Using Restorative Practices to Build Community & Address Discipline in Urban Districts
Session 5D

Presenters:
Lori Lynass, Sound Supports
Saundra Hensel, Jefferson County School District
Cheri Simpson, Kent School District
Johnny Phu, Lake Washington School District

• Topic: Restorative Justice Practices
• Keywords: Restorative Justice, Urban Schools, Equity
Learning Objectives

1. Learn about the use of restorative practices in urban schools

2. Understand how to overcome the common barriers to implementation in urban districts.

3. Learn about relevant resources to guide implementation in the school and district.

4. Explore how to connect restorative practices and PBIS for stronger implementation.
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PBIS and RP as Tools to Build a Community in which Everyone Belongs
Honoring Indigenous Roots

• Restorative Practices have many indigenous and first nations roots that should be recognized and honored.

• The model that has evolved in schools closely models the Ojibwe people’s model known as Biidaaban. *Bii* means the future, *daa* means the present and *ban* means the past.

• The goal of *Biidaaban* is for people who have harmed to take responsibility for the harm they have caused, be accountable to the community and to people they have hurt, publicly apologize and make amends and restitution.
Restorative Practices Defined

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member—students, staff, parents, and community members, feel that they are seen, heard, and valued.
People are worthy and relational

People who feel worthy have a strong sense of belonging

The Little Book of Restorative Justice in Education
Katherine Evans and Dorothy Vaandering

Mutual Concern

Respect

Nurture Healthy Relationships

Repair harm and transform conflict

Create just and equitable learning environments

Dignity
Three Central Components of Restorative Practices

• Restorative is not what we do, but how we are in relation to one another. The circle can be a central part of this.

• We have to do *WITH* versus To or For

• We need to gain voice and input in decision making
Characteristics of Restorative Schools

- Educators are models of restorative practice
- Physical environment promotes an ethos of care
- Emotional environment promotes an ethos of care
- School policies and practices focus on restoration
  - Conflict resolution
  - Flexible policies including differentiated discipline
Not Either Or, Both Are Needed

**Strengths of PBIS:**
- Focus on Systems
- Promotes Use of Data
- Enables Early Access to Supports

**Strengths of RJP:**
- Relationally Driven
- Focus on Climate
- Alternatives to Traditional Discipline

- Multi-tiered Systems × High Leverage Practices × Priority for Relationships = Belonging Through Alignment

National PBIS Leadership Forum
RP and PBIS Share Similar Outcomes, Integrating them Strengthens These!

Reductions in:
- Out of Seat Time
- Office Referrals
- Suspensions/Expulsions
- Disproportionate Referrals
- Absences

Increases In:
- School Climate As Rated By Staff and Students
- Academic Outcomes
- Teacher Retention
- Engagement in the School Community
Restorative Justice and Equity

• How has your district worked to assure that equity is central to your restorative practices work?

• Johnny Phu, Lake Washington School District
Creating Belonging and Dignity

“Sometimes people use ‘respect’ to mean ‘treating someone like a person’ and sometimes they use ‘respect’ to mean ‘treating someone like an authority’

...and sometimes people who are used to being treated like an authority say, ‘if you won’t respect me, I won’t respect you’ and they mean ‘if you won’t treat me like an authority, I won’t treat you like a person’

...and they think they’re being fair, but they aren’t, and it’s not okay.”
Restorative Justice as a Tool for Racial Equity

“The critical role of education in making the United States a more equitable nation underscores the importance of eliminating the persistent academic achievement gap between students of color and White students. A school culture that fosters trusting relationships can play a key role in reducing this gap. This importance of trusting relationships at the core of school culture has, however, not always been recognized nor prioritized in policies and actions. Restorative justice, a philosophy based on repairing harm and creating a sense of belonging in a community, brings the discussion of trusting relationships into the public forum”.

- Miller-Jones & Rubin, 2020
What’s your culture like?

- **Fruit**: How would our students describe their school experience?
- **Branches and Leaves**: How are we asking our students and families to show up? Why?
- **Trunk**: What are processes/systems we create that shape students and families educational experience?
- **Roots**: What is the underlying value(s) and beliefs of our process?
October Engagement Discussion/debrief

How does fair process create trust, voluntary cooperation, and commitment?

Thinking to your specific context/school – where might trust be missing, where might there be examples of trust being be most present?
WHO GETS TO DEFINE BEHAVIORS?

- Developing Culturally Responsive Expectations
  - Respect:
    - At home or in my community I show respect by?
  - Responsible
    - I am often asked to care for myself or others when?
  - Integrity
    - I earn trust by…
    - I trust others when…
  - Safe
    - I am ready to learn when…
    - I help others to learn when I am…
WHO GETS TO DEFINE BEHAVIORS?

Culturally Responsive Classroom Behavior Expectation

Respect
- We greet and acknowledge adults
- We ask for each other’s ideas and input instead of being right

Responsible
- We get classmates up to speed who were absent
- I offer help when I notice a classmate is frustrated, confused, or struggling

Integrity
- I am honest about my learning
- I know classmates are reliable and honest

Safe
- I can share my thoughts and ideas openly
- I use lift-up language with classmates
RESTORATIVE LANGUAGE

Reference: IIRP, Naomi Brahim Ed.D., Jefferson County Public Schools
Equity is not Access

Can we stop using the box graphic when we talk about racial equity? – FAKEQUITY
“Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

Daniel Coyle
Restorative Practices and SEL

• How has your district worked to integrate Restorative Practices and your Social-Emotional Learning?

• Cheri Simpson, Kent School District
Scaling Up RP in a large District

• How do you scale up restorative practices in a large district like Jefferson County Public Schools which has 130 schools?

• Saundra Hensel, Jefferson County Public Schools
Audience Q & A
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