

RESTORATIVE PRACTICES

Generation Schools Network (GSN) defines Restorative Practices (RP) as a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Research demonstrates that schools implementing this type of programming with fidelity and consistency afford all students the opportunity to receive equitable access to education that enables them to achieve individual outcomes to the greatest extent possible.*

PROGRAM INPUTS AND OUTCOMES

- Customizable professional development, consultation, and coaching/mentoring based on efforts to date, readiness, and desired outcomes
- Aligned to individual school/district goals and initiatives
- Tools and strategies to address conflict and harm across populations (e.g., student to teacher, teacher to teacher, etc.), including for students with diverse needs (Special Education, English Language Learners, Gifted Learners, students from other cultures and socioeconomic backgrounds, etc.)
- Development of district and/or schoolwide practices and policies that support student engagement, growth, and development
- Decrease in office referrals, suspensions, and expulsions



FUNDING

GSN's development team comes alongside school leaders to help identify funding opportunities and provide support in grant writing.

CONTACT US: DONNA TRUJILLO

dtrujillo@generationschools.org

720-575-9696, EXT 656

FAQ

How is Restorative Practices different from alternative discipline?

Alternative discipline is based on a reactive approach following harm and conflict, whereas the primary focus of Restorative Practices is to utilize universal prevention-based strategies to build relationships and community before harm and conflict occur. When conflict and harm do happen, staff, administration, and students can ensure accountability is taken, harm is repaired, and the community is restored.

How is this different from Restorative Justice?

GSN views Restorative Justice as strategies utilized by the judicial system while Restorative Practices is the work that occurs within the community and school setting.

Do Restorative Practices use consequences to address harm/conflict?

Yes, through Restorative Practices there are consequences delivered in such a way that the one committing harm is not shamed, maintains a sense of belonging in the community, and maintains relationships with trusted adults. Being held accountable to those harmed and actively working to repair the harm are valuable lessons learned and skills gained.

Does this mean no expulsions/suspensions are used?

No, there are times when a situation occurs that legally requires a school to utilize suspension/expulsion. However, as research demonstrates this often contributes to overall negative student outcomes, Restorative Practices provide schools with the tools necessary to proactively decrease behaviors that result in suspensions/expulsions and to rebuild the community following harm**.

Why now?

Across the nation, students, school staff, families, and communities are demonstrating the need for increased support in recovering from and processing trauma following the impacts of the pandemic, school closures, the political climate, etc. Additionally, new guidelines from multiple federal and state agencies have encouraged utilizing proactive and responsive practices, including recent guidance from the United States Department of Education, Office of Civil Rights (OCR), and Office of Special Education Programs (OSEP) for disciplining students with disabilities. Restorative Practices provides the following:

- Reduction of Educator Stress
- Increased Staff and Student Retention
- Positive Relationships and Community Building
- Protective Factors to Overcome Adversity
- Establishment of Positive School Culture and Climate
- Social Emotional Skill Development
- Reduction of Learning Loss
- Decreased Absenteeism/Truancy
- Decrease in Anxiety, Behaviors, and Other Mental Health Issues
- Increased Learning Outcomes and Graduation Rates
- Inclusionary Model and Practices