

RESTORATIVE PRACTICES AT HOUGHTON LAKE COMMUNITY SCHOOLS



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RESTORATIVE PRACTICES SPECIALIST
HOUGHTON LAKE HIGH SCHOOL



WHO WE ARE

- ▶ Houghton Lake School District is in Northern Lower Michigan
- ▶ Houghton Lake is the largest inland lake in the state of Michigan
- ▶ A well-known resort community comprised of 1000s of seasonal cabins
- ▶ Tourism provides a great deal of jobs to our families
- ▶ Very little industry in our community
- ▶ Roscommon County is ranked 3rd highest poverty rate in the state
- ▶ High level of poverty brings many challenges to our families



WHO WE ARE

- ▶ 45% of our students parents do not have a high school diploma
- ▶ 69.9% of our students are Economically Disadvantaged
- ▶ 100% of Houghton Lake School District is eligible for free and reduced lunches
- ▶ 4-year graduation rate is 58.7% in 2014-15
- ▶ Houghton Lake Community Schools had expelled 5 students in 2014-15

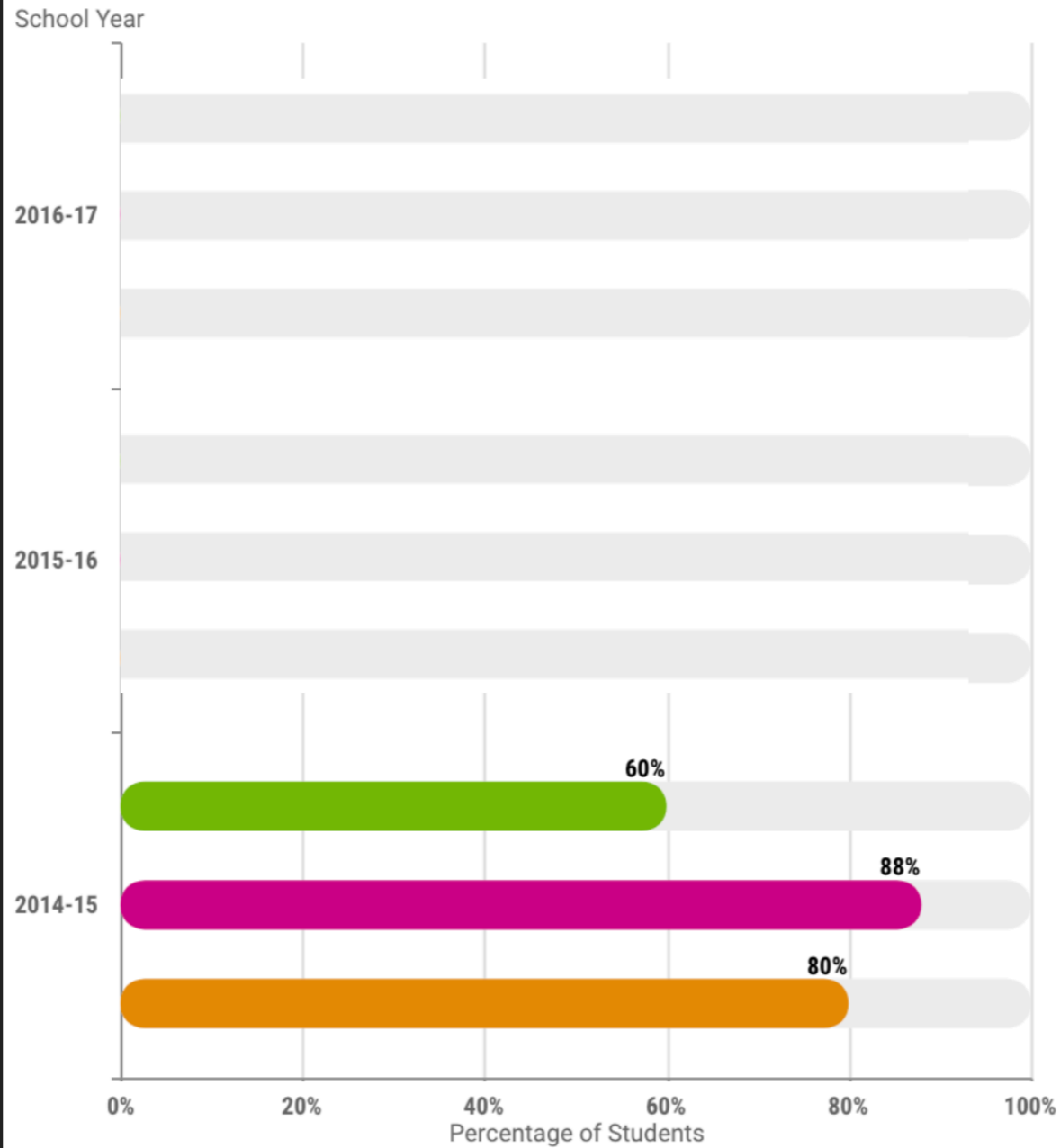






Graduation Rate



Percent of students graduating from high school in four years.




Key:

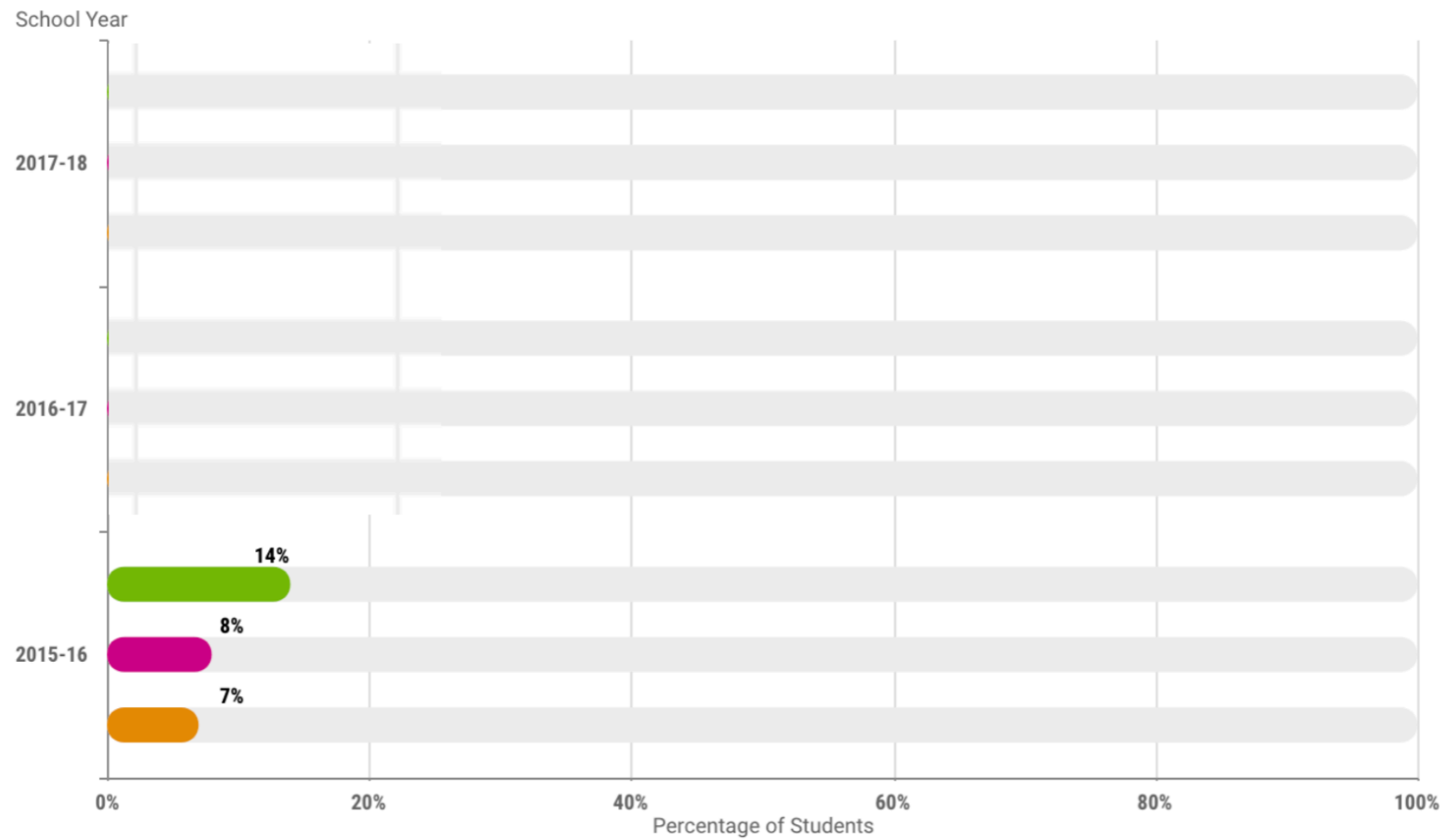
-  Houghton Lake High School
-  Average of Similar Schools by Demographic
-  State of Michigan Average




Student Transfers



This graph represents the stability of a school's enrollment during each school year. Schools that have more students enrolling or leaving after the school year starts have higher student transfer rates. This graph shows the percent of student transfers for the school, similar schools, and state for each of the most recent three school years.

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Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

 Houghton Lake High School

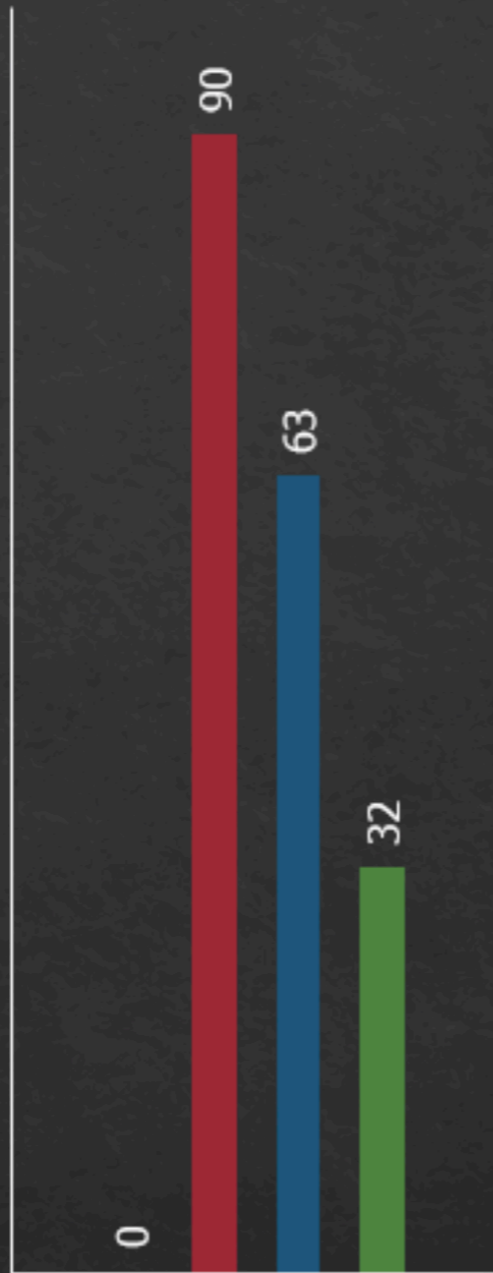
 Average of Similar Schools:  [by Student Demographics](#) or [by Closest 30 Schools](#)

 State of Michigan Average



RP RESULTS

■ Referrals to RP ■ In-School Detentions ■ Suspensions ■ Students w/ 5+ Majors



	2015-16
■ Referrals to RP	0
■ In-School Detentions	90
■ Suspensions	63
■ Students w/ 5+ Majors	32

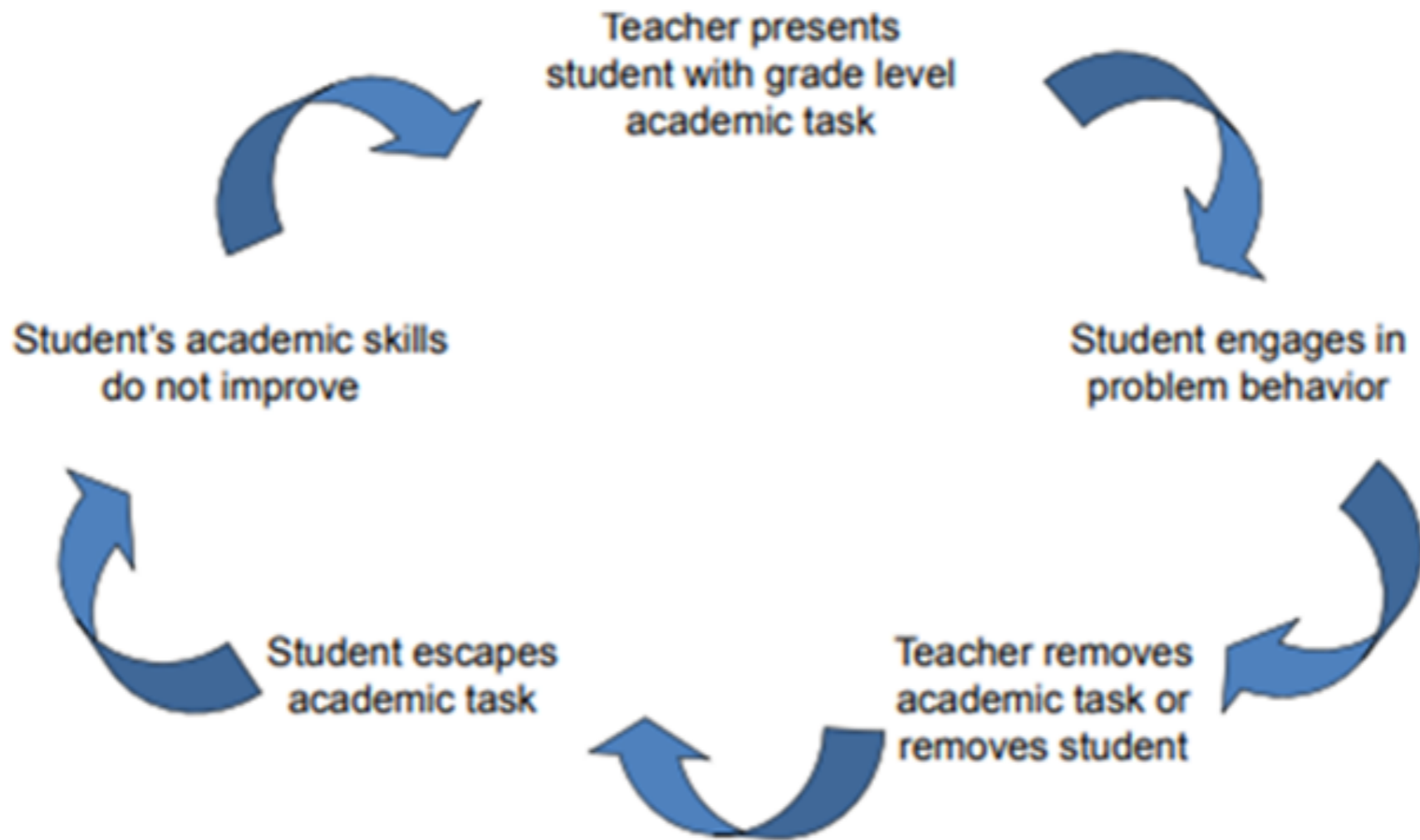


“Just 1 suspension day in 9th grade can double a student’s risk of dropping out before graduation.”

<https://www.colorlines.com/articles/race-disability-and-school-prison-pipeline>



Cycle of Academic and Behavior Failure: Aggressive Response





Can we Agree on a few things?

1. A student cannot learn our curriculum if that student is out of the classroom!
2. Our goal is to create a “community” (School District, Classroom, Teams or Clubs) where every student feels connected and engaged with this community.
3. We work in a profession where we can shape the future of our students.



RESTORATIVE SCHOOL DISCIPLINE

Discipline that restores is a process that encourages accountability, builds empathy, promotes understanding of the effects of one's actions on others, and repairs relationships.

“Moving from blame and punishment to harm and repair.”



WHY THE RESTORATIVE APPROACH?

Strong relationships and student connectedness with adults and school contribute to:

- Improved school climate
- Stronger communication
- Fewer conflicts, less violence & misbehavior
- Better environment for learning.

When misbehavior happens:

- More effective form of discipline
- True accountability
- Important student learning
- Maintains and repairs relationships (instead of weakening them).



RESTORATIVE PRACTICES AT HOUGHTON LAKE HIGH SCHOOL

- ▶ Changing punishment of students to a Discipline Policy that allows for relationships to be repaired as a first step
- ▶ Our goal is to work WITH students and not DO to students
- ▶ Understanding students cannot learn if they are not in the classroom
- ▶ Restorative Practices Room staffed by a certified teacher
- ▶ Ended Zero Tolerance in our Student Handbook
- ▶ Added Restorative Practices steps to our discipline referral sheet before a student can be removed from class
- ▶ Circles used to problem solve issues with larger groups

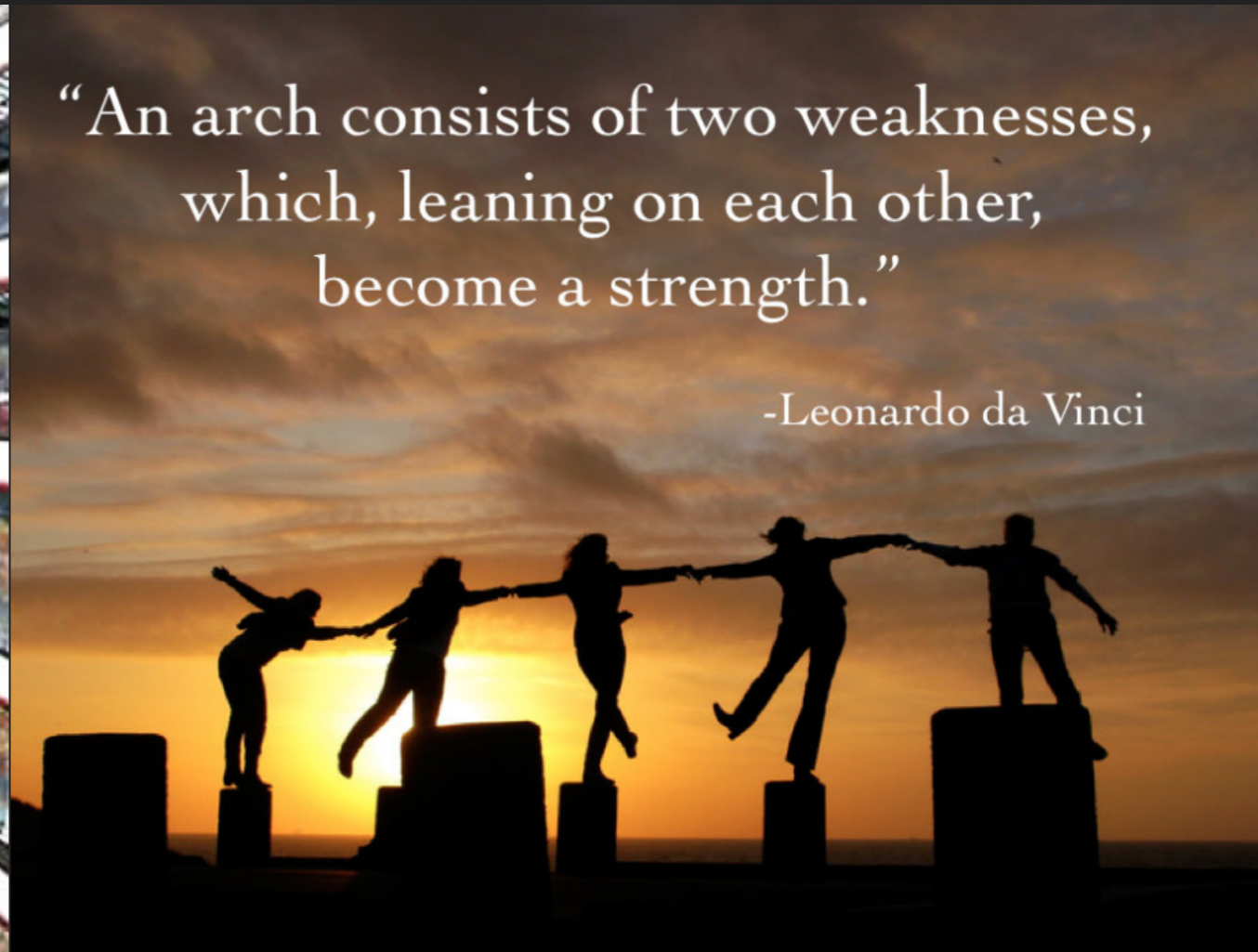


We can't do everything and there is a sense of liberation in that!



“An arch consists of two weaknesses, which, leaning on each other, become a strength.”

-Leonardo da Vinci





Day 1: Introduction to Restorative Practices

Day 2: Using Circles Effectively

3 members of our district became trainer of trainers through IIRP with the goal of 100% of staff being trained in Restorative Practice



RESTORATIVE PRACTICES CONTINUUM

informal

formal

affective
statements

affective
questions

small impromptu
conversation

circle

formal
conference

Page 12 in *Restorative Practices Handbook*



Student:	Office Referral Houghton Lake High School 4433 W. Houghton Lake Dr. Houghton Lake, MI 48629 989-366-2000	Date:
Grade: 8 9 10 11 12		Time of day:
Referring Staff:		Administrator:

Previous Actions Taken Before sent to the office:
 Affective Statements (Time: _____) Affective Questions (Time: _____)
 Informal Conference (Time: _____)

Location (Check one): <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria Other: _____	Others Involved (Check one): <ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Other <input type="checkbox"/> Unknown 	Perceived Motivation (Check one): <ul style="list-style-type: none"> <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Item/Activity <input type="checkbox"/> Avoid Peer <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Task/Activity
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MINOR Area of Concern: <ul style="list-style-type: none"> <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Defiance/Insubordination/Noncompliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact/ Physical Aggression <input type="checkbox"/> Other: see list on back 	MAJOR Area of Concern: <i>if more than one, circle the primary concern and check up to one secondary concern.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Skipping <input type="checkbox"/> Theft <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Disrespect <input type="checkbox"/> Defiance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Other: see list on back
--	---

Description of incident: _____

Action Taken: *if more than one, circle the primary action taken and check up to one secondary action taken.*
 Parent Contact: _____ Detention Formal Conference with student
 Formal Conference with student and Parent Loss of privilege
 Time in Office In School Suspension: (____ days) Out of School Suspension (____ days)
 Other: _____

Notes: _____

Student Signature: _____ **Administrator's Signature:** _____



Major

- Abusive/Inappropriate Language/Profanity
- Arson
- Bomb Threat/False Alarm
- Bullying
- Defiance/ Insubordination/ Noncompliance
- Disrespect
- Disruption
- Dress Code Violation
- Fighting
- Forgery/Theft/ Plagiarism
- Gang Affiliation Display
- Harassment
 - Gender
 - Ethnicity
 - Sex
 - Race
 - Religion
 - Disability
 - Physical Appearance
 - Other

Inappropriate Display of Affection
 Inappropriate Location/ Out of Bounds Area
 Lying/Cheating
 Physical Aggression
 Property Damage

- >\$100
- <\$100

 Skip Class
 Tardy
 Technology Violation
 Truancy
 Use/Possession of Alcohol
 Use/Possession of Combustibles
 Use/Possession of Drugs
 Use/Possession of Tobacco
 Use/Possession of Weapons
 Other:

Minor

- Defiance/Insubordination/ Noncompliance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate Language
- Physical Contact/ Physical Aggression
- Property Misuse
- Tardy
- Technology Violation
- Other:

Was seclusion and/or restraint used? Y / N

If yes;

- Seclusion
- Restraint
- Seclusion and Restraint

Parent notification on ___/___/___ at ___:___

Written documentation completed by
 / /

Notes:

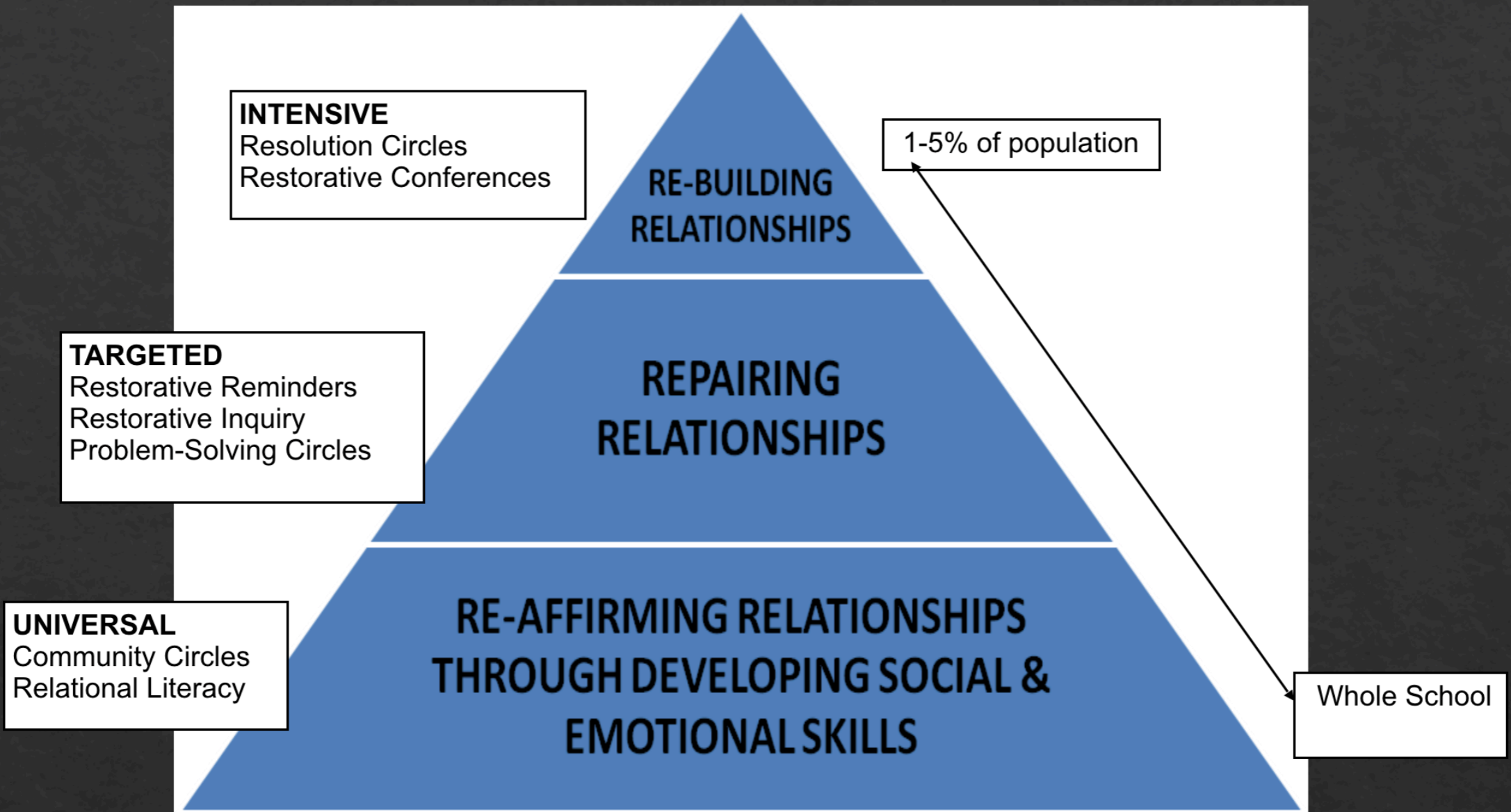




I Trust the Process

And now you need to go to the office!!!

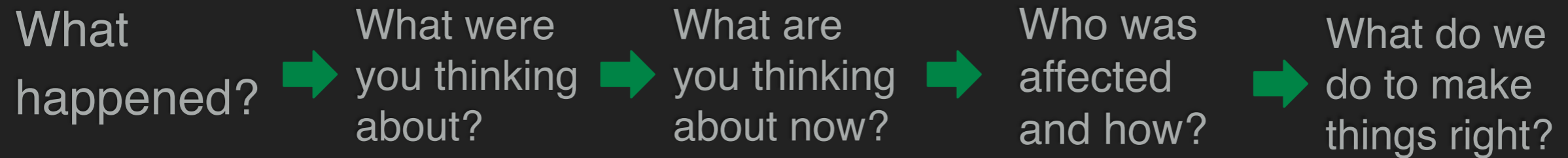




The Restorative Approach
Adapted from Morrison (2004)



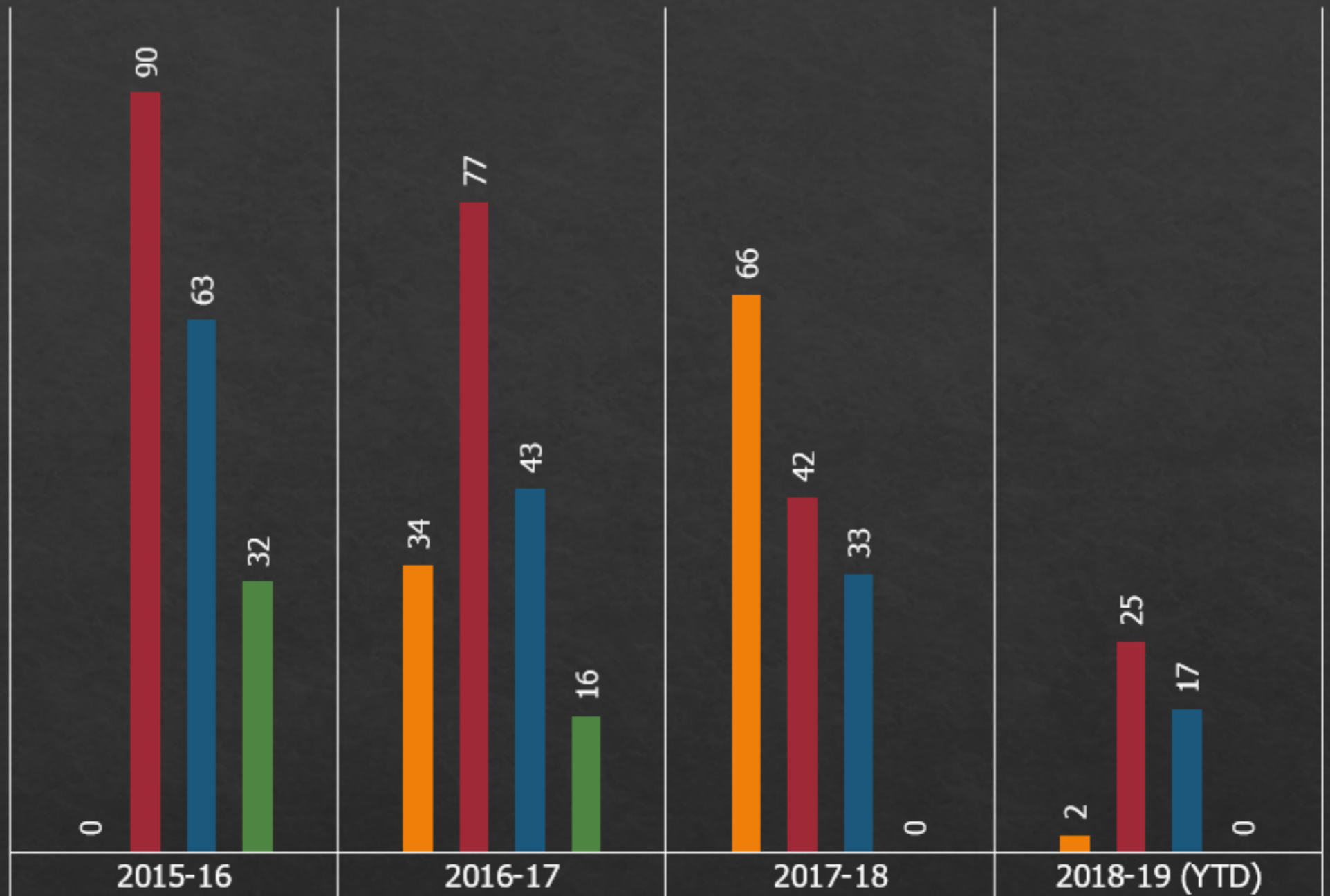
What do you DO in Restorative Practices?





RP RESULTS

■ Referrals to RP
 ■ In-School Detentions
 ■ Suspensions
 ■ Students w/ 5+ Majors



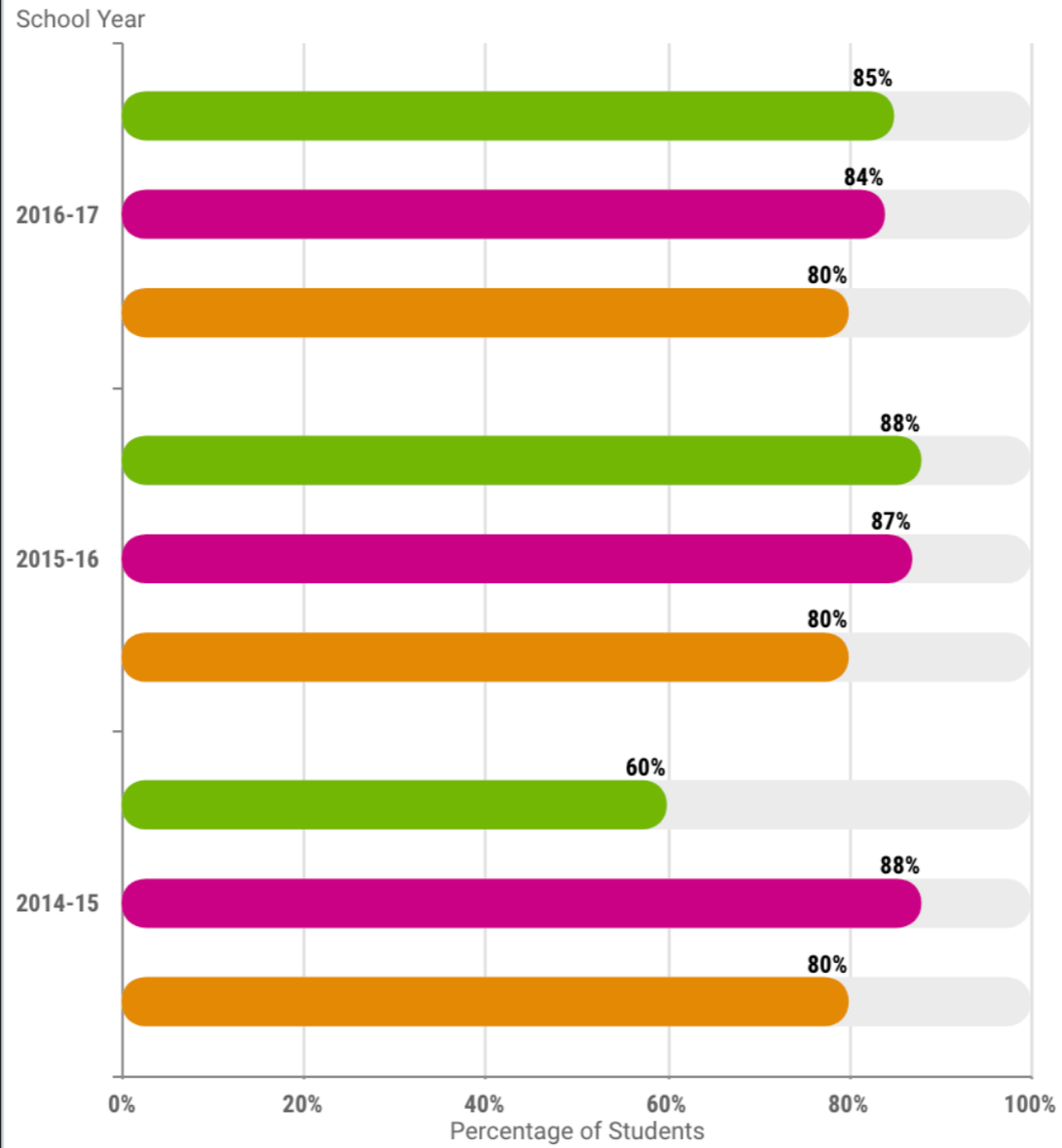
■ Referrals to RP	0	34	66	2
■ In-School Detentions	90	77	42	25
■ Suspensions	63	43	33	17
■ Students w/ 5+ Majors	32	16	0	0






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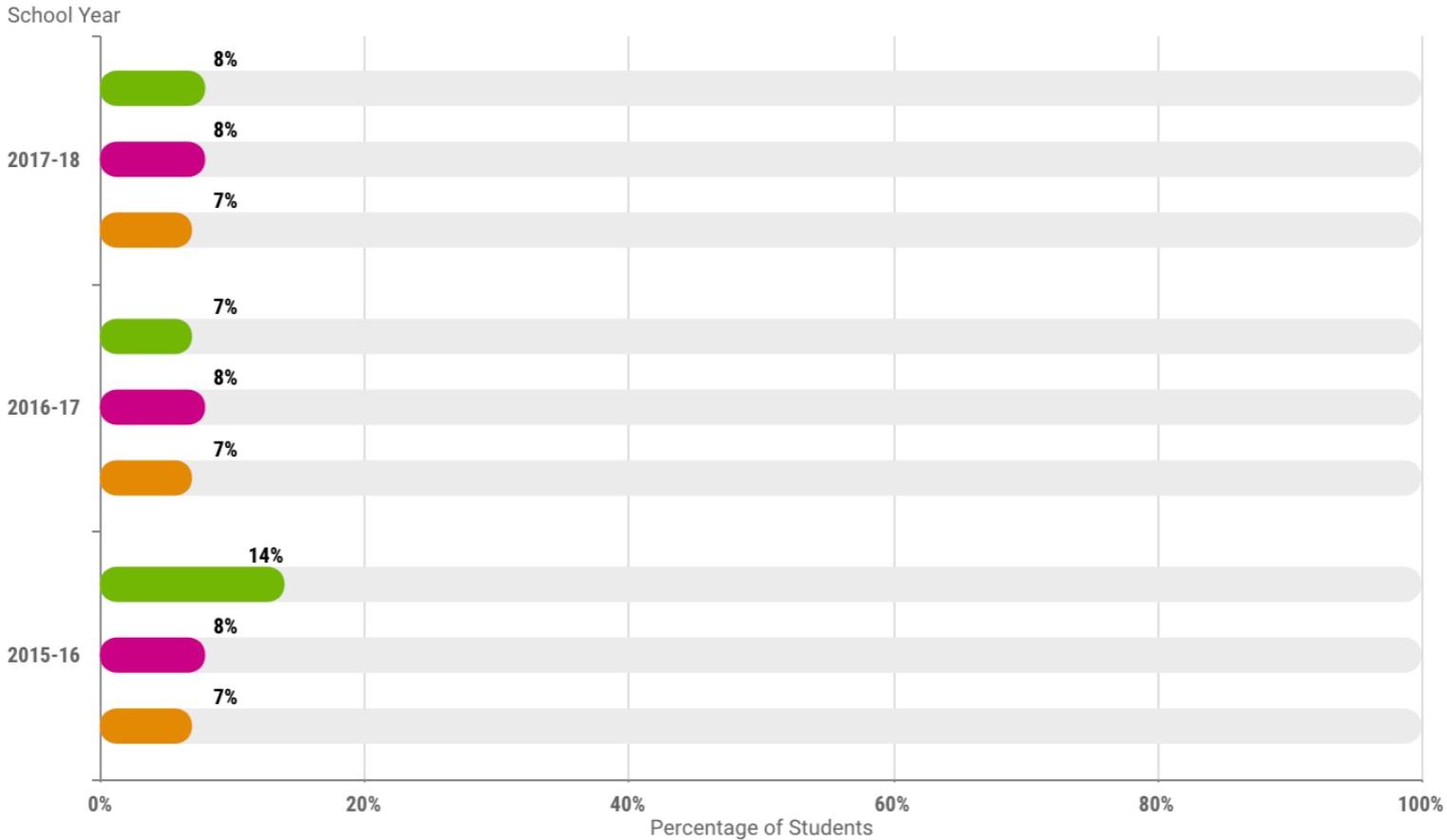
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RESTORATIVE PRACTICES AT COLLINS ELEMENTARY

Circles utilized in the classroom to reinforce norms of the students



RESTORATIVE PRACTICES AT HOUGHTON LAKE ALTERNATIVE ED

Weekly Circles with students and staff working through relevant topics or ongoing issues within the building.

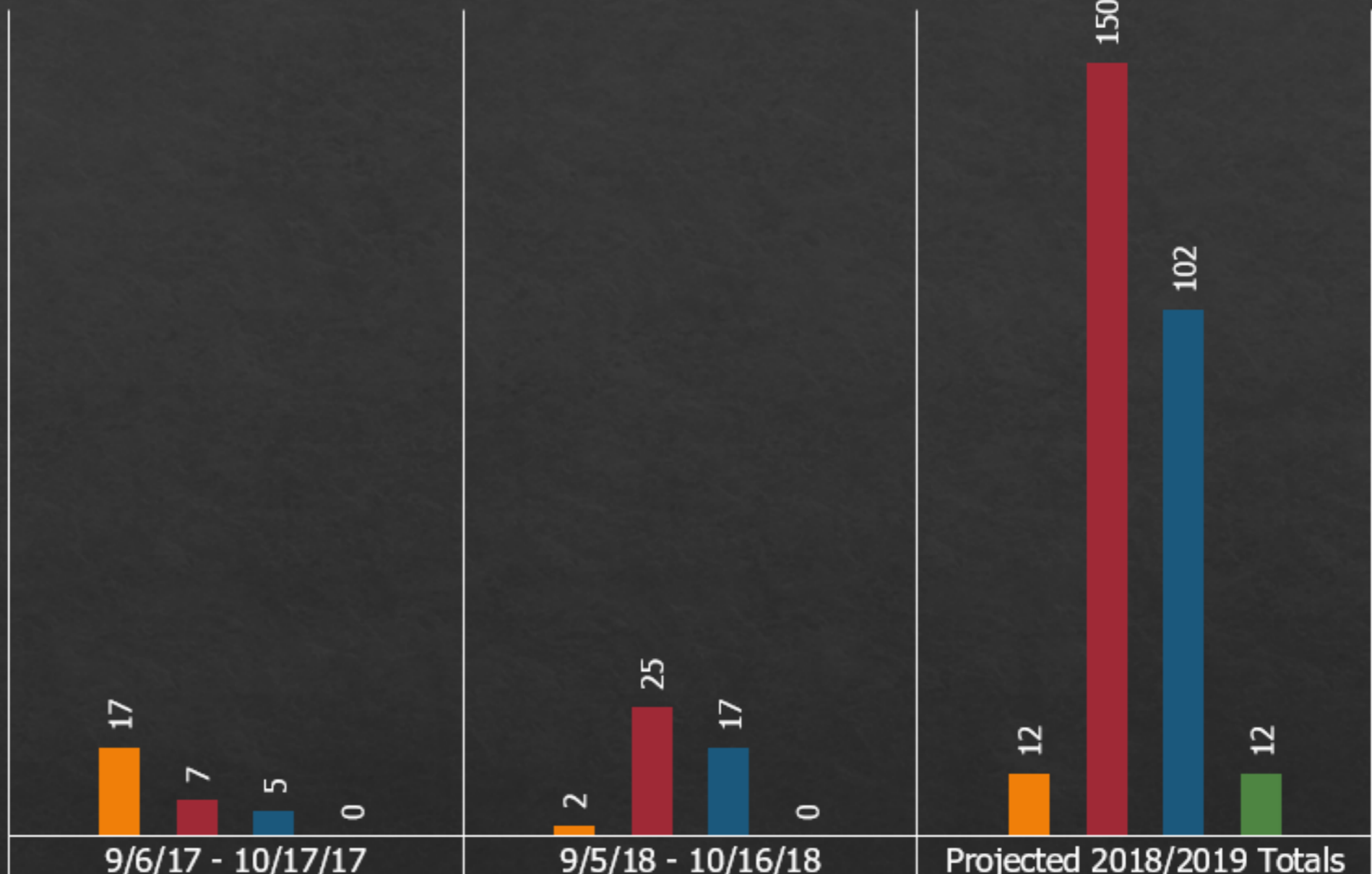


**WHAT ELSE?
ONGOING
CHALLENGES**



FIRST 30 SCHOOL DAYS COMPARISON WITH PROJECTIONS

■ Referrals to RP
 ■ In-School Detentions
 ■ Suspensions
 ■ Students w/ 5+ Majors



■ Referrals to RP	17	2	12
■ In-School Detentions	7	25	150
■ Suspensions	5	17	102
■ Students w/ 5+ Majors	0	0*	12

*2 students have 4 Majors





QUESTIONS

COMMENTS





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