



RESTORATIVE OVERVIEW

Restorative Practices in San Diego Unified School District

The San Diego Unified School District is partnering with the National Conflict Resolution Center to provide restorative tools and support to schools. The purpose of restorative practices is to further cultivate community on campuses with a focus on building strong relationships. Restorative Practices hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

RESTORATIVE PRINCIPLES:

- Building strong RELATIONSHIPS
- Safe and supportive campus environment
- Opportunity for empathic dialogue
- Taking responsibility for actions
- Inclusion of all school community members
- Consensus based decision making
- Focus on harms, needs, obligations, and causes
- Expand capacity of school community to create a just and fair response

IIRP Questions for Person Responsible:

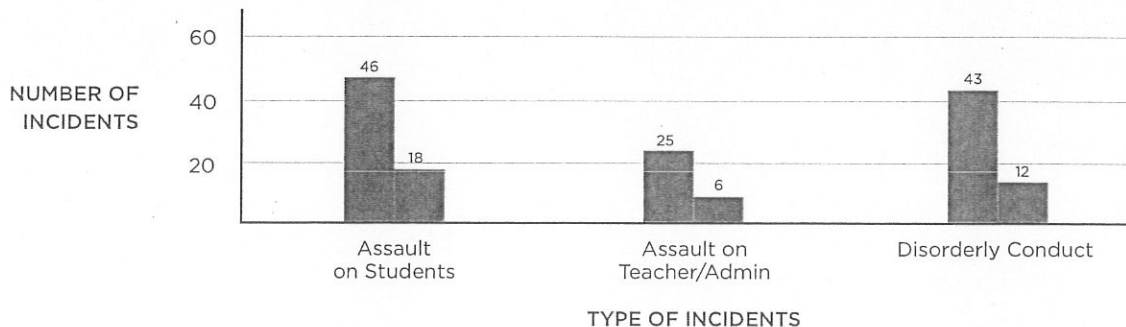
- What happened?
- What were you thinking about at the time?
- Who was affected by what you did?
- What was the impact of your actions?
- What needs to happen to make things right?

IIRP Questions for Impacted Community Member:

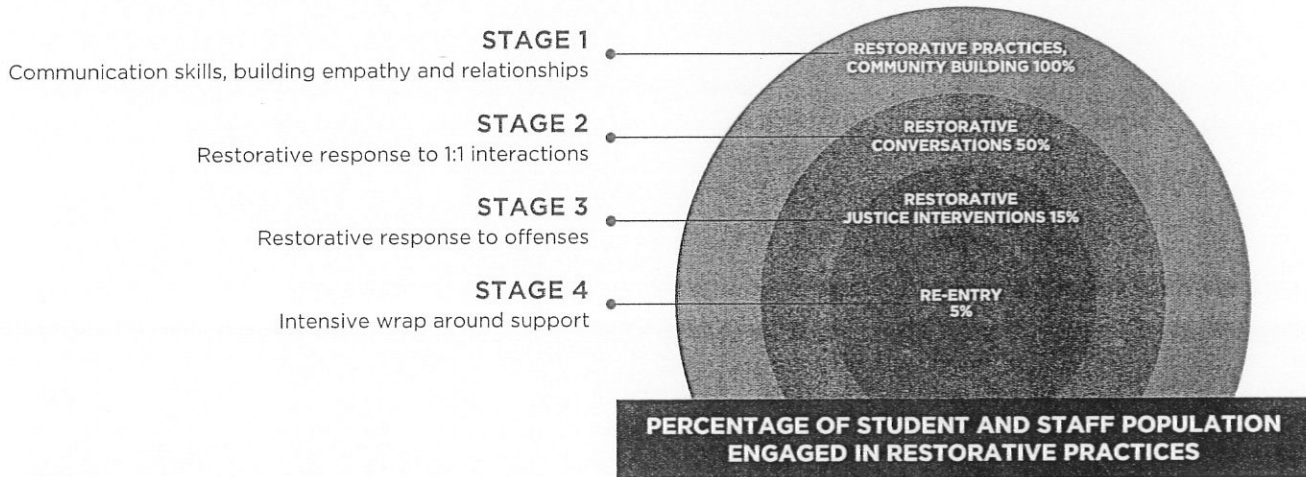
- What happened?
- What were your thoughts at the time and since?
- How has this affected you and others?
- What has been the hardest part for you?
- What do you think needs to happen next?

Serious Behavior Incidents at Sample High School

After 1 year of whole school Tier 1 restorative training/interventions



4 STAGES OF RESTORATIVE PRACTICES IN SCHOOLS



STAGE 1 uses circles to proactively create strong positive relationships between teachers and students in classrooms. Restorative circles include the whole classroom community and focus on building empathy, good communication, a strong sense of belonging, and shared values through fun ice breakers and open dialogue. Circles are also used for staff development and focus on building positive campus culture.

STAGE 2 uses one on one conversations to create a sense of empowerment and ownership for individual's actions. Restorative conversations focus on sharing personal impact using "I" statements and creating a safe space where a challenging incident between two people can be discussed openly and honestly.

STAGE 3 uses impact circles and restorative conferences to respond to offenses such as assault, vandalism, drug use, disorderly conduct, truancy, etc. These processes bring those affected by harm together to address the root causes of the incident, hold the student accountable, and promote healing for impacted community members, such as other students, teachers, staff, administrators, and school police.

STAGE 4 uses restorative circles to welcome students back to their school site after a period of absence related to suspension, expulsion or incarceration. The focus is on mending broken relationships, creating a site based accountability plan, and creating supports for the student to ensure their academic success.

"The premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things 'with' them, rather than 'to' them or 'for' them."

- INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES (IIRP)

FIGURE 1. IIRP Social Discipline Window

