

Framework of Restorative Skills & Practices

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Wellness & Engagement

Restorative Response Specialist Working Group
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Aligned with SRCS MVPs & Community School Pillars

SRCS Mission

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

SRCS Vision

SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.



Family and
Community
Engagement



Collaborative
Leadership
and Practice



Integrated
Student
Supports



Expanded
Learning
Times and
Opportunities

Why build a Restorative Framework?

1. Clear Direction and Purpose
 2. Systematic Implementation
 3. Accountability and Assessment
 4. Stakeholder Engagement
 5. Resource Management
 6. Consistency and Quality
 7. Sustainability
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Tiered Approach to Restorative Practices

Tier 1 Practices

Tier 1 practices are the essential content, skills, components and functions that all students will be provided at all sites.

These Tier 1 practices are delineated by grade bands.

Tier 2 Practices

Tier 1 practices are the essential content, skills, components and functions provided at all schools for those students who are identified as needing Tier 2 interventions.

These Tier 2 practices are delineated by grade bands.

Framework of Restorative Skills & Practices

Content/Skills

What are the essential practices that would develop a restorative culture and community?

Learning Objective

What are the essential questions or concepts that a student will learn by participating in this restorative service?

Assessment

How do we measure the effectiveness of the practices that we provide?

Restorative Practices Mission Statement

SRCS cultivates an inclusive environment through restorative practices that emphasize growth and healing. We prioritize creating safe spaces where all voices matter, strengthening meaningful connections, empathy and accountability. Incidents of harm and conflict are shifted into opportunities for learning, enhancing academic achievement, decision-making, and community relationships.

Restorative Practices Vision Statement

At SRCS, we envision schools where restorative practices are foundational to our culture, relationships are central, community is strengthened, and learning is transformative. Our collective commitment to these principles will be reflected in our policies, training, and daily interactions, ensuring a thriving community built on collaboration, respect, and understanding. Together, we will build a resilient environment that addresses challenges, celebrates diversity, and fosters a sense of belonging for all.

Restorative Practices are embedded in our school climate and culture. This is not a single person providing a service.

2024-27 Goals for SRCS Restorative Practices

Goal 1: Build Sustainable Restorative Infrastructure

Key Metrics:

- Number of trained facilitators
- Implementation metrics
- Documentation of policy changes

2024-27 Goals for SRCS Restorative Practices

Goal 2: Reduce Disciplinary Disparities Through Equitable Practices

Key Metrics:

- Disaggregated discipline data
- Restorative Conference participation rates
- Student, staff, and family culture and climate surveys

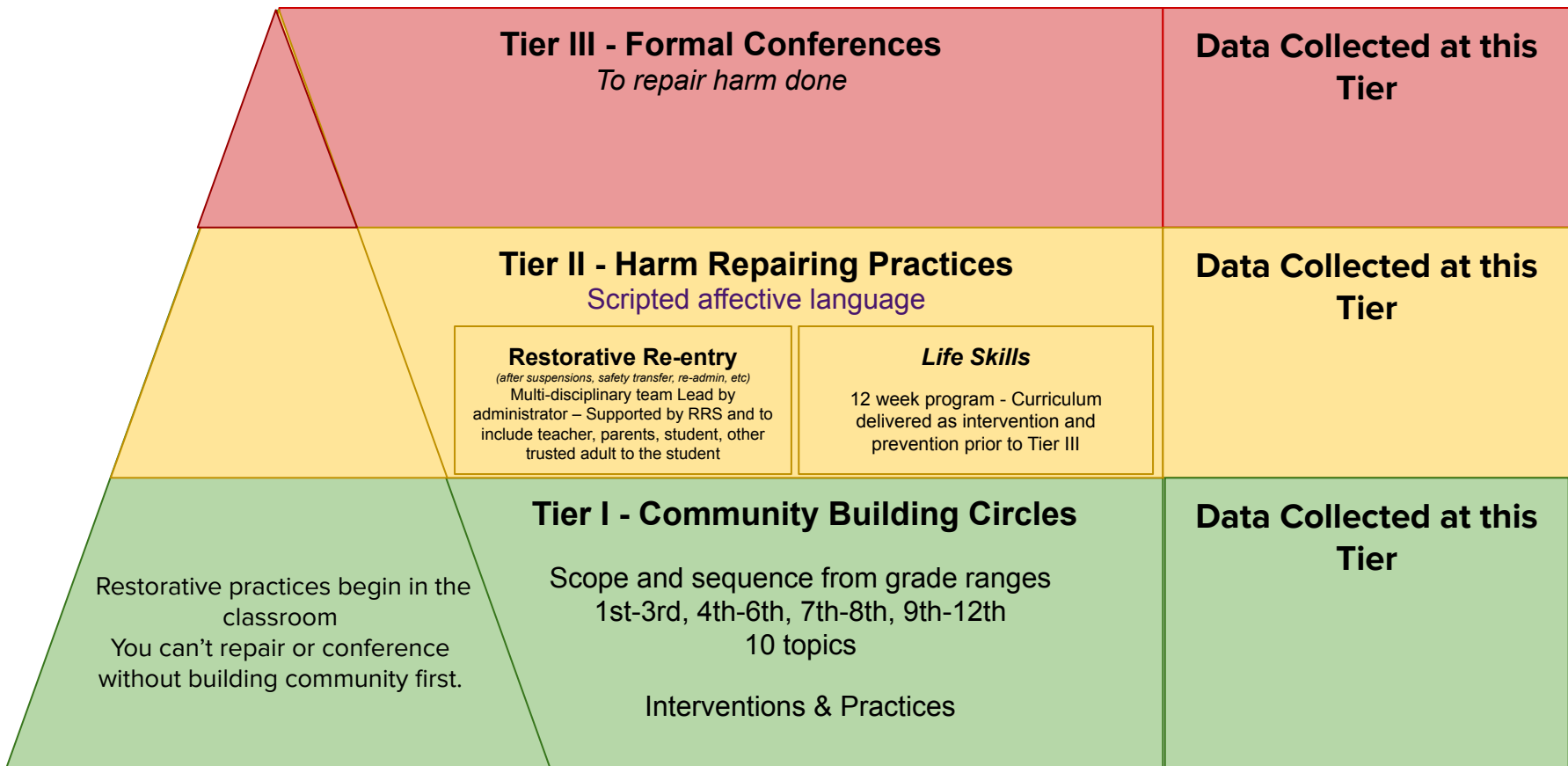
2024-27 Goals for SRCS Restorative Practices

Goal 3: Foster Positive School Climate and Culture

Key Metrics:

- Climate survey results
- Attendance data
- Student Success Index in Aeries Analytics

Restorative Practices Framework



Framework of Restorative Practices (PK - 3)

(examples, not exhaustive)

CASEL Competencies	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
TK and K	Identifying Emotions in oneself	Breathing Tool	Empathy	Cooperation	Awareness of my own actions
1st - 3rd	Identifying Emotions in oneself	Noticing Myself	Empathy	Affective Communication	Who our actions affect

Framework of Restorative Practices (4-6)

(examples, not exhaustive)

CASEL Competencies	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
4th - 6th	Recognizing Emotions in others	Finding Gratitude	Perspective Taking	Honest Expression	How our actions affect others

Framework of Restorative Practices (7-8)

(examples, not exhaustive)

CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
7th - 8th	Identifying Personal Strengths and Weaknesses	Letting Go Self-Advocacy	Perspective Taking	Collaboration	Impact vs. Intention

Framework of Restorative Practices (9-12)

(examples, not exhaustive)

CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
9th - 12th	Resilient Mindset	Positive Reframing	Acknowledging Others	Heartfelt Listening Choosing Kindness	Power of words Social Media

Framework of Restorative Practices (Staff & Adult)

(examples, not exhaustive)

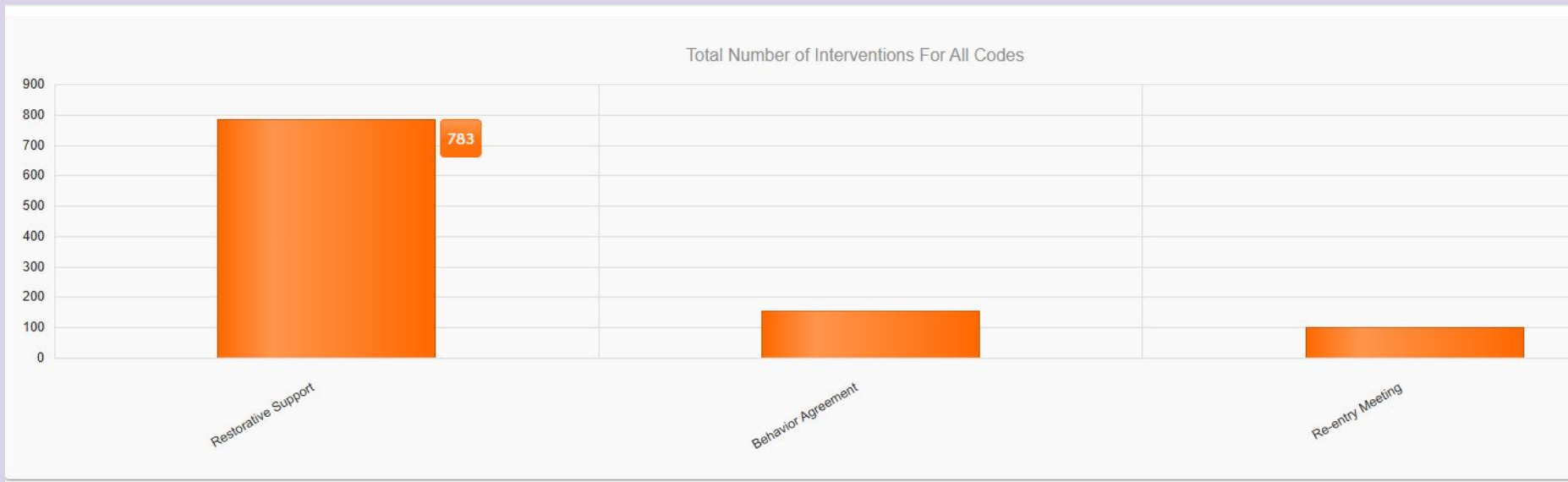
CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Staff, Parents, Community				Strengthening Relationships through Community	Collaborative Leadership

Next Steps

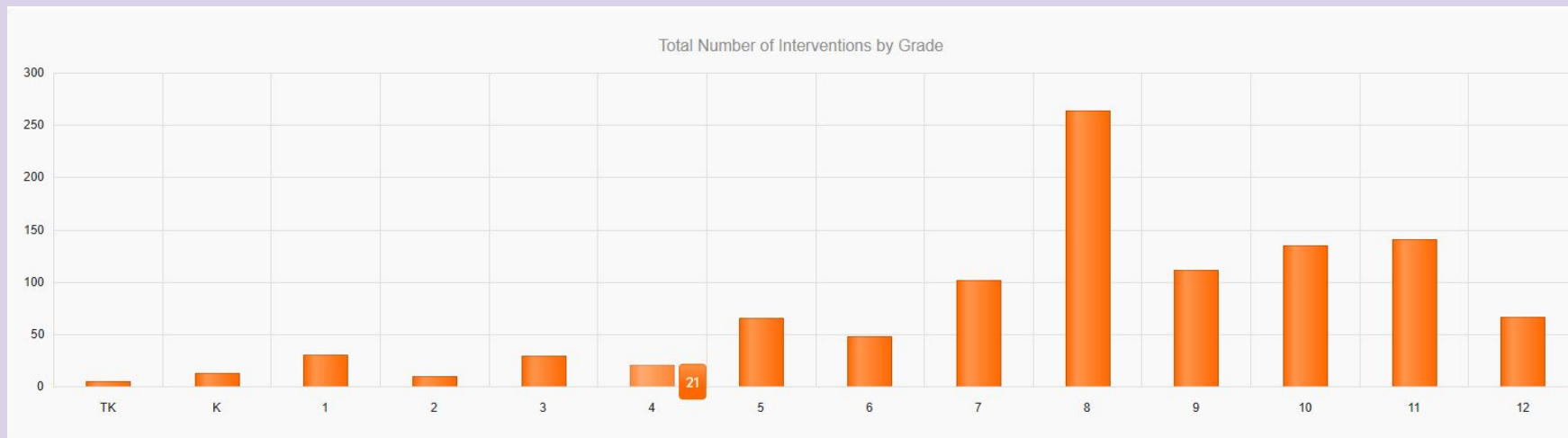
1. Finalize essential concepts and practices by grade band
 2. Identify Assessment Metrics
 3. Share framework with site leadership for maintenance and support
 4. Collect and use data annually for program development
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Data Walk

Individual Restorative Interventions provided (YTD)



Individual Restorative Interventions provided (YTD)



Group Activities provided (YTD)

Elementary Group Activities		
ALES Position Posted	ABES 49	BHES 7
HLES 46	HVES 90	JMES 94
LBES 72	PTES 75	SLES 162

Group Activities provided (YTD)

Charter School Group Activities		
CCLA	SRFACS	SRACS
360	114	86

Middle School Group Activities			
HCMS	HSMS	RVMS	SRMS
50	41	57	44

Group Activities provided (YTD)

High School Group Activities		
EAHS	MCHS	MHS
62	41	87
PHS	RHS	SRHS
28	60	65

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Safety is not the
absence of threat...
it is the presence of
connection.

DR. GABOR MATÉ

Embrace · Engage · Empower

Questions?
