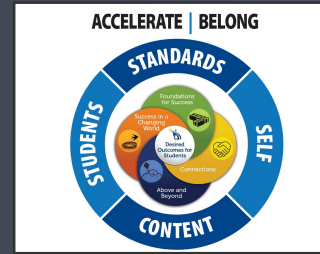


Intentions for learning as we explore this user's guide together...

- **Historical context**
- **Deep dive into the tool & linked resources**
- ***Enjoy dinner while we work!***
- **Considerations for a multi-tiered approach to behavior response**
 - **Teaming & collaboration**
- **Restorative community foundations & essentials**
- **Behavior/discipline infrastructure at building level**
 - **Documentation/Synergy practices**
- **Steps forward**



PSD Restorative Response and Discipline Matrix Training

~ Spring 2022 ~

➤ Historical context

- How did we get here... and where is 'here' anyway?



When changing systems, there are two types of change to consider: technical & adaptive

(Heifetz, Grashow, & Linksy, 2009).

Technical =
Practices/strategies
Instruction
Policies
Tools
Infrastructure/routines

Adaptive =
Conceptual frameworks
Underlying beliefs & values
Roles
Relationships
Approaches

Where we started February 2021...



Collective team focus on system design/improvement for:

- **Teaching kids skills that will transfer across settings at school & into life**
- **Remembering that all behavior has meaning**
- **Helping adults serve kids best by seeking to understand them**
- **Understanding that traditional punitive discipline can be about power, creates a win/lose dynamic, & seeks to control kids**
- **Building relationships**
- **Including all stakeholders by gathering input from them as we work**
- **Centering cultural affirmation & positive school climate at the heart of our work**
- **Analyzing how the current Code of Conduct may benefit students & how it may harm them**
- **Analyzing how the Code of Conduct may limit or may support the work of PSD practitioners**
- **Including considerations of learning, consequences, & healing/repair in discipline matrix development**
- **Maintaining curiosity about impact on both the individual & the system as we propose changes**
- **Making it 'easy' for students to step into their school culture**
- **Aligning our Synergy system with the larger discipline system development**
- **Using data to inform our decisions**

Big picture goals established by Summer 2021:

- ❖ **Maintain grounding in equity and asset-based thinking/practice about those we serve as educators (students, families, etc.)**
 - *Use **Liberatory Thinking** ~ “Liberatory thinking pushes us to think about what we want for students as a result of equity - beyond only working to stop the negative consequences of inequity.” Chicago Public Schools Equity Framework (2020)*
- ❖ **Address systemic shifts in thinking/policy/structure needed to create a tool to change our practices around response to behavior**
 - ***Design Fair Policies and Systems** ~ “To examine policies and systems, we must ask who is burdened by past and present policies and practices and who benefits in order to chart a future plan to address the impact of inequity and promote access and opportunity.” Chicago Public Schools Equity Framework*
- ❖ **Collaborate with intentionality as we slow down to authentically engage in the process**
 - ***Expediency vs. Efficacy***
- ❖ **Be clear about the ‘WHY’ - building it together**

➤ **Deep dive into the tool & linked resources**

Here is the current 2022 draft of the
Restorative Response & Discipline
Matrix ← **click to open**

***Let's walk through & explore
organization & sections!***

Let's take a moment to grab some dinner!

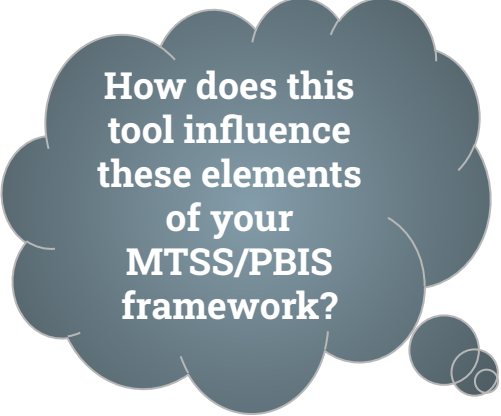


Please look for specific labels to
indicate dietary considerations

When we come back, we'll
continue to think through
the implications of both
technical & adaptive
changes within the
context of our specific
sites & roles while we eat.



➤ Considerations for a multi-tiered approach to behavior response



How does this tool influence these elements of your MTSS/PBIS framework?

- **Preventative & proactive nature of the framework**
 - PTR = Prevent, Teach, Respond
- **The impact of tiered instruction on student learning & inclusion practices**
 - Problem solving process steps
 - Behavior intervention plans
- **Teaming & other infrastructure**
 - Building leadership team
 - Self-assessment tools

**The full
continuum of
restorative
practices...**



Tier 1/Universal ~ Proactive & Preventative:

- Affective Language; Relational
- Restorative Dialogue
 - Formal/Impromptu Conferences
- Community Building Circles
- Classroom/School-wide Responsive Circles

Tier 2/Targeted:

- Affective Statements
- Restorative Dialogue
- Responsive Circles
 - Problem Solving; Repairing Harm
- Peer Mediation

Tier 3/Intensive:

- Formal Restorative Conferencing
 - Student, Staff, Family, Community
- Re-Entry

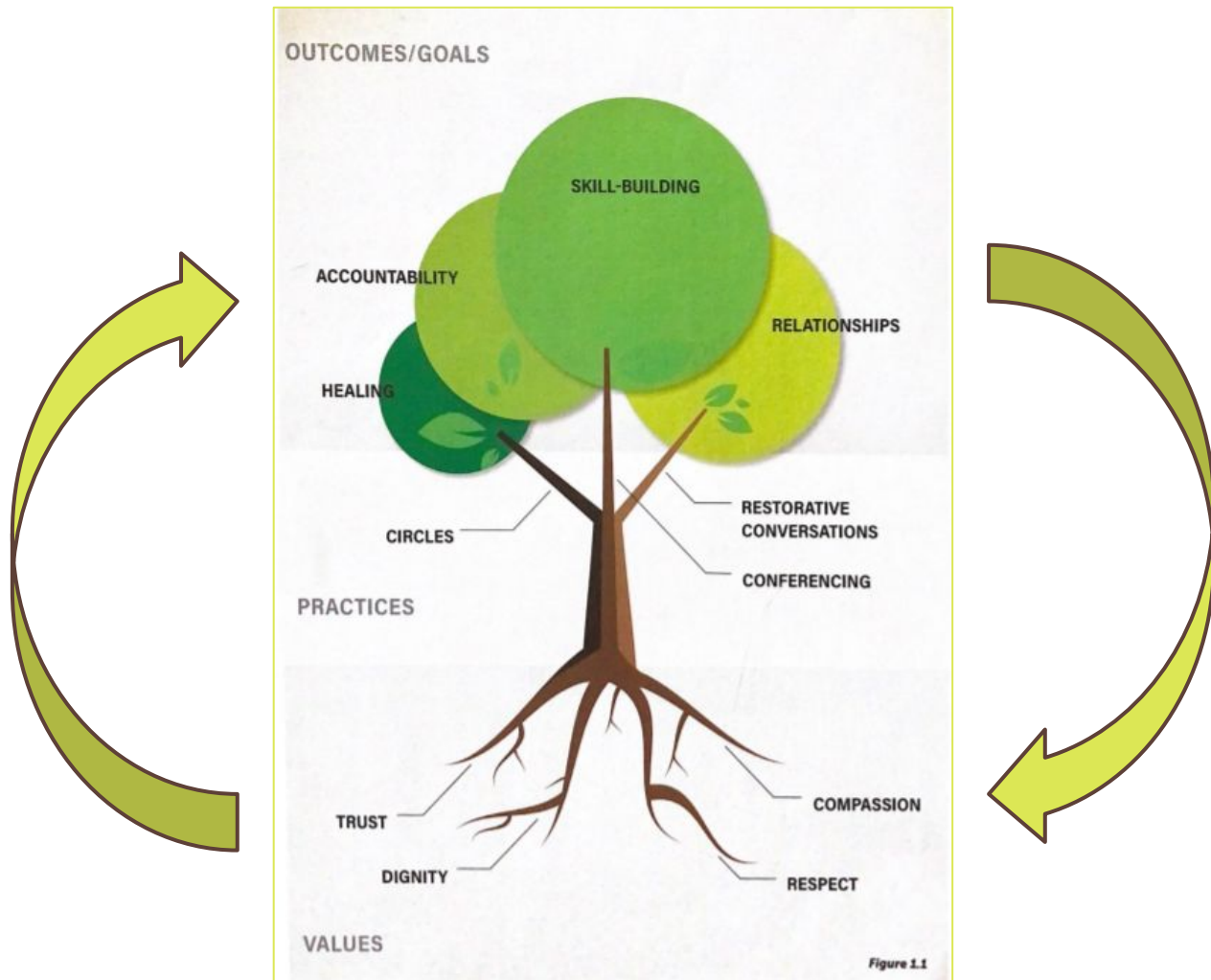


A truly restorative community

○ Foundations & essentials

Restorative Practices Principles ~

- **Equitable Process; Inclusive Decision Making**
- **Shared Ownership of School Climate & Culture**
- **“With” = High Control/High Support**
- **Build Community**
- **Develop Social-Emotional Capacity**





Big Picture:
A continuum of
Restorative
Practices

The WHY of restorative communities:

How do these align with school/ community *WHY*?

Discipline goals?

Action planning?

- *Sense of belonging*
- Proactive/preventative approaches to mitigate more serious behavior or harm
- Research-based SEL/ behavior instruction for all students
- Equity-centered & inclusive mindset
- Promotes academic achievement

**Feedback consensus is:
“this takes more time...”**

Slowing down, implicit bias, & justice -

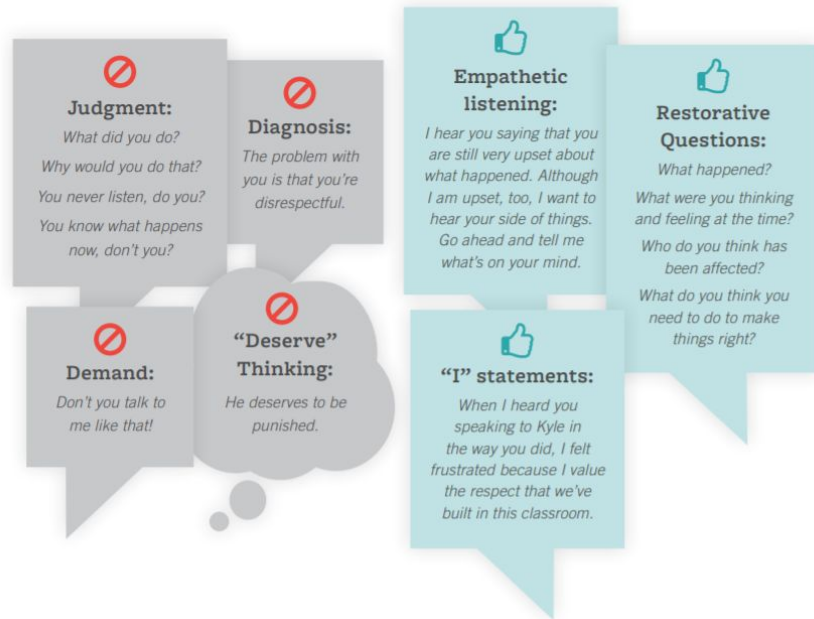
Video → Snacks & Punishment



What ongoing training & practice are available to support restorative approaches?

What if our team does not yet feel ready to make these shifts?

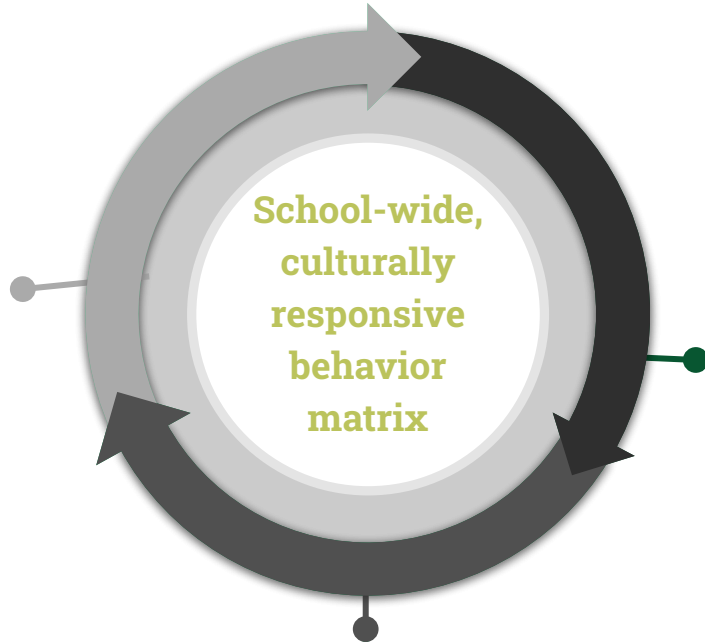
Communication Stoppers vs. Restorative Language



➤ Behavior/discipline infrastructure at building level

Guiding development & implementation:

- Building-level team for behavior & discipline
- Restorative Practices Leadership Team
- PLC's
- Ongoing professional learning




Guiding processes & practices:

- Flow charts for behavior response
- T-chart for classroom vs. office managed behavior
- Synergy entry
- Problem-solving process
- Tiered behavior framework
- Matrix

Guiding data-based decision making:

- Applied data protocols
- Fidelity measures & self-assessment instruments

**Think about where
to go from here**



How might we use information from the group discussions, knowledge about this tool & our own infrastructure, or questions that remain to plan for action back to our site?

Possible next steps for:

Guiding development & implementation

Guiding processes & practices

Guiding data-based decision making

Please complete this short survey reflecting on our learning & the Matrix



Thanks!

Any unanswered
questions?
Reach out!

lhager@psdschools.org

(970) 286-5713

Resources:

- Advancement Project. (2010). *Test, Punish, and Push Out: How “Zero Tolerance” and High-Stakes Testing Funnel Youth Into the School-To-Prison Pipeline*.
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- Chicago Public Schools (2017). *CPS Restorative Practices Guide and Toolkit*.
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Resources cont.:

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Oakland Unified School District (2014). *Restorative Justice in Oakland Schools: Implementation and Impacts*.

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Restorative Justice Colorado. (2016). *Colorado Restorative Practices in Schools Guidelines: Principles, Practices, Implementation, and Training*.

Safer Schools Consortium. (2019). *Teacher's Guide To: Building a Restorative Classroom*.

<https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/134/BTC-OUUSD1-IG-o8b-web.pdf>

Soto-Vigil Koon, D. (2013). *Exclusionary School Discipline: An Issue Brief and Review of the Literature*. The Chief Justice Earl Warren Institute on Law and Social Policy, University of California, Berkeley School of Law.

U.S. Department of Education. (2014). *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*.
<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Valandra, E. & Hokšila, W. (Ed.). (2020). *Colorizing Restorative Justice: Voicing Our Realities*. Living Justice Press.