

Update on Restorative Practices



School Board Brief
May 13, 2016



Every Student Succeeds

“The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.”

Wachtel, T., Costello, B. and Wachtel, J., 2009

The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators.

Essential Questions

- What are Restorative Practices?
- What types of Restorative Practices are being used?
- What are the intended outcomes of implementing Restorative Practices?
- What is the current status of Restorative Practices in ACPS?
- What are the next steps for moving forward with Restorative Practices?

“Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.”



Wingspread Declaration on School Connections
Journal of School Health, 2004

What Are Restorative Practices?

- Guiding principle that **positive relationships** are essential to learning, growth and **building/** maintaining **a healthy school climate** for all students and adults
- An understanding that every instance of wrongdoing, conflict or problem that arises is an **opportunity for learning**
- Implementation of processes that **restore relationships** when a wrongdoing, conflict or problem occurs

Types of Restorative Practices

Community Circles

- Structured approach for **students** to **talk** from the heart and listen **to** one another in a safe environment
- Focus is on **building and maintaining relationships**
- Used during daily/weekly/ monthly “check-ins” and as needed
 - Help students and staff to get to know one another
 - Share thoughts, feelings and concerns
 - Discuss challenging topics
 - Make decisions as a classroom community
 - Celebrate successes
 - Address minor disruptions and other concerns affecting those in the class

Types of Restorative Practices

Restorative Circles

- Focuses on righting a wrong or **repairing** harm that was done rather than solely on rule-breaking
- **Gives voice** to those that have been harmed
- Provides **support** to those that have caused harm as they attempt to repair the harm caused
- Encourages **collaborative** problem-solving
- Empowers change and **personal growth**
- Enhances **responsibility**

Why Restorative Practices?

- Helps students learn:
 - How to interact and manage relationships with peers and adults
 - How their actions impact others
 - How to be accountable and make things right
 - How to listen, empathize, show respect and solve problems positively
- Improves school safety
 - Reduce suspensions, expulsions and disciplinary referrals
- Helps to strengthen relationships
- Creates more positive outcomes for students
 - Increased student engagement
 - Improved attendance
 - Increased academic achievement
 - Improved sense of safety and overall positive feelings about school

Current Status

Community Circles

- Teachers at Minnie Howard campus, International Academy, 10th grade English department, Administrators, Deans and School Counselors have received training in the implementation of community circles.
- Community circles are held at a minimum of twice per month during:
 - Advisory period in the International Academy
 - 10th grade English classes
 - Various content classes and Titan Time at Minnie Howard campus.

Current Status

Restorative Circles

- Deans, Administrators, School Counselors and School Social Workers at Minnie Howard, International Academy and Learning Community 10 have received training in the implementation of restorative circles.
- Restorative circles are implemented as necessary for appropriate offenses at all three implementation sites.



Next Steps

Continue to provide professional learning opportunities on Community Circles for all new teachers at Minnie Howard and King Street campuses, International Academy and identified staff at 10th and 11th grades.

Continue to provide professional learning opportunities on Restorative Circles for identified staff at Minnie Howard and King Street campuses including International Academy.

Extend learning opportunities on Community Circles to a cadre of students across all T.C. Williams campuses.

Restorative Practice Facilitators will receive advanced training for trainers in Community Circles and will provide onsite training and support to staff and students.

Implementation team members will receive additional training in Community Circles and will serve as coaches for staff to support implementation practices.

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