

# SCHOOL DISCIPLINE & RESTORATIVE PRACTICES

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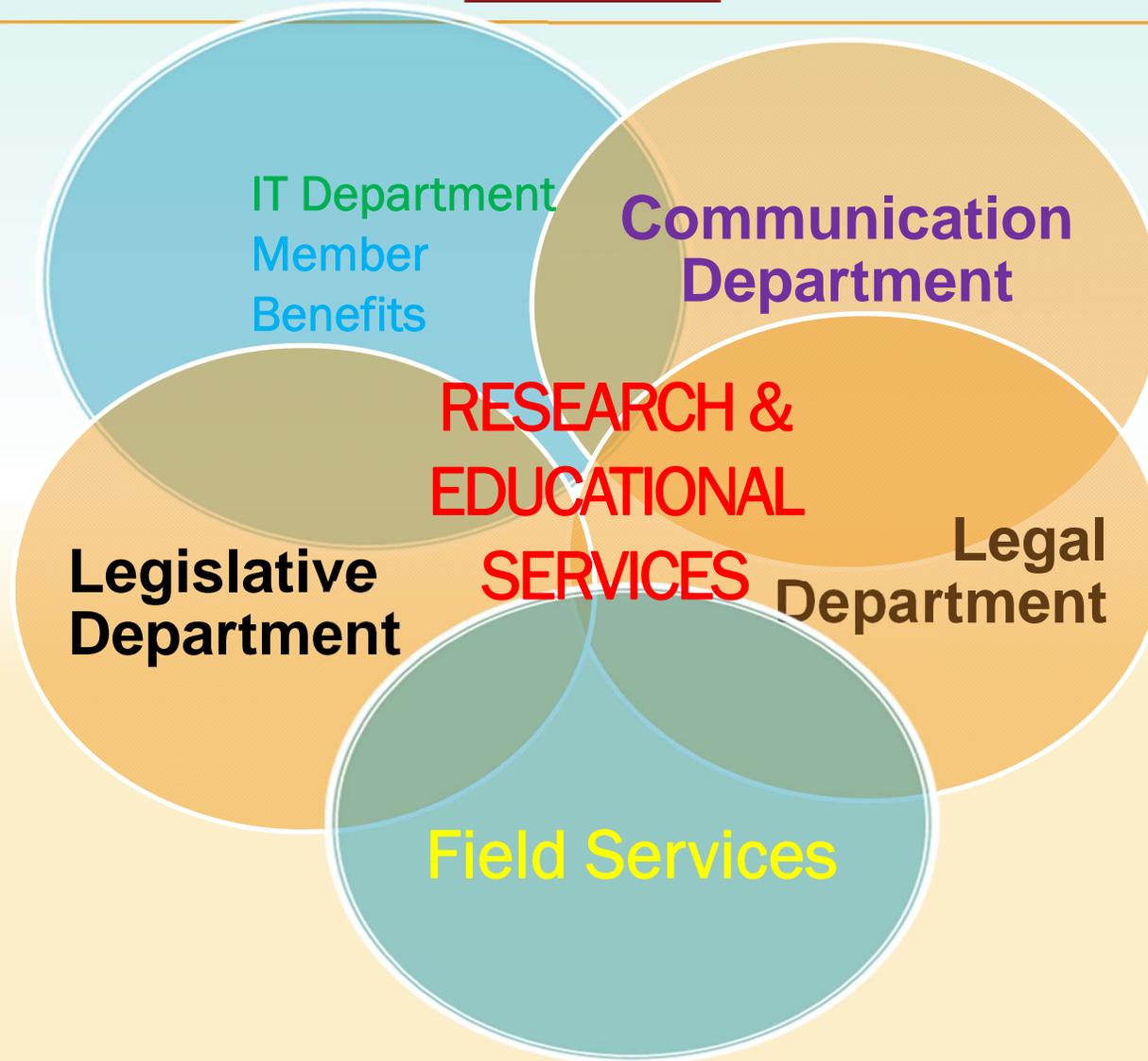
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# NYSUT

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# AGENDA



- Current Practices
- Code of Conduct
- Positive School Climate
- What is Restorative Practice?
- Beyond Zero Tolerance
- Interested in RP??

# DEFINE

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- Punishment
- Consequences
- Accountability
- Discipline

# CURRENT PRACTICES

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- What are some of your current disciplinary practices?
- Which ones do you feel are effective?
- How do you know?



# Major Points

## code of conduct

- ❑ conduct, dress and language
- ❑ civil and respectful treatment of teachers and others
- ❑ the roles of school personnel
- ❑ security, standards and procedures
- ❑ removal procedures
- ❑ disciplinary measures
- ❑ provisions for detention
- ❑ reporting violations
- ❑ students with disabilities
- ❑ notifying law enforcement agencies
- ❑ notifying parents
- ❑ referral to human service agencies
- ❑ suspension of students who are disruptive
- ❑ suspension of pupils who are violent

# CODE OF CONDUCT: EACH SCHOOL DISTRICT CODE OF CONDUCT MUST INCLUDE:

- Prohibition of discrimination, bullying, and harassment of students by students or staff and provisions for responding to acts of discrimination, bullying or harassment.
- Guidelines to ensure effective implementation of school policy on school conduct and discipline, which includes guidelines on promoting a safe and supportive student climate.
- A bill of rights and responsibilities of students which focuses on positive student behavior and a safe and supportive climate.

# Review of the Code

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- The Code must be annually reviewed and updated
  - “If necessary”
  - By a committee of “similar individuals”
- Plain language summary provided



# ADDITIONALLY



## Instruction in Civility, Citizenship and Character Education 100.2(c)

- Educators in grades K-12 are required to teach students civility and social skills to encourage a welcoming and positive school environment.

## Training 100.2 (jj)

- School districts, BOCES and charter schools are required to implement an annual employee training program to promote a positive school environment;

# SCHOOL SAFETY AND THE EDUCATIONAL CLIMATE (SSEC)

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- Incorporates collecting incident data for both VADIR and DASA into one reporting structure.(Now called SSEC)
- Streamlines 20 VADIR reporting categories to nine
- Focus on promoting positive school climate rather than focusing on school violence (Intent)



# WHAT MAKES A SCHOOL'S CLIMATE "POSITIVE"?

<https://www.youtube.com/watch?v=VxyxywShewI>

- Share two qualities that contribute to a positive school climate

# POSITIVE SCHOOL CLIMATE



- Emphasis on academic achievement;
- Positive relationships between students and teachers;
- Respect for all members of the school community;
- Fair and consistent discipline policies;
- Attention to physical safety; and
- Family and community involvement.

# DIMENSIONS OF SCHOOL CLIMATE

Physical	Social	Academic
Appearance of the school and classrooms	Quality of interpersonal relationships between and among students, teachers and staff	Quality of instruction
School size and class size	Equitable and fair treatment of students	Teacher expectations for student achievement
Order and organization of classrooms	Degree of competition and social comparison between students	Monitoring student progress and promptly reporting results to students and parents
Availability of resources	Degree to which students, teachers and staff contribute to decision-making	
Safety and comfort		

# POSITIVE SCHOOL CLIMATE

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“Norms, values, and expectations that support people feeling socially, emotionally and physically safe.”



**Creating a Positive  
School Climate**

*The National School Climate Council (2007)*

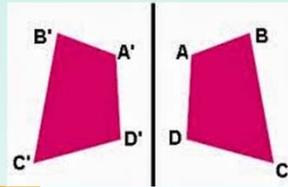
# CLIMATE & CONNECTEDNESS



- Connectedness has a direct positive effect on academic achievement.
- As school climate improves, relational aggression (bullying, harassment, fighting) decreases.
- Highly connected students are less likely to be perpetrators or victims of aggression.

From: Wilson, Dorian, The Interface of School Climate and School Connectedness and Relationships with Aggression and Victimization, Journal of School Health, Vol. 74, No.7, Sept . 2004

# REFLECTION



# REFLECTION

- What do you think Restorative Practices are?
- What experiences have you had related to restorative practices?

# RESTORATIVE PRACTICES:

## PROMOTING POSITIVE DISCIPLINE IN SCHOOLS

“The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.”



from The Restorative Practices Handbook B. Costello, et al., 2009

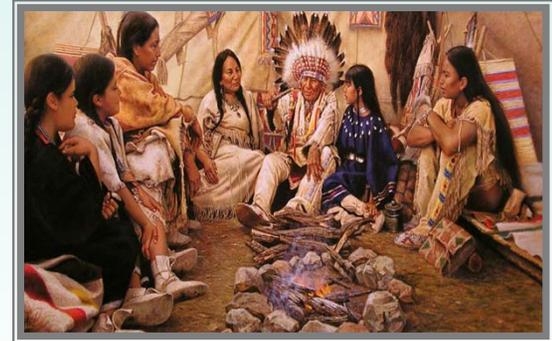
# LONG-STANDING MODELS



Indigenous culture

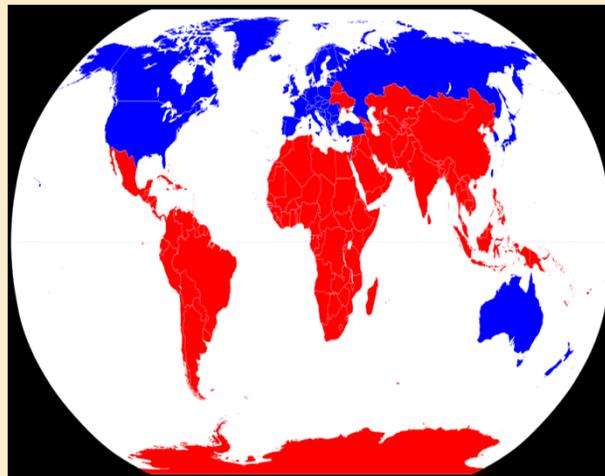


Aboriginal and African Culture



Native American culture

Restorative practices are not new



Restorative practices are not new

# WHAT IS RESTORATIVE PRACTICE?



# WHY THE NEED FOR RP?

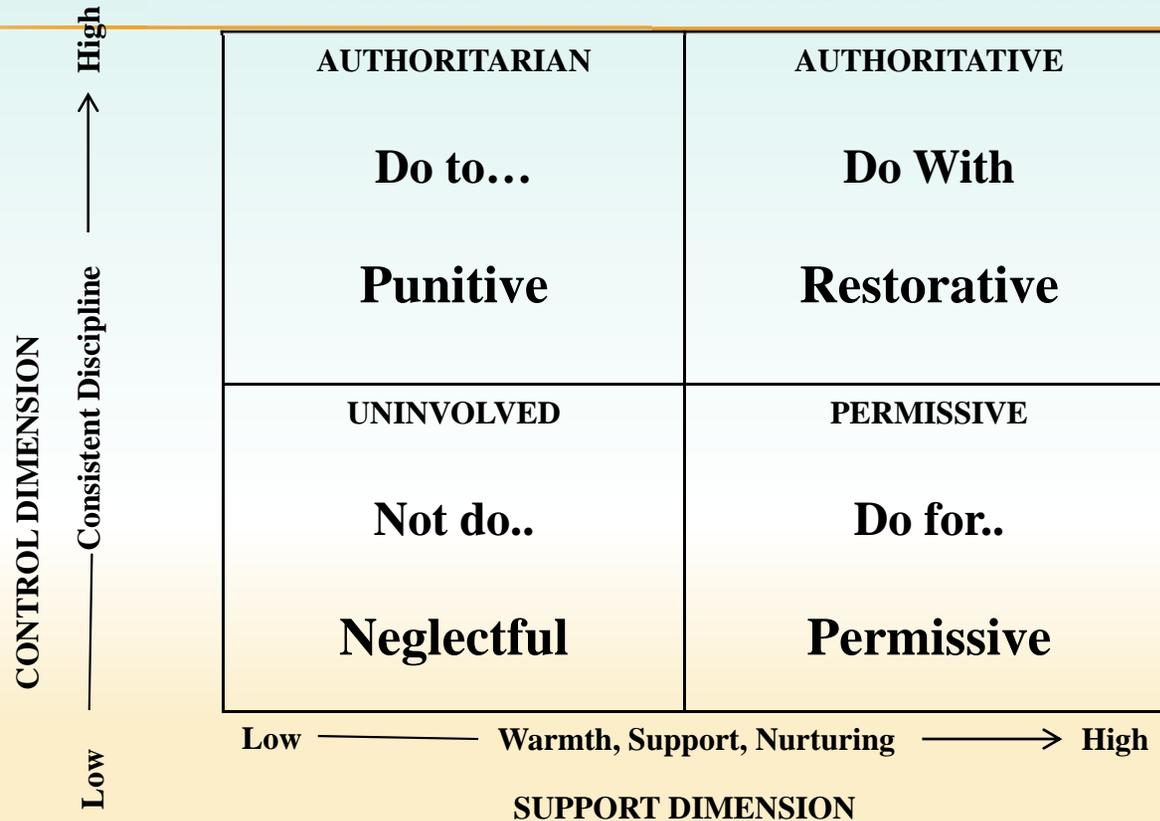
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- School to Prison Pipeline
- Nationwide increases in suspension and expulsion rates
- Zero Tolerance Policies



R. J. Skiba et al. (eds.), (2016). Inequality in School Discipline  
USDOE OCR 2014  
NEA 2016

# SOCIAL DISCIPLINE WINDOW



*Based upon work of Diane Baumrind and John Braithwaite.*

*The core belief of Restorative Practices is that people will make positive changes when those in positions of authority do things with them rather than to them or for them.*

*Ted Wachtel, International Institute for Restorative Practices (2012)*

# PLEASE TURN TO YOUR SHOULDER PARTNER:

Sharing  
Is  
Caring

- Take 1 minute to each share about your favorite caring adult.
  - What were the characteristics of this person that you valued?
  - How did this person respond to you when you did not meet expectations?

# WHAT IS RESTORATIVE PRACTICE?

## Philosophy

Harm can only be repaired through relationships, not through more harm and suffering.

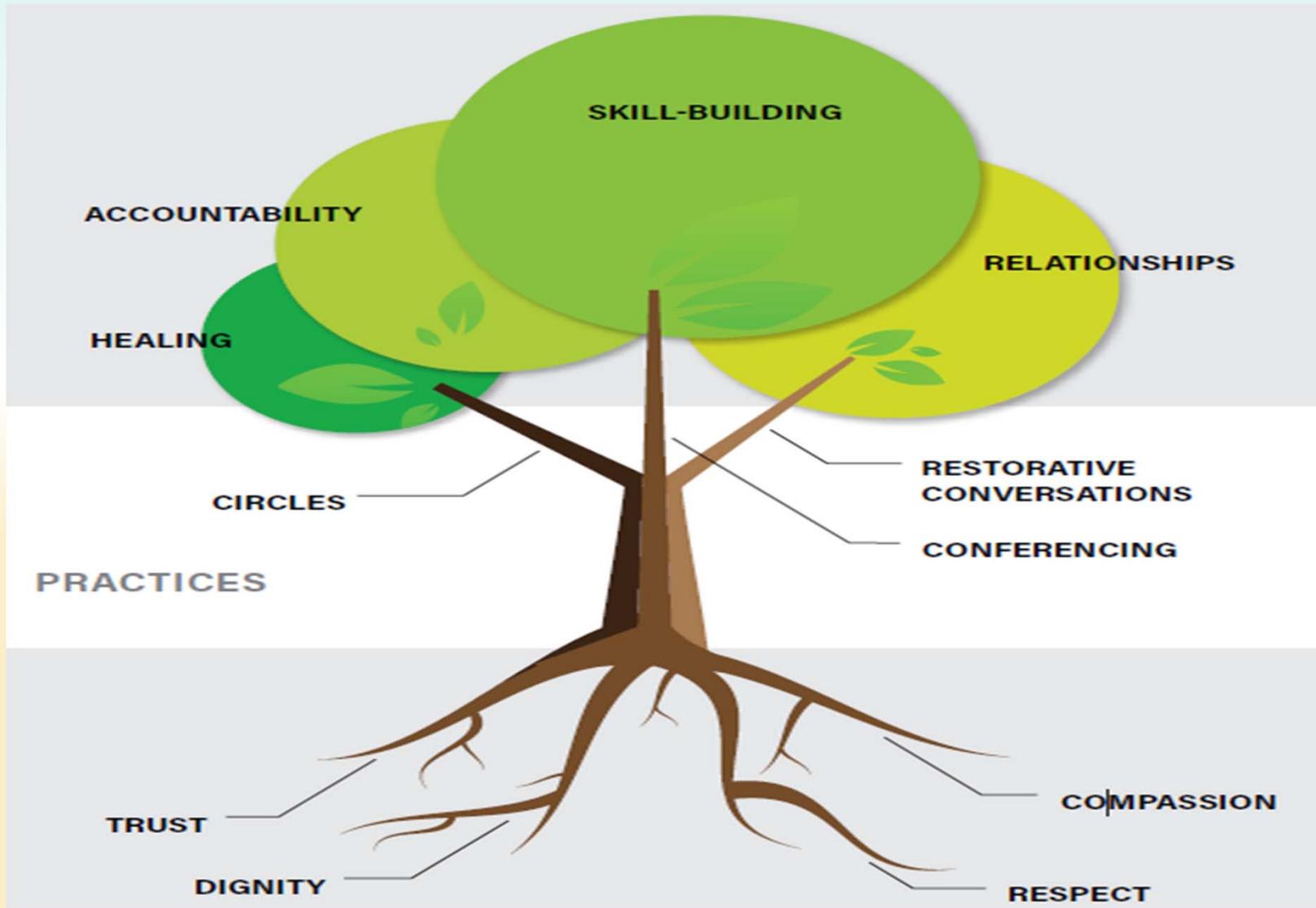
## Practices

Mediating conflicts while centering on the person(s) harmed and involving all community members.

## Principles

Interactions are rooted in peoples' values and inherent worth.

# RESTORATIVE PRACTICE TREE



# SOME KEY POINTS OF RP

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- Restorative practices maintains that all members of a community have a collective responsibility to develop and sustain positive relationships to prevent conflict.
- When conflict does occur, it should be addressed in a way that focuses on the harm caused, not just the rule/law that was broken.
- Restorative Practices says that those who are most affected by the incident should have a say in how the harm is addressed and repaired.

# PUNITIVE VS. RESTORATIVE

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## A Punitive Approach Asks:

- ▶ What rule was broken?
- ▶ Who did it?
- ▶ What punishment do they deserve (according to the code of conduct)?

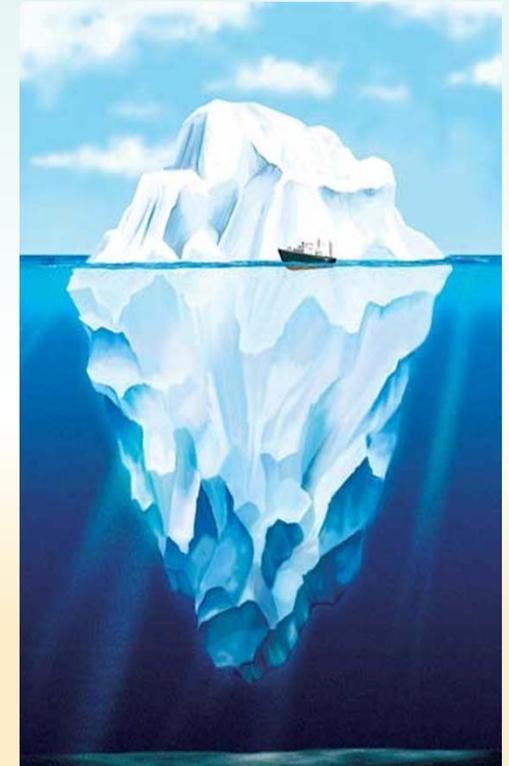
## A Restorative Approach Asks:

- ❑ Who was harmed?
  - ❑ What are their needs?
  - ❑ Whose obligation is it to repair the harm?
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# RESTORATIVE MINDSET = A NEW LENS OF PERCEIVING PEOPLE



Volcano  
+ Iceberg



What's underneath  
the surface?

# Chart of Restorative Practices in Schools

## Classroom Community

Intentional and consistent interactions that help build meaningful relationships, strengthen classroom community and promote a culture of mutual respect in the school.

## Circles

Build relationships , strengthen community and promote dialogue in areas that otherwise might not be discussed; address conflict; facilitate healing process.

## Restorative Conversation

Minor incidents in classroom/hall before it becomes a discipline referral. Asks: What happened? Why did it happen? Who was impacted? How can the harm be repaired?

## Peer Conference (formerly Peer Jury & Peer Mediation)

A voluntary youth-led process in which a referred student meets with his/her peers to talk about the incident and to create an agreement that repairs harm and re-connects the student to the school community.

# RP RESEARCH



- A whole-school approach is most promising
- Establish common values and norms
- Promotes a sense of belonging to the school community
- Builds trusting relationships
- Adopt a discipline code that includes RP
- Commit to substantial PD for RP and relationship building approaches

# NEXT STEPS

## Readiness:

- Build a team
- Sense of urgency
- Shared vision and assumptions
- Resources
- Initiative alignment
- Communication plan



# NEXT STEPS – INTERESTED IN RP?

- Introduce the concept to the whole school
- Needs Assessment
  - collect and analyze school climate and any exclusionary practices
- Train a group of core people
- Continuous PD on Restorative Practices
- Revisit the code of conduct - The foundation document that defines behavior expectations and disciplinary consequences.
- Progress checks



