



Restorative Measures: School District Policy Examples

Minnesota

http://www.mpls.k12.mn.us/5000_Students.html *Minneapolis Public Schools, Minneapolis, MN*

“8. All staff must hold themselves and each other to **high standards of professional behavior**. Discipline is most effective in an environment where staff members are positive role models for students. The MPS system of discipline is built on **personal accountability**, which is understood to mean:

- a. Recognition that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
- b. Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to exclusion;
- c. Building personal responsibility by helping individuals develop internal control and motivation;
- d. Maintaining boundaries / limits that preserve the safety and integrity of individuals and the community.”

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http://www.middleriver.k12.mn.us/student_handbook.php *Greenbush/Middle River School District, MN*

35. DISCIPLINARY ACTION

When any student is referred by any staff member for violation of school rules the following Restorative Plan will be followed:

1. Restorative measure represents a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. By applying restorative measures in schools, school personnel have another tool to use with children and youth to repair harm and teach problem solving skills.
2. Restorative practices guide teachers to teach children self-control through an understanding of personal needs, the use of problem solving skills and an expectation that children and adults can make amends – restitution – for the harm that they cause.
3. An offending student is given the opportunity to participate in a restorative process as a means of making things right for victims and the school community. Restorative approaches can be used either in place of traditional discipline (detention, suspension, expulsion...) or as a re entry tool upon re entry from traditional discipline practices.

Models of Restorative justice include

- Peace making circles – group of individuals address issues in school.
- Restorative meetings – wrongdoing occurs; classroom discusses impact on fellow students and school community.
- Conferencing – conversation among people affected by behavior to explore the harm and how individuals were affected and how to repair the harm with a plan.

United States

<http://policy.cps.k12.il.us/> *Chicago Public Schools, Chicago, IL* Student Code of Conduct

On June 27, 2007, the Board of Education of the Chicago Public Schools ratified significant changes to the Student Code of Conduct which included Restorative Justice as the new discipline philosophy.

http://www.dpsk12.org/parent_handbook/ *Denver Public Schools, Denver, CO* (Scroll down to “Student Discipline.”) “At its August 2008 meeting, the Denver Public Schools board approved a new discipline policy that includes restorative interventions. Created by a coalition school board members and community groups, the new policy seeks to lower the district’s reliance on suspension and referral ...”

<http://www.raisincity.k12.ca.us/> *Raisin City District Elementary School, Fresno County, CA*
http://disciplinethatrestores.org/Raisin_City_Handbook_-_DISCIPLINE.pdf Student handbook.
<http://disciplinethatrestores.org/> Discipline That Restores web site. Ron Claassen, Director, Center for Peacemaking and Conflict Studies, Fresno Pacific University, 559-453-3420 rlclaass@fresno.edu; peace.fresno.edu/

<http://204.108.231.8/education/components/links/links.php?sectiondetailid=8847&PHPSESSID=56f931d2a4eb946dffb7b9b56e2f2b> *Twin Valley High School, Elverson, PA*

“Consequence Guidelines Restorative Practices – As a result of inappropriate behavior in school, students may be asked to provide an active solution to repair any harm they have done to others in the school community. This will be done through a variety of informal and formal meetings. Handbook consequences may be altered as a result of restorative meetings.

Detention - Supervised quiet study from 3 pm to 4 pm or 3 pm to 5 pm. Monday and Thursday afternoons.

Arrangements can be made for morning detentions.

In-School Suspension - The In-School Suspension program was initiated as a means of providing a disciplinary response for students in violation of school rules while still providing an educational environment for the student. It is intended as an intermediary step before an out of school suspension.”

<http://hub.colonialsd.org/ourschools/PWHS/Pages/default.aspx> *Colonial School District, Plymouth Meeting, PA*

“Restorative Practices: Restorative Practices is a proactive approach to managing student misbehavior. In addition to traditional consequences, students are provided with the support needed to confront those they harmed and repair their relationships with those persons. The goal of Restorative Practices is to help students take responsibility for their actions and repair the damage they have caused. At PWHS, Restorative Practices may take various forms: (1) Students may be asked to respond to affective questions and/or statements. (2) Students may be expected to participate in small impromptu conferences. (3) Students may be expected to participate in whole class groups or circles. (4) Students may be expected to participate in formal restorative conferences.”

http://www4.washk12.org/district/district_policy/2000/2900_attendance.htm *Washington County School District, St. George, UT*. The district has incorporated truancy mediation into its policy. Utah State Courts offer school districts a truancy mediation program: <http://www.utcourts.gov/mediation/rd/truancy.asp> Contact Bart MacKay, Mediation Programs Coordinator, Phone: (435) 986-5754, bartm@email.utcourts.gov.

International

www.lewisham.gov.uk *London Borough of Lewisham, United Kingdom*. The Lewisham Schools have a restorative anti bullying policy: go onto the front page, go to the “education and learning” section and then type in “anti-bullying policy” into the search box and that will take you to the downloadable document. Caroline Newton, Lewisham Restorative Approaches Coordinator, carolinefn@hotmail.com.

<http://www.sd35.bc.ca/programs/counselling/default.aspx?ID=34> *Langley School District, Langley, British Columbia* (a partnership between the Langley School District and Fraser Region Community Justice Initiatives Association). *Restorative Action* is an approach to resolving conflict that is based on a set of principles and values. These principles and values guide a response that is needs based and focused on meaningful outcomes. Restorative Action utilizes trained students and staff to help facilitate the restorative process. Restorative Action School Program Coordinator (Fraser Region Community Justice Initiatives Association) - Dan Basham at 604-534-5515; danbasham@cjibc.org .