C3: Embedding Restorative Practices in an MTSS Framework

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Gathering

“All Humans are hardwired to connect. Just as we need food, shelter, and clothing, human beings also need strong and meaningful relationships to thrive”

**Turn and Talk:** What value is put on meaningful relationships in your classroom/ school/ district?
Objective:
Participants will be able to reflect on the systems and structures in their school that supporting OR do not support putting relationship first.

Agenda:
- What are Restorative Practices?
- Conflicting Structures
- Embedding Restorative Practices
- Experience a Circle
What are Restorative Practices?
What are Restorative Practices

a way of being that puts relationship first
Conflicting Structures
Conflicting Structures: FPS Circle Norms and School Hierarchy

In Circle everyone is equal and power is shared. Everyone gets to speak and everyone listens. No one voice holds more importance.

Speak and Listen from the Heart

Give your focus and empathy to person who is sharing

Respect the Talking Piece

What is said in Circle stays in Circle

Turn and Talk: Would any of these values be challenging for your staff/school?
Conflicting Structures and Respecting Indigenous Roots
What can we learn from indigenous practices, such as circle, in order to put relationships first within the structures of a school system?

- It takes a lot of vulnerability to be in circle...how do we get staff there?
- How do we honor where circle came from...and how do we proceed with integrity?
- How do we push back on policies that could be harmful?
- With so many competing factors...how to elevate relationships?
Embedding Restorative Practices
Embedding Restorative Practices

- **Few**
  - Behavior Support Plans
  - Individual Counseling
  - Comprehensive Tier 3 Plans

- **Some**
  - Student to Student Mediation
  - Student to Staff Mediation
  - Restorative Circles
  - Classroom Problem Solving Circle
  - Restorative Conversations
  - Community Meeting
    - Daily Morning Meeting (PreK-5)
    - Community Building Circles (6-8)
    - Staff Circles

- **All**
  - Behavior Support Plans
  - Individual Counseling
  - Comprehensive Tier 3 Plans
  - Check in Check Out
  - Check and Connect Skill Groups
  - School Wide Values
  - Value Lesson
  - SEL Curriculum
  - Positive Reinforcement

- **Behavior Support Plans**
- **Individual Counseling**
- **Comprehensive Tier 3 Plans**
- **Check in Check Out**
- **Check and Connect Skill Groups**
- **School Wide Values**
- **Value Lesson**
- **SEL Curriculum**
- **Positive Reinforcement**
Embedding Restorative Practices
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Adult Mindset
Deepen Relationships to Ensure Belonging for All Students

We will develop and deepen relationships and collaboration with students and families in order to ensure belonging for all. All relationships, partnerships, and collaboration efforts will expand equity, belonging, and family engagement and will center student voice, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement and opportunities that reflect our core values and support students from early childhood to college and career pathways.
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<tr>
<th>Punishment</th>
<th>Do Nothing</th>
<th>Accountable and Restorative</th>
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<tbody>
<tr>
<td>Seeking to “Control” others</td>
<td>If I can’t control... give up</td>
<td>Release of control and shared responsibility</td>
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<td>“I am the adult, you should respect me”</td>
<td>“I cannot control you, so I give up”</td>
<td>“I believe your voice and needs are to be valued”</td>
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<td>No reflection relying on societal rules and hierarchy</td>
<td>No-self reflection</td>
<td>Self-reflection to account for behaviors and actions</td>
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<td>Punishment is an end itself. The intention is:</td>
<td>Avoidance to engage students. This happens because:</td>
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<td>● To inflict sufficient discomfort</td>
<td>● Fear of confrontation or of being disliked</td>
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<td>● Creating Unpleasantness and producing shame</td>
<td>● Belief that nothing will work</td>
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<td>● Running out of tools- I don’t know what to do</td>
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<td>Restorative and Accountable Approach is a learning opportunity in which the student and adult:</td>
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<td>● Takes some action to problem solve, self-correct, right oneself, or repair the harm done</td>
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<td>● Learns more skillful behavior, and develops greater personal efficacy.</td>
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<td>● Is built on a foundation of trust and relationship.</td>
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“Understand our background and understand us as people like religion wise, culturewise -- due to those things people live different lives and I feel like they should notice that more.”

- FHS sophomore

“There has been a loss of empathy and I don’t know how to get it back.”

- Framingham Administrator
Middle School Data-Belonging Survey

- Adults at my school care about me.
- I have friends at school.
- I know the expected behaviors in all parts of my school (bus, cafe, classroom, playground, specials, hallway).
- I feel included in my school community.
- My school teaches me tools and strategies to solve a problem.
- My school teaches me how to manage my emotions.
- I like being at school.
- I am treated with respect when I make mistakes.
- There is an adult I trust at school.
- My school is a safe place.
Restorative Practices..A Way of Being That Puts Relationship First
If we want the faculty to engage more deeply with students, are we engaging more deeply with faculty?
A Way of Being that Puts Relationships First
A Way of Being that Puts Relationships First

Staff-Student Mediation:
- can foster empathy and understanding between each member;
- is an opportunity for the student and staff to be heard, understood, and affirmed;
- creates an environment of caring, dignity, and respect;
- can restore the calm in a classroom and heal a fraught staff-student relationship;
- models conflict resolution skills.

Round 2: If you could go anywhere in the world, where would you go and why?

Think about a place in the world that you would like to visit (or revisit). Use your computer to find a picture of the place.

Show your image to your partner. Explain why you like that place. Point or name things in the picture.

I like the_______.

Practice the sentence frame with your partner.

I would go to_______.

because_______.

Share or pass during the circle.

S - Sharing

Everyone will agree to be here and reflect on their minds.
- We will:
  - Communicate respectfully.
  - Know that we all have different experiences that shape our perspectives.
  - Listen without interrupting.
  - Keep an open mind.
  - Use each other’s names.
- We understand that:
  - Only necessary people will know what is said here.
  - We work toward compromise, and an apology is not mandatory.
  - Our definition of respect may vary.
  - The mediator will not take sides.
  - The student will get the chance to share their side of the story first.

T - Telling Your Story

Both sides will get a turn. The student will start first.
Tell your story:
- How did you feel when that happened? Why?
- Do you have anything to add?

A - Asking Needs

What do you need from each other?
- How can we make this better?
- Is there anything else you want to say to each other?
- How did this impact our community?

R - Reasoning

You heard both sides. How can we solve this problem?
- What seems fair and possible?
- If a situation like this comes up again, what can you say or do differently?
- What do you need to say to choose this problem is solved?

T - Thank you

Thank you for working through this problem.
(The mediator) will check back with both of you on_______.
- Do we need support from anyone else today to reach our goal?

CARING
I INCLUDE EVERYONE
R RESPECT OTHERS' DIGNITY
C COMMUNICATION
L LISTEN TO OTHERS
E VERYONE PARTICIPATES
S IT IN A CIRCLE
Divide into 2 groups
10-15 People will be inside the circle
The rest of the participants will:
- Watch
- Reflect on their own answers
- Share perspective at the end

| Safe           | Lift your chair up carefully and move tables as needed. |
|               | Watch those around you                                   |
| Respectful    | Watch and communicate with those around you while moving furniture |
| Responsible   | Honor the values of Circle                              |
In Lak’ech (I Am You or You Are Me)

Tú eres mi otro yo.  You are my other me.
Si te hago daño a ti.  If I do harm to you.
Me hago daño a mí mismo. I do harm to myself.
Si te amo y respeto,  If I love and respect you,
Me amo y respeto yo.  I love and respect myself.

Mayan-inspired poem, “Pensamiento Serpantino”
Luis Valdez. (1971).