

Tier 1 Restorative Interventions:

*These are the Restorative recommendations Admin can make to teachers with support from the RP Team or SST if needed.

| Whole Class Interventions: | Example when to use: |
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| Classroom Circles/Patriot Connections | <ul style="list-style-type: none">• Elementary: grade level having issues at recess or specials• Secondary: multiple classroom incidents in one class period |
| Review of Respect Agreement | Class exhibiting a violation of Respect Agreement. |
| Classroom Reset *Coaching conversation should happen prior to lesson if teacher is facilitating | New management strategies are needed for the classroom. |
| Buddy Classroom *Elementary recommendation | Student needs a change of scenery/break. |
| Student Support Team Push-In *Secondary recommendation | Student is displaying disruptive behavior and is in need of immediate support with the possibility of remaining in the classroom. |

| Individual Interventions: | Example when to use: |
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| 1:1 Teaching of Expectations | Repeated behavior that calls for teaching and modeling of expectation. |
| Individual Reset with signed agreement | Establishing a behavior plan that will be followed and monitored. |
| Restorative Discussion | A quick conversation that can be done during a specified time, recorded, and the student can return to class. |
| Restorative Conference | A conference that will result in a signed agreement between all parties. |
| Victim/Offender Reflection | Students fill out reflection forms regarding the incident they were involved in and discuss with an adult and each other. |

Tier II/III Restorative Interventions:

*These are Restorative options Admin can implement when deciding on referral dispositions.

| Traditional Consequence + Restorative Teaching + With an Incentive | | |
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| <ul style="list-style-type: none"> Loss of time Best opportunity to change behavior | <ul style="list-style-type: none"> Investment of time with the student You are replacing the loss of time with teaching the wanted behavior | <ul style="list-style-type: none"> Not a tangible reward, but the giving back of time Providing the student with the opportunity to show motivation and responsibility |

| Intervention: | Explanation: |
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| <p>Restorative Conference/Mediation:</p> <p>*Consequence: Students will be pulled from their day to participate in the conference.</p> <p>*Teaching: Students are learning other perspectives and the harm they have caused.</p> <p>*Incentive: Participating in the conference will allow Admin to not have to issue a traditional consequence at this time, and could make future consequences more clear</p> | <ul style="list-style-type: none"> All parties involved have agreed to come together Depending on the situation, parents/guardians, teachers, community partners, etc could be asked to join. The 4F's Conference model will be followed: Facts, Feelings, Fix, Future. All parties will agree to an outcome and sign a contract. Proper follow ups will be made according to the outcome of the conference (i.e. community partner will check back in two weeks to make sure plan is still being followed and no changes are needed). |
| <p>Structured Day:</p> <p>*Consequence: You are losing the privileges and free times of your day that you enjoy.</p> <p>*Teaching: When you are pulled for loss of time you will work towards repairing harm and changing behavior.</p> <p>*Incentive: This will be a huge inconvenience to your typical freedom and you will want to comply with structured day protocols to get done earlier than expected.</p> | <ul style="list-style-type: none"> Modifications are made to a students day so they can still attend core academic classes, but are removed from fun activities and other privileges. At the secondary level, students are asked to transition to class before or after the bell so they are not in the hallway with their peers. A trusted adult will be assigned to the student for random check-ins throughout the day and escorts. *This is NOT calling the student out of class, but going to their class to check on them. During the time that the student is pulled from "other" activities of their structured day, they work with someone to be explicitly taught expectations, reflect on their behavior, have restorative discussions, etc. Completing the protocol of structured day properly can help you earn less time on structured day. |
| <p>Accountability Project:</p> <p>*Consequence: You are losing time in your typical school day, but it is with the hope of getting you back to your routine more quickly.</p> <p>*Teaching: The project allows the student to reflect on their behavior and make changes.</p> <p>*Incentive: Families who are trying to avoid harsher punishments or longer suspensions will find this option desirable.</p> | <ul style="list-style-type: none"> Accountability projects can be offered in conjunction with or as a replacement of larger consequences. (i.e. the student can take a 3 day suspension or take a 1 day suspension and complete an accountability project). Accountability projects should be established through some kind of a Restorative discussion with the student/s involved. The school official and student/s should discuss expectations of the project during this discussion. Should have some student choice and match the proper behavior we are trying to teach or change. |

