

# Restorative Practices at Schalmont High School

Board of Education Presentation  
March 6, 2023

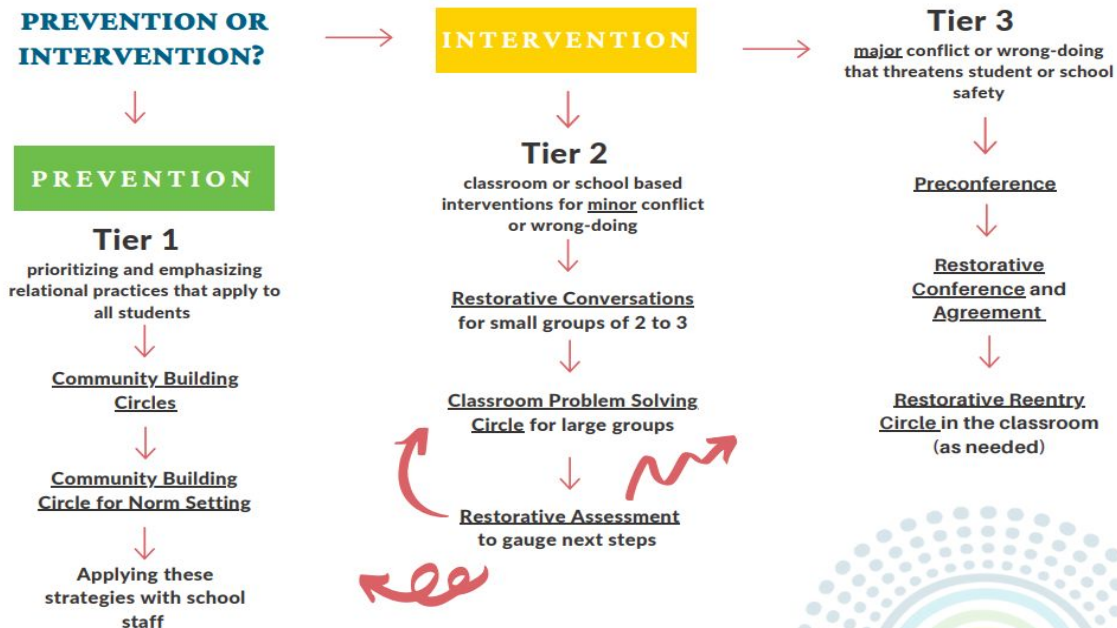
# Restorative Practices

- ▶ High quality social-emotional learning opportunities
- ▶ Strong and positive staff-student relationships
- ▶ Includes student voice in the process
- ▶ A discipline system that emphasizes empathy and opportunities for learning at the core
- ▶ Allows students to be accountable for their actions, while providing them with the skills and tools needed to restore and repair harm



# Restorative Practices Flow Chart

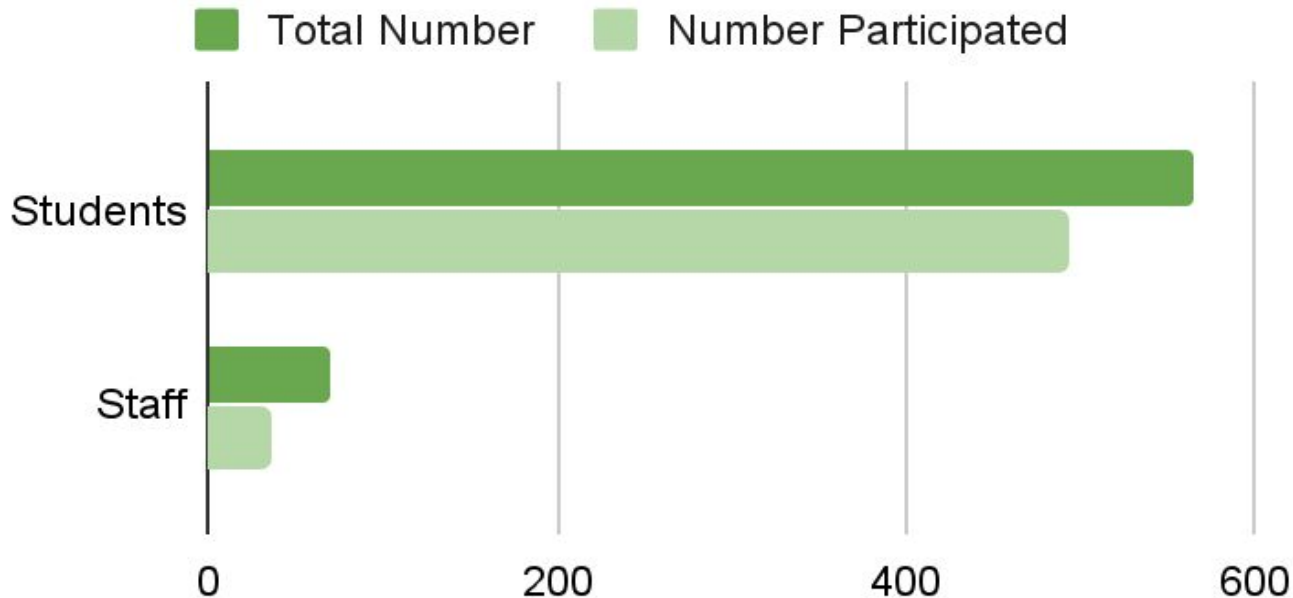
FLOW OF RESTORATIVE PREVENTION AND INTERVENTIONS PRACTICES



Multi-Tier System of Support

**At Schalmont High School, 87% of the students and 48% of the staff have participated in restorative practices.**

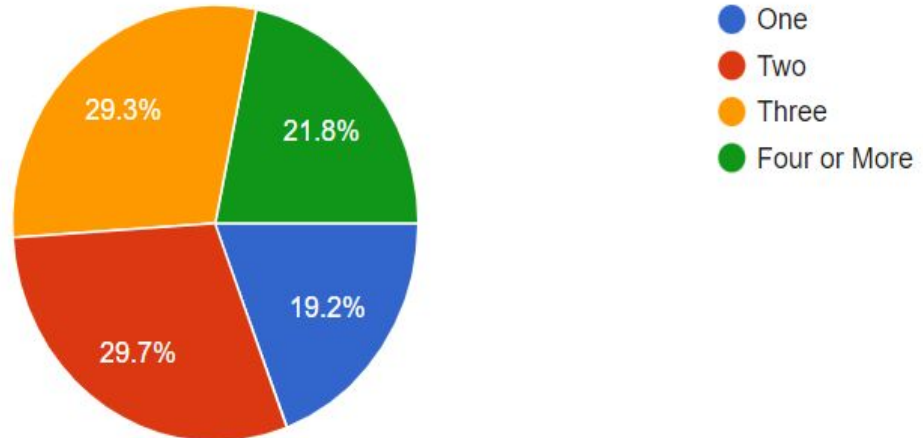
## Restorative Practices



# Tier 1: Community Circles

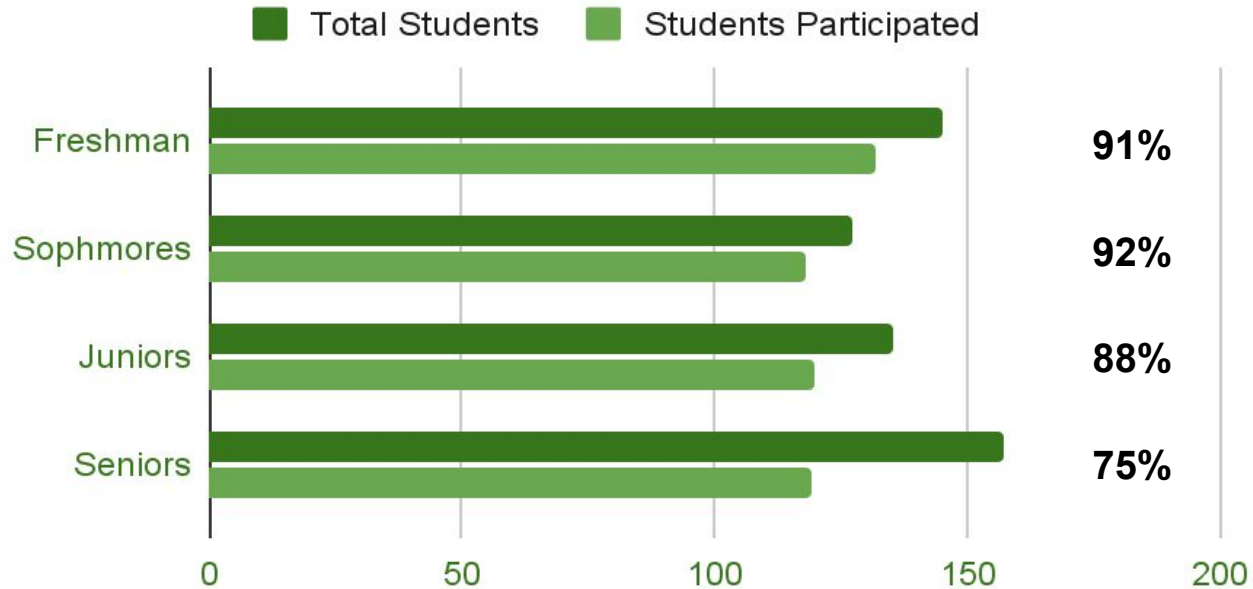
Community circles focus on relationships within the school community by building a sense of belonging and connectedness. It is an opportunity for leadership and power to be shared so that everyone participating has an equal opportunity to speak and have their voice heard.

Since October, **87** community circles have been held at the high school.



# From October-February, 494 out of 564 students have participated in Tier 1 practices.

## Community Circles



# Tier 1: Community Circle Prompts - Low Level

- ▶ Share someone or something that always make you laugh.
- ▶ What motivates you at school, sports, work or home?
- ▶ Share a favorite winter or holiday tradition that you have.
- ▶ What is one word to describe how you feel going into midterms?
- ▶ If you could visit one moment in history, what would it be?
- ▶ If you could trade places with one staff member for a day, who would it be and why?
- ▶ Would you rather give up social media or music? Why?
- ▶ What is one way you need to be treated to do your best work?
- ▶ What are your goals before the end of this school year?

# Tier 1: Community Circle Prompts - Middle Level

- ▶ What does respect look like to you?
- ▶ Tell us one or two words that come to mind when you hear the word gossip.
- ▶ How can you show respect to other people at school or work?
- ▶ How do you feel when you receive feedback on your academic work or performance in a sport/activity?
- ▶ What is a way that someone can show respect for a different culture or value?
- ▶ Is showing your emotions a sign of weakness or strength?
- ▶ What actions make you feel bullied?
- ▶ As you are starting to think about your future plans, whether it is college or a career, what excites or worries you the most?
- ▶ What support or resources would be helpful for you in planning for life after high school?



# Tier 1: Community Circle Prompts - High Level

- ▶ Do you think there is a difference between constructive criticism and criticism? Why or why not?
- ▶ What does success mean to you? Give an example of your own.
- ▶ What is the difference between equality and equity?
- ▶ How can discomfort be beneficial?



# Tier 2: Restorative Assessment and Conversations

- ▶ Allows space for taking responsibility for what has happened, while also still leaving room for the traditional interventions
- ▶ Allows for conversation about wrong doing instead of handing out a punishment and thinking that alone will solve a problem
- ▶ Structured and consistent questions that a staff member poses to a student in order to get them to think about what they did and the impact that it has on others
- ▶ Supports healthy conflict resolution and allows for relationships to be restored

Since October,  
**23** restorative assessments and conversations have been held at the high school.  
**28** students and **7** staff have participated in Tier 2 practices

# Tier 2: Restorative Assessment and Conversations

## Restorative Assessment

- ▶ What happened?
- ▶ What were you thinking at the time?
- ▶ What have you thought about since?
- ▶ Who do you think has been harmed and in what ways?
- ▶ What, if anything, do you accept responsibility for?

## Restorative Conversation

- ▶ What is the problem?
- ▶ What is happening as a result of this problem? How is it making you feel and/or how is it affecting your day?
- ▶ What would it look like in the classroom if this wasn't happening? How would it change your day?
- ▶ What can we do in order to get to a place where this problem doesn't exist?

# Tier 3: Restorative Conference and Re-entry

- ▶ Used after serious wrongdoings and harm have occurred
- ▶ Used upon return from out of school suspensions
- ▶ Involves students, parent/guardian and administration

# Why?



- ▶ Building relationships among staff and students
- ▶ Creating a culture of care
- ▶ Emphasizing honesty, and integrity
- ▶ Reflection--How it leads to learning

# Impact on School Community

Student responses during community circles provide valuable information about what they identify as common experiences, concerns and topics of importance.

- ▶ Kylie Gibbs, School Counselor, utilized responses to develop a counseling lesson targeting specific topics that senior students voiced as a common need: [Adulting 101](#)
- ▶ Patrick Houlihan, English Teacher, utilized responses to develop a Google Form Reflection that allowed freshman students to share feedback and ideas with administration on how to improve midterm week and its impact on their mental health
- ▶ Tracie Perone, 12:1 Special Education Teacher, utilized circles to discuss student integration into work based learning and identify gaps in supports needed for success
- ▶ 12th Grade Teachers and Support Staff utilized responses to begin exploring ways to plan to invite college students and community professionals in to speak with senior students

# Student Feedback: What We Like

- ▶ Everyone gets a chance to voice their opinions
- ▶ I like that everyone listens to each other and is open to each others opinions
- ▶ Helps me get to know and understand people and how they think
- ▶ I like being heard by others
- ▶ It helps us to connect more and find similarities that could create new friendships
- ▶ I like that I can say how I feel without interruption
- ▶ I like to hear what others have to say on certain topics that I can relate to
- ▶ It's nice to take a break from the computers and just talk
- ▶ I enjoy them alot and I believe that it allows for myself and peers to communicate in a healthy way
- ▶ I like to hear more about people and their ideas and thoughts about the world around us.
- ▶ I love how everyone participates and communicates on their shared experiences.
- ▶ I like hearing what my peers have to say. We don't get a lot of time to freely speak with one another.

# Student Feedback: What is Difficult

- ▷ Speaking out in front of others isn't always comfortable
- ▷ Being open-minded about some other answers and trying not to overthink my own.
- ▷ Speaking clearly and knowing what the right thing to say is difficult.
- ▷ I am not good with talking in front of a big group
- ▷ Not everyone gives an answer which is kind of upsetting.
- ▷ Answering difficult questions
- ▷ I am not good with public speaking and I get uncomfortable
- ▷ It is difficult to respond honestly when others are just repeating what others have said
- ▷ I find it difficult to share some of my opinions on topics or things
- ▷ Trying to have an independent answer and not an answer everybody else said
- ▷ Talking in front of people and having all the attention on me.
- ▷ Trying to listen to others and think about what to say at the same time.



# Student Feedback: Impact In My Classroom

- ▶ I feel they have made everyone feel not so alone
- ▶ I feel like we become closer as a class which transfers into our class discussions
- ▶ Allows students in my class to have conversations about things they wouldn't think to have
- ▶ Made us more comfortable talking with each other and we get a better sense of each others values
- ▶ Challenged us to be open to new ideas and understand our classmates from different perspectives
- ▶ You get to learn that you have more similarities than you think with your classmates
- ▶ They help us be more comfortable talking with the people in our class and expressing our opinions
- ▶ It involves everyone in our classroom equally which has created more unity
- ▶ Made me realize that even teachers may feel uncomfortable at times which is okay
- ▶ It has started to make me feel safer in the classroom
- ▶ I learned more about certain people that I never really talked to before.
- ▶ Our class seems to interact without judgement following the circles which has created a safe environment

# Student Feedback: What I've Learned About Myself

- ▶ That even if it is hard for me to public speak, I am capable of doing it and can do it somewhat well
- ▶ Sharing how I feel about something can feel refreshing and makes me feel heard
- ▶ I am able to share when it comes to quick responses, but when its bigger, harder questions I get nervous
- ▶ I can cope with being uncomfortable
- ▶ Talking in front of people is not as bad as I think it is
- ▶ I've actually been able to do better at public speaking since I've started.
- ▶ I have learned that I do have a voice to speak up and I have the ability to be a strong person socially
- ▶ I can express my opinions in a respectful way.
- ▶ That I can speak in front of people, I just have to tell myself it is ok. I learned perseverance.
- ▶ I enjoy open discussion more than I thought
- ▶ That I need to let go of worrying about what others think because what I say matters
- ▶ I was able to realize that I am similar to others in many ways
- ▶ That having people who listen to what I have to say is really important to me and makes me feel heard

# Student Feedback: Topics and Interest In Leading A Circle



Out of the **239** students who participated in the survey so far, **33** replied that they are interested in learning how to lead one themselves.

**Students were asked to submit suggestions of topics to discuss in future circles. Suggestions included:**

- How to make the classroom environment better
- Current events in our world
- Real world responsibilities
- What inspires you to be the person you are
- Philosophy and personal beliefs
- Challenges in friendships or relationships
- Stress management
- Mental health
- How we can improve our school
- Life skills including money and time management
- Social justice
- Accountability
- Loyalty
- Social media and its impact

# Staff Feedback

I have learned that, while my focus is continually on the wellbeing of my students, there will always be things happening in their lives about which I know little to nothing, and that I can always be doing more to create a safer more comfortable learning environment in my classroom.

My students engage in highly structured discussions. They practiced conversational skills, and they do a significant amount of reflection and cognitive work through the prompts I've provided. Additionally, and perhaps more importantly, circles allow my students to have a voice in matters of both instructional content and their social\emotional wellbeing.

Through the participation in a circle in my classroom, I was able to hear a student speak and share for the first time after months of trying to get them to open up.

# Staff Feedback

Community circles have been a tool that allow access to insights and feedback from students about a lesson or topic in class. It allows me to hear how they are feeling about what we are learning.

It has been nice to be able to hear my students thoughts and opinions about different things. I typically don't get to hear all of their voices in that way and I enjoy seeing them building rapport with each other.

My students have practiced conversational skills and engaged in complex discussions. Through this, my students are more open, more capable of having difficult discussions, and more skilled at navigating classroom conversations

# Next Steps

- ▶ Staff Community Circles are planned for March
- ▶ Community Circles focused on topics suggested by students
- ▶ Collaboration with Jefferson Elementary and Middle School teams
- ▶ Increased rollout of Tier 2 practices
- ▶ Training for staff



# Thank You!

**Any questions?**

