



BLENDING OF  
UNIVERSAL MTSS-B  
&  
RESTORATIVE JUSTICE  
PRACTICES  
AT A HIGH SCHOOL

**Presenters**

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&

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# INTRODUCTION

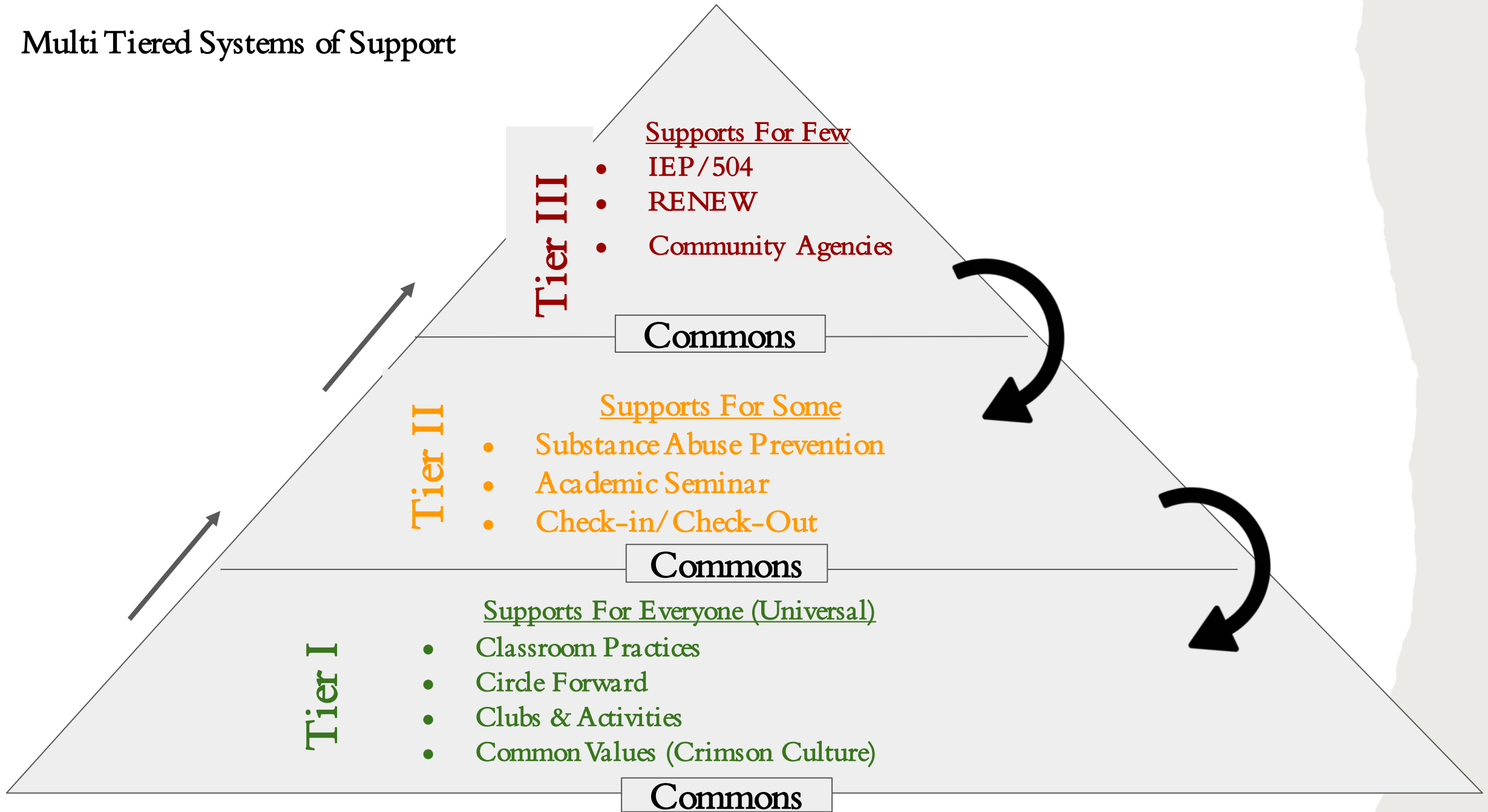
- Our Journey at CHS
- Restorative Justice and Multi - Tiered Systems of Support (MTSS)
- Explain Restorative Practices
- Conventional versus Restorative Discipline
- Restorative Justice and Multi - Tiered Systems of Support (MTSS)
- Lead a small group exercise on discussion Circles
- Where are we in the process?



# FLIPPING THE SCRIPT

- From organizing solely around academics to organizing around wellness
- From planning/organizing around individual needs to organizing overall environments to be nurturing
- From justice to increased supports within our discipline system
- From specific interventions to organizing whole child reform effort using public health framework
- From isolated departments and youth serving agencies to single system of delivery using public health framework
- From reviewing data from a single/isolated view to 360 view
- From reactive to preventative, proactive

# Multi Tiered Systems of Support





# WHAT ARE RESTORATIVE RESPONSES TO HARM

## A CONTINUUM OF RESTORATIVE PRACTICES

### Intensive Intervention

- Return from suspension  
Administrative transfer or school crime diversion:
- Victim offender meetings
  - Family/community group conferences
  - Restitution

### Early Intervention

- Alternatives to suspension:
- Youth/peer court
  - Peer mediation
  - Conflict resolution training
  - Restitution

### Prevention & Skill Building

- Peace-keeping circles for:
- Morning meetings
  - Social/emotional instruction
  - Staff meetings

## A CONTINUUM OF SWPBIS PRACTICES

### Intensive Intervention

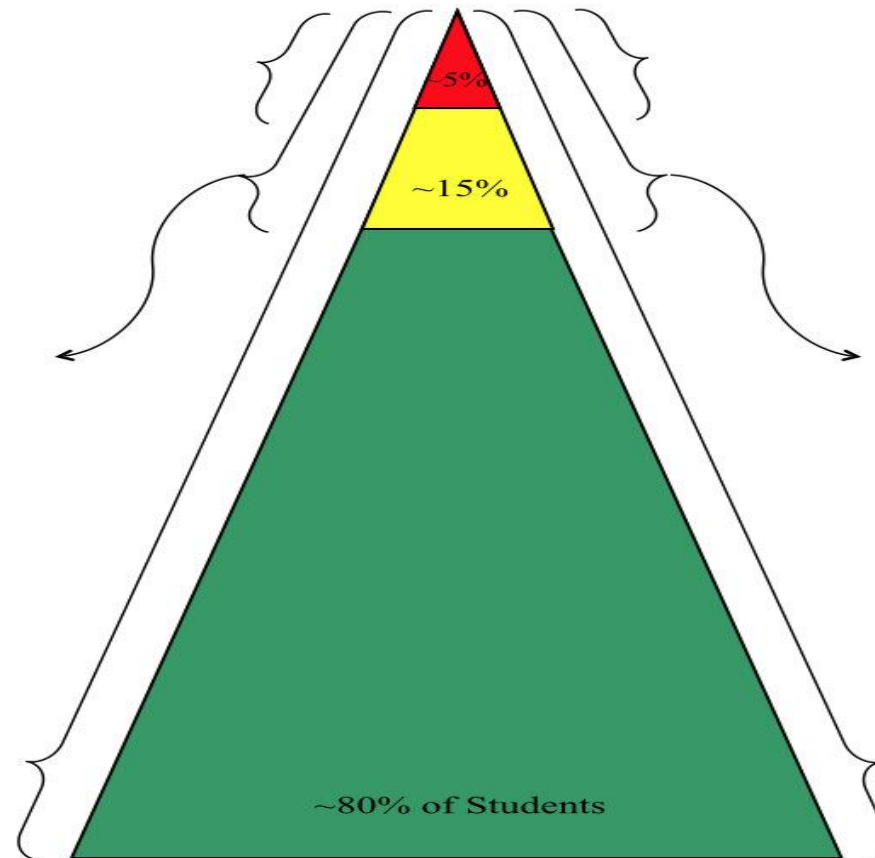
- Function-based support
- Wraparound support

### Early Intervention

- Check-in/ Check-out
- Social Skills Curricula

### Prevention & Skill Building

- Define and teach expectations
- Establish consequence system
- Collection and use of data



# Crimson Culture 5.0

Collaboration

Communication

Creativity

Self-Direction

## RESTORATIVE PRACTICES

**Restorative Practices is a philosophy and a theory that**

- Builds Relationships and strengthens community
- Gives all members of the CHS community an opportunity for their voices to be heard in a safe environment
- Creates a positive school culture and environment
- Involves all relevant stakeholders.
- Addresses harms, needs, obligations, and causes of conflict.
- Encourages all to take responsibility

# Collaboration

- I accept feedback, reflect, hold myself accountable, and learn from my mistakes.
- I actively contribute with others to establish a common goal even when it's challenging.
- I cooperate with others.



# Communication

- I actively listen to and engage with others to create a mutual understanding.
- I ask about, value, and celebrate differences; and encourage others to do the same.
- I am mindful of my environment and audience while I exchange ideas in a constructive way

# Creativity

- I inspire a welcoming and creative space.
- I embrace change and adapt when needed.
- I strive to problem-solve by considering many perspectives.

# Self-Direction

- I take initiative.
- I advocate for and respect my well-being.
- I allow myself to ask for help when I need it.
- I am responsible to say something when I see something that does not reflect the values of our crimson culture.

# WHY RESTORATIVE PRACTICES

Establishes a positive school culture and climate for all members of the community.

Restorative practices are proactive strategies that create a sense of community in which each member is valued and held accountable to one another.

- Creates positive relationships between students to staff
- Creates positive relationships between students to students
- Create positive relationships between staff to staff

Provides alternatives to traditional exclusionary discipline that removes students from the classroom.

# PROBLEM OF PRACTICE

- Research has shown that exclusionary discipline
    - Isolates students
    - Impedes academic progress
    - Special populations receive exclusionary discipline at a disproportionate rate
    - Increases the likelihood of juvenile justice involvement
    - “Students who receive just one suspension are 5 times more likely to dropout of school, they are three times more likely to be involved in the Juvenile Justice system within one year when compared to similar peers” (Fabelo et al., 2011)
- (Cavanaugh, 2012; DeRidder, 1991; Gregory, Clawson, Davis, & Gerwitz, 2016; Gregory et al. 2018)



RP PROVIDE ALTERNATIVES TO TRADITIONAL  
EXCLUSIONARY DISCIPLINE THAT REMOVES STUDENTS  
FROM THE CLASSROOM

Assertive Discipline:

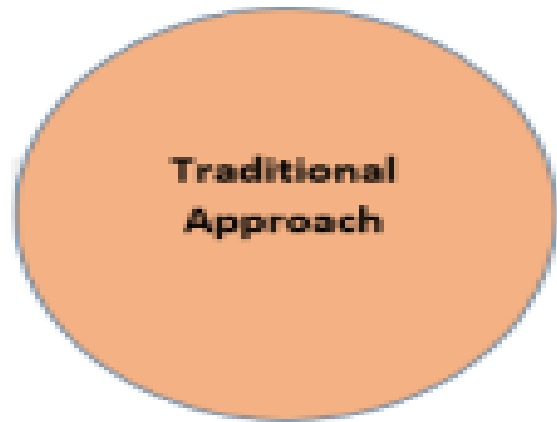
\*Common in NH Public Schools

- In School Suspension
- Out of School
- Expulsion

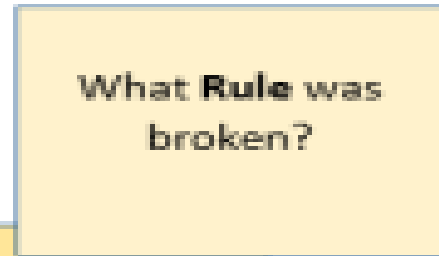
Restorative Discipline:

- Established Classroom Norms
- Conversation Circles
- Restorative Conversations
- Mending Relations

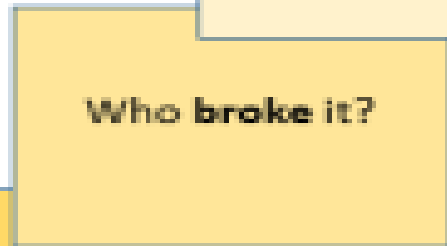
# DISCIPLINE PARADIGM SHIFT



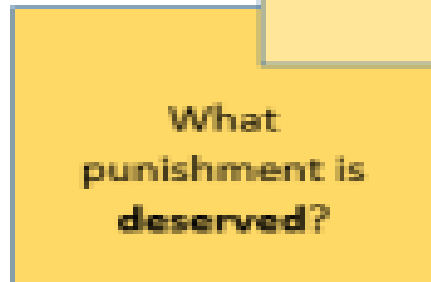
**Traditional  
Approach**



**What Rule was  
broken?**



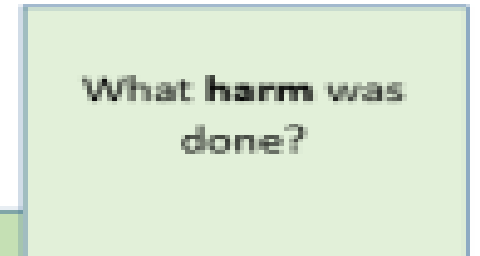
**Who broke it?**



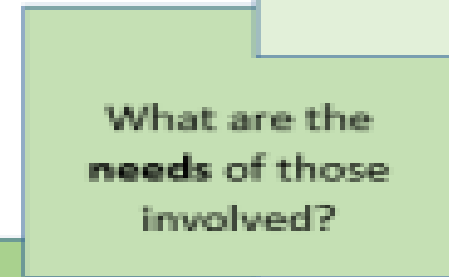
**What  
punishment is  
deserved?**



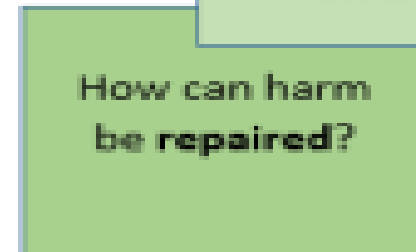
**Restorative  
Approach**



**What harm was  
done?**



**What are the  
needs of those  
involved?**



**How can harm  
be repaired?**

## Conventional Thinking vs. Restorative Thinking

<b>Conventional Responses</b> (Focus on punishment)	<b>Restorative Responses</b> (Focus on accountability, healing and needs)
1. Harm is seen as rules broken	1. Harm is seen as people hurt and relationships damaged.
2. Response focuses on... <ul style="list-style-type: none"><li>● Establishing blame (whose fault is it?)</li><li>● Delivering punishment/pain</li></ul>	2. Response focuses on identifying... <ul style="list-style-type: none"><li>● the needs created by harm</li><li>● making things right</li></ul>
3. Justice is sought through... <ul style="list-style-type: none"><li>● Making people prove who is right and who is wrong</li></ul>	3. Justice is sought through... <ul style="list-style-type: none"><li>● understanding, dialogue and reparation</li></ul>
4. Justice is achieved when... <ul style="list-style-type: none"><li>● Someone is proven guilty and punished</li></ul>	4. Justice is achieved when... <ul style="list-style-type: none"><li>● people take responsibility for their actions</li><li>● people's needs are met</li><li>● healing of individuals and relationships is achieved</li></ul>
5. Limited possibility for full acceptance back into family/school/community	5. Maximizes possibilities for full acceptance into family/school/community

# CONTINUUM OF RESTORATIVE PRACTICES

## Preventative:

- Identity
- Classroom Practices
- Community Building
- Curriculum

## Responsive:

- Affective Statements Relational Conversations
- Group Circle
- Formal Conferences

# RESTORATIVE PRACTICES IN THE CLASSROOM

- Creating a sense of community:
  - Whole class community building circles
  - Pair and share
  - Check ins
- A Few Instructional Practices:
  - Fishbowl
  - Jigsaw
  - Check for Understanding
  - Student Driven Self-Reflection on class work



# CIRCLES - A TOOL IN RESTORATIVE JUSTICE

- Builds a Sense of Community
- Fosters Relationships
- Creates a Positive School Culture
- Overtime Creates a “Culture of Care”
  - Need 10 Volunteers
- [Circle Activity](#)



# PROBLEM SOLVING PRACTICES FOR THE CLASSROOM

- Student Reflection on Behavior
- Affective Statements
- Problem Solving Circles
- Reentry Planning
  - Getting acquainted
  - Building Relationships
  - Addressing Issues
  - Developing Action Plans

## Three to Five Year Implementation Plan

Year 1 2021 - 2022	Year 2 and 3 2022 - 2024	Year 4 and 5 2024 - 2026
<ul style="list-style-type: none"> <li>- Framing Restorative Justice for CHS</li> </ul>	<ul style="list-style-type: none"> <li>- Building a Restorative Community</li> <li>- Initial Whole Implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Year 2 and Year 3 of Whole School Implementation</li> </ul>
<ul style="list-style-type: none"> <li>- Exploration of Restorative Justice</li> <li>- Establish Restorative Leadership Team</li> <li>- Tier 1, Tier 2, and some Tier 3 trainings</li> <li>- Provide opportunities for staff to experience Circles</li> <li>- Provide opportunities for students to experience Circles</li> <li>- What does RJE mean to CHS</li> <li>- Data Dive Strengths Needs</li> <li>- Vision and Work Plan</li> <li>- Hire Restorative Coordinator</li> <li>- Community Outreach</li> <li>- Establish in house team of facilitators</li> </ul>	<ul style="list-style-type: none"> <li>- RJ Leadership Team meetings</li> <li>- Data Dive: Strengths Needs</li> <li>- Move from Punitive to Restorative</li> <li>- Tier 1 initial implementation</li> <li>- Tier 2 Initial Implementation</li> <li>- Explore Tier 3</li> <li>- Student Involvement in Peer RJ</li> <li>- Community Outreach</li> <li>- Evaluate Plan revise as needed</li> <li>- Develop CHS Restorative Page</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing training through Tier 1 - Tier 3</li> <li>- Peer Reviews</li> <li>- Continued Community Outreach</li> <li>- Review, Evaluate Adjust Plan</li> </ul>
<p>Vision: All members of the Concord High School community are valued and active participants in creating a culture of care that supports learners through a common set of values and provides students with equitable access to education.</p>		

## CHS STEPS TO IMPLEMENTATION OF RESTORATIVE PRACTICES

- Define restorative justice for the concord community
- Assemble the CHS Restorative Justice Team
- Celebrate strengths and assess needs
  - Schools current state of culture, climate, discipline
  - Race & Gender Equity conversations at Concord High School
- Moving from punitive to restorative practices
  - Restorative Leadership Team, MTSS - B Team, and Leadership work to develop responses to harm
- Create a shared vision within the CHS community, families, students, staff, and district

# QUICK READS ON RESTORATIVE JUSTICE EDUCATION

- Maynard, Weinstein, (2019). Hacking school discipline: 9 ways to create Empathy and responsibility using Restorative Justice.
- Davis, F. (2019). The little book of race and restorative justice: Black Lives, Healing, and US Social Transformation.
- Costello, Wachtel, & Wachtel. (2019). The restorative practices handbook - second edition.