APS: RESTORATIVE PRACTICES

District Accountability Advisory Committee mtg.
March 19, 2015
Presenters: Angelique Green (MTSS), Natalie Powers (SEA), Davian Torres (SEA), and Bruce Wilcox (MTSS)
Intended outcomes:

- To provide members with background on Restorative Practices in APS
- To ensure members understand the different components of Restorative Practices
- To assist members in understanding the shift from a standard behavior response model to a proactive relationship and problem-solving model
- To share with members examples of current work and future plans
- To gather input from members of DAAC regarding this strategy
Connecting Equity to Restorative Practices

“...teaching students to obey rules in order to avoid punishment (is) far less effective than helping students to develop the ability to make reasoned ethical judgments about their behavior.” (Noguera)

The 5’Rs of Restorative Practices align with 6 Themes of Culturally Responsive Education: Relationship, Cultural Identity, Rigor, Vulnerability, Asset-focused Factors, Engagement
Why Restorative Practices?

- Roots in Restorative Justice
- Focus is on strong relationships at school and meeting students' needs
- Students feel valued and experience success and belonging at school.
- Parents are valued as powerful partners.
Partnership with reSolutionaries

- Local Non-Profit organization
- History of partnership in APS, Support from Denver Foundation

Core foundation of their approach centers on the principles of:
- Relationships
- Respect
- Responsibility
- Repair
- Reintegration

Guiding Questions for a Restorative Approach:
- What harm was done to whom?
- How can the harm be repaired?
- Who is responsible for the repair?
- Connection circles
- 5 R’s Framework
- Behavior as Communication model
- Restorative Language
- Restorative Agreements
Connection Circles

- **Purpose**: To build relationship
- A guiding question is asked by facilitator and answered by all members of the group
- **Talking Piece** (Significant object that has meaning to the circle facilitator, e.g. necklace, coin...) is passed around the group
- **Guidelines**: Only person with the talking piece speaks
- Can be implemented with students, parents, colleagues...
The 5 R’s & Restorative Language

- Relationship: “I value you because...”
- Respect: “So what I am hearing you say is...”
- Responsibility: “Help me understand what you were trying to accomplish when you did this.”
- Repair: “What can I do to make this right for you?”
- Reintegration: “You are one of us and you belong”
Implementation

1.) Introductory & foundational work began in December with SEA’s and later MTSS partners
2.) February work continued with SEA’s, MTSS partners, and key school leaders were brought in for training on Restorative Practices and Alternatives for Suspensions & Effective Attendance
3.) March & April 2015, work will continue with each group on Restorative Practices and Alternative for Suspensions & Effective Attendance Systems
4.) April & May 2015 select schools for Phase Two work with reSolutionaries
Moving forward: 2015-2016 SY

- SEA’s and MTSS partners will provide support for schools: working together in a partnership (supporting staff, families & students through meetings, interventions, home visits...)
- Continue to build capacity: extend training for district and key school staff to whole school implementation
- Develop systems for on-going staff training
- Create structures for on-going feedback and continuous improvement
Examples of Schools Embracing Restorative Practices

- Century (elementary) - PD Training with Teaching staff
- Aurora West College Prep Academy - Connection Circles, Reintegration
- Gateway - Restorative Agreements with students & teachers
- Vaughn - Connection Circles; repair work
Questions

If we can’t answer your questions, we will get the answers...