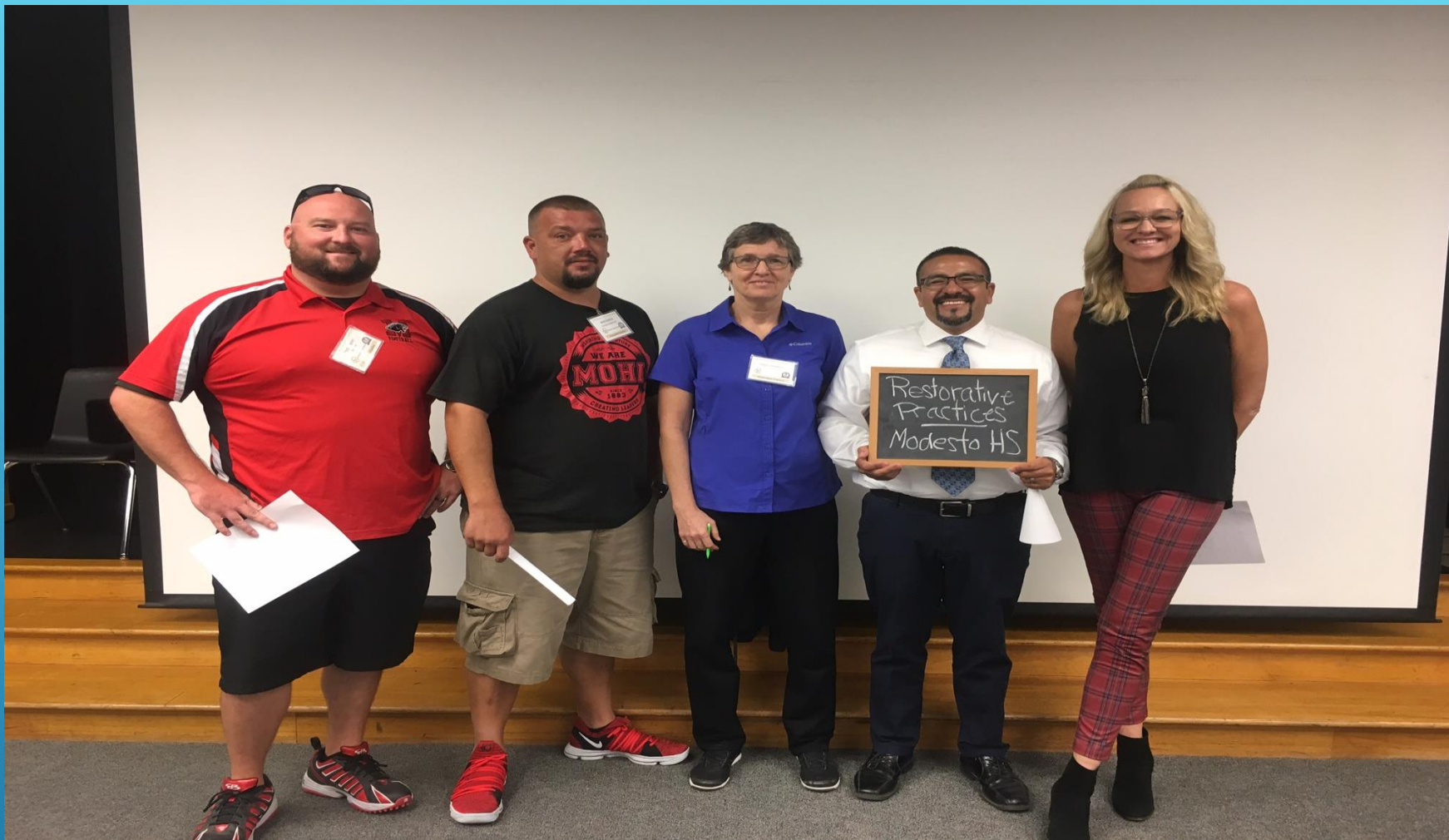


# RESTORATIVE PRACTICES

A Beginners Guide to RP



MOHI RP TEAM

- ▶ Student A pants Student B. Admin was ready to issue a Home Suspension lasting 3 days. IC monitor interceded as he knew the boys from the football team. He used restorative practices between student A and B. A was crying and apologetic about incident. B accepted apology and A was given alternative consequence. A and B are still friends and teammates on the football team. There has been no repeat of this issue.
- ▶ A final example involving a male student frequently sent to the IC. When discussing his behavior reflection, in particular the question ~Who has been harmed by your behavior," the discussion turned to his home-life and the fact that he is being raised by a single mom who has two jobs. The student was asked if his Mom was harmed by his behavior; if his behavior made his Mom's difficult situation even more difficult. The student's demeanor changed. He went from joking around to quite sober. Thereafter, he came to the IC only to use the computers because his was lost or stolen, and not because of behavior issues.

## SUCCESS STORIES

- ▶ Two girls almost got into a fight in PE. Fellow students were egging them on, making the situation worse. They agreed to mediation. They had been friends in Junior High, but had been drifting apart. It was kind of a she-said, she-said affair. In private mediation, they were able to clarify exactly what was and wasn't said, and to realize how other students had added to the situation. They agreed to lay the issue to rest and be cordial with each other, but one student asked for some time and space before resuming their friendship. There were no problems thereafter.
- ▶
- ▶ A problem arose in a group of mixed gender friends from Junior High. A male student joked around verbally and physically (horseplay) with a female student. Everyone, including the female student, would laugh. A teacher who witnessed the incident reported it because the teacher also noticed that the girl was teary-eyed afterwards. The female student ended up in the IC in a SAS conference in which she admitted that the male student's behavior really bothered her, but that she had been unable to express that to him. In mediation, she said how she felt, and now the male student was teary-eyed because he had had no idea and thought it was fun had by all.

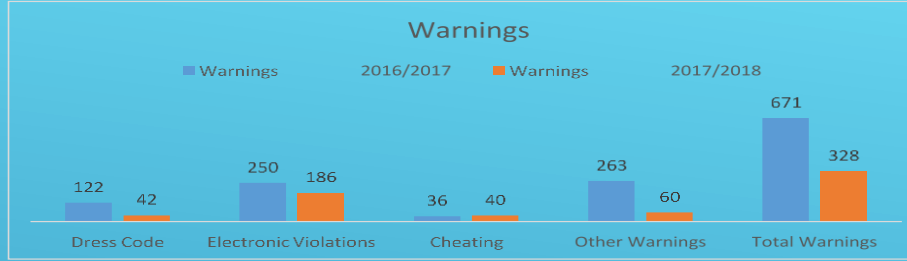
## SUCCESS STORIES



### Warnings

	2016/2017	2017/2018
Dress Code	122	42
Electronic Violations	250	186
Cheating	36	40
Other Warnings	263	60
Total Warnings	671	328

### Offense Counts 2016/2017 and 2017/2018



### Restorative Justice

	2016/2017	2017/2018
Verbal Altercations/Campus Disruptions	46	12
Attendance Related	2	9
Cell Phone/ Dress Code	1	3
Other	25	68
Total Restorative Justice	74	90



### Conflict Resolution

	2016/2017	2017/2018
Met with Intervention Specialist	0	100
Met with Supervision Staff	61	60
Refused Mediation	5	10
Total Resolutions	66	170



# RESTORATIVE JUSTICE DATA

- ▶ Minor Infractions Warnings decreased from 671- to 328.
- ▶ 52% decrease for minor infractions
- ▶ Conflict Resolutions increased from 66 to 170.
- ▶ 72% increase in using conflict resolution to settle disputes and prevent further ones.
- ▶ Restorative Practices Implements increased from 74 to 90.
- ▶ 18% increase in RP Implements

## RP ACCOMPLISHMENTS

Modesto High School Discipline Data 2013-2017							
			2013-14	2014-15	2015-16	2016-17	2017-18
Percent of AA that get Suspended			12.86	11.59	17	20	15
Percent of Latinos that get Suspended			5.2	5.44	5.09	6.94	6.05
Percent of Whites that get Suspended			3.14	3.31	4.17	3.76	4.55
Overall MoHi Suspension Rate			5.01	5.86	5.16	6.47	6.03
Home Suspensions			145	191	172	241	230
A. Mutual Fights			39	43	56	87	35
B. Drug/Alcohol Offenses			65	92	80	75	77
C. Attack on Staff/Students			4	5	3	2	12
D. Knife			5	9	6	5	2
Total ABCD			113	149	145	169	126

# DISCIPLINE DATA



- ▶ Mutual fights decreased from 87 to 35 from 1 school year to the next
- ▶ Overall suspension rate decreased from 6.47 to 6.03. a .44 decrease
- ▶ Suspensions of African-American Students decreased from 20% to 15%.

MOHI DISCIPLINE SUCCESS





# New Strategies

## A. Key Goals

1. Develop empathy for both harmed and harmer
2. Listen & respond to needs of harmed and harmer
3. Encourage accountability/responsibility via personal reflection w/in collaborative planning
4. Re-integrate harmer into community as a valuable/contributing member.

WHY RESTORATIVE PRACTICES?

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# New Strategies

- ▶ B. Guiding Questions
- ▶ 1. Who has been hurt?
- ▶ 2. What are the needs?
- ▶ 3. Whose obligation is it?  
to make it right?
- ▶ 4. What are the causes?
- ▶ 5. Who has a stake in matter?
- ▶ 6. What is the appropriate process

WHY RESTORATIVE PRACTICES



# New Strategies

- ▶ C. Philosophical Strands
- ▶ 1. Constructivism: people gain meaning/motivation when given power to make decision/problem solve.
- ▶ 2. Critical Reflection: honors multiple perspectives & emphasizes creative problem solving.
- ▶ 3. Psycho-education Approach: values understanding of internal feelings, needs and conflict that motivates behaviors

WHY RESTORATIVE PRACTICES.

Decorative white lines consisting of several parallel diagonal strokes in the bottom right corner of the slide.

# New Strategies

- ▶ D. Discipline Continuum
- ▶ 1. Punishment      Consequences      Solutions      Restoration
- ▶ 2. Punishment: no meaningful connection b/w misbehavior and punishment
- ▶ 3. Consequence: punishment fits the crime
- ▶ 4. Solutions: solve misbehaviors (ask why) and develop plan to replace it with a positive one.
- ▶ 5. Restorative: recognizes needs, purposes and needs of those harmed. Works with all to make it right.

## WHY RESTORATIVE PRACTICES

- ▶ Increase School Participation.
- ▶ Expand RP to Students.
- ▶ Provide an avenue for a consistent message to the staff.
- ▶ 1<sup>st</sup> step is presenting this information to staff. The Restorative Questions have been shared, now we need to follow up.

## CHALLENGES