

Restorative Practices



May 2022

Mission & Vision



Setting the Stage

What is Restorative Justice?

A sociological model that focuses on **relationships**.

Proactively: Builds relationships, develops social and emotional skills, a positive climate and a culture of care.

Responsively: When **wrongdoing** occurs, it brings those who caused the harm together with those affected, to learn about the impact and ***decide together*** what can be done to repair the harm.

Comparison

TRADITIONAL

- ▶ What **RULE OR LAW** has been broken?
- ▶ Who did it?
- ▶ What **CONSEQUENCE** do they deserve?

RESTORATIVE

- ▶ Who has been **HURT**?
- ▶ What are their **NEEDS**?
- ▶ Whose **OBLIGATION** is it?
- ▶ What was the **CAUSE** of the situation?
- ▶ What can be done to **MAKE THINGS RIGHT**?

-Howard Zehr

Comparison

BEHAVIORIST

- ▶ Point systems
- ▶ Token economies
- ▶ Level
- ▶ Tangible Rewards
- ▶ Privileges/restrictions

RESTORATIVE

- ▶ Build relationships
- ▶ Teaches SEL skills
- ▶ Gives voice to all
- ▶ Face those you have harmed & hear from them
- ▶ Accept the obligation to repair harm

Restorative Practices in Lewiston-Porter

Where We Started

Policy 7313: Suspension of Students

Lewiston-Porter Central School District

Code of Conduct



Aiming Higher

We are committed to our **MISSION, ONE PURPOSE, YOUR PATHWAY, OUR PROMISE.**
In order to achieve our **VISION**, Our **PURPOSE** is to ensure that when students leave
Lewiston-Porter they will be ready to face the world with confidence in
themselves and what they can contribute. While students are here they will be challenged
to grow along their **PATHWAY** and discover their personal best because
we **PROMISE** to give them our best.

Board Approved: 09/27/2021

J. STUDENT ACCOUNTABILITY PHILOSOPHY, CONSEQUENCES, PROCEDURES AND REFERRALS

Historically, the establishing accountability with students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding student accountability as a “teachable moment” is fundamental to a positive approach to growth with the ultimate goal of teaching pro-social behavior. Therefore restorative justice practices will be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and readmission process to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

Restorative practices include valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Timeline of Implementation

Code of Conduct
Team added
Restorative
Practices to the
Code of Conduct

Hybrid year;
ALE suspended
due to the
pandemic

Grow the RP
Teams

Summer training
with Lori

Deepen RP
Practices

19/20

21/22

22/23

18/19

20/21

First year of
the
Alternative
Learning
Environment
(ALE)

Summer training
with Lori DeCarlo
for RP Teams

Launch RP
district-wide

Second year of
ALE



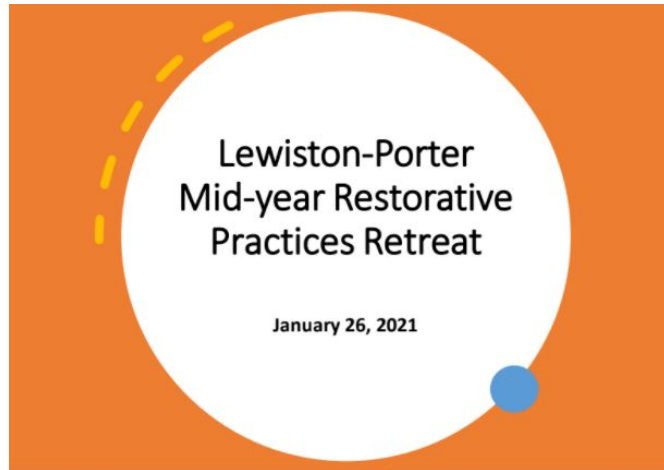
District-Wide Work

District-Wide RP Work

Three-Day Summer Retreat 2021



District-Wide RP Work



Restorative Practices Implementation at Lewiston Porter Central Schools

Facilitated by Lori DeCarlo

Opening Day Agenda Tuesday, August 31, 2021

Time:	Agenda Item:	
7:45 - 8:10 am	Morning refreshments in High School Foyer and Art Gallery (compliments of LP School District)	M
8:10 - 8:15 am	5-minute transition to the Auditorium (enter through the rear door)	M
8:15 - 8:30 am	Board of Education - Welcome	C E
8:30 - 9:30 am	Welcome What's new for the 2021-22 school year	F
9:30 - 10:30 am	Special Guest Speaker Launching Restorative Practices	L
10:40 - 11:10 am	Unit Time	L (L L C
11:10 am - 12:05 pm	Lunch - in each building Cafeteria	L
12:05 - 12:15 pm	10-minute transition time	M
12:15 - 1:40 pm	MS & HS Building Restorative Practices Experiences PEC & IEC Faculty Meetings (Buildings)**	M F
1:45 - 3:10 pm	PEC & IEC Building Restorative Practices Experiences MS & HS Faculty Meetings (Buildings)**	F T F
3:10 - 3:15 pm	Loose ends in all buildings - prepare for faculty work day 9/1	F

District-Wide RP Work



Building Work

PEC RP Leadership Team



Talking piece used in PLC meetings used to represent the foundation that we are trying to build for our students. It also represents collaboration and teamwork between professionals.



1st grade class's opening ceremony of "Making it Rain"

Centerpiece created by a 1st grade class at the start of the school year by students making individual constructions and assembling them with the entire class to represent unity.



PEC Student Leadership



IEC RP Leadership Team

Teaching & Learning on Early Release Days and in classrooms for support

- ★ RP Monthly Meeting with Lori DeCarlo
 - Next steps:
 - Expanding our team and time for tier 1 circles
 - Going deeper with tier 2
 - Exploring tier 3
- ★ Staff Survey for breakout sessions
 - Restorative Practice survey
- ★ ERD learning on RP
 - Restorative Practice with Paraprofessionals
 - check out the videos and reflection response in the form
- ★ Monthly 7 Habits connection with RP
 - News Brief with RP and Leader in Me

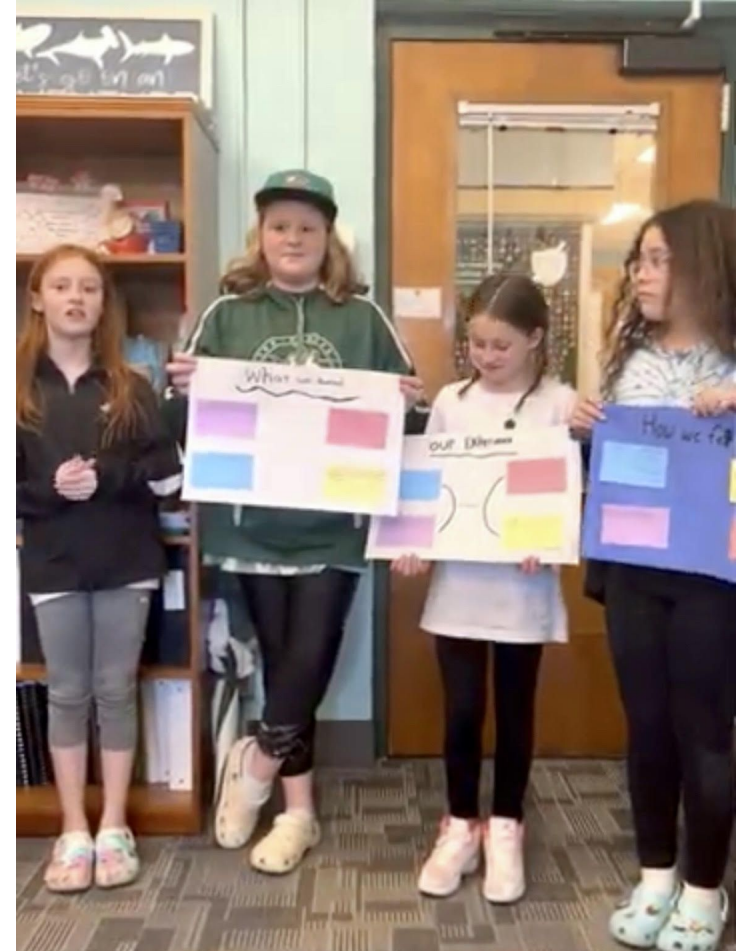


Continued IEC RP Leadership Team

Student Learning and Successes

- ★ Tier 1: Community Circles
 - Friendship Circle for Classrooms
 - Friendship Images from Tier 1 Circle
 - What do you value most in a Friend?
 - voice memo-
 - Teacher Testimony on RP in her classroom

- ★ Tier 2: Problem Solving/Conflict Resolution
 - Google Slide Presentation
 - Student Learning (After a Circle)
 - 5th Grade Student conflict outcome



MS RP Leadership Team

Team Members meet monthly with Lori DeCarlo

Scripts developed by team members based upon topics:

- ★ Showing concern for the feelings of other
- ★ Standing up for the rights of others
- ★ Demonstrating empathy and compassion
- ★ Managing one's emotions
- ★ Considering Consequences for Decisions
- ★ Self-care

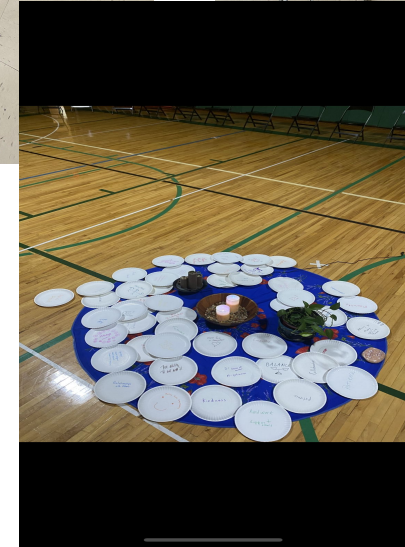
NEST Time - Check-in Circles with teachers and classmates

Conflict Resolution - Discipline Referral form

Counseling groups

Whole staff - Beginning of the year, multiple times on early release days - May 17 Early release day

Summer Work proposal - Curriculum that Connects SEL and Restorative Practices



HS RP Leadership Team

Restorative Practices Team

- Monthly meetings with Lori DeCarlo
- Work together to create staff surveys, develop circle questions for early release days, support faculty and staff with classroom circles

Faculty

- Participated in our opening day circles
 - Opening Day Circle
- Early Release Days
 - Department circles - prompts are suggested
 - Social/emotional check in on April 27th
- Classroom
 - Teachers are facilitating both community building and academic circles
 - Survey data suggests that at least 20 teachers are consistently using, or have attempted circles with their students. This data also shows that several teachers are using circles weekly or monthly with their students.
- Tier 2
 - Utilized during times of both student-student conflict and student-teacher conflict

HS RP Leadership Team

Survey Says.....

When faculty were asked to share any thoughts on our last early release day or restorative practices in general, here's what they said.....

"It was nice to have an opportunity to talk with teachers from other subject areas, as we don't get to do this enough with our busy work schedules"

"I think we could go a little deeper with the reflective thoughts on current school events or social issues, if we could create a safe environment to set the tone in a more comfortable or open manner. Gathering thoughts might be surprising sometimes how many of us think similarly and we are not alone"

"GREAT JOB RP Team"

"Thank you for your work with this"

"Thank you for your efforts"

"I like what we did last Tuesday and found it very valuable regarding social/emotional wellness. I wouldn't have changed a the meeting, except perhaps to have started it earlier"

When students were asked to share how they felt about restorative circles, here's what they said....

"I like the circles because I felt like my voice was heard" - Freshman Student

"Fist-to-Five is a cool way to recognize how I'm feeling each day" - Senior Student

"The circle made me feel safe and that I could be honest and share how I was feeling" - Senior Student

Thank You

We would like to acknowledge the work done by the Lewiston-Porter Board of Education for their leadership with the creation of the policies, administration, and the members of the building Restorative Practices Teams

PEC	IEC	MS	HS
● Claudine Carlo ● Aliscia Krecisz ● Tamara Larson ● Shannon Lotz ● Kristen Maggi ● Ann Marie Oliverio ● Allison Reding ● Katie Ries ● Angela Vanegmond	● Nicole Ando ● Emily Brook ● Liz Cardwell ● Aliscia Krecisz ● Joy Khatib ● Tina Rodriguez ● Josh Siuta ● Lindsay Dougherty	● Andy Auer ● Alan Ingraham ● Danielle Kudela ● Claire Marshall ● Annette Rayome ● Kim Alexander ● Brendan McDermott ● Stefanie Bond ● Jack Wall	● Dan Behm ● Michelle Conti ● Trina Divincenzo ● John Evert ● Teri Fallesen ● Max Hyland ● Erin Myers ● Carolyn Quigley ● Brad Rowles

QUESTIONS

FEEDBACK