



Bend-La Pine Schools School Board Work Session Meeting Agenda

October 25, 2022, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	Speaker(s): Chair Barnes Dholakia Description: Any changes to the Agenda after posting on October 21, 2022, are shown below.	
4.	<u>Work Session</u>	Description: The Board will focus on key Board work and initiatives. Attachments:	<u>2</u>
	Pre-Reading: Restorative Practices in the Classroom		2
	A. Student Behavior and Restorative Practices	Speaker(s): Sean Reinhart, Executive Director of Student Services, and Eric Powell, Assistant Director of Student Services Attachments:	7
	Presentation: Restorative Practices Workshop		7
	Presentación: Taller de Prácticas Restaurativas		23
5.	<u>Board Comments</u>	Description: An opportunity for board members to provide comments or reflections.	
6.	<u>Adjourn</u>	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 8, 2022.	

The principal couldn't have been more pleased when 18 parents of 11 students showed up. He invited them to answer circle questions about what they wanted for their children and what they needed from the school to help them meet their needs. Both the principal and the teachers who attended made commitments to address these areas of concern. They scheduled a follow-up meeting, which was attended by 45 participants! Afterwards, some of the parents also began to attend monthly parent-teacher meetings at the school.

Although we can provide examples and suggestions, ultimately you will have to find out which restorative strategies work for you. A staff member at a CSF Buxmont school expressed his own realization about being restorative. He said: "When you do use the restorative process, it never comes across as being fake or phony. It just comes across as being caring. When you do restorative practices consistently, it simply becomes the way you function all the time. It becomes the most natural way for you to relate to people. You don't have to stop and think, 'What should I say in this moment?' You just do it. And when you don't do it, that's when things tend to blow up in your face. It's because you're not using the restorative process."

CHAPTER **2**

Restorative Practices and Discipline

A trainer for the IIRP was consulting at an urban elementary school when a fight broke out in the cafeteria. The principal called him into the office and asked if he could help. The fight involved two fourth graders who were slapping each other. They had been separated by the staff and were now starting to calm down. The principal wondered if a restorative intervention was possible.

The trainer said to the principal, "Do you have to suspend these students?" She said, "Yes, if we call what happened a fight." But the school was located in a rough neighborhood, and she didn't see any benefit in sending the boys home for the day. She said she had some leeway, as long as she could be convinced that it would be safe for them to stay in the building.

The trainer and two teachers in the school, who were being trained to do restorative interventions, met with the two boys one at a time. They framed the situation by saying to the boys: "The question at hand is whether you are safe enough to be here. We need to know that ultimately you are not going to hurt yourselves or anybody else. The principal has said she will send you home

unless you can prove you can stay here. Are you willing to do that?" Both boys said they were.

The next step was to talk to each of the students about the incident itself. The trainer and two teachers asked each of the boys the restorative questions described in Chapter One. Although the boys struggled somewhat, each of them individually talked about what had happened and about how they thought they had affected others. Finally, the teachers said that in order to convince the principal the boys would be safe, the two boys needed to meet with each other to discuss the incident and come up with a plan to stop the fighting.

When they all sat down together, the adults asked the restorative questions again, now with the boys sitting together. The two boys were, in effect, both victims and offenders, so they each had a chance to respond to both sets of questions.

Apparently the two had been having a conflict for a long time. When asked, "How has that been for you?" they both talked about how hard it had been to keep the conflict going and that it was a tremendous weight on both of them. They said things like, "I'm so tired of it" and, "I'm exhausted." The staff learned, too, that the boys were distant cousins and that the fight had started because of a conflict over a girl. As all these things came to the surface, the boys became increasingly serious and one started to cry. He said tearfully, "I used to be friends with you and I want to be friends again."

The next step was for the boys to come up with a concrete plan. The trainer and the teachers said: "It's not just enough to say you're sorry. We want to know what you are going to do differently." The boys were each given about 15 minutes alone to write down three things they could do to ensure this wouldn't happen again. Once they agreed to and wrote the plan, they were ready to return to class.

Of course, the last time the class had seen the two boys in the lunchroom, they were fighting. Rather than let their fellow students snicker and wonder what happened, they organized a circle to publicly address the situation. The teacher of the class said:

"Everybody knows what happened. It was probably pretty scary to see these two boys fighting. But we want everybody to know the great work these two have done." The two boys then told everyone how they talked things through and had come up with a plan to keep from fighting again. The teacher added: "Everybody in this class played into the situation in some way, so now we need to support them in keeping their commitment to avoid fighting. Can you each say one thing you can do to help out these boys?" One child said, "I know I egged you on, but now I'll support you not fighting." Everybody else said something during the go-around. By the end of the circle, the conflict was put to rest, and it has not resurfaced since then.

It might have taken a fair amount of time and effort to work with the two boys and the class. But teachers who use restorative strategies begin to see each conflict not as an inconvenience but as an opportunity for learning. If you take advantage of these teachable moments, students learn from each other's problems and you begin to use less time and effort to achieve a safe and cooperative classroom. As the story of the two boys' conflict demonstrates, the results can be remarkable.

This chapter focuses on the subject of discipline in general and therefore may seem on the surface to be more relevant to principals, vice principals, guidance counselors and other staff who deal with discipline problems for the whole school. However, many of the ideas presented here will help teachers and other staff to understand different aspects of restorative practices, why and how they work, and how they may be helpful with individuals and in the classroom.

Restorative Practices in Conduct

The role of disciplinarian in a school offers unique challenges. The balance between holding children accountable and creating a positive environment for learning is sometimes difficult to achieve. Demands come from all directions. Teachers want to know "What

are you going to do about Johnny?” and “What is his punishment for what he’s done?” Johnny may want to be “cut a break” or in some way insulated from the consequences of his behavior. Johnny’s parents want “fairness” and a recognition that their child is not like “those bad kids.” Is there a way to satisfy these conflicting demands while still meeting the overall needs of the school community?

This chapter will address restorative interventions that can be used by school disciplinarians working with children of any age. There are three key points that need to be addressed first:

1. This chapter will focus on the disciplinarian’s role of responding to misbehavior. It will therefore focus on reactive strategies, although restorative practices is most successful when employed in an environment that implements proactive strategies as well. Schools that fail to build good relationships and a sense of community will find it more difficult to respond restoratively to problems when they arise. (See Chapter Three, which returns to the issue of creating a comprehensive restorative environment through proactive measures.) The restorative measures described in this chapter are sometimes first employed in discipline for extreme incidents and later filter down to everyday interactions.

2. The IIRP works with schools around the world that operate under different standards, rules, expectations and codes of conduct. This chapter will focus on what disciplinarians can do within their current structures. Restorative practices can be implemented regardless of these differences because they are not a set of rules but techniques and philosophies that can be applied in any context. Sometimes these practices readily substitute for traditional punitive responses, sometimes not. They may be used as a supplement to existing processes and serve as an additional option. This chapter covers strategies that can easily fit into existing systems. Still, it is our hope that as educators gain comfort and experience with restorative practices, they will recognize the diminished need for punishment as a response to misbehavior.

3. There is no list of “restorative consequences” in this guide.

That is because the list doesn’t exist. If it did, we could write common offenses down the left side of the page and corresponding responses to each on the right. However, the very nature of restorative practices makes this impossible. A response that is restorative in one situation could be punitive or permissive in the next. Making a student clean a classroom is a common punishment. Cleaning a classroom might be perfect for a student who has already taken responsibility for making a mess of the classroom, feels bad and wants to make amends by helping to clean up the mess she caused. But the same punishment (or consequence) might make a different student resentful and still another feel like they’d gotten off easy, particularly if the punishment were perceived as having nothing to do with the misbehavior that led to that consequence.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and relationships. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative, more productive and more likely to make positive changes in their behavior when those in positions of authority do things *with* them rather than *to* them or *for* them. The nature of the process, not the outcome, makes a response restorative or not.

Social Discipline

The benefits and problems of living in a society constitute a double-edged sword. On the one hand, we benefit from communal activity — trade, education, entertainment, sports, technology and culture. On the other hand, people living together have conflicts. Individuals see things differently from one another or fail to do the right thing or hurt one another. Laws and leaders are supposed to protect groups of people, mediate disputes and maintain order. As a microcosm of society, a school also needs rules and leaders who will carry out those functions. But in the face of increasingly challenging behavior in the form of incivility, misconduct, bullying and even violence, many schools are struggling to fulfill that societal obligation.



Figure 4. Punitive-Permissive Continuum.

We typically think of the range of possible responses of those in authority to misbehavior on a limited continuum. On one side are the punitive responses, strict and harsh, and on the other side are the nurturing and supportive responses, often labeled as permissive. Your parents, your teachers or other adults you knew as you grew up may have tended toward one end or the other of this “Punitive-Permissive Continuum” (see Figure 4).

The continuum illustrates how our society perceives the possible responses to wrongdoing. If we are not punitive, then we are permissive. There does not seem to be another option. The punitive response, which predominates in today’s schools, limits educational authorities to simplistic choices: to punish or not to punish. How much punishment? How many detentions or days of suspension? We assume that a failure to punish will lead to more unruly behavior and is therefore permissive.

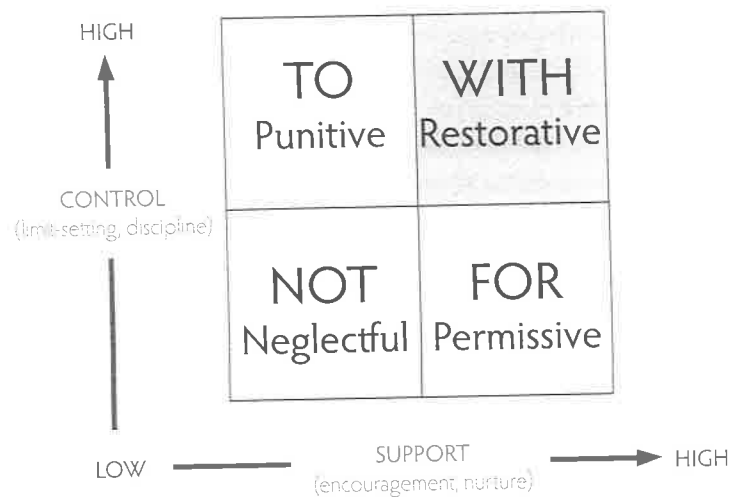


Figure 5. Social Discipline Window.

In restorative practices we move beyond the single axis of the Punitive-Permissive Continuum. By examining the interplay between two axes, one for “control” or limit-setting and another for “support” or nurture, we discover additional possibilities.

The “Social Discipline Window” highlights the four resulting combinations (see Figure 5). High control with low support is punitive and high support with low control is permissive. These two combinations mirror the existing simplistic choice defined by the Punitive-Permissive Continuum.

A third response to wrongdoing combines low control and low support. This is the irresponsible or incompetent choice that characterizes a neglectful school or classroom where behavior has spun out of control and the adults have abdicated their authority and their responsibility.

The fourth response to wrongdoing combines both high control and high support. This is the critical choice that is missing on the Punitive-Permissive Continuum. This is when those in authority exercise their control, refusing to accept inappropriate behavior, but do so in a caring and supportive way. This is what we call a “restorative” response to wrongdoing.

The Social Discipline Window suggests that educators, or anyone in a position of authority, can take the best of both axes and achieve high levels of nurturing and support with high levels of expectation and accountability. The idea is to support students and engage them in finding ways to curb their own negative behavior.

By engaging with young people, we can hold them accountable in an active way. Then we are doing things *with* them. But when we simply hand out punishments, we are doing things *to* them. Or when we take care of their problems and make no demands, we are doing things *for* them. And when we ignore their behavior, we are *not* doing anything.

A growing body of evidence suggests that a restorative approach that engages and works with young people is the most effective and beneficial way for schools to respond to wrongdoing.

In determining what is restorative, we can assume that the less students are engaged in the process and the less they have to do, the less restorative the approach. The more they are engaged and the more they participate, the more restorative the approach.

Being lectured to by the principal or being given a detention or some other punishment requires no active participation on the part of the student who has misbehaved. In a sense, this is the easy way because it doesn't ask the student to do anything. Ironically, when you are restorative and engage students by asking questions and demanding that they help solve the problem, you will sometimes hear a student say, "Can't you just punish me?" Taking a scrutinizing look at one's own behavior and coming up with solutions to a problem they have created can be very difficult.

Adults also need to be self-reflective and keep in mind our purpose and intentions. It is not natural for many of us, nor is it easy, to always be restorative when dealing with conflict. Internal and external factors influence each of us. Fear can cause us to be more punitive or neglectful than we would like. Sympathy, a useful feeling, taken to the extreme, may cause us to be permissive. To be restorative, we need to pay attention to these types of feelings and correct ourselves. When we make mistakes, we should simply go back to those involved and address where we went wrong honestly and forthrightly.

A district leader confronted an assistant who arrived late to work by saying in a sour tone, "Late again? This better be the last time," and slammed her office door. When she realized she had lost her temper primarily because she felt overwhelmed by her work, she took a deep breath and opened the door. She asked the employee to talk with her to address the issue of being late for work directly rather than being backhanded.

So just what are we restoring? We are restoring those who have been harmed by the wrong. We are restoring relationships. We are restoring a sense of well-being and a feeling of community. Unless we accomplish that restoration, conflicts are left unresolved

— poised to repeat themselves again and again.

When students are punished, they usually see themselves as victims. They dwell on their own feelings and fail to reflect on the harm they have done to others. Sometimes they are forced to offer an apology, but because they have not had a meaningful exchange with those they have impacted, they lack empathy or insight into others' feelings. Punishment allows offenders to be passive and to avoid real responsibility for what they have done.

Of course, permissive responses also protect young people from responsibility and from facing the consequences of their actions. It is ironic that punishment and permissiveness are so similar in their failure to engage wrongdoers in a meaningful way.

Restorative responses, on the other hand, create opportunities for learning. Restorative processes solicit feelings from teachers, parents, school staff and other students so that an offender can understand the impact of their behavior. They must also help repair the harm and face up to the true consequences of their actions.

The goals of restorative practices that respond to wrongdoing include:

- › Fostering understanding of the impact of the behavior
- › Repairing the harm that was done to people and relationships
- › Attending to the needs of victims and others in the school
- › Avoiding imposing on students intentional pain, embarrassment and discomfort
- › Actively involving others as much as possible

The rest of this chapter will discuss these goals and how restorative practices can be applied in the context of school discipline.

Fostering Understanding

A student had been repeatedly misbehaving on the bus. After several incidents, a restorative conference was held. During the meeting the bus driver shared that he was so tired of the problems on his bus that he was considering quitting his job. The student was



Restorative Practices Workshop

October 25, 2022

“Schools that fail to build good **RELATIONSHIPS** and a sense of **COMMUNITY** will find it more difficult to respond restoratively to problems when they arise.”



**When I was a student in a K-12 school,
what did “school discipline” look like?**

2-Minutes Each (Partner A & B)

Group Share Out (5-Minutes)



Overview

- Reviewing/Updating Policy
- Training AND Ongoing Professional Development
- Aligning Guiding Documents & Responses
- Addressing Root Issue(s) around Substance Abuse
- Reducing Expulsions; Supporting Students in Crisis
- Consistency for the Present & Future



Reviewing 'Student Conduct and Discipline'

*Inserting language to highlight:

"Community of Learners"

"Quality of Relationships"

"Restorative Practices impact achievement"

"Restorative Opportunities after Incident"



Training AND Follow-Up

Trainings

- *Restorative Practices
- *UpShift (more on this later)

Follow-Up

- *Dean/VP Monthly PD
- *Healthy Schools Partners



Discussing Our Pre-Work

[Restorative Practices \(Video\)](#) [0:00-3:33]

[RP Handbook \(pgs. 43-51\)](#)

- Accountability & Positive Learning Environment
- No list of *Restorative Consequences* exists; All situations are unique
- “We can hold them accountable in an active way...WITH them.”
- “Just suspend me!”

4As Protocol

- One Assumption
- One Argument
- One ‘Ah-Hah’
- One Aspiration



Aligning Documents & Responses

THEN	NOW
Consequences Only	Prevention, Response, & Follow-Up
Inconsistencies	Secondary Calibration
Exclusion	Inclusion



Addressing Substance Use/Abuse – UpShift

Viewed as 'Health Issue' (versus Discipline Only)

Secondary Adoption (UpShift) for 22–23

- + Appropriate School-Level Consequences
- + Targeted Intervention – Teen Intervene
- + Higher-Level Referral(s) if Needed – Rimrock



Supporting Students at their Lowest Points

- *District-Level Review Team
- *Transition & Skill-Building focused 'Programming'
- *Individualized Timeline & Planning for Students
- *Zero Expulsions 2021-2022



A Student Story – Beginning

- *Fall, 2021 – Daily Incidents
- *Potential Removal/Expulsion
- *Student Threatening Drop Out
- *Parents Needing Help
- *Student w/No Connections & Trauma History
- *Failing Classes, Suicidal Ideation, Substances



A Student Story – Middle

- *Neighborhood School & District Collaboration
- *Daily, Positive Adult Check-Ins (Teachers, Counselors, Coaches)
- *Parental Support & Communication
- *Credit Recovery
- *Support w/Summer Employment



A Student Story – Now

- *Earned 5+ Credits

- *Full-Time Summer Employment

- *Attending Neighborhood School for Fall, 2022

- *Team of Positive Adults Supporting



Out-of-School Suspensions & Expulsion

10-Year Trend (BLS)

- Disproportionately Impacted by OSS
 - Historically Underserved Students
 - Students on IEPs
 - Economically Disadvantaged
- Rationale to Change Data Trajectory
 - Keep Students in School
 - Learn from Mistakes
 - Grow as a Community



**We will continue to build this
foundation into the future..**



Questions?
Thank you!



Taller de Prácticas Restaurativas

25 de octubre de 2022

“Las escuelas que no logran construir buenas **RELACIONES** y un sentido de **COMUNIDAD** encontrarán más difícil responder de manera restaurativa a los problemas cuando surjan”.



Cuando era estudiante en una escuela K-12, ¿cómo era la “disciplina escolar”?

2 minutos cada uno (Compañero A y B)

Compartir en grupo (5 minutos)



Resumen

- Política de revisión/actualización
- Capacitación Y Desarrollo Profesional Continuo
- Alineación de documentos de orientación y respuestas
- Abordar el o los problemas de raíz relacionados con el abuso de sustancias
- Reducción de Expulsiones; Apoyando a los Estudiantes en Crisis
- Consistencia para el presente y el futuro



Revisión de 'Conducta y disciplina estudiantil'

*Insertar lenguaje para resaltar:

“Comunidad de Aprendices”

“Calidad de las relaciones”

“Logro de impacto de Prácticas Restaurativas”

“Oportunidades de restauración después del incidente”



Capacitación Y Seguimiento

Entrenamientos

*Prácticas Restaurativas

*UpShift (más sobre esto más adelante)

Seguimiento

*Decano/subdirector –
desarrollo profesional mensual

*Socios de Healthy Schools
(Escuelas Saludables, por su traducción al español)



Discutiendo nuestro trabajo preparativo

[Prácticas Restaurativas \(Video\)](#) [0:00-3:33]

[Manual de PR \(pgs. 43-51\) \(RP Handbook, por su nombre en inglés\)](#)

- Responsabilidad y entorno de aprendizaje positivo
- No existe una lista de Consecuencias Restaurativas; Todas las situaciones son únicas.
- "Podemos responsabilizarlos de manera activa... CON ellos".
- "¡Solo suspéndame!"

Protocolo de las 4As

- una apreciación/ suposición
- un argumento
- Un 'Ajá'
- una aspiración



Alineación de documentos y respuestas

ANTES	AHORA
Solo consecuencias	Prevención, respuesta y seguimiento
Inconsistencias	Calibración secundaria
Exclusión	Inclusión



Abordando el uso/abuso de sustancias – UpShift

Visto como 'problema de salud' (en oposición a solo disciplina)

Adopción Secundaria (UpShift) para 22-23

- + Consecuencias apropiadas al nivel escolar
- + Intervención Dirigida – Teen Intervene
- + Remisión(es) de nivel superior si es necesario – Rimrock



Apoyando a los estudiantes en sus puntos más bajos

- *Equipo de revisión a nivel de distrito
- *'Programación' enfocada en Transición y Desarrollo de Habilidades
- *Cronograma y planificación individualizados para estudiantes
- *Cero Expulsiones 2021-2022



Historia de un estudiante – Inicio

- * Otoño, 2021 – Incidentes diarios
- * Posible remoción/expulsión
- * Estudiante amenaza con abandonar la escuela
- * Padres necesitando ayuda
- * Estudiante sin conexiones e historial de trauma
- * Reprobando clases, ideación suicida, sustancias



Historia de un estudiante – Mitad

- * Colaboración de la escuela del vecindario y el distrito escolar
- * Chequeos positivos diarios de adultos (maestros, consejeros, entrenadores)
- * Comunicación y apoyo a padres
- * Recuperación de créditos
- * Apoyo con empleo de verano



Historia de un estudiante – Ahora

- *Obtuvo 5 o más créditos
- *Empleo de verano de tiempo completo
- *Asiste a la escuela del vecindario para el otoño de 2022
- *Equipo de adultos positivos apoyando



Suspensiones fuera de la escuela (OSS, por sus siglas en inglés) y expulsión

Tendencia de 10 años (BLS)

- Impactado desproporcionadamente por OSS
 - Estudiantes históricamente desatendidos
 - Estudiantes en IEP (Programa de Educación Individualizada)
 - económicamente en desventaja
- Racionalización para cambiar la trayectoria de los datos
 - Mantener a los estudiantes en la escuela
 - Aprende de los errores
 - Crecer como comunidad



**Continuaremos construyendo
esta base en el futuro...**



Preguntas?
¡Gracias!