A Systemic Approach to Sustainable Integration.

Analua Alencar Moreira, PVPA Junior

Jake Rosenblum, PVPA Junior

Leigh-Ellen Figueroa-Starr, Dean of School Culture



Agenda

- 3:00-3:15: Norms, Housekeeping, Introductions
- 3:15-3:35: ChalkTalk: What's in the Room?
- 3:35-4:00: The Roadmap at PVPA
- 4:00-4:20: Steps to School-Wide Implementation
- 4:20-4:30: Break and tour of the Office of School Culture
- 4:30-4:40: Circle: I am like this stone...
- 4:40-4:55: Teaching All Students
- 4:55-5:10: Teaching All Adults
- 5:10-5:20: The Wider Community
- 5:20-5:45: Action Planning
- 5:45-6:00: Closing Circle and Evaluations



Norms

- Assume Best Intentions
- Intentions < Impact
- Learning is a process and a journey



Opening Circle

- Name, pronouns, title/school, experience with Restorative Practices
- What made you become an educator?



ChalkTalk: What's in the Room?

1. Around the room are flip charts with generative words/phrases
 - a. Round 1: Silently write your original thoughts and ideas connected to each word/phrase
 - b. Round 2: Build on the thoughts and ideas of others
 - c. Round 3: With a partner, discuss one prompt and summarize the thoughts and ideas for the group
2. Debrief
 - a. What, if anything, was new?
 - b. What is resonating with you after this activity?



The Roadmap at PVPA



- Conversations about Restorative Justice and School Culture begin in 2013
- 2017-18: Institutional disciplinary assessment is done, PROPOSAL made and accepted by the Board to move to Restorative Practices
- 2018-19: Restorative Practices Rollout: Trauma-Sensitive Schools, Community and Relationship Building, Restorative Justice
- 2019-20: Restorative Practices Rollout: PBIS, UDL, Universal Mental Health Screening and Family Engagement
- Projected 2020-21 Restorative Practices Rollout: RTI

How Does a School Embed School-Wide Restorative Practice Systems and Structures?





- December 21, 2018
- March 13, 2019 PD

Systems of support clarified:

- Mental Health Team
 - Admin-On-Call
 - Mental Health First Aid
- capacity building for students:
- Anxiety management
 - Teen Mental Health First Aid



Positive Behavior Interventions and Supports

- [Student Behavior Expectations Survey](#)
- [Presentation to Faculty](#)
- [Presentation to Student Body](#)
- [Website resources](#)
- [C.A.R.E.S. Curriculum](#)
 - Lesson Plans and Slide Presentations
 - Student Assessment survey
 - Faculty Feedback survey

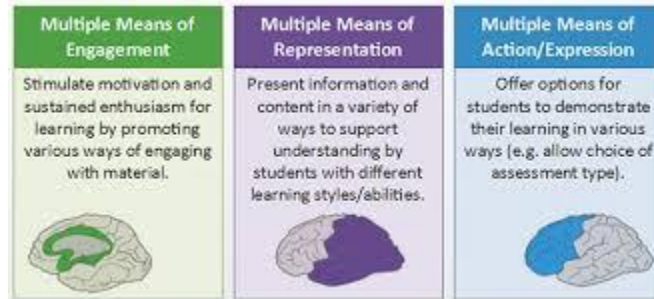




Universal Design For Learning: 2019

Presentation to Faculty

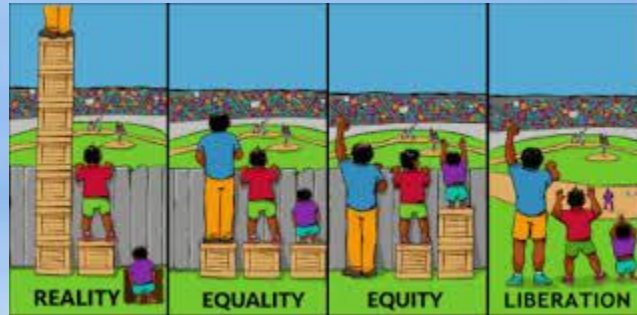
October 11: Accommodations, Modifications and Planning



Equity and Anti-Oppression



- Restorative Practice is rooted in undoing oppression
- Restorative Justice is an indigenous practice
- Interrupting the school-to-prison-pipeline
- Interrupting social inequities



Restorative Justice

	Restorative Justice
Tier 1: Whole community	<ul style="list-style-type: none"> All students and staff use community building circles to learn circle process All students and staff practice communication and conflict resolution skills
Tier 2: Approximately 10-15% of students who need additional support/accountability	<ul style="list-style-type: none"> Class circles to address whole-class issues Teachers use restorative dialogues to work through adult-student conflict ROOTS Peer Restorative Justice used to resolve low-level peer-peer conflict Opportunities provided to make amends and heal harm
Tier 3: Approximately 5% of students with the highest need for support/accountability	<ul style="list-style-type: none"> Restorative circles and conferences to address serious matters Traditional discipline and restorative justice used in partnership



Year One Results:

- 2017-18 Office referrals: 397
- 2018-19 Office referrals: 146**
- 32 Harm Repair Circles





Peer Restorative Justice: R.O.O.T.S

Restorative Outlook & Outreach with Teachers & Students



What is this a picture of?

- Systems fail without buy-in
- Restorative Practice is a mindset not an initiative
- Restorative Practice is a social paradigm shift

BENEATH EVERY BEHAVIOR THERE
IS A FEELING. AND BENEATH EACH
FEELING IS A NEED. AND WHEN
WE MEET THAT NEED RATHER
THAN FOCUS ON THE
BEHAVIOR, WE BEGIN
TO DEAL WITH
THE CAUSE,
NOT THE
SYMPTOM.

ASHLEIGH WARNER



tinybuddha.com





Steps to Implementation

- History of Chicago Public Schools
- Implementation Rubric (take 5-7 minutes to fill out, share with a partner)
- Share-out
 - What, if anything, did you learn?
 - What are you reflecting on after completing this rubric?

Resources:

- [Chicago Public Schools Restorative Practices Toolkit](#)
- [PVPA Student Restorative Practices Survey](#)
- [PVPA Faculty Restorative Practices Survey](#)



Break (10 min)

Meet back in the Office of School Culture (217)!!

Circle

- *I am like this stone....*
- *I am not like this stone....*
- *One thing that resonated with you in this circle*





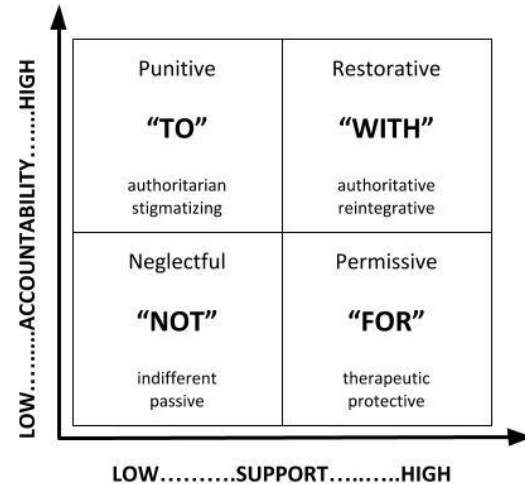
Teaching All Students

- Advisory
- PVPA C.A.R.E.S.
- Peer Restorative Justice
- Workshops, Presentations, Assemblies
- Trainings: TMTC, NCCJ




Teaching All Adults

- Accountability and Support
- DESE Evaluation
- The train is going to Chicago....
- Faculty Community Groups
- Admin circles

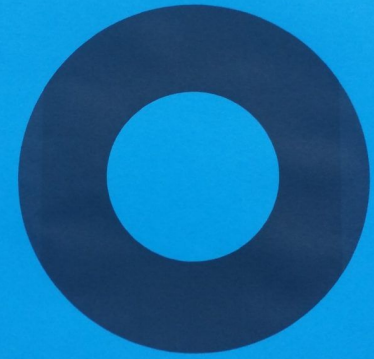




Action Planning



Closing Circle



- One new thought I am taking away with me today
- One feeling I am leaving with