Restorative Practices in Ellensburg School District
“Courage starts with showing up and letting ourselves be seen.” ~Brene Brown
Creating A Culture of Connection
A Culture of Caring and Respect
Hug, High-Five or Handshake?
We are all connected

As a circle, if one partnership is not supported it impacts everyone's balance.
Real, Authentic, Work-R.A.W.

Trust, Community, Connection, Relationships
RJ Community Circles: A Safe Place for Social Emotional Learning

- Decisions: Bully Prevention, Substance Abuse
- Social/Culture: PBIS, Making of Friends, Finding Common Interests
- Conflict Resolution/Restorative Practices
- Self Awareness/Management: Grief support, Personal Safety, Stress Management
What are Restorative Practices?

Restorative Practices

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships

The Schott Foundation for Public Education, March 2014
35 ESD School Teams attended RJ Training in January 2019

Restorative Practices

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Connecting Restorative Justice to Hattie’s High Yield Strategies

**Collective Teacher Efficacy**  
Nearly 4x the average growth expected

**Teacher Estimates of Achievement**  
3x the average growth expected

**Teacher Credibility**  
More than 2x the average growth expected

**Classroom Discussion**  
2x the average growth expected

**Positive Peer Influences**  
More than the average growth expected
“No significant learning occurs without a significant relationship.”

- Dr. James Comer

“Positive relationships exemplified as caring are one of the major pillars of culturally responsive teaching.”

- Geneva Gay, pioneer of culturally responsive teaching (2010)
Restorative practices cultivate a culture in which everyone feels like they **belong**. They build a particular **sense of community** in which every member--students, teacher, parent volunteers, aides--feel that they are **seen, heard, and respected**.

- *Amos Clifford*
Two Types of Circles

- Proactive: Community/Team Building
- Responsive: Problem Solving/Repairing Harm

When to use community circles:
- Community building
- Introduction of new students
- Farewells
- Brainstorming
- Community Incidents
- Goal setting
- Establishing and reinforcing expectations
- Class progress
- Goal setting
- Academic integration topics
Community Building Circles

- 80% of circles should be proactive

- The more respect and knowledge students have for one another, the smoother and better functioning a classroom

- Intentionally creating a space that lifts barriers between people

- Circles open up the possibility for connection, collaboration, problem solving, mutual respect
Circle Values

- **Equality**: Everyone in circle has equal setting, everyone is hearing each other’s words
- **Safety & Trust**: See everyone, nothing is hidden
- **Responsibility**: Everyone has a chance to play a role in the circle and students will eventually begin to facilitate their own circles
- **Facilitation**: Teacher is facilitator rather than lecturer
- **Ownership**: Students feel circle is theirs
- **Connections**: Connections are build over time as everyone listens to everyone’s else’s responses
Restorative Justice

- Repair Harm and Relationships
- Maintain Relationships
- Make and Develop Positive Relationships
Restorative Practice:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected? In what way?
- What do you think you need to do to make things right?
Restorative Circles in Action
High School

- Restorative Circles
A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he’s running late. Let’s see the difference that restorative policies and practices can make.

Zero-tolerance education system

- He is greeted by metal detectors and a police search.
- His teacher scolds him in front of the class. Carlos talks back, and is given a detention.
- A school police officer detains and arrests both students.
- Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Restorative practices-based education system

- Teachers and administrators welcome him and his fellow students as they enter.
- His teacher waits until after class to speak with Carlos to learn more, and set up a meeting with his school counselor.
- Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.
- Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

The Schott Foundation for Public Education, March 2014