



RESTORATIVE OVERVIEW

Restorative Practices in San Diego Unified School District

The San Diego Unified School District is partnering with the National Conflict Resolution Center to provide restorative tools and support to schools. The purpose of restorative practices is to further cultivate community on campuses with a focus on building strong relationships. Restorative Practices hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

RESTORATIVE PRINCIPLES:

- Building strong RELATIONSHIPS
- Safe and supportive campus environment
- Opportunity for empathic dialogue
- Taking responsibility for actions
- Inclusion of all school community members
- Consensus based decision making
- Focus on harms, needs, obligations, and causes
- Expand capacity of school community to create a just and fair response

RP Questions for Student Responsible:

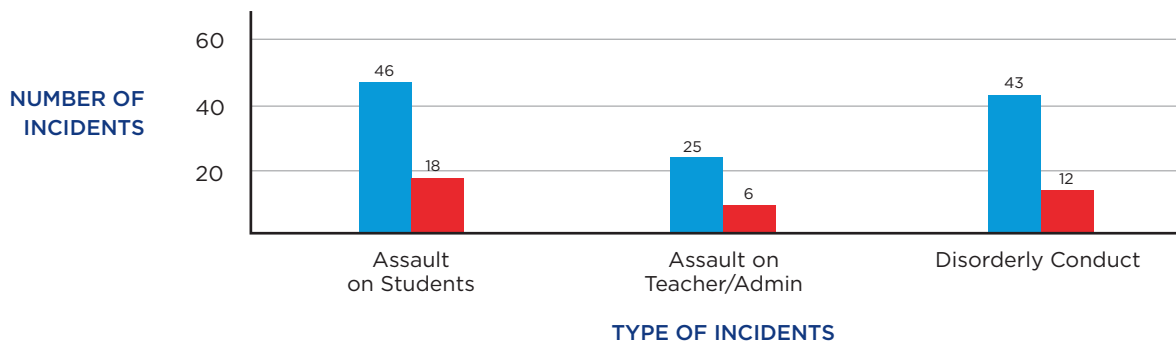
- What happened?
- What were you thinking about at the time?
- Who was affected by what you did?
- What was the impact of your actions?
- What needs to happen to make things right?

RP Questions for Impacted Community Member:

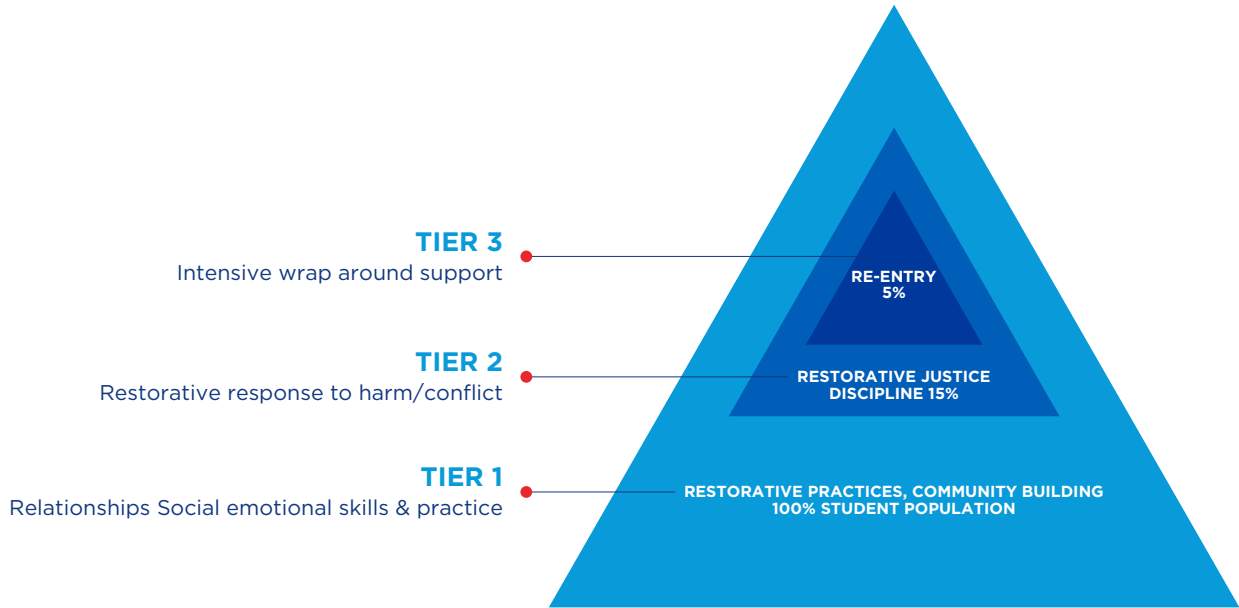
- What happened?
- What were your thoughts at the time and since?
- How has this affected you and others?
- What has been the hardest part for you?
- What do you think needs to happen next?

Serious Behavior Incidents at Sample High School

After 1 year of whole school Tier restorative training/interventions



3 TIERS OF SCHOOL BASED RESTORATIVE JUSTICE



TIER 1 uses restorative conversations and classroom circles to build strong relationships, create shared values and guidelines for classroom behavior, and promote a sense of belonging in the school community and ownership over individual actions. The goal of these communication tools is to build an intentional, equitable, and safe classroom environment for teachers and students that is conducive to learning.

TIER 2 uses restorative processes such as harm circles, mediation, and restorative conferencing to respond to disciplinary issues such as assault, drug use, disorderly conduct, truancy, etc. These processes bring those affected by harm together to address the root causes of the incident, support accountability for the student responsible, and promote healing for impacted community members such as teachers, other students, staff, administrators, and school police. All parties develop an accountability plan for the student to support them in making better decisions and not re-offend.

TIER 3 supports the successful re-entry of students following suspensions, truancy, expulsion, or incarceration. The goal is to welcome students back to school in a way that provides wrap-around support and promotes student accountability and achievement.

“The premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things ‘with’ them, rather than ‘to’ them or ‘for’ them.”

- INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES

FIGURE 1. Social Discipline Window

