

C3: Embedding Restorative Practices in an MTSS Framework

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Gathering

“ All Humans are hardwired to connect. Just as we need food, shelter, and clothing, human beings also need strong and meaningful relationships to thrive”

Turn and Talk: What value is put on meaningful relationships in your classroom/ school/ district?

Objective and Agenda



Objective:

Participants will be able to reflect on the systems and structures in their school that supporting **OR** do not support putting relationship first.

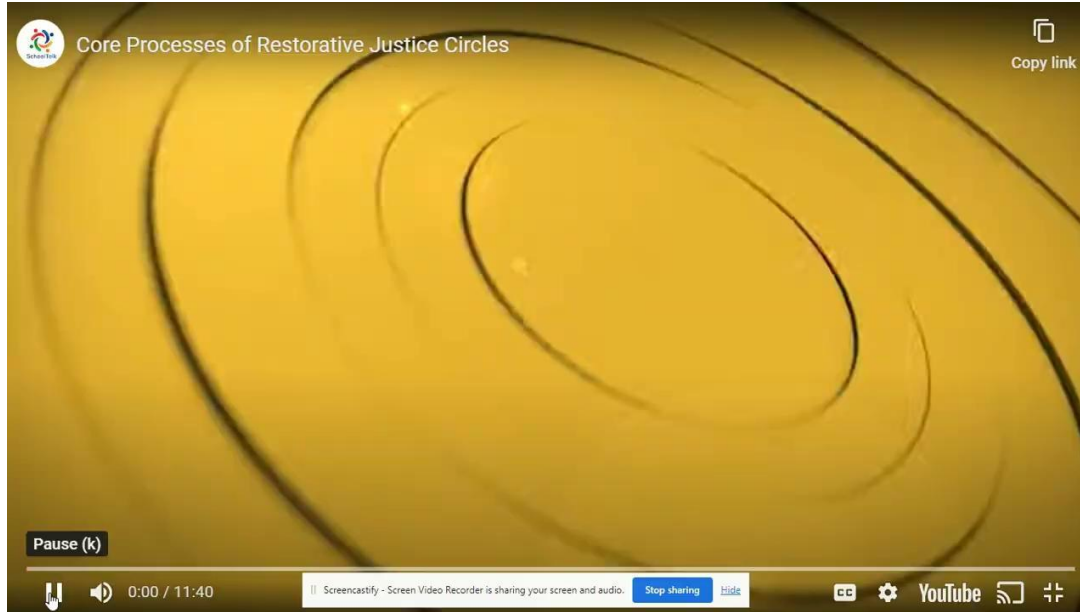
Agenda:

- What are Restorative Practices?
-
- Conflicting Structures
- Embedding Restorative Practices
- Experience a Circle



What are Restorative Practices?

What are Restorative Practices



a way of
being that
puts
relationship
first



Conflicting Structures

Conflicting Structures: FPS Circle Norms and School Hierarchy



In Circle everyone is equal and power is shared. Everyone gets to speak and everyone listens. No one voice holds more importance

Speak and Listen from the Heart

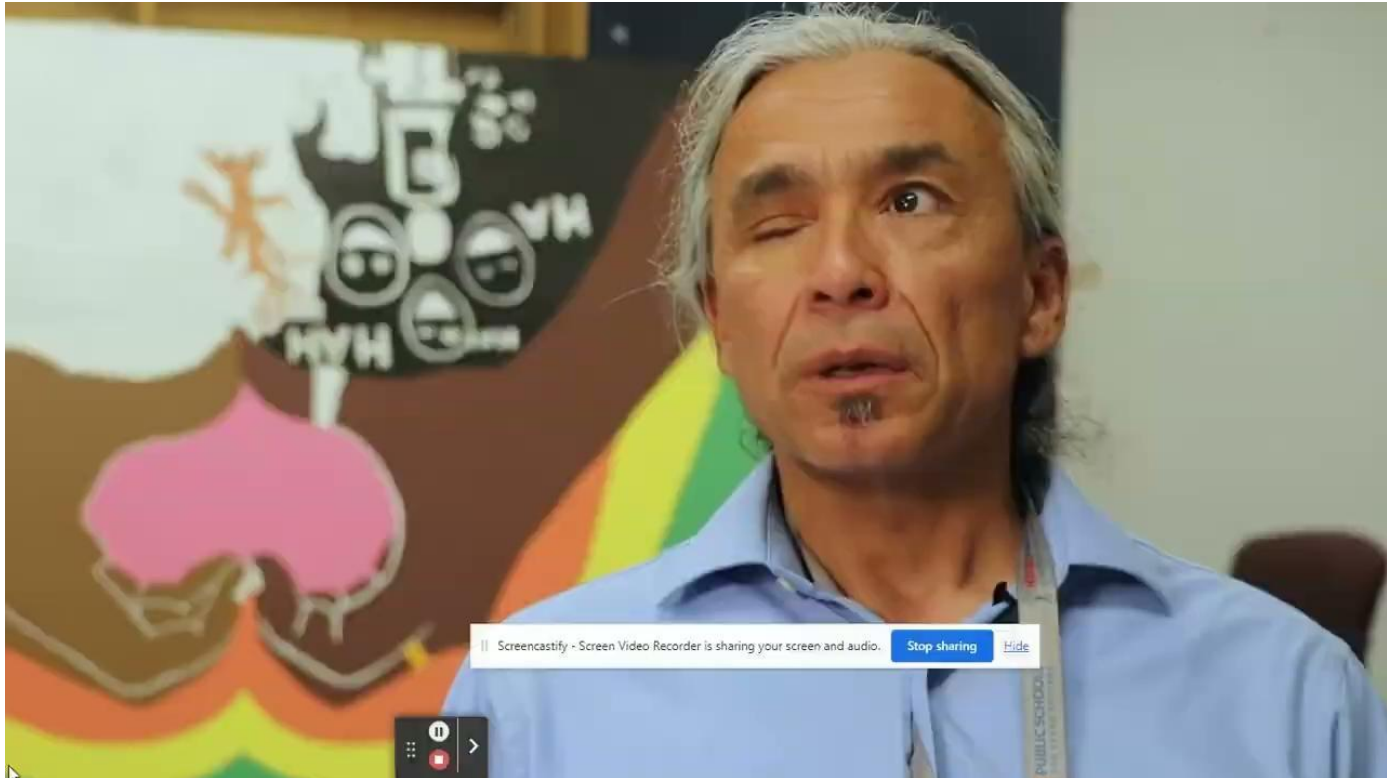
Give your focus and empathy to person who is sharing

Respect the Talking Piece

What is said in Circle stays in Circle

Turn and Talk:
Would any of these values be challenging for your staff/school?

Conflicting Structures and Respecting Indigenous Roots



Essential Question



What can we learn from indigenous practices, such as circle, in order to put relationships first within the structures of a school system?

It takes a lot of vulnerability to be in circle...how do we get staff there?

How do we push back on policies that could be harmful?

How do we honor where circle came from...and how do we proceed with integrity?

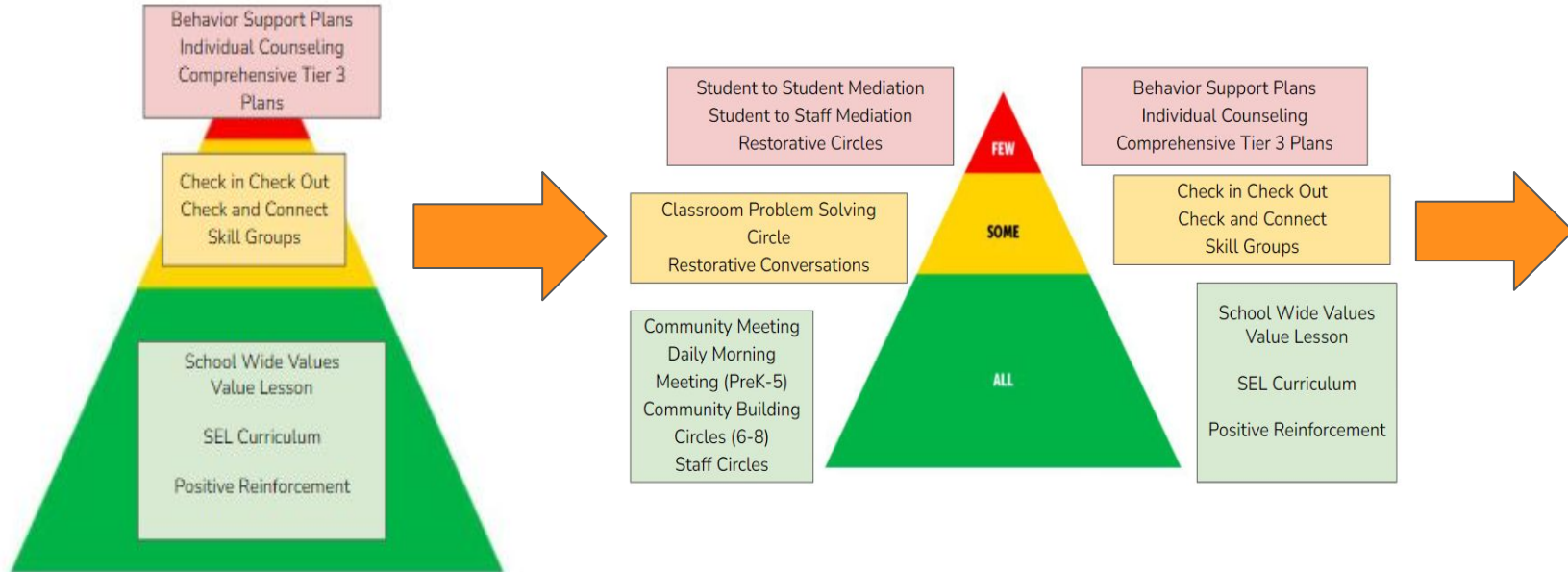
How do we make circle feel like a place of equal power?

With so many competing factors...how to elevate relationships?

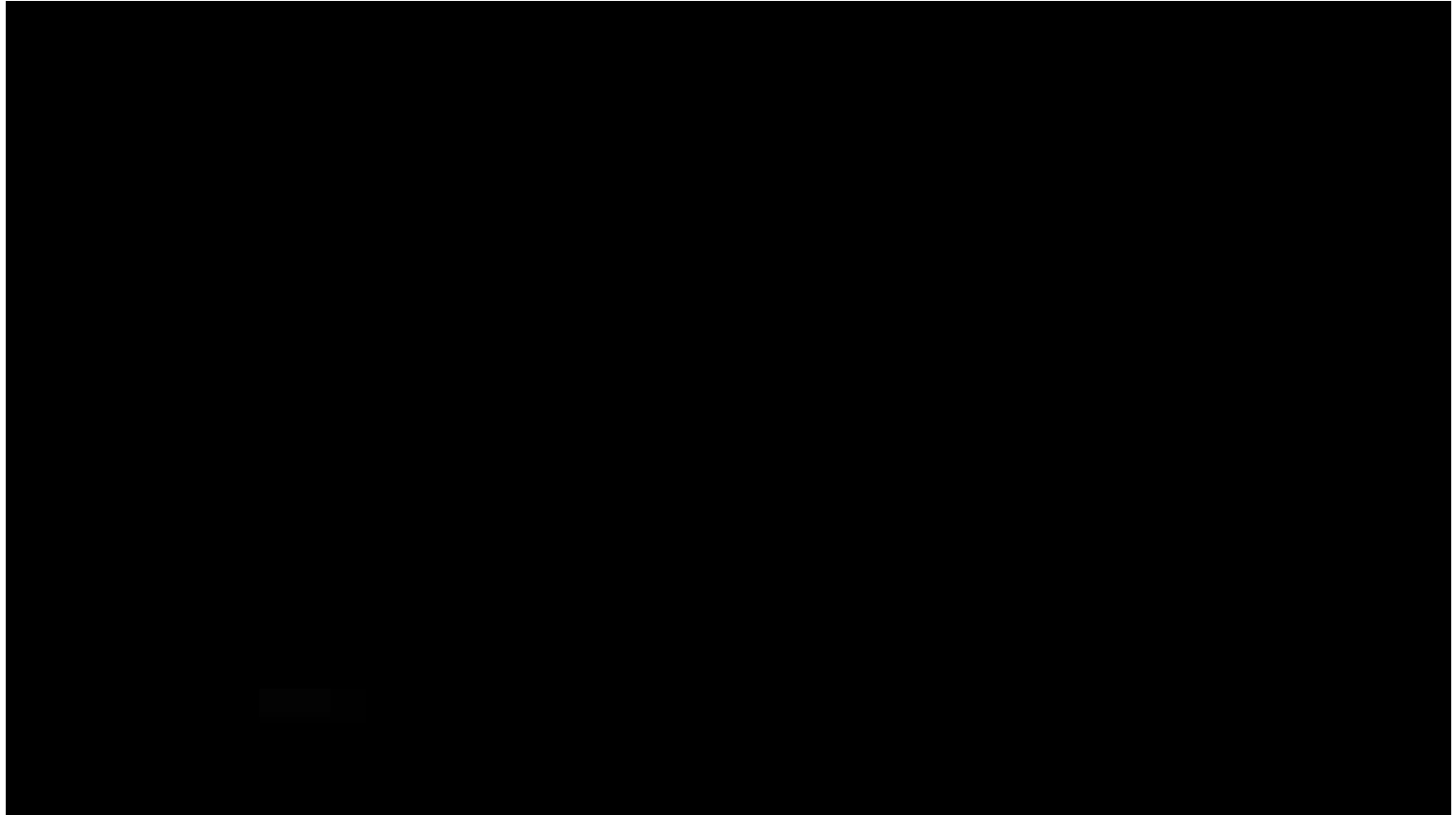


Embedding Restorative Practices

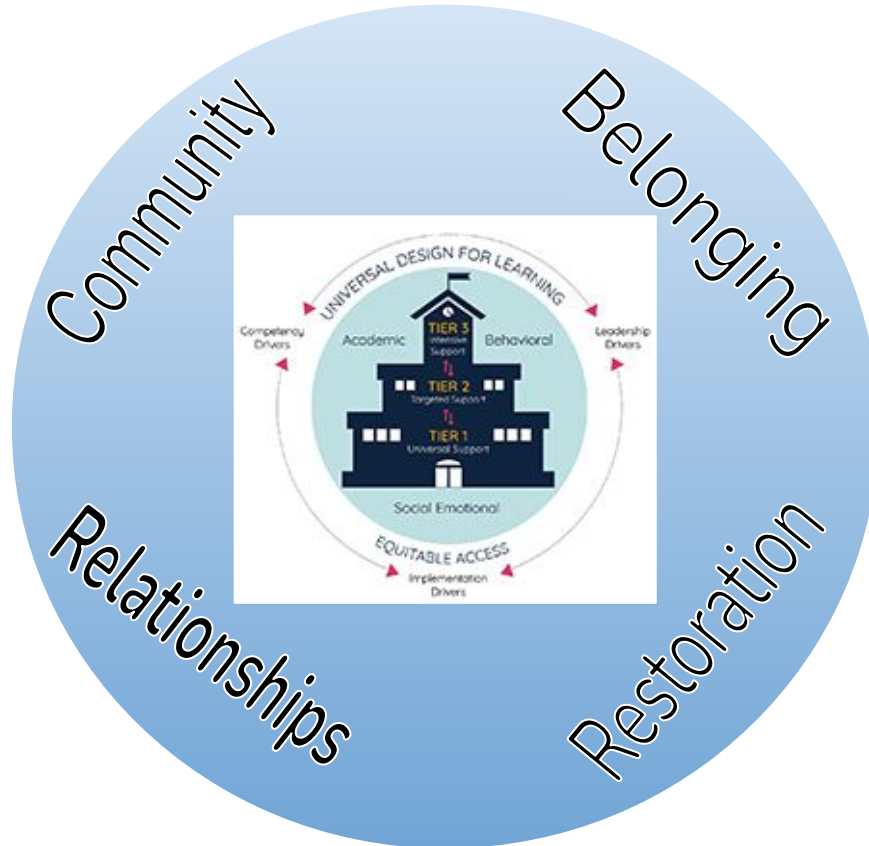
Embedding Restorative Practices

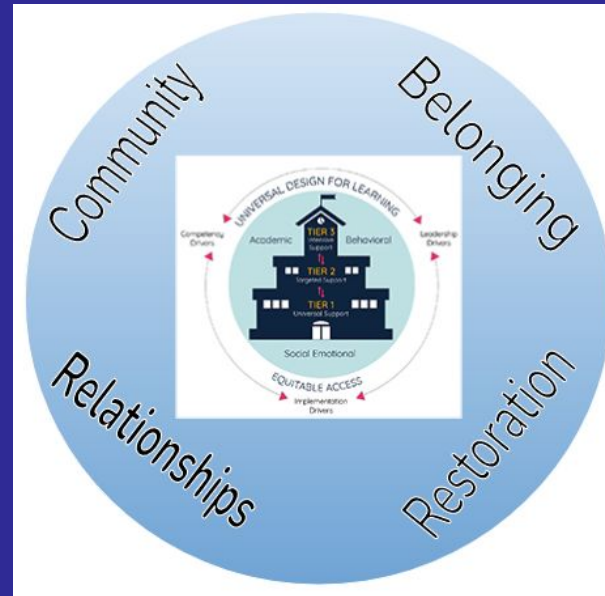


Embedding Restorative Practices



Embedding Restorative Practices






Adult Mindset

Deepen Relationships to Ensure Belonging for All Students

We will develop and deepen relationships and collaboration with students and families in order to ensure belonging for all. All relationships, partnerships, and collaboration efforts will expand equity, belonging, and family engagement and will center student voice, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement and opportunities that reflect our core values and support students from early childhood to college and career pathways.





<u>Punishment</u> Seeking to “Control” others	<u>Do Nothing</u> If I can’t control... give up	<u>Accountable and Restorative</u> Release of control and shared responsibility
“I am the adult, you should respect me”	“I cannot control you, so I give up”	“ I believe your voice and needs are to be valued”
No reflection relying on societal rules and hierarchy	No-self reflection	Self-reflection to account for behaviors and actions
Punishment is an end itself. The intention is: <ul style="list-style-type: none"> ● To inflict sufficient discomfort ● Creating Unpleasantness and producing shame 	Avoidance to engage students. This happens because: <ul style="list-style-type: none"> ● Fear of confrontation or of being disliked ● Belief that nothing will work ● Running out of tools- I don’t know what to do 	Restorative and Accountable Approach is a learning opportunity in which the student and adult: <ul style="list-style-type: none"> ● Takes some action to problem solve, self-correct, right oneself, or repair the harm done ● Learns more skillful behavior, and develops greater personal efficacy. ● <u>Is built on a foundation of trust and relationship.</u>

Adult Mindset: Making the Case



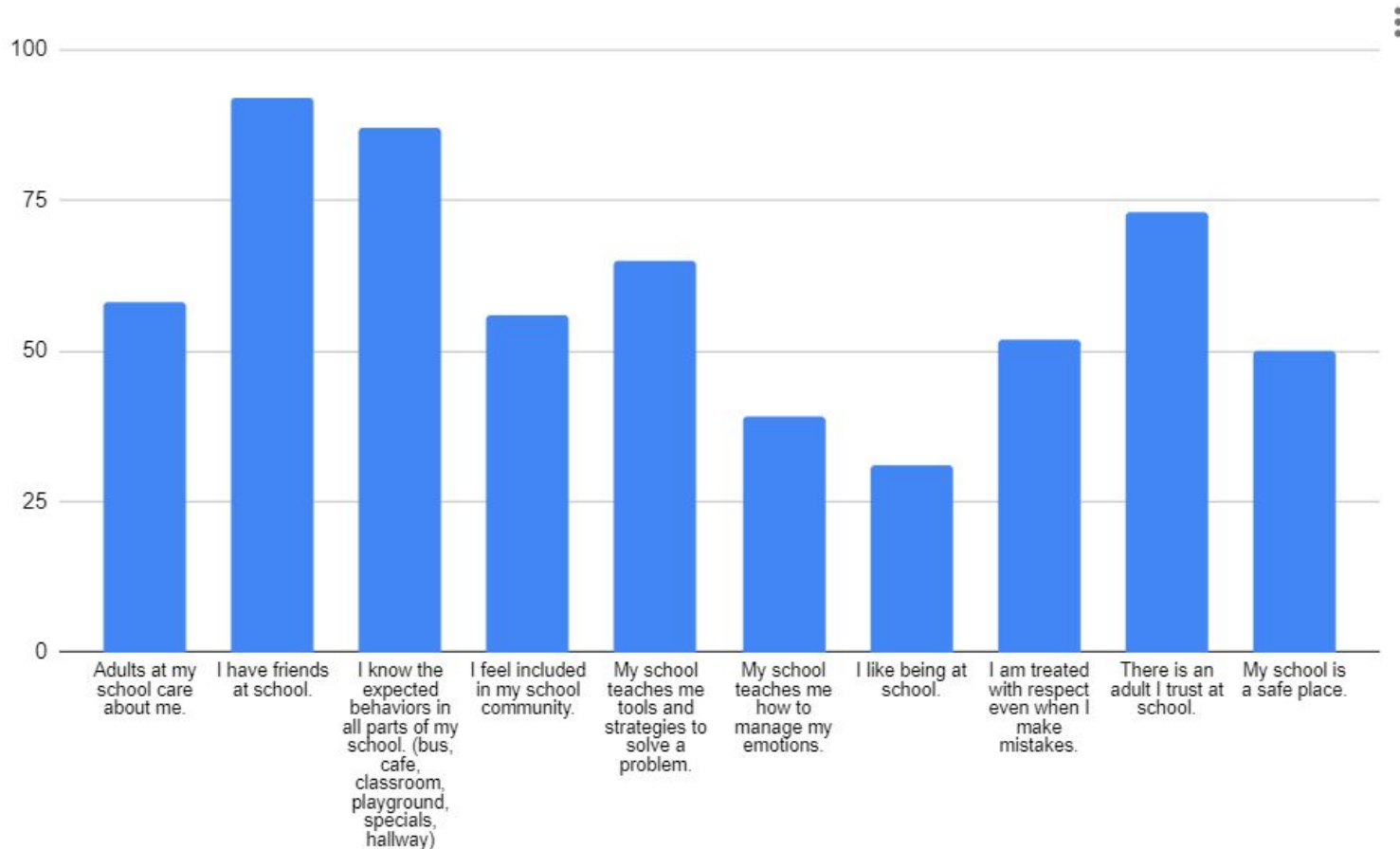
“Understand our background and understand us as people like religion wise, culturewise -- due to those things people live different lives and I feel like they should notice that more.”

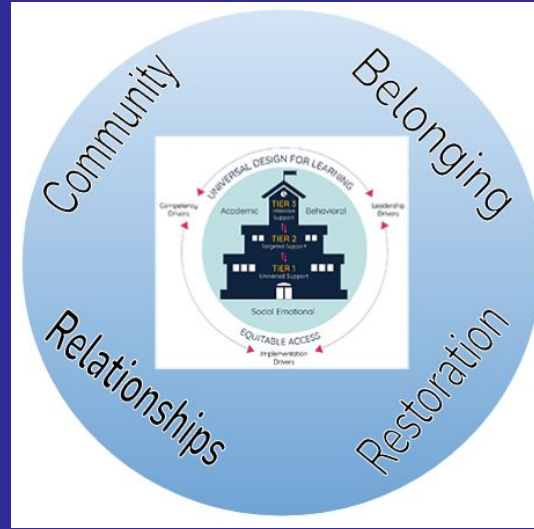
- FHS sophomore

“There has been a loss of empathy and I don’t know how to get it back.”

- Framingham Administrator

Middle School Data-Belonging Survey



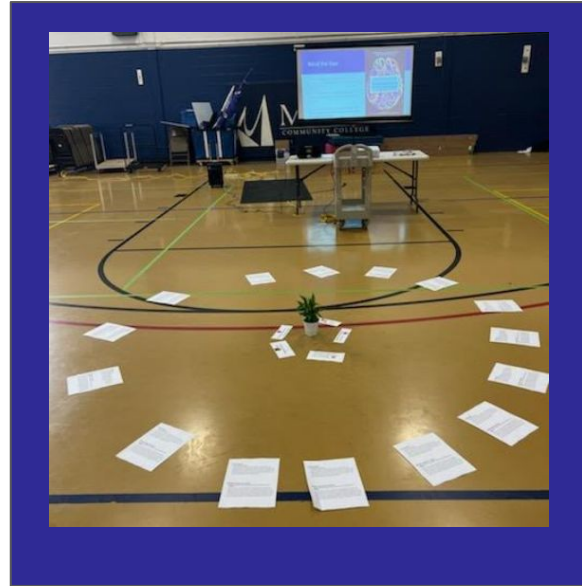


**Restorative Practices..A
Way of Being That Puts
Relationship First**

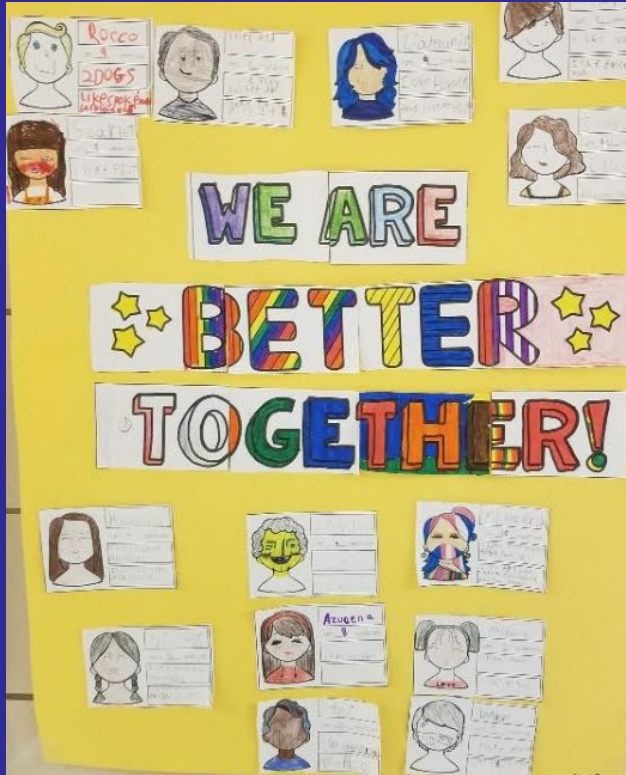
A Way of Being that Puts Relationships First



If we want the faculty to engage more deeply with students, are we engaging more deeply with faculty?



A Way of Being that Puts Relationships First



MORNING MEETING <small>Gratitude</small>	
Greeting Say hello to a friend and say thank you either in English, or Gracias in Spanish, or Obrigada in Portuguese.	Message Good morning! Today we will think about a person we are grateful for and how we can share this appreciation with them.
Share Share a person you are grateful for and what you appreciate about them.	Activity Write a short thank you note to the person you are grateful for and say what you appreciate about them.

A Way of Being that Puts Relationships First



Staff-Student Mediation:

- can foster empathy and understanding between each member;
- is an opportunity for the student and staff to be heard, understood, and affirmed;
- fosters an environment of caring, dignity, and respect;
- can restore the calm in a classroom and heal a fraught staff–student relationship;
- models conflict resolution skills.

<p>S Starting</p>	<p>Everyone will agree to be here and reflect on their mindsets.</p> <p><u>We will:</u></p> <ul style="list-style-type: none"> Communicate respectfully Know that we all have different experiences that shape our perspectives Listen without interrupting Keep an open mind Use each other's names <p><u>We understand that:</u></p> <ul style="list-style-type: none"> Only necessary people will know what is said here We work toward compromise, and an apology is not mandatory Our definition of respect may vary <p><u>Please remember:</u></p> <ul style="list-style-type: none"> The mediator will not take sides The student will get the chance to share their side of the story first 	
<p>T Tell your story</p>	<p>Both sides will get a turn. The student will start first. Let's hear what happened.</p> <p>How did you feel when that happened? Why?</p> <p>Do you have anything to add?</p>	
<p>A Assess Needs</p>	<p>What do you need from each other? How can we make this better?</p> <p>Is there anything else you want to say to each other?</p> <p>How did this impact our community?</p>	
<p>R Review</p>	<p>You heard both sides, how can we solve this problem? What seems fair and possible?</p> <p>If a situation like this comes up again, what can you say or do differently?</p> <p>What do you need to say to show this problem is solved?</p>	
<p>T Thank</p>	<p>Thank you for working through this problem. (The mediator) will check back with both of you on _____.</p> <p>Do we need support from anyone else today to reach our goal?</p>	



Round 2: If you could go anywhere in the world where would you go and why?

		<p>Think about a place in the world that you would like to visit (or revisit). Use your computer to find a picture of the place.</p>
		<p>Show your image to your partner. Explain why you like that place. Point or name things in the picture. "I like the _____."</p>
		<p>Practice the sentence frame with your partner.</p>
		<p>Share or pass during the circle</p>

I would go to _____ because _____.

CARING
INCLUDE EVERYONE
RESPECT OTHERS DIGNITY
COMMUNICATION
LISTEN TO OTHERS
EVERYONE PARTICIPATES
SIT IN A CIRCLE

Experiencing a Circle



- Divide into 2 groups
10-15 People will be inside the circle
The rest of the participants will :
- Watch
 - Reflect on their own answers
 - Share perspective at the end

Safe

Lift your chair up carefully and move tables as needed.

Watch those around you

Respectful

Watch and communicate with those around you while moving furniture

Responsible

Honor the values of Circle

Questions?



Thoughts?

In Lak'ech (I Am You or You Are Me)

Tú eres mi otro yo.	You are my other me.
Si te hago daño a ti.	If I do harm to you.
Me hago daño a mí mismo.	I do harm to myself.
Si te amo y respeto,	If I love and respect you,
Me amo y respeto yo.	I love and respect myself.

Mayan-inspired poem, "Pensamiento Serpentino"
Luis Valdez. (1971).