

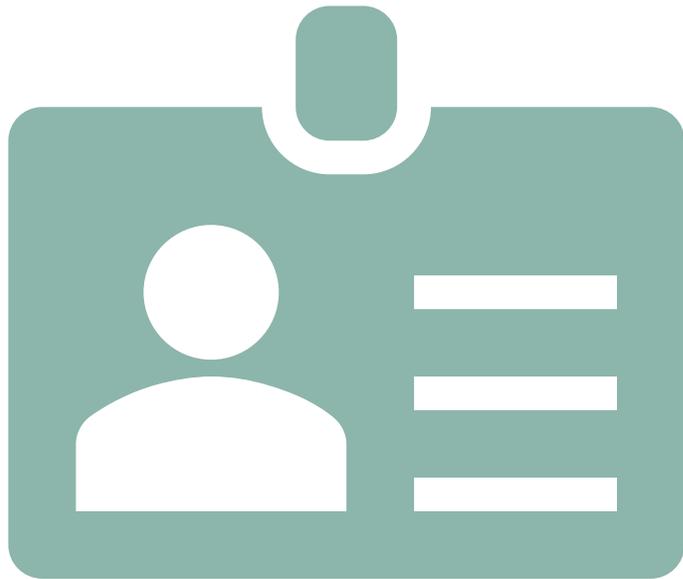
Graduation
Equity
Webinar
Series

Restorative Practices



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Introduce Yourself in the Chat



Name
Role
District
What you're curious
about today



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

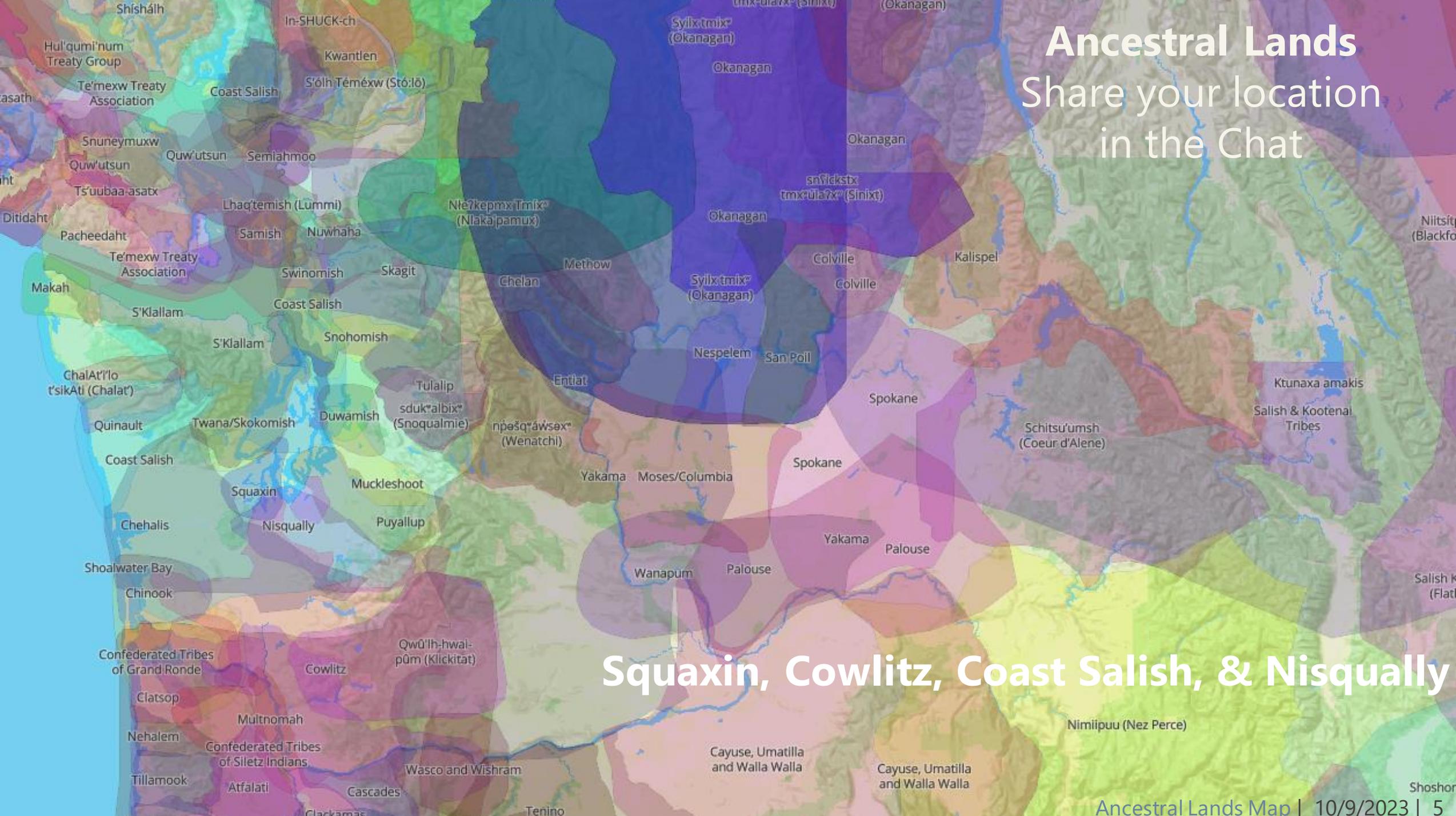
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Ancestral Lands
Share your location
in the Chat

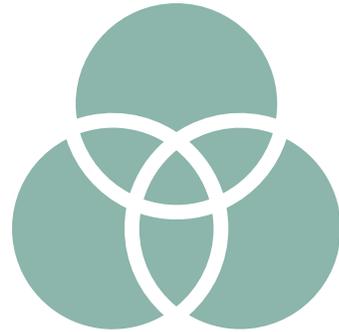


Squaxin, Cowlitz, Coast Salish, & Nisqually

Equity Pause



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

Understand foundational elements within the continuum of Restorative Practices.

Hear examples of strategies, resources, and supports that can help meet the needs of your unique school community.

Identify opportunities to implement and/or improve preventative and responsive restorative strategies within your current tiered systems of support.



Presenters



Kefi Andersen

System Improvement Program
Supervisor & Team Lead

OSPI

kefi.andersen@k12.wa.us



Briana Kelly

Assistant Director of Restorative
Practices & Student Discipline

OSPI

Briana.Kelly@k12.wa.us



Dr. Lori Lynass

Executive Director
Sound Supports

lynassl@gmail.com



Questions & Polling 1



Who's here?

- Administrator
- Counselor/
Counselor/Psych/Community
Liaison/Attendance Liaison / Grad
Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community
Member/Community Based
Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or
Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!





Restorative Practices at OSPI

History of Washington State Discipline Approaches

2006 Study

- Characterized Washington state as using "Zero Tolerance Approaches"

2012 Report

- Exclusion contributed to academic & social disengagement for students
- Vast majority of excluded students did not receive educational services

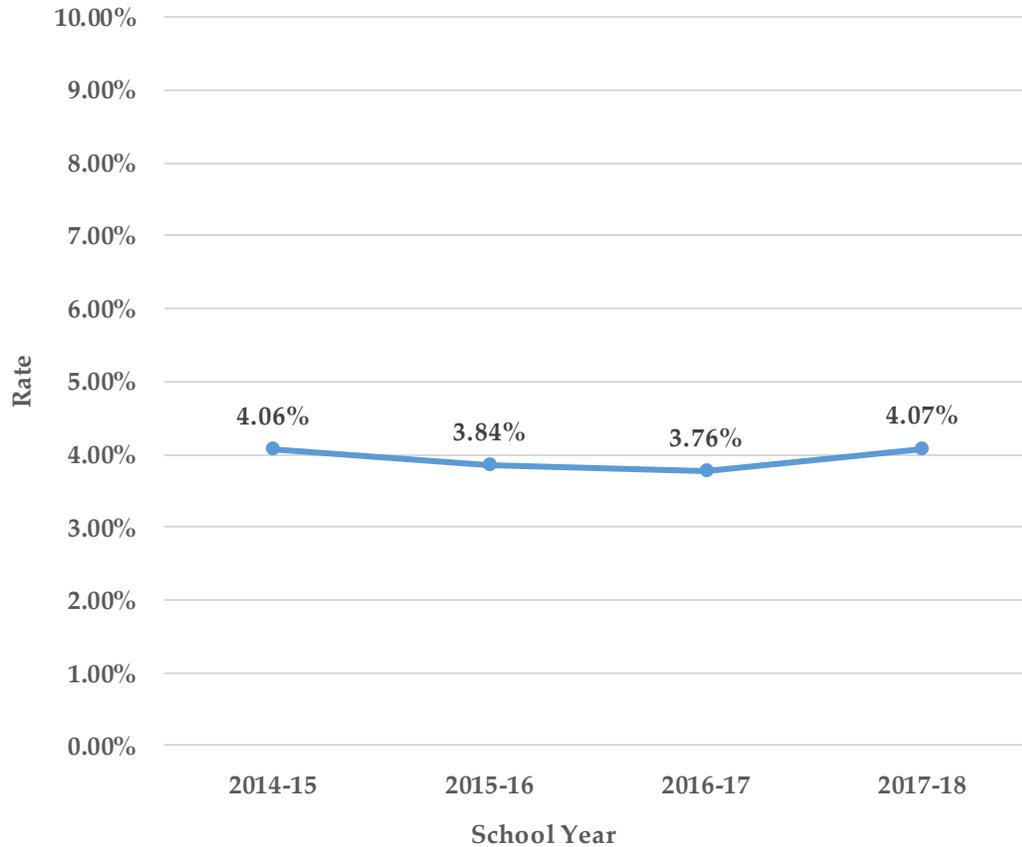
2012 Recommendation

- Reduce exclusion
- Provide access to educational services
- No indefinite exclusions
- Reduce disproportionate impact for black, indigenous, & people of color
- Retrieve & re-engage excluded students

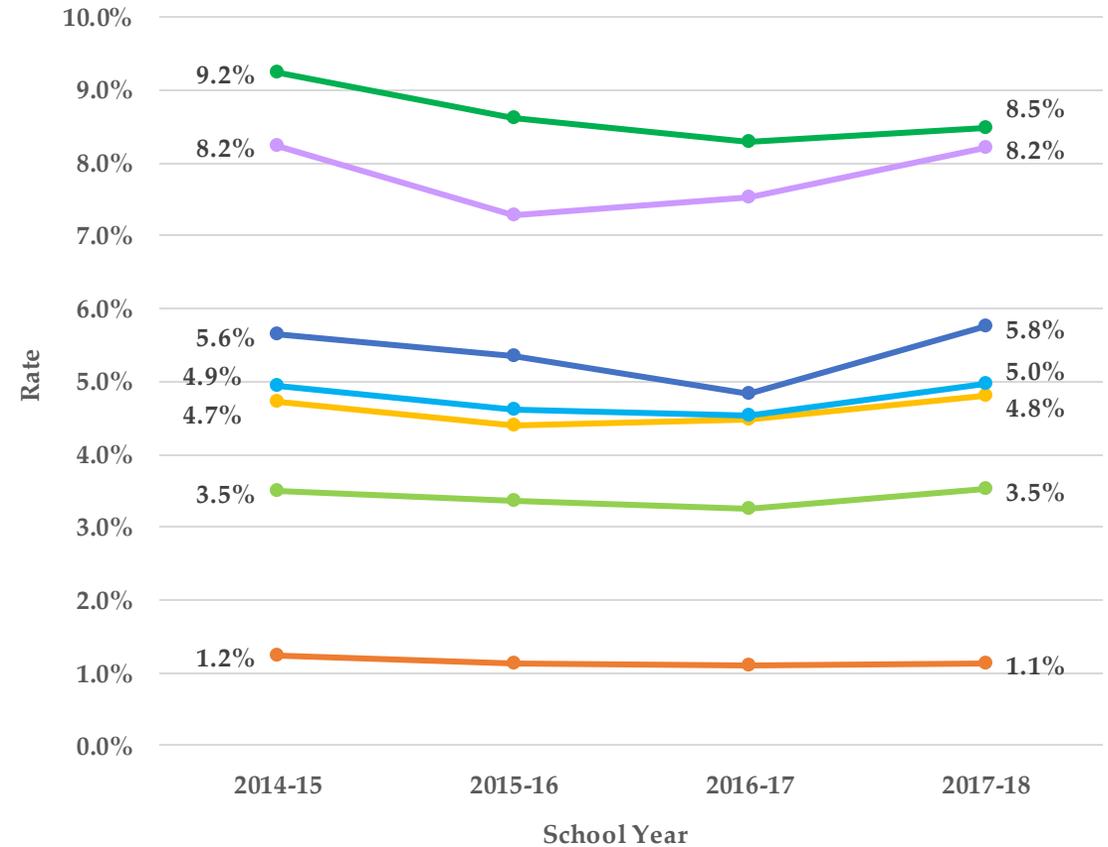


Washington Discipline Rates

WA out-of-school (SS,LS,EX,EE) discipline rate (all students)



WA out-of-school (SS,LS,EX,EE) discipline rates by race/ethnicity



—●— AI/AN
 —●— Asian
 —●— Black
 —●— Hispanic
—●— NH/OPI
 —●— Two or More
 —●— White

Washington Law Updates: School Discipline

2013 -
SB5946

- Time limits and due process
- Student discipline task force
- Discipline data collection
- Behavior menu of best practices



2016 -
HB1541

- Exclusion limitations
- Educational services
- Educator cultural competency
- WA integrated student supports protocol

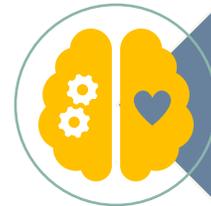


Paradigm Shift in Discipline Practices

**A major change in
the worldview,
concepts, and
practices of how
something works.**



Skills



Attitude



Knowledge



Implement Responsive Discipline Practices

Punishment-Based

- Exclusionary
- Relies on Power & Control
- Done TO
- Reactive
- Activates stress responses (fight, flight, freeze, fawn)
- Adult Oriented
- Technical Strategies

Responsive

- Inclusive & Restorative
- Relies on Relationships & Restorative
- Done WITH
- Proactive & Responsive
- Activates "safe" responses
- Student Oriented
- Adaptive Strategies



Purpose of Discipline Regulations

School districts in Washington must “**administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.**”

See WAC 392-400-010(5)

Educators must **consider individual circumstances, context of behavior, and school safety** before excluding a student.

House Bill 1541 - "Other Forms of Discipline"

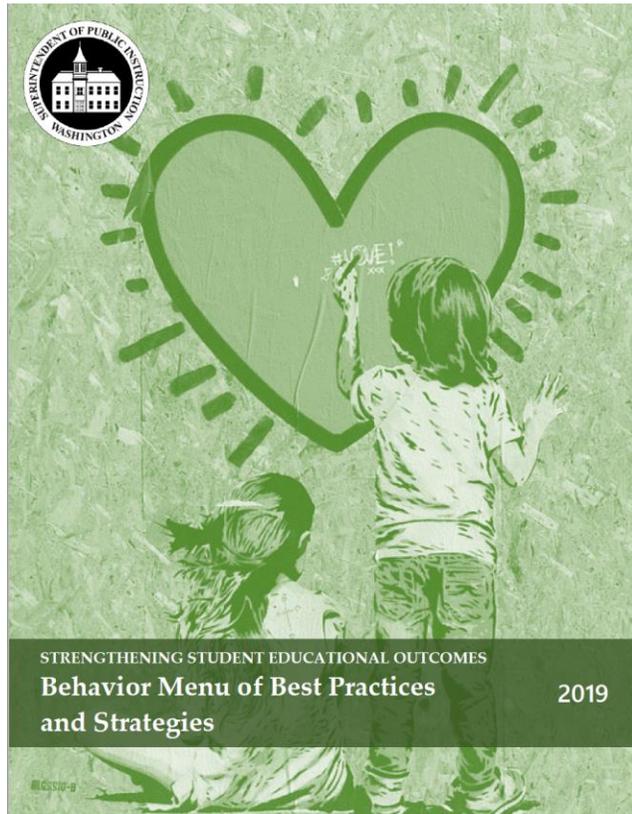


"Before administering a short-term or in-school suspension, a school district **must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations.**" WAC 392-400-435(1)



"**Other forms of discipline**" refers to actions used **in response to behavioral violations**, which may involve the **use of best practices and strategies** included in the state menu for behavior. WAC 392-400-025(9)

OSPI Behavior Menu of Best Practices and Strategies



- Teach, model, and reinforce behavioral expectations
- Parent communication
- Active supervision
- Correct misbehaviors in private
- Increase opportunities to respond
- **Restorative Practices**
- Environmental adjustments
- Collaborative problem-solving
- Function-based thinking/assessment

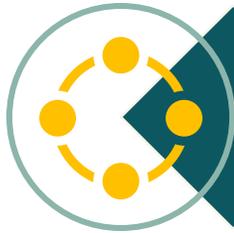
Top 5 Facts About Restorative Practices



Restorative Practices aren't just conflict management techniques, they are a **continuum of preventative and responsive supports** embedded within a school's multi-tiered system of supports (**MTSS**).



Restorative Practices are based on implementing social-emotional learning (SEL) strategies to create and sustain **relationships as the foundation** of a school's positive behavior intervention and supports (PBIS) system.



Restorative justice is deeply rooted in **indigenous cultural practices** centered around respect, empathy, and accountability with **intention to change behavior, repair harm, and cultivate a culture of belonging**.



Research shows Restorative Practices create more-equitable discipline responses and reduce exclusionary discipline rates. The **effect size** of the positive teacher-student relationship is .72 (**moderate to large**), according to John Hattie.

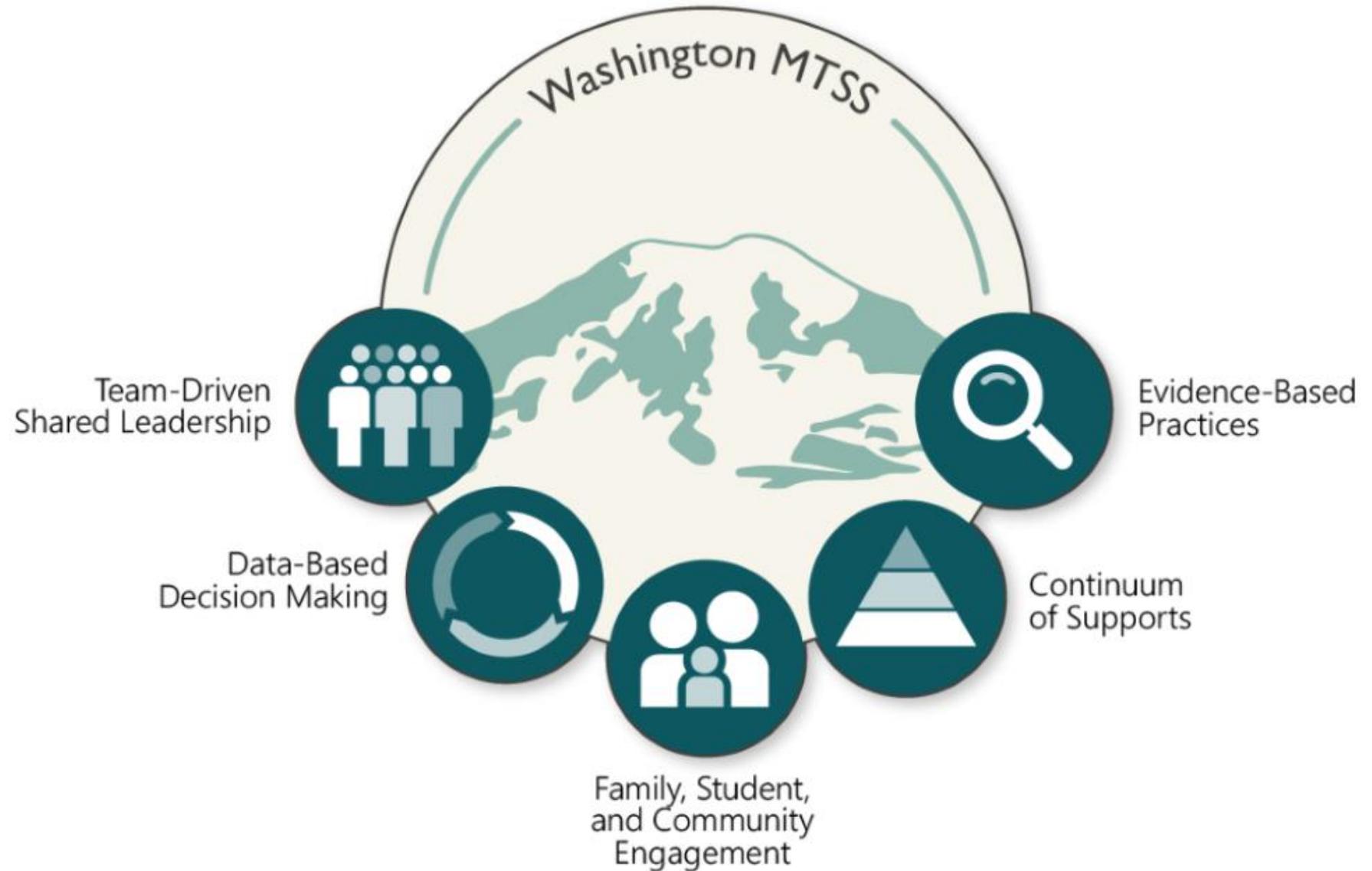


Implementing restorative practices at a systems-wide level requires continuous and **ongoing adult professional development on trauma-informed and culturally responsive** evidence-based best practices.

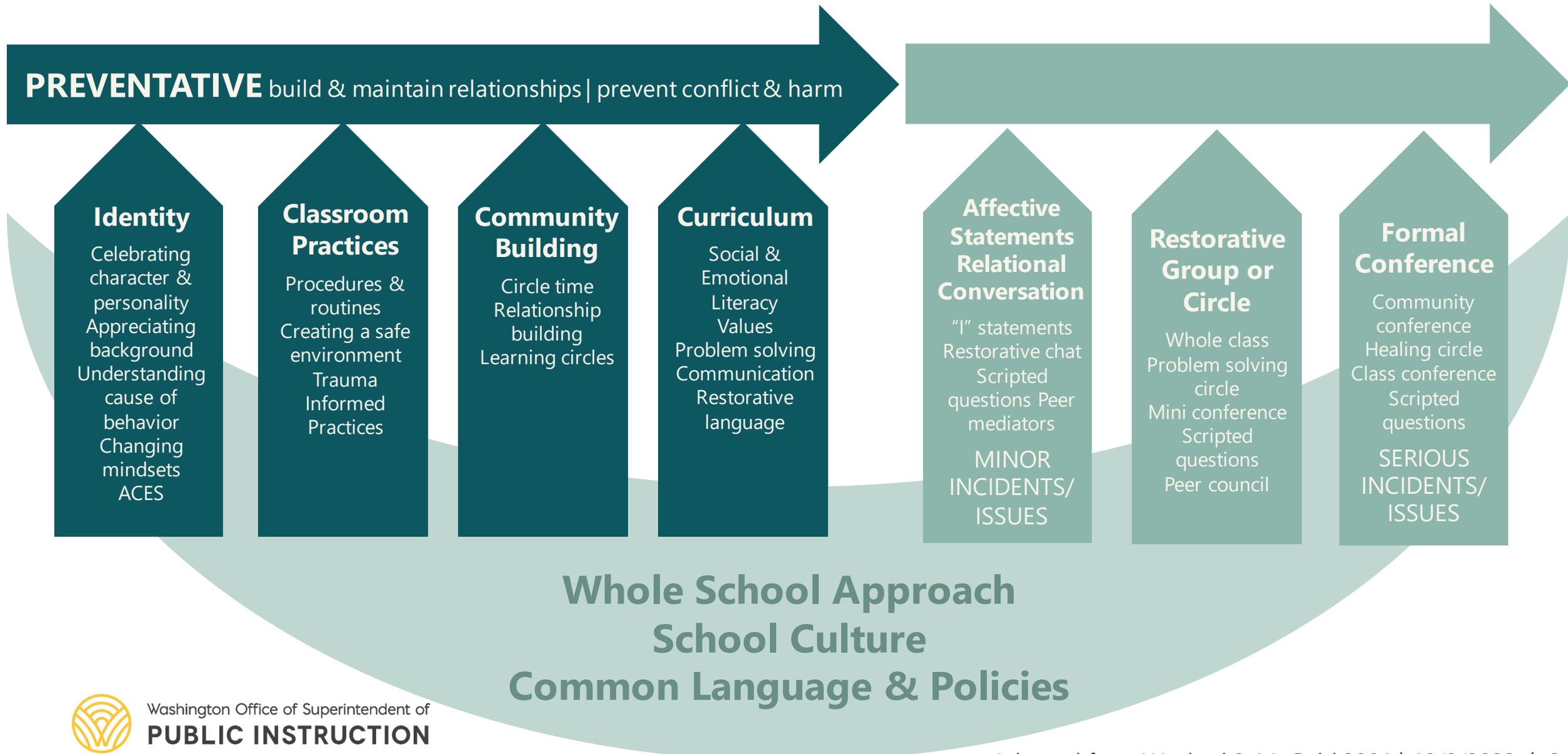


MTSS

Multi-tiered Systems of Support



Continuum of Restorative Practices



October Care Package

Restorative Practices



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Bite (5-10 minutes)

Option 1: Review [Restorative Practices: Explained by the International Institute for Restorative Practices \(IIRP\)](#)

Self-Reflect:



- How could implementing Restorative Practices positively transform your building climate and culture?
- Will implementing Restorative Practices require a paradigm shift in your current behavior response policies or practices?
- What is the first step your team will need to take to implementing or improving restorative justice in your building?

Option 2: Read [Getting Out in Front of Behaviors](#)

Discuss with Your Team:

- What forms of preventative discipline do you currently implement in classrooms? Are they common expectations for all staff and supported with professional development?
- What supports are provided for staff to ease the impact of behavioral challenges?
- Consider: Restorative Practices are built around SEL foundations – what social emotional supports are your staff provided? Consider resources by OSPI's [Workforce Secondary Traumatic Stress](#) team.

Option 3: Read [Restorative Practices Help Reduce Student Suspensions](#)

Discuss with Your Team:

- Were you surprised by any of the findings?
- Which of the 11 Elements within the Whole-School Change Program do you currently implement with staff?
- Is intentional training needed to introduce or improve any elements in your building?

Snack (30 minutes +)

Option 1: Review [The Starts and Stumbles of Restorative Justice in Education: Where Do We Go From Here?](#)

Discuss with Your Team:

- Which research-based recommendation will positively push your current practices?
- How can you ensure you consistently review data as part of a strategic rollout plan?

Option 2: Review [12 Indicators of Restorative Practice Implementation: Checklist for Administrators](#)

Discuss with Your Team:

- Based on the checklist, are you currently utilizing more punitive-based approaches to student discipline, and what level of policy reform will it take to revise current practices towards a restorative model?
- What systemic and external supports will your team need to fully implement system-wide restorative practices with staff buy-in?
- What do the self-assessment tools highlight as areas of support needs?

Option 3: Read [Fostering Belonging, Transforming Schools: The Impact of Restorative Practices](#)

Discuss with Your Team:

- What will it take for your team to shift from a culture of exclusion to a relational culture?
- Are you currently receiving/providing continuous and sustained training for staff? How could trainings be expanded to include students, families, and community members?
- What funding or financial supports will your team need to make restorative practices a long-term investment? What current funding resources are available?

Meal (60 minutes +)

Option 1: Watch & Discuss the October Graduation Equity Webinar

Restorative Practices – Dr. Lori Lynass, Executive Director of Sound Supports



Restorative Practices, which focus on resolving conflict, repairing harm, and healing relationships through a foundation of integrated and preventative SEL strategies, have shown to prevent bullying and reduce disciplinary incidents in school. Presented by Briana Kelly, the Assistant Director of Restorative Practices and Student Discipline, we are bringing you Dr. Lori Lynass, the Executive Director of Sound Supports, to talk about the advice she shares with schools and staff about implementing restorative practices. She will be joined by our practitioner panel from the Franklin Pierce School District to talk about their experiences as restorative justice facilitators. [Register](#) for live content on October 11 or [watch the recording](#).

Discuss with Your Team:

- Where can we better implement and/or improve restorative justice practices within our current multi-tiered systems of support?
- What resources and supports will our staff need to buy-into and implement Restorative Practices with fidelity?



Why Focus on Restorative Practices? Defining the Ideal Model

Connection Before Content

Would you rather....



How are you arriving today on a scale of 1-5?

- 1 being low and 5 being high?

Would you rather watch a horror movie marathon alone or go to a Halloween party full of strangers?

Be on a survival reality show or dating game show?

Honoring Indigenous Roots

Indigenous & First Nations Roots

- Restorative Practices have many indigenous and first nations roots that should be recognized and honored.

Biidaaban

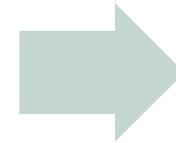
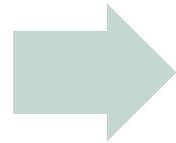
- The model that has evolved in schools closely models the Ojibwe people's model known as Biidaaban.
- *Bii* means the future, *daa* means the present and *ban* means the past.

Goal

- The goal of *Biidaaban* is for people who have harmed to take responsibility for the harm they have caused, be accountable to the community and to people they have hurt, publicly apologize and make amends and restitution.



Restorative Practices Defined



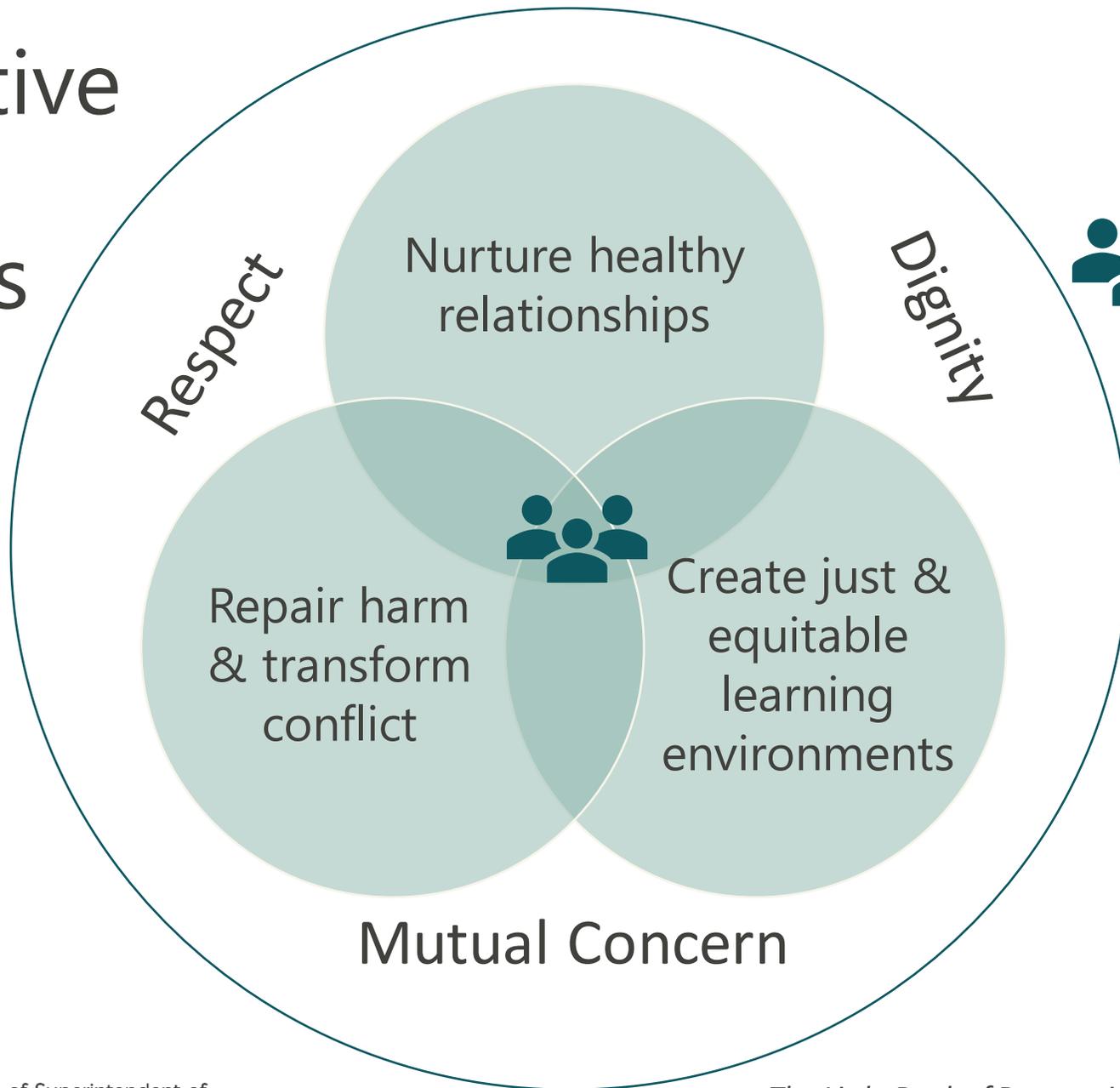
Restorative practices cultivate a culture in which everyone feels like they ***belong***.

They build a particular ***sense of community*** in which every member—students, staff, parents, and community members...

feel that they are ***seen, heard, and valued***.



Restorative Justice Practices



People **are** worthy & relational



People who **feel** worthy have a strong sense of belonging



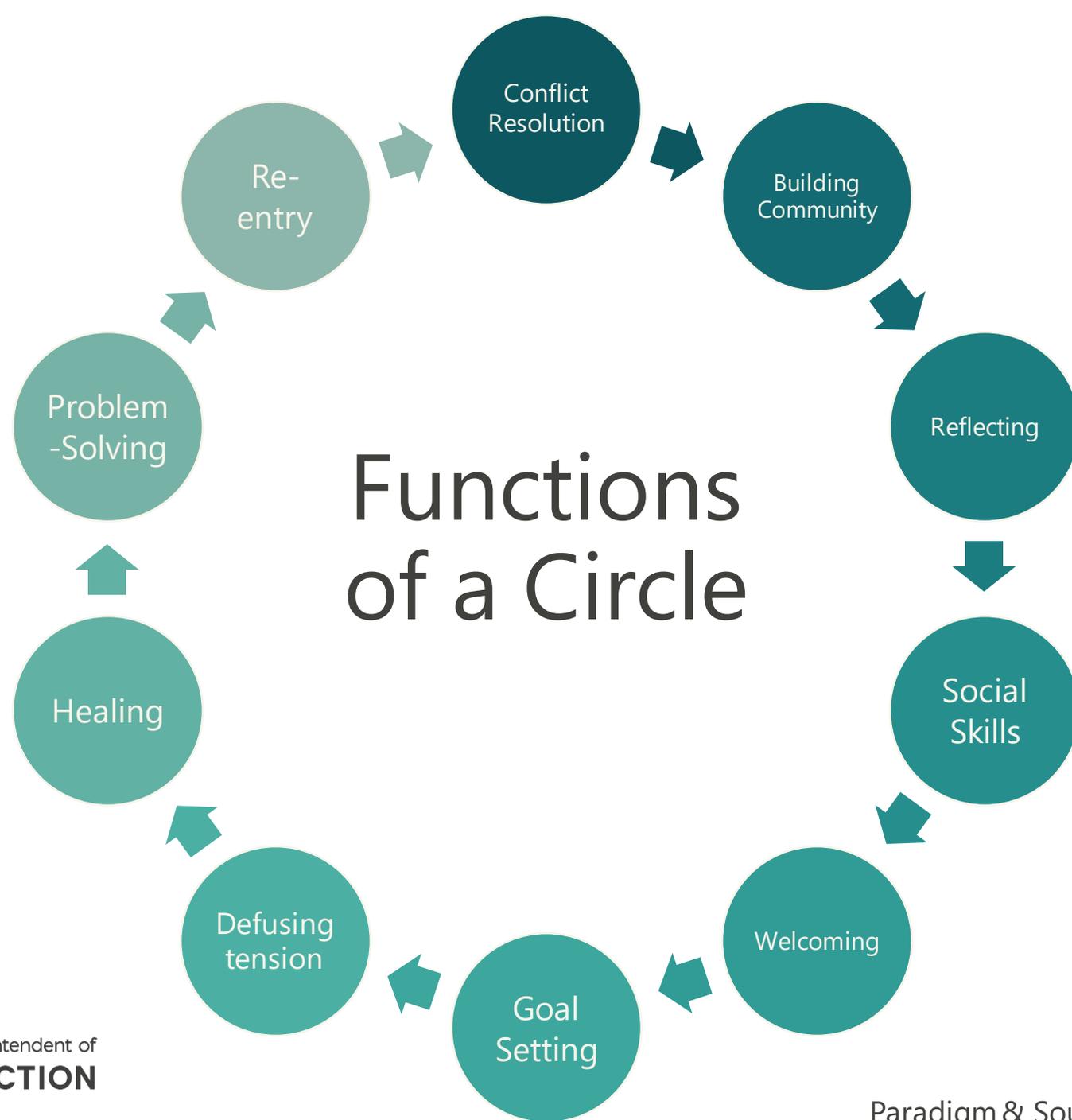
Three Central Components of Restorative Practices

Restorative is not what we do, but how we are in **relation** to one another. The circle can be a central part of this.

We have to do **WITH** versus To or For

We need to gain **voice & input** in decision making





Circles Follow a Process

Circle Process

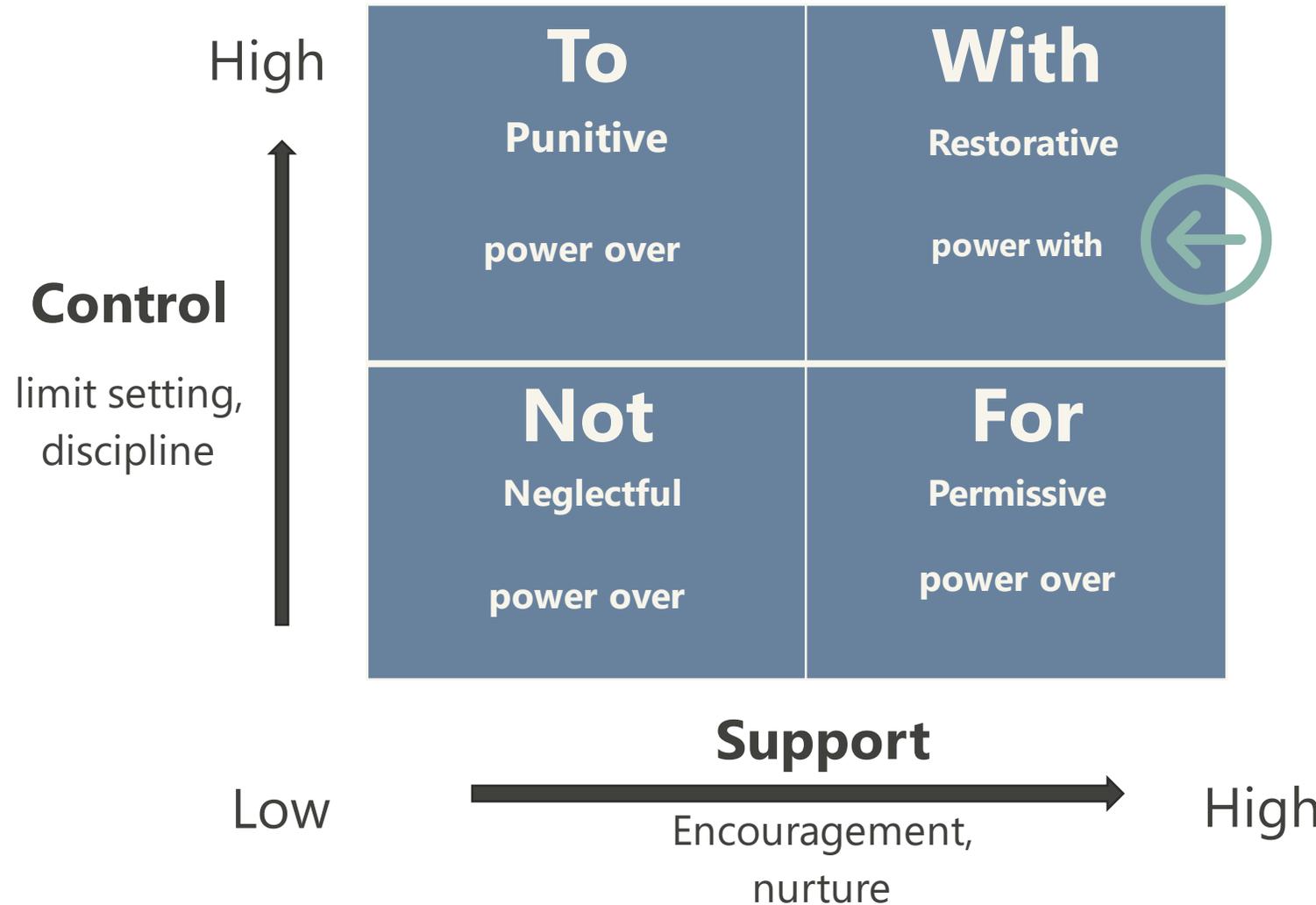
- Welcome or mindful moment
- Review the agreements
- Introduce the Talking Piece
- Opening round(s)
- Content or focus round(s)
- Closing round

Example Circle Agreements

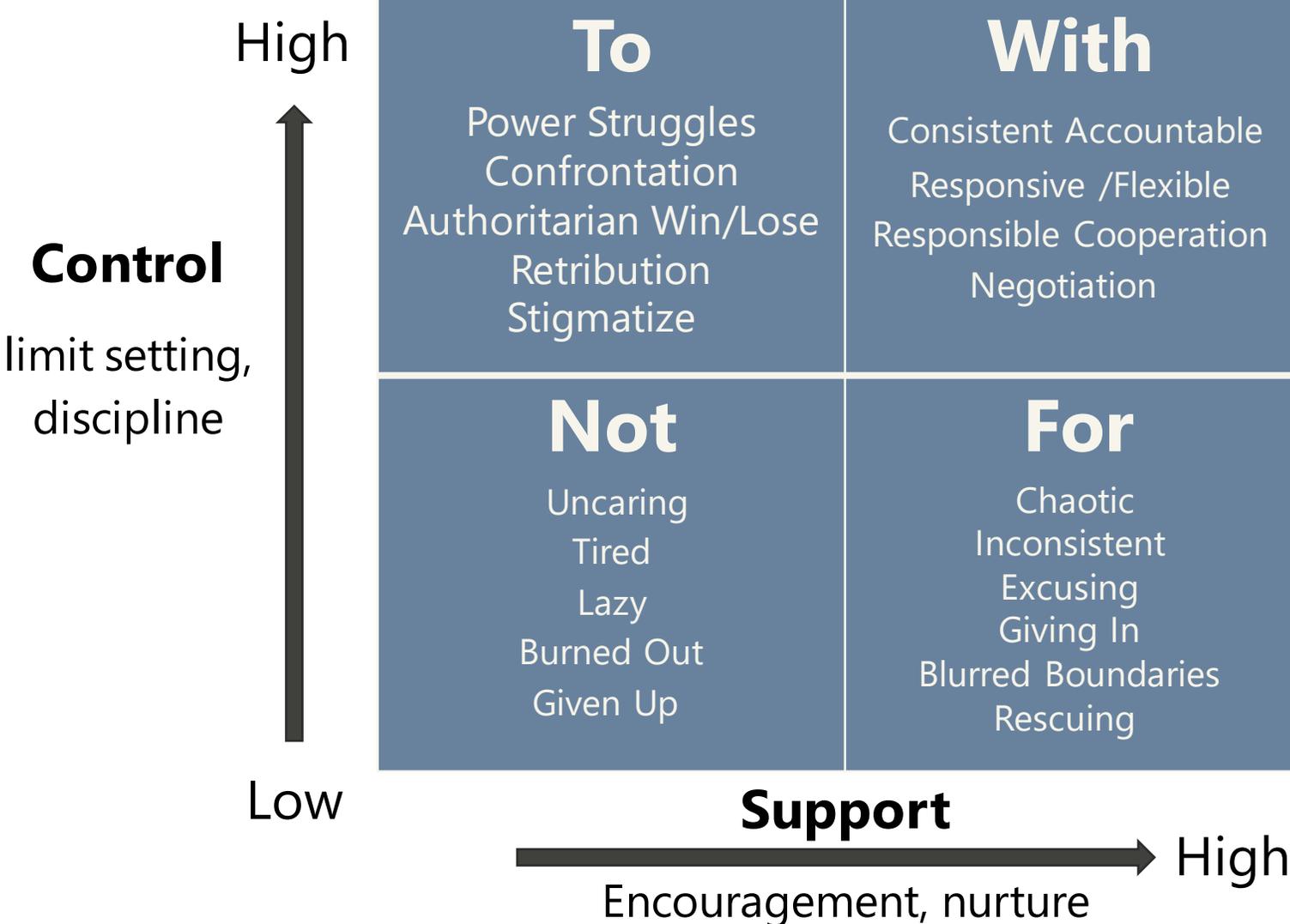
- Respect the talking piece: everyone listens, everyone has a turn.
- Speak from the heart: your truth, your perspectives, your experiences.
- Listen from the heart: let go of stories that make it hard to hear each other.
- Trust that you will know what to say: no need to rehearse.
- Say just enough: without feeling rushed, be concise and considerate of the time of others.



Restorative Practices: Social Discipline Window



Restorative Practices: Social Discipline Window



Fair Process: Gaining Voice



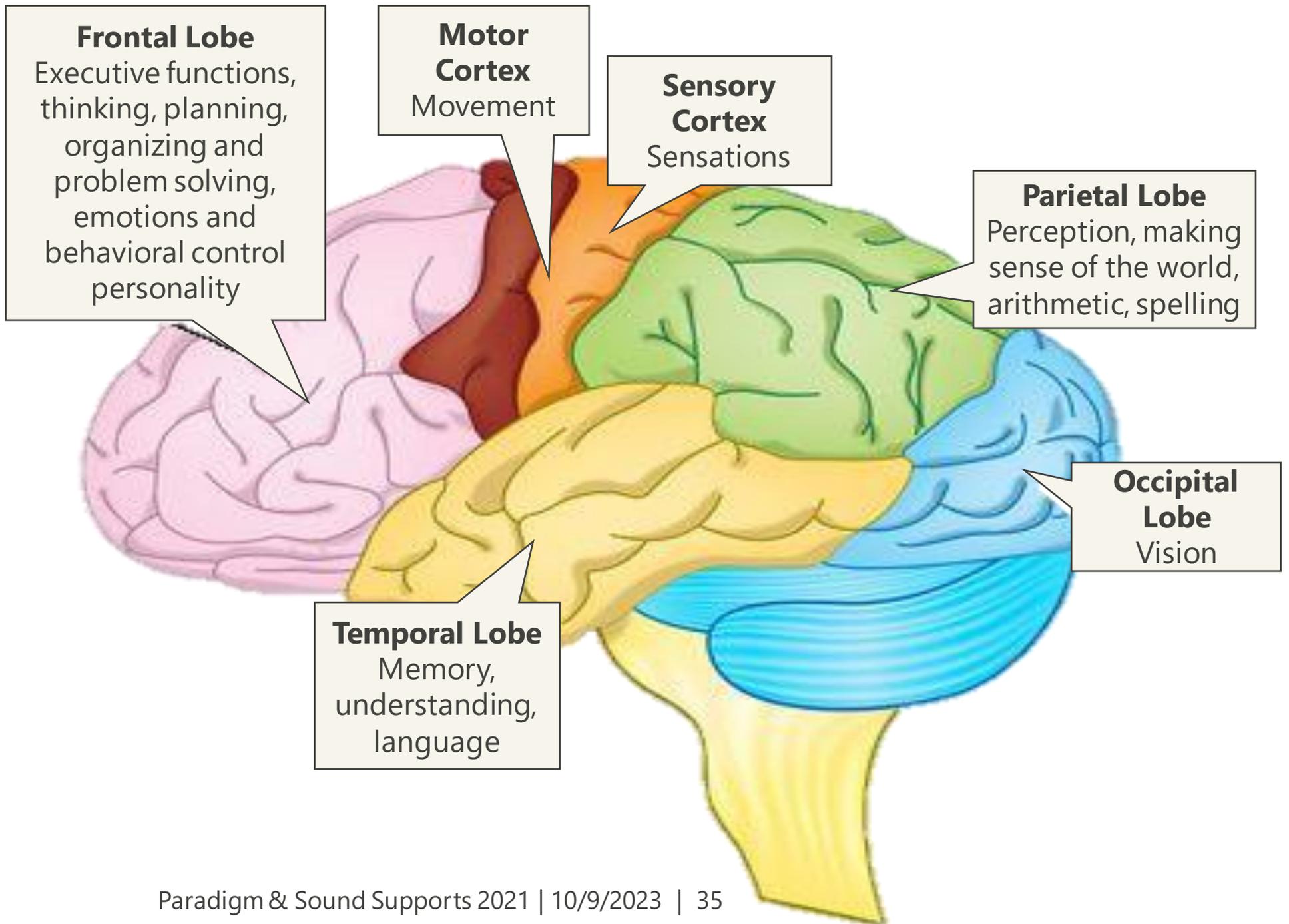
Engagement



Explanation



Expectation
Clarity



RESTORATIVE PRACTICES: Punishment vs Discipline



Punishment or consequence:
Immediate way to try and get a
behavior to stop

“Make the child pay”



Discipline

Teaching, learning and giving
instruction.

Offers skills that can change behavior.

It can help the developing brain make
connections about good choices.



Restorative Questions

What happened?

What were you thinking about at the time?

What have you thought about since the incident?

Who has been affected by what happened and how?

What about this has been the hardest for you?

What do you think needs to be done to make things right?



Characteristics of Restorative Schools



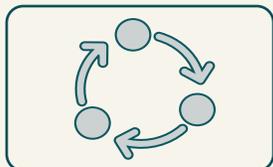
Educators are models of restorative practice



Physical environment promotes an ethos of care



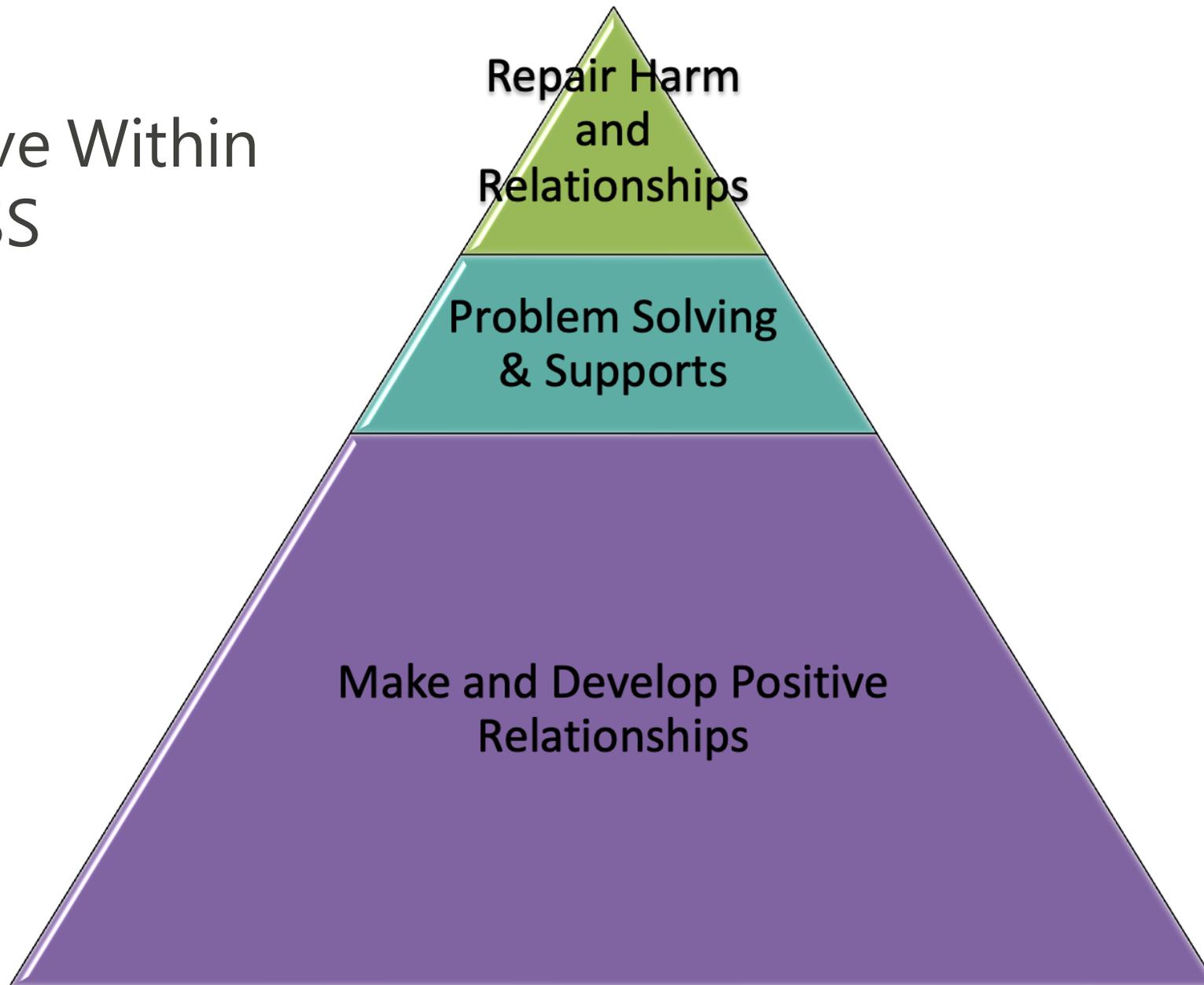
Emotional environment promotes an ethos of care



School policies and practices focus on restoration

- Conflict resolution
- Flexible policies including differentiated discipline

Restorative Within Your MTSS





Q & A



What Does it Look Like in Real Life?
Foundations of Our Practices

Panelists



Meghan Fagerberg Gonzalez

Educator & Restorative Justice Center Facilitator
Washington High School
Franklin Pierce School District
mgonzalez@fpschools.org



Junior (Rene) Alvarez

Educator & Restorative Justice Center Facilitator
Washington High School
Franklin Pierce School District
ralvarez@fpschools.org

Considerations



Discuss
your ideas
with
leadership



Share
ideas with
your PLC



Lead a
discussion
with
students





Resources

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Behavior Menu of Best Practices](#)
- [Read & Subscribe](#) to the Engage Newsletter
- Leadership Care Package
- Podcast
- Aha, apology, affirmation cards
- Restorative questions business cards

Websites

- Sound Supports
- IIRC

Books

- *Circle Forward*

People

- [Connect with OSPI staff](#)



Discipline, HIB, and School Safety & Student Well-being Office Hours

2nd Monday and 4th Friday of every month | 8:00am

- If you have questions about discipline, HIB, and/or School Safety and Student Well-being this is for you!
- 8:00am until we run out of topics
- QA style for district staff. Option to open breakout rooms for more confidential or focused topics.
- Hosted by the OSPI School Safety and Well-being Team (HIB, Comprehensive School Safety, Threat Assessment, Behavioral Health, and Suicide prevention) and the Assistant Director of Restorative Practices and Student Discipline.
- ESD Comprehensive School Safety Coordinators, Threat Assessment Coordinators, & Behavioral Health Navigators are also included

Please contact the School Safety and Student Well-being Program to be added to the calendar invite. schoolsafety@k12.wa.us



Next Month

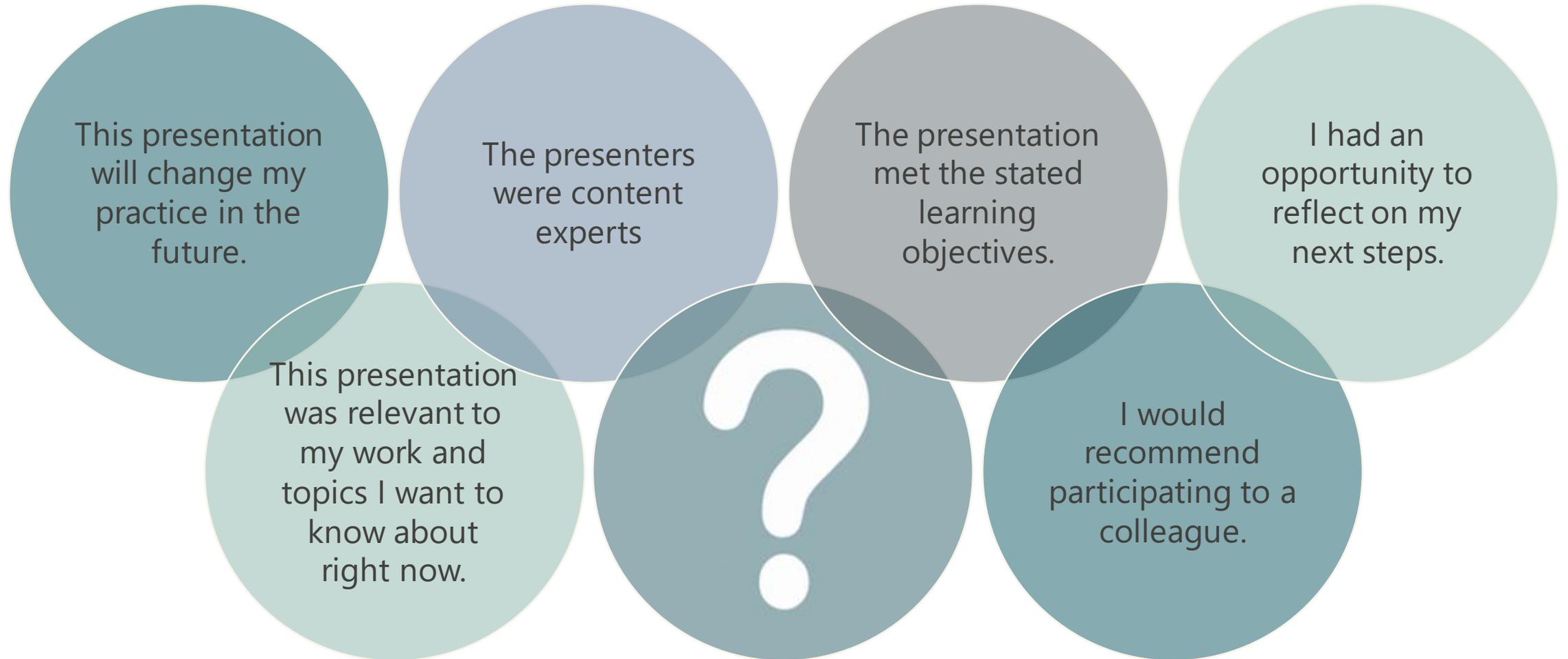
November 8

10:00 a.m. – 11:30 a.m.

Tier II Solutions for Student Well-being

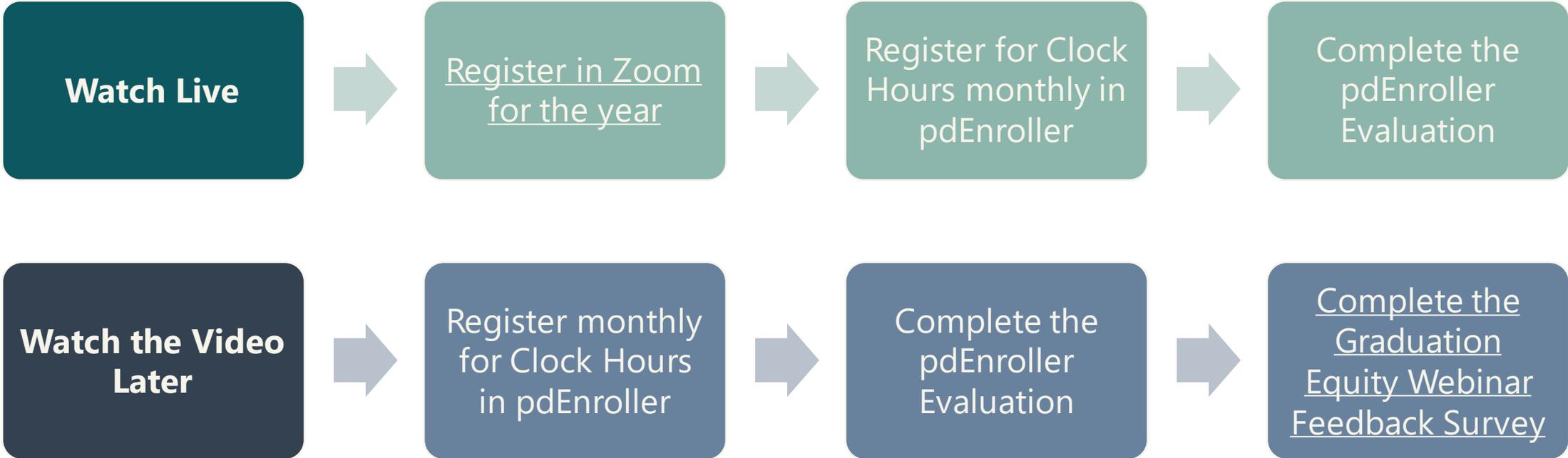


Evaluation





Do You Need Free Clock Hours?



Email Ronnie.Larson@k12.wa.us



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