

RESTORATIVE PRACTICES AT HOUGHTON LAKE COMMUNITY SCHOOLS



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HOUGHTON LAKE HIGH SCHOOL



Map of Houghton Lake and Kortrijk





Houghton Lake High School: 425 students 9th -12th grades



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 High School had expelled 5 students in 2014-15



MICHIGAN
**School
Accountability**
Policies and Practices to Inform and
Increase Student Achievement



MICHIGAN
**Parent
Dashboard**
FOR SCHOOL TRANSPARENCY

— — — — —
— — — — —
— — — — —

Your Window to Important School
Information and Facts



TOP 10 IN 10 YEARS



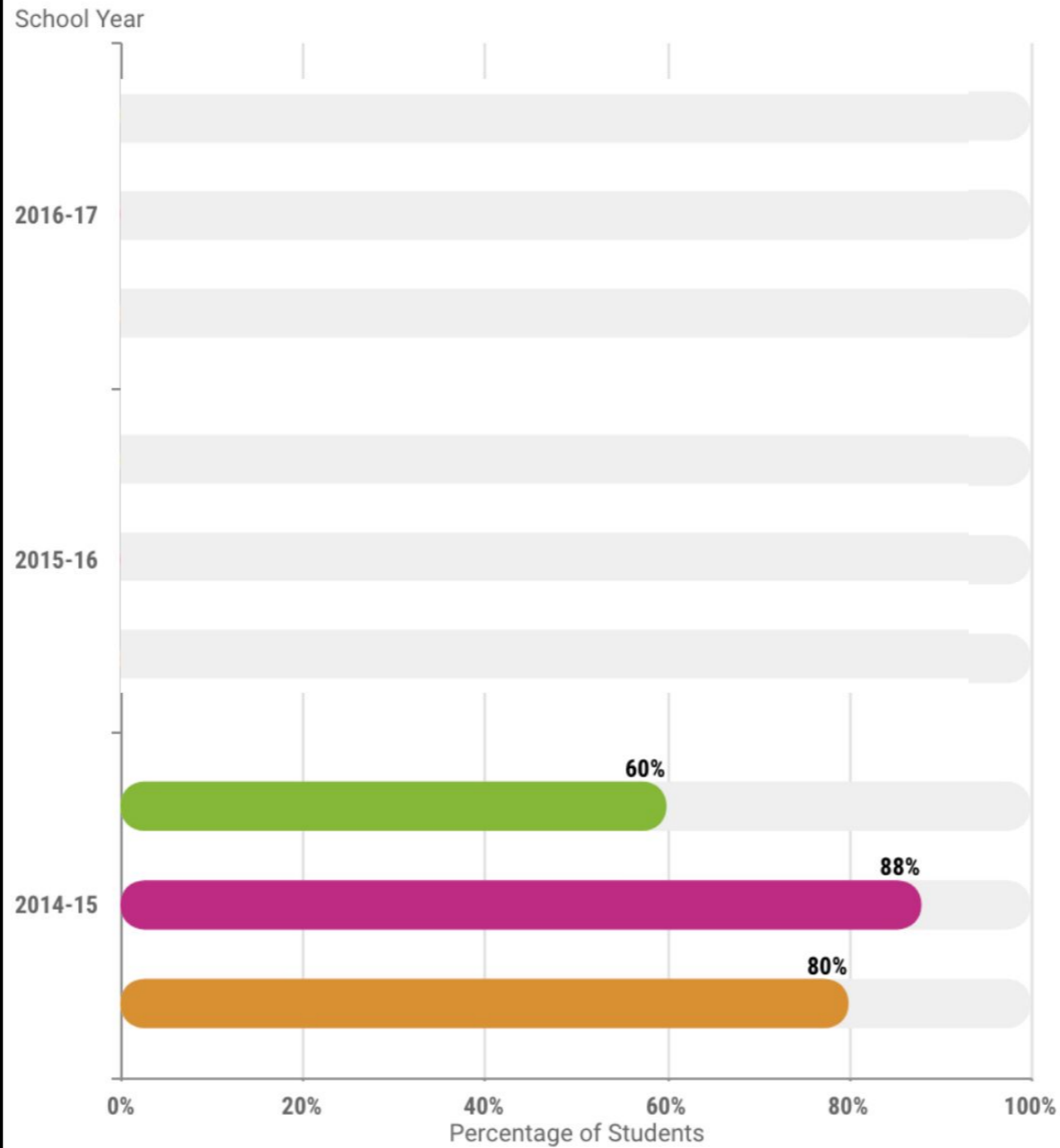
putting Michigan on the map as a premier education state





Graduation Rate



Percent of students graduating from high school in four years.





Key:

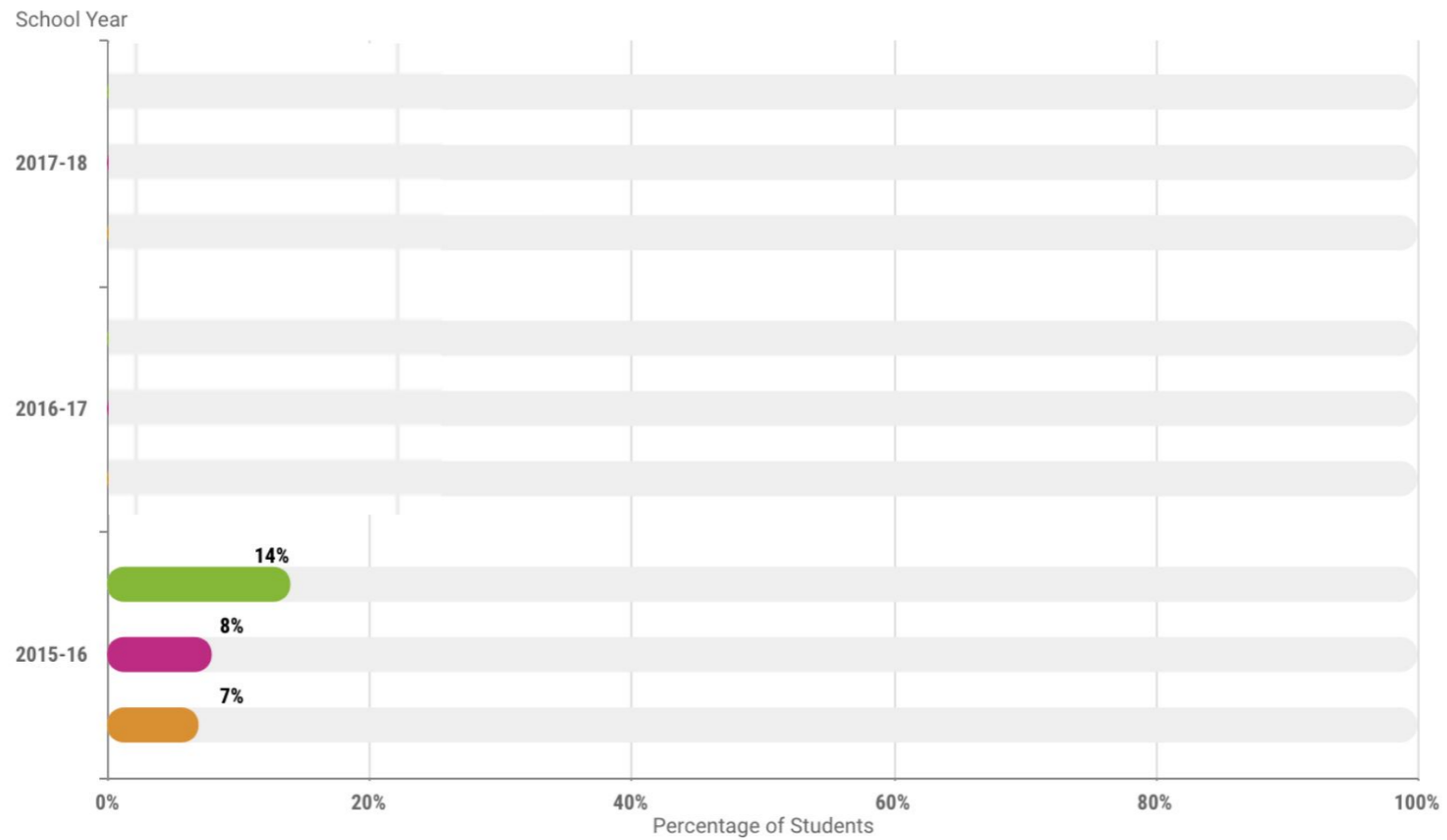
-  Houghton Lake High School
-  Average of Similar Schools by Demographic
-  State of Michigan Average




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.

Graph Display:  



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



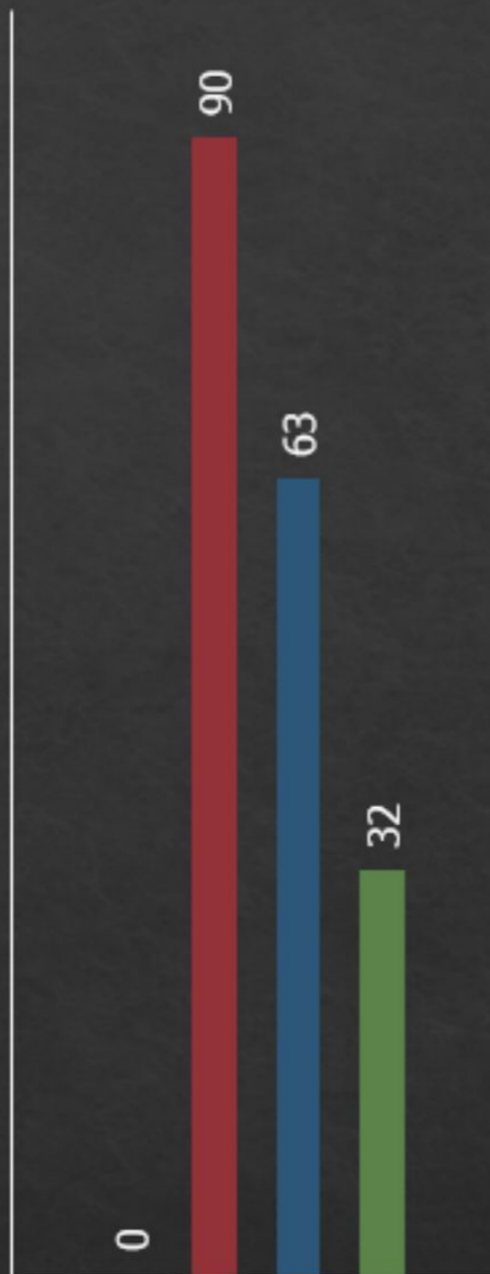
RP RESULTS

■ Referrals to RP

■ In-School Detentions

■ Suspensions

■ Students w/ 5+ Majors



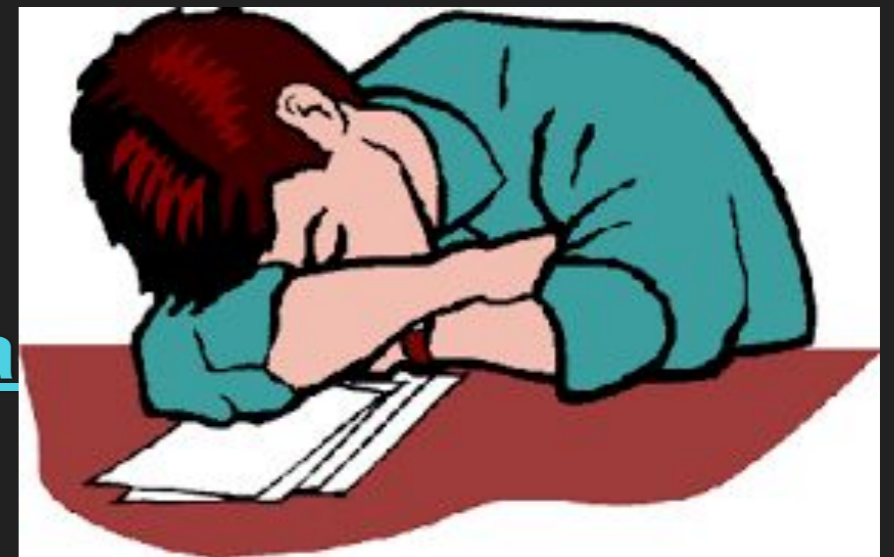
2015-16

■ 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/racial-inequality-and-school-prison-pipeline>



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.

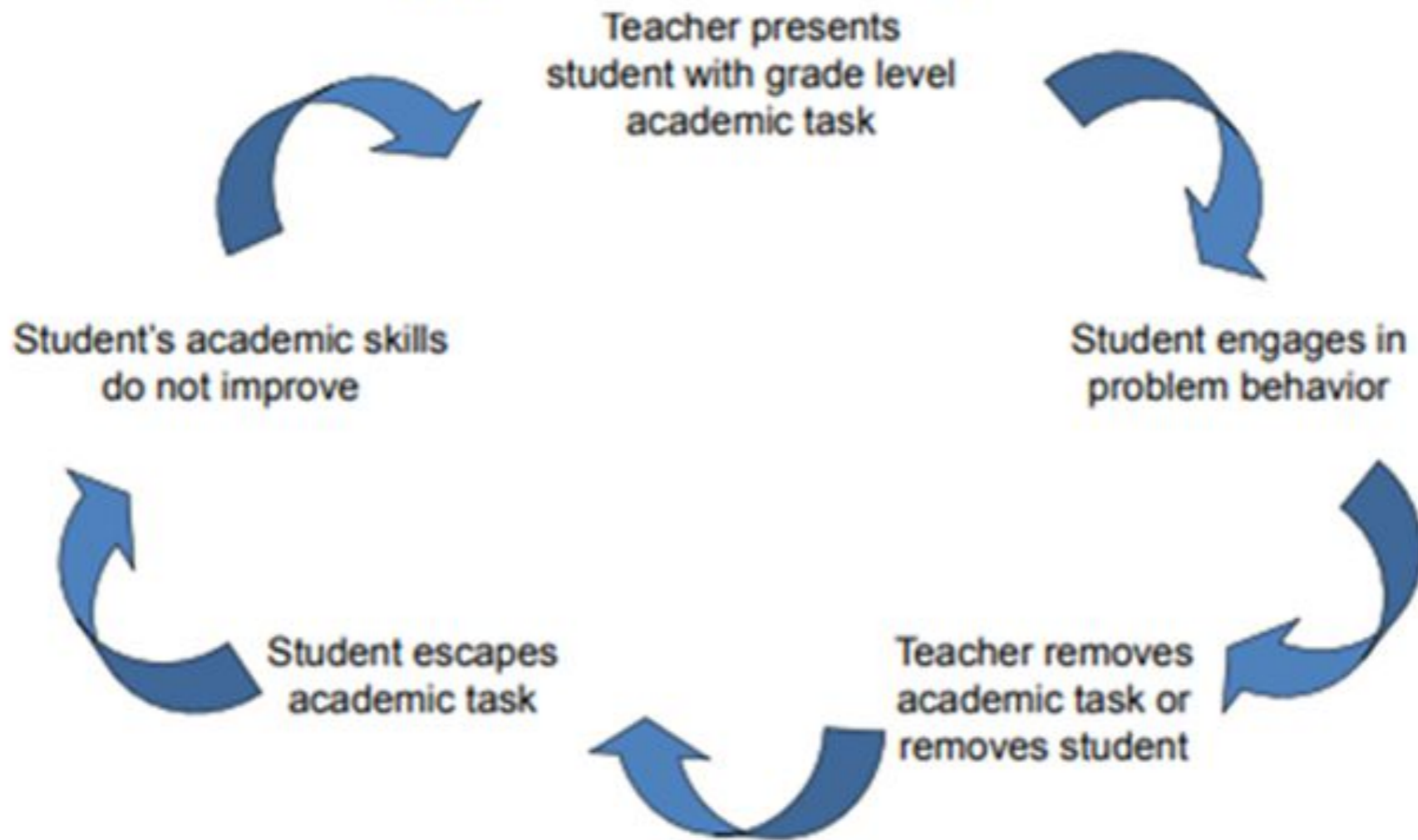


RESTORATIVE PRACTICES AT HOUGHTON LAKE HIGH SCHOOL

- ▶ 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



Cycle of Academic and Behavior Failure: Aggressive Response



Become Addicted to the **WHY**



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.”

© International Institute for Restorative Practices



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).





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



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



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 ___:___

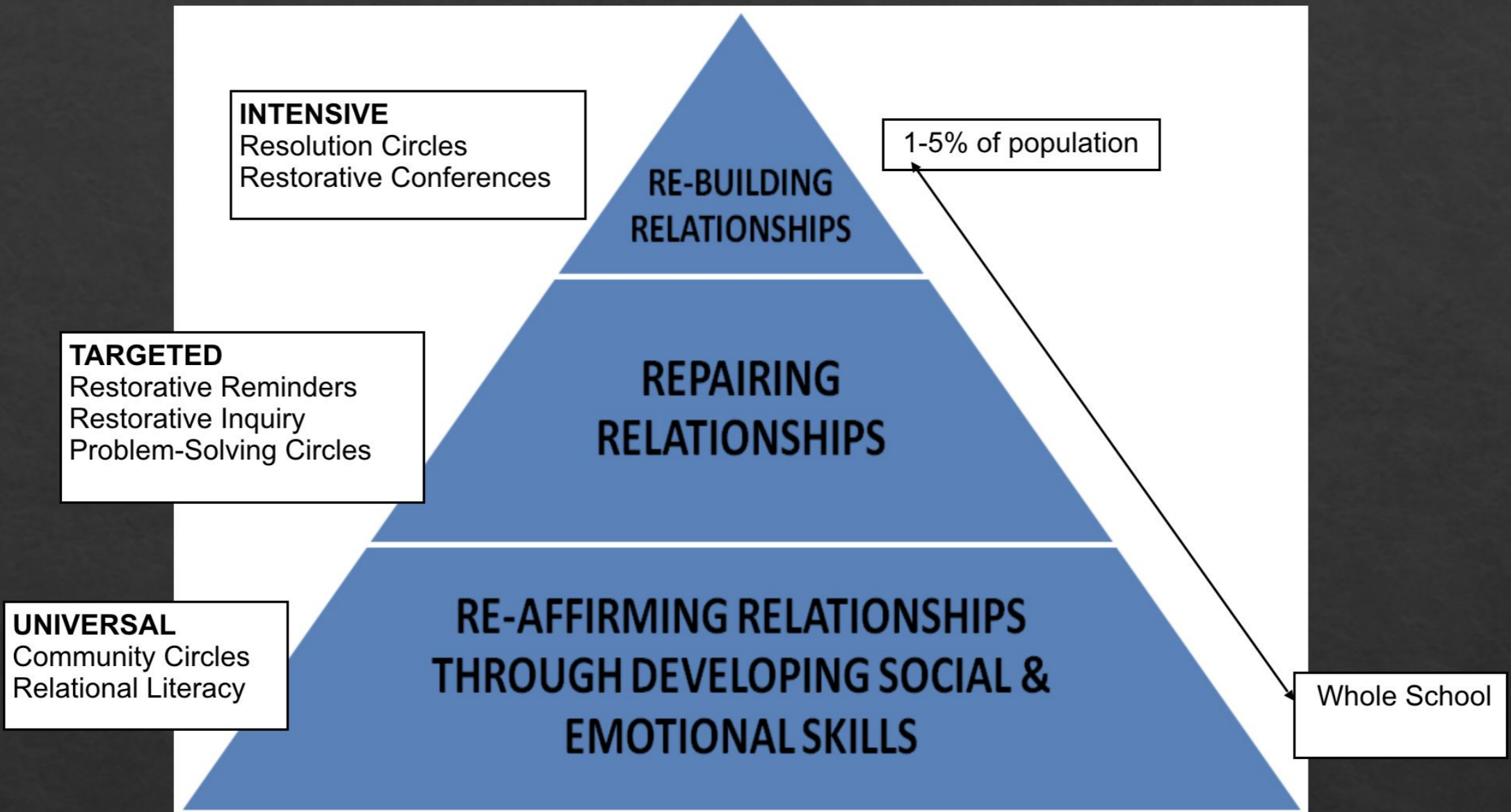
Written documentation completed by
 / /

Notes:



I Trust the Process
And now you need to go to the office!!!





INTENSIVE
Resolution Circles
Restorative Conferences

1-5% of population

TARGETED
Restorative Reminders
Restorative Inquiry
Problem-Solving Circles

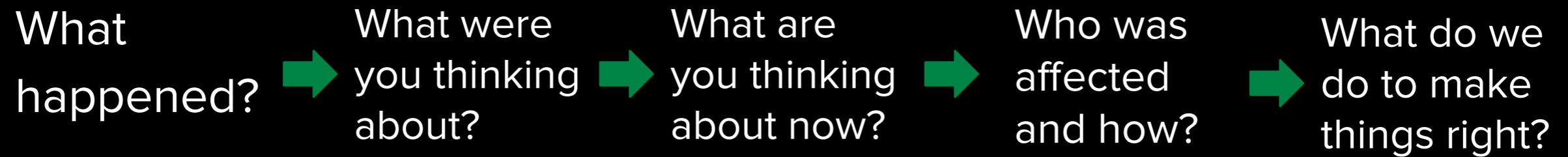
UNIVERSAL
Community Circles
Relational Literacy

Whole School

The Restorative Approach
Adapted from Morrison (2004)



What do you DO in Restorative Practices?





Please!



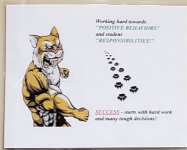
Restorative Practices - Houghton Lake Schools



Restorative Practices - Houghton Lake Schools



RESTORATIVE PRACTICES CENTER



Restorative Practices Center

Check **ALL** Attitudes at the Door!
 You are Responsible for being sent to this last chance destination.

REMEMBER to bring:

- Book or Magazine to read.
- Homework/Schoolwork to work on.
- Materials for class projects.
- Test or Quiz Make-ups.
- POSITIVE ATTITUDE!

Classrooms:

Responsible
 Come to class prepared and on time
 Follow directions
 Ask for help if needed
 Take care of supplies

Respectful
 Respect others' space, boundaries & opinions
 Use kind words and polite actions
 Use technology at the right time
 Remember others' unique needs

Safe
 Use supplies appropriately
 Be aware of your surroundings

Engaged
 Be an active learner; listen, focus, participate, stay on task, and ask questions

WELCOME to the "Think Tank" POLICIES

BE PREPARED

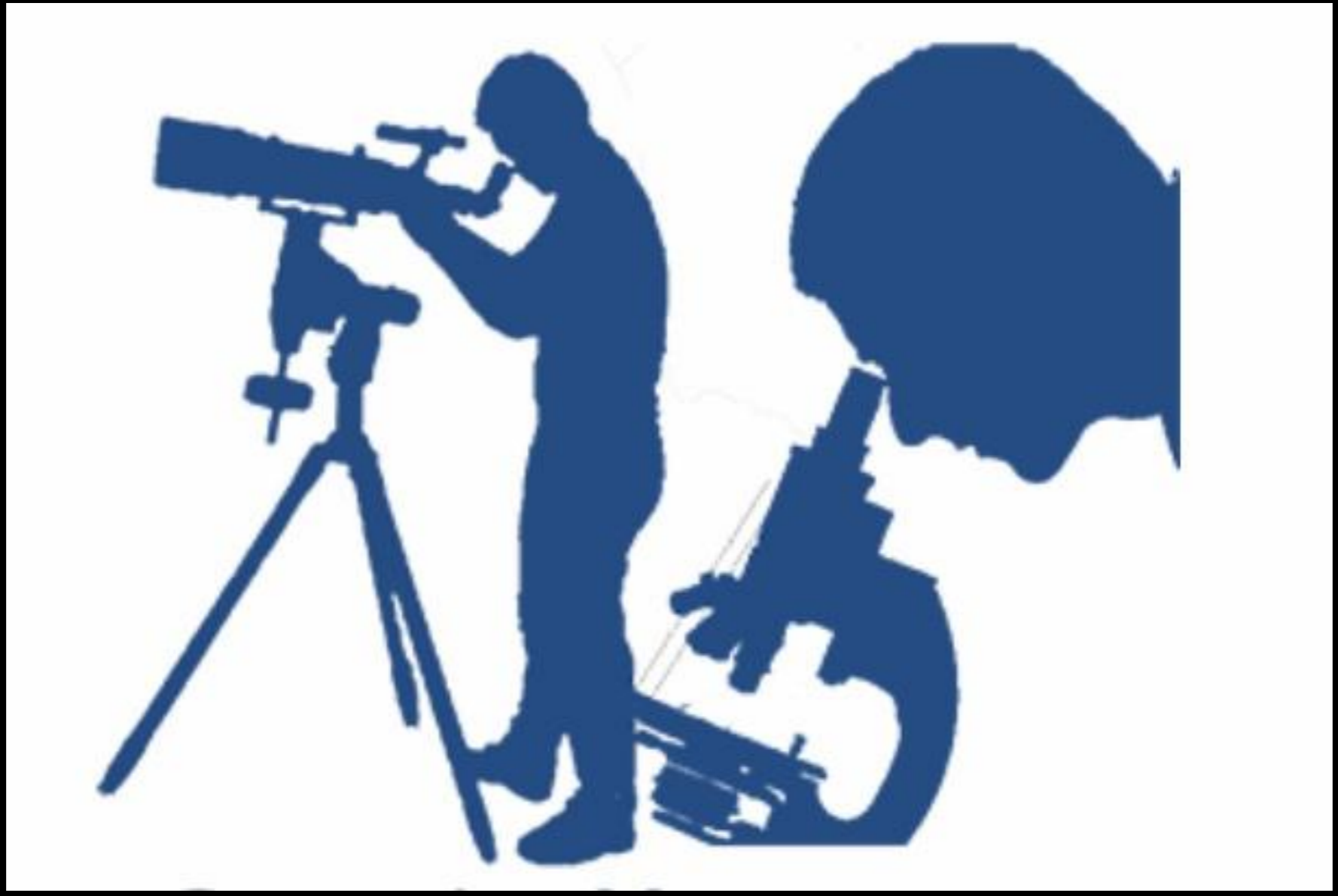
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- POSITIVE ATTITUDE!

Respectful Responsible Honest

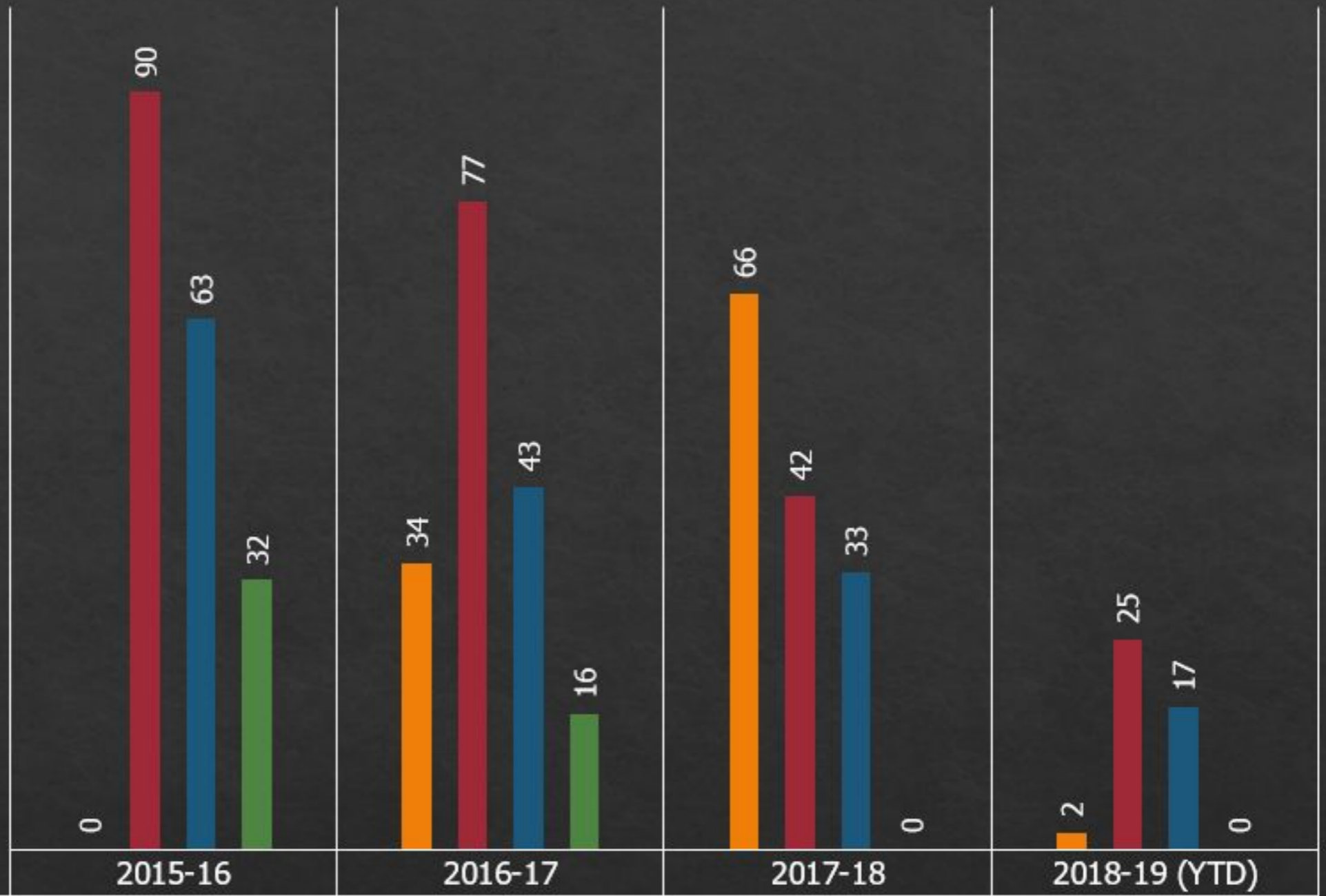
Engaged Safe





RP RESULTS

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



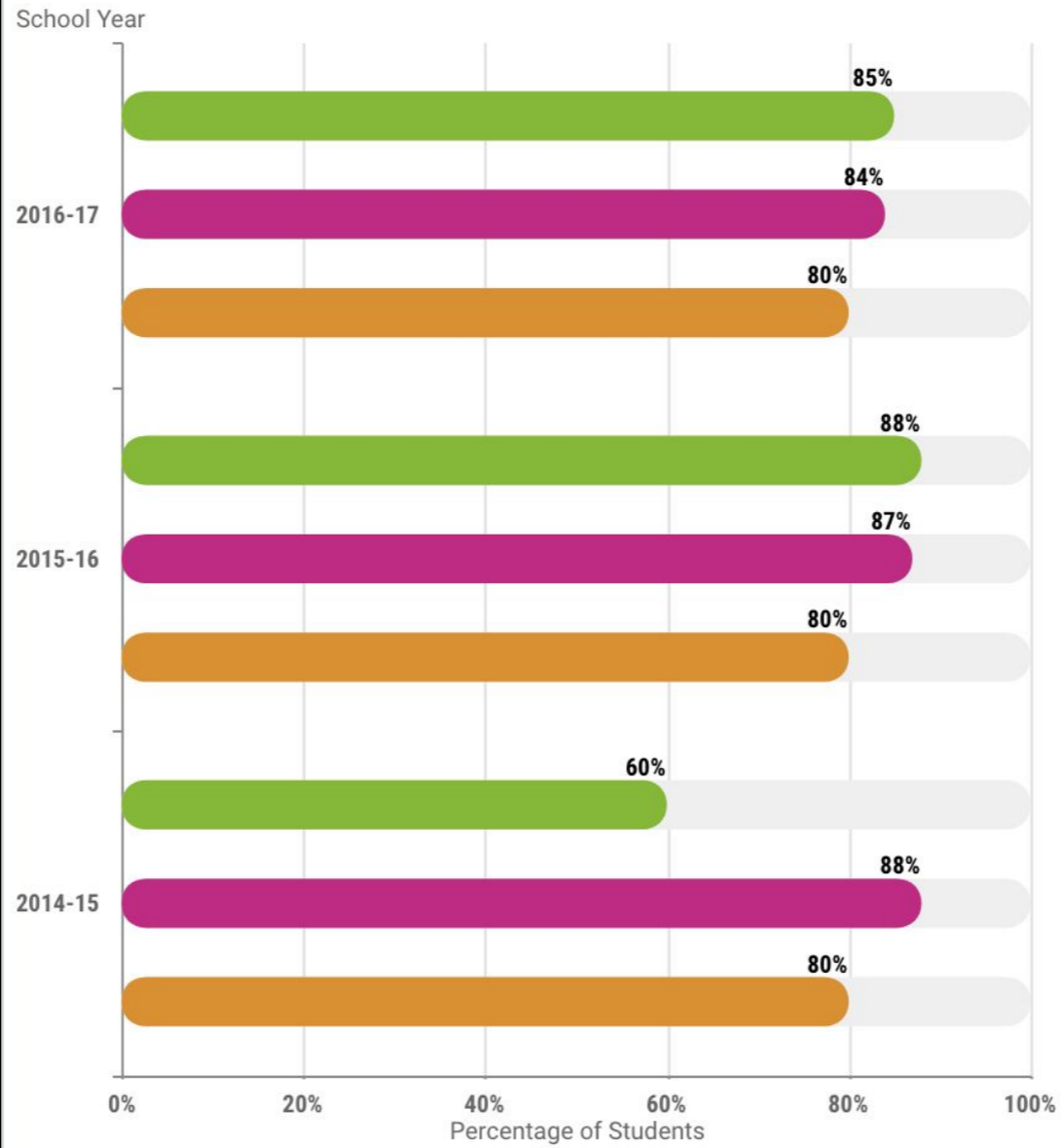
■ Referrals to RP	0	34	66	2
■ In-School Detentions	90	77	42	25
■ Suspensions	63	43	33	17
■ Students w/ 5+ Majors	32	16	0	0





Graduation Rate



Percent of students graduating from high school in four years.



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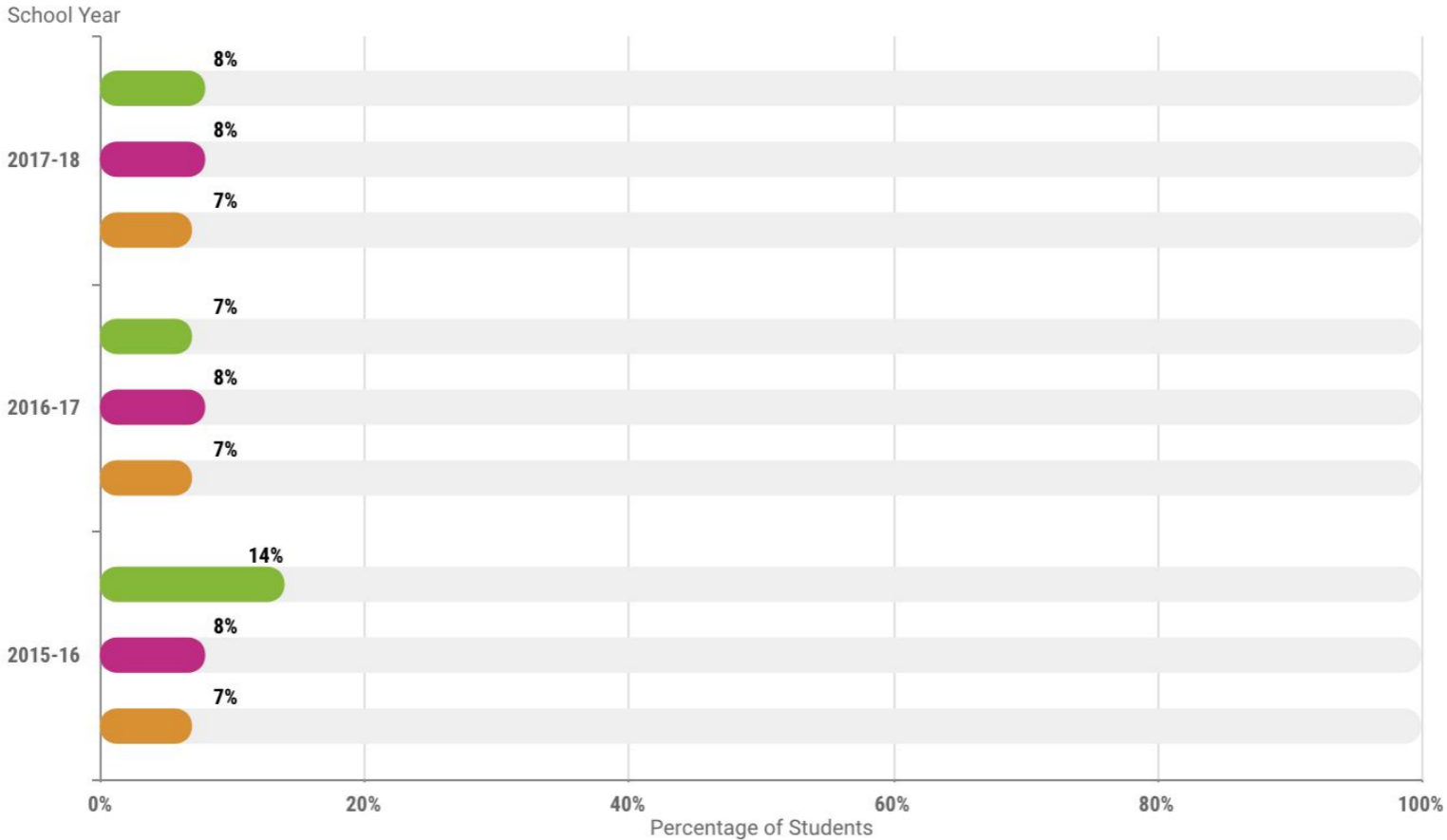
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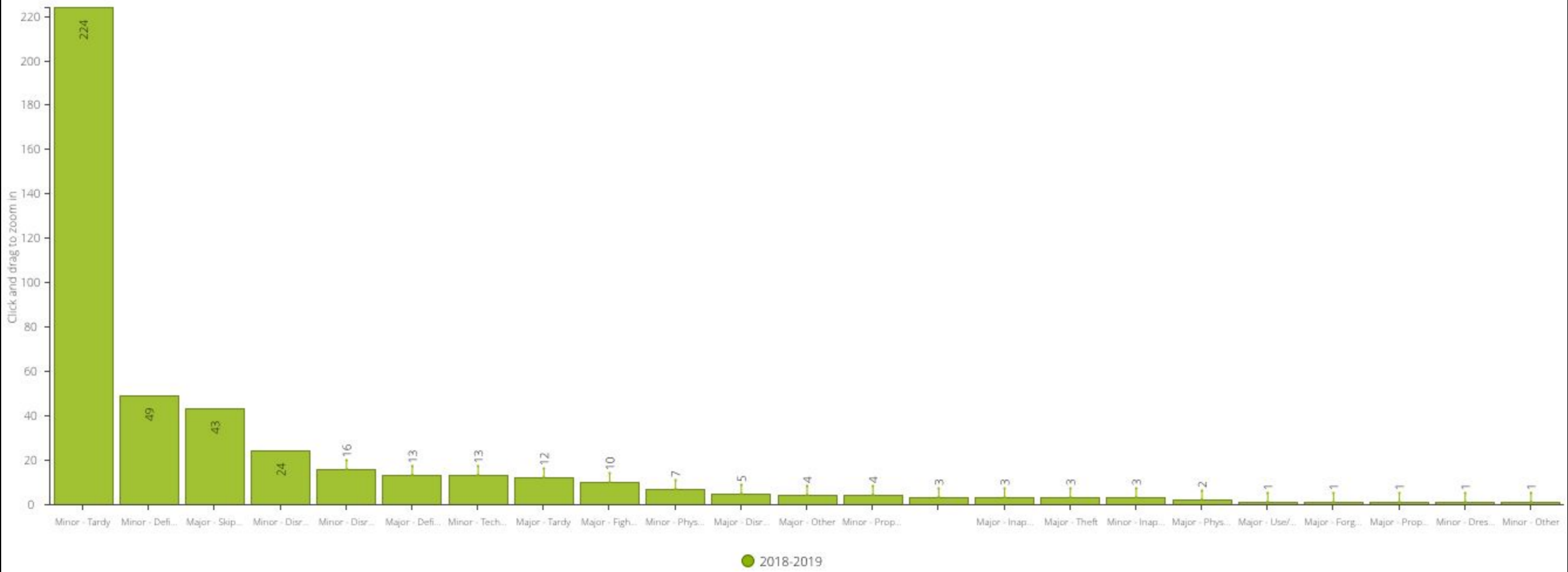
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By Primary Behavior



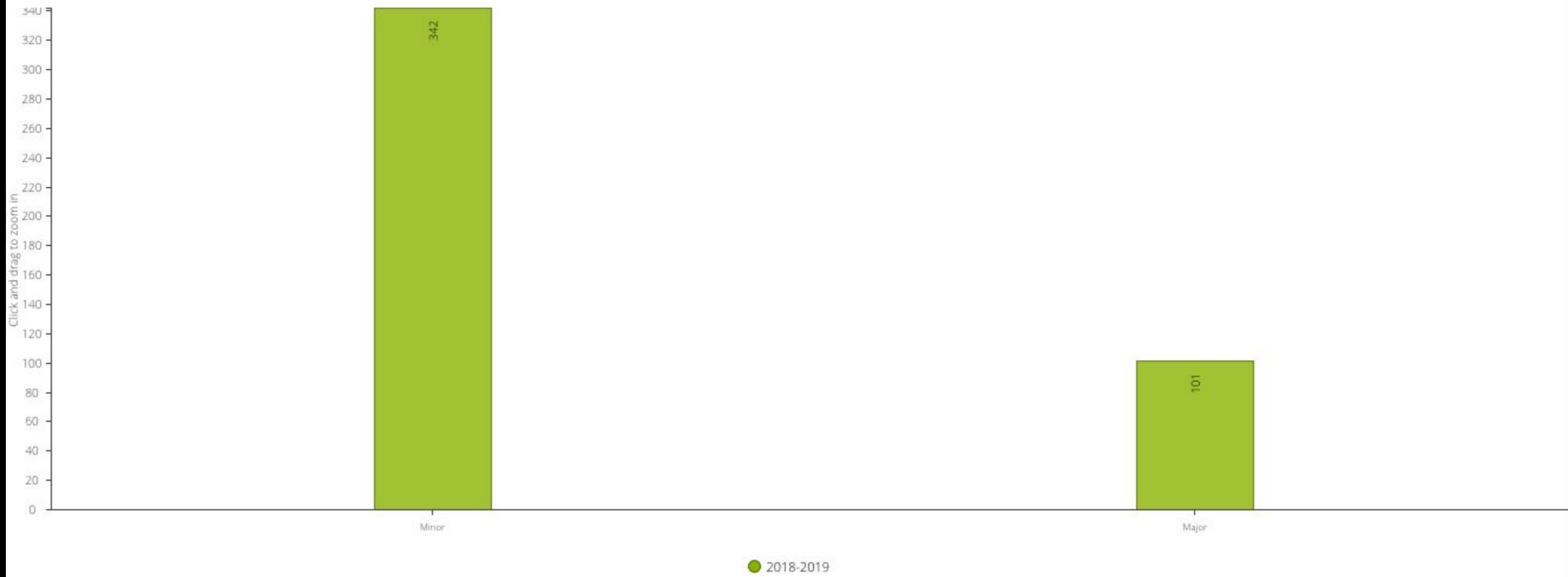
2018-2019



By Primary Incident Type



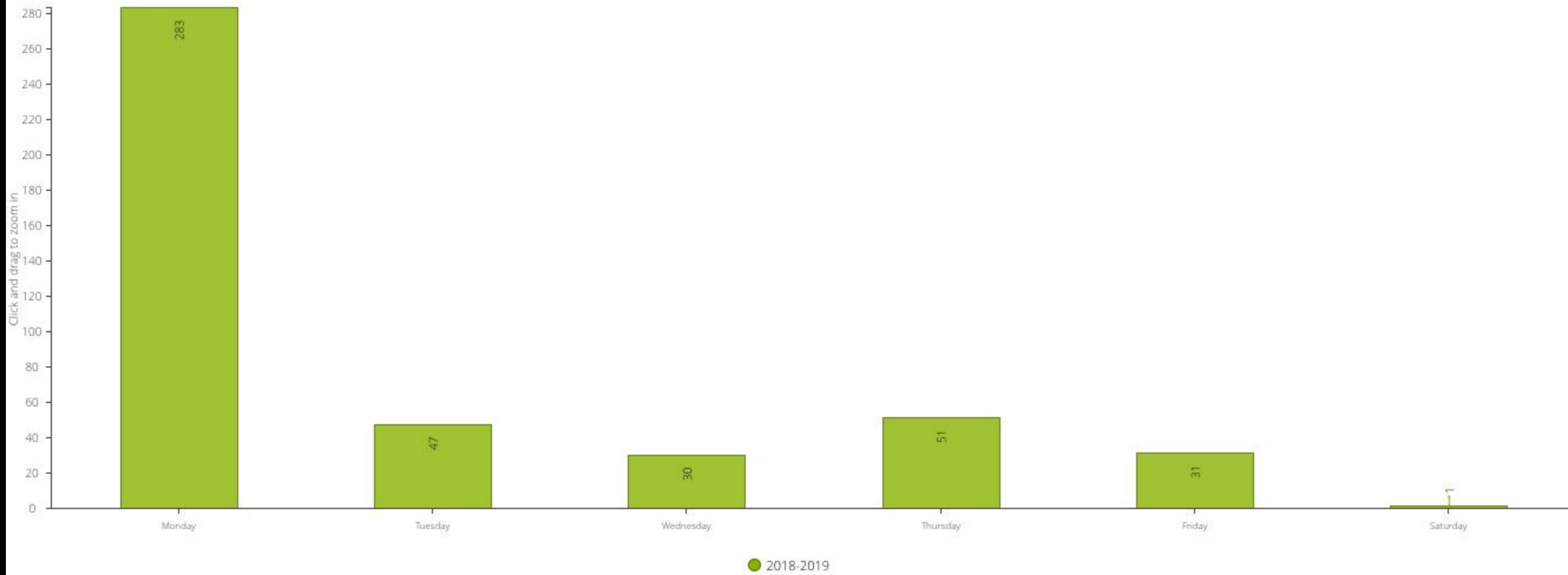
2018-2019 ▼



By Weekday



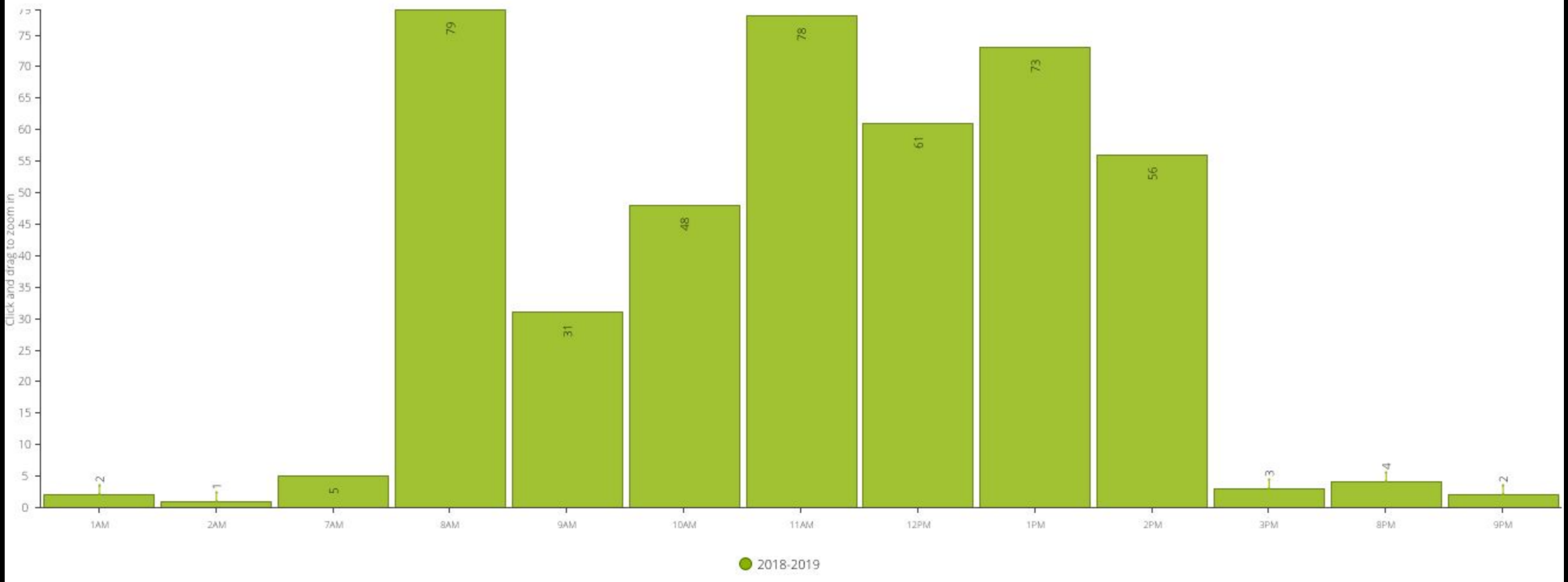
2018-2019 ▼



By Hour



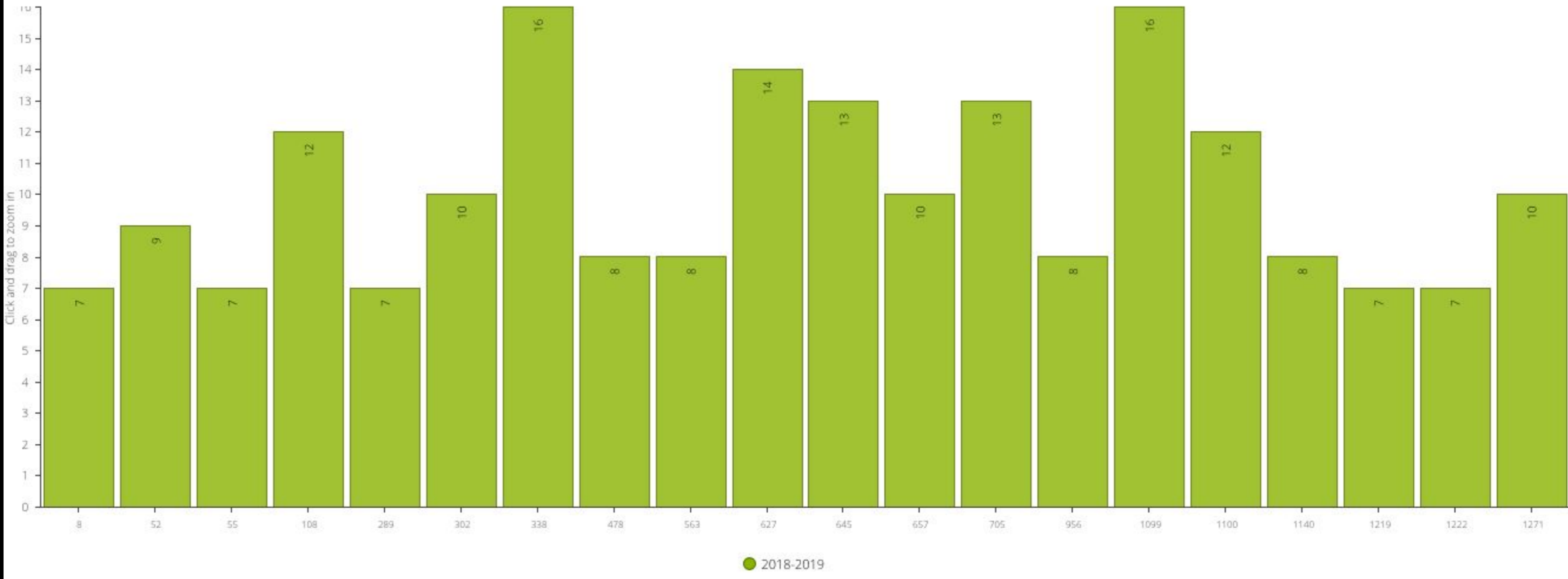
2018-2019

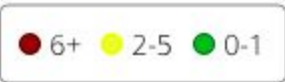
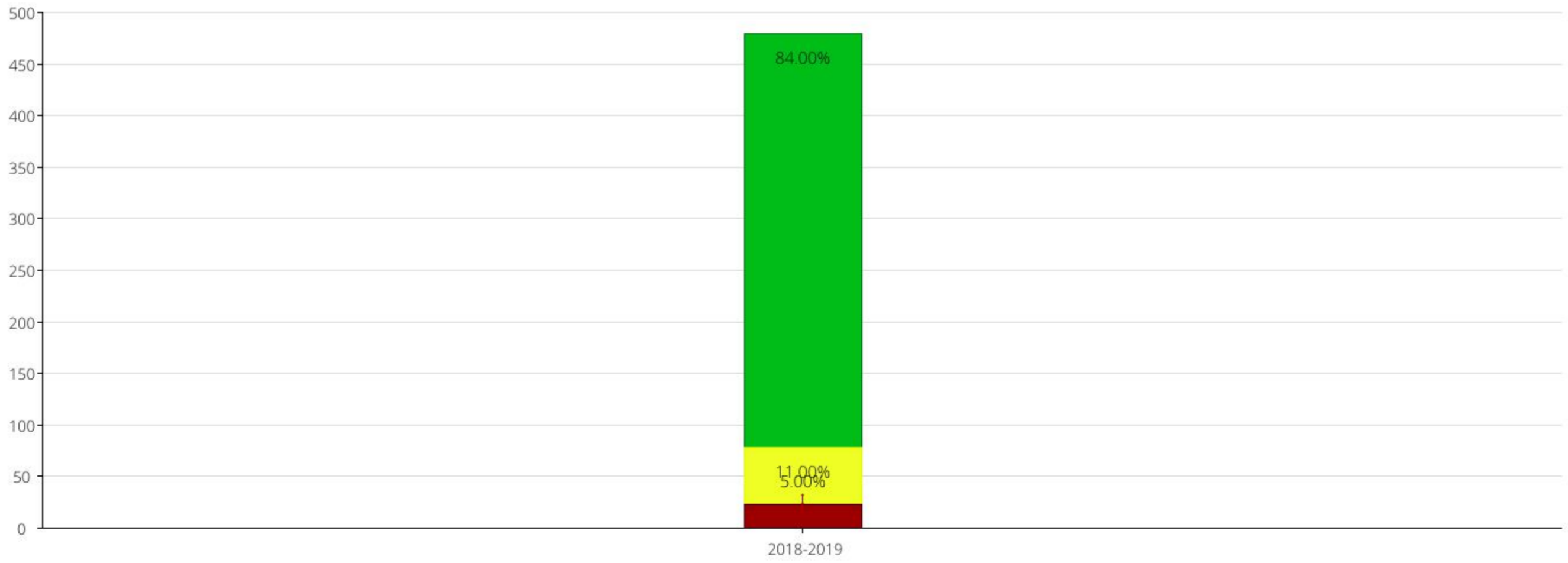


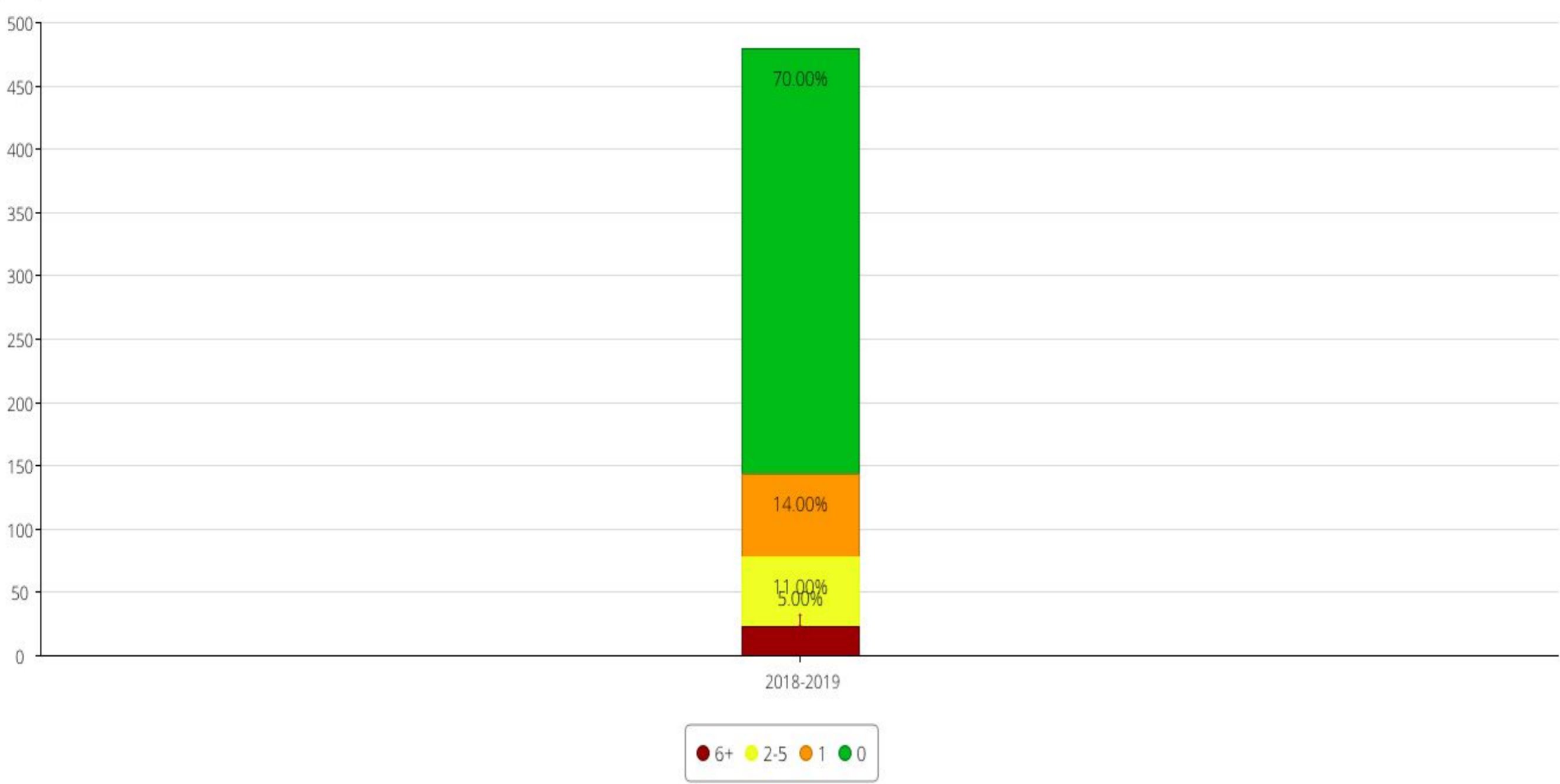
By Top 20 Students



2018-2019







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**



QUESTIONS

COMMENTS





Joe Holloway

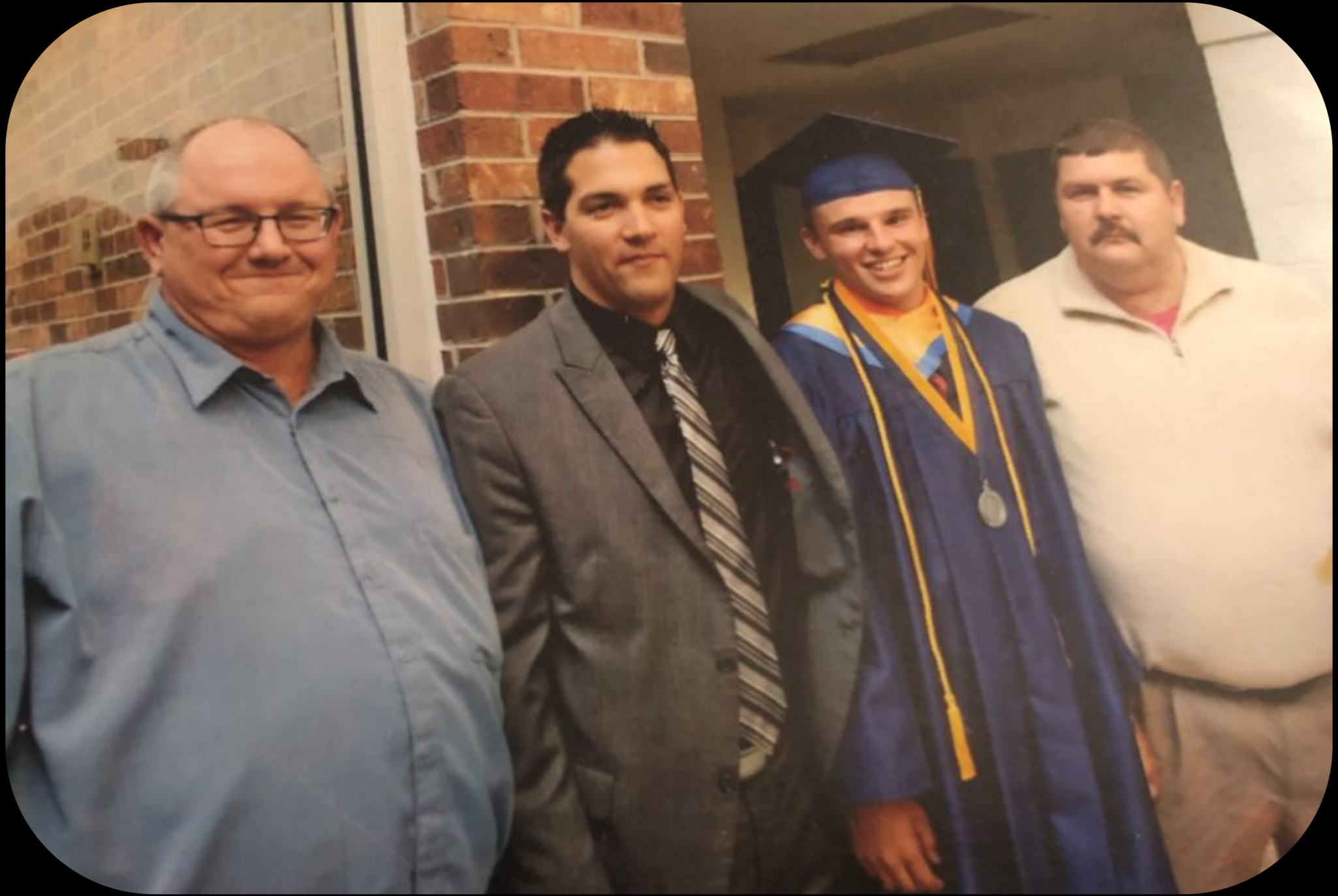
hollowayj@hlcsk12.net

989.366.2045

Guns N' Roses at Slane Castle Slane, Co. Meath, Ireland





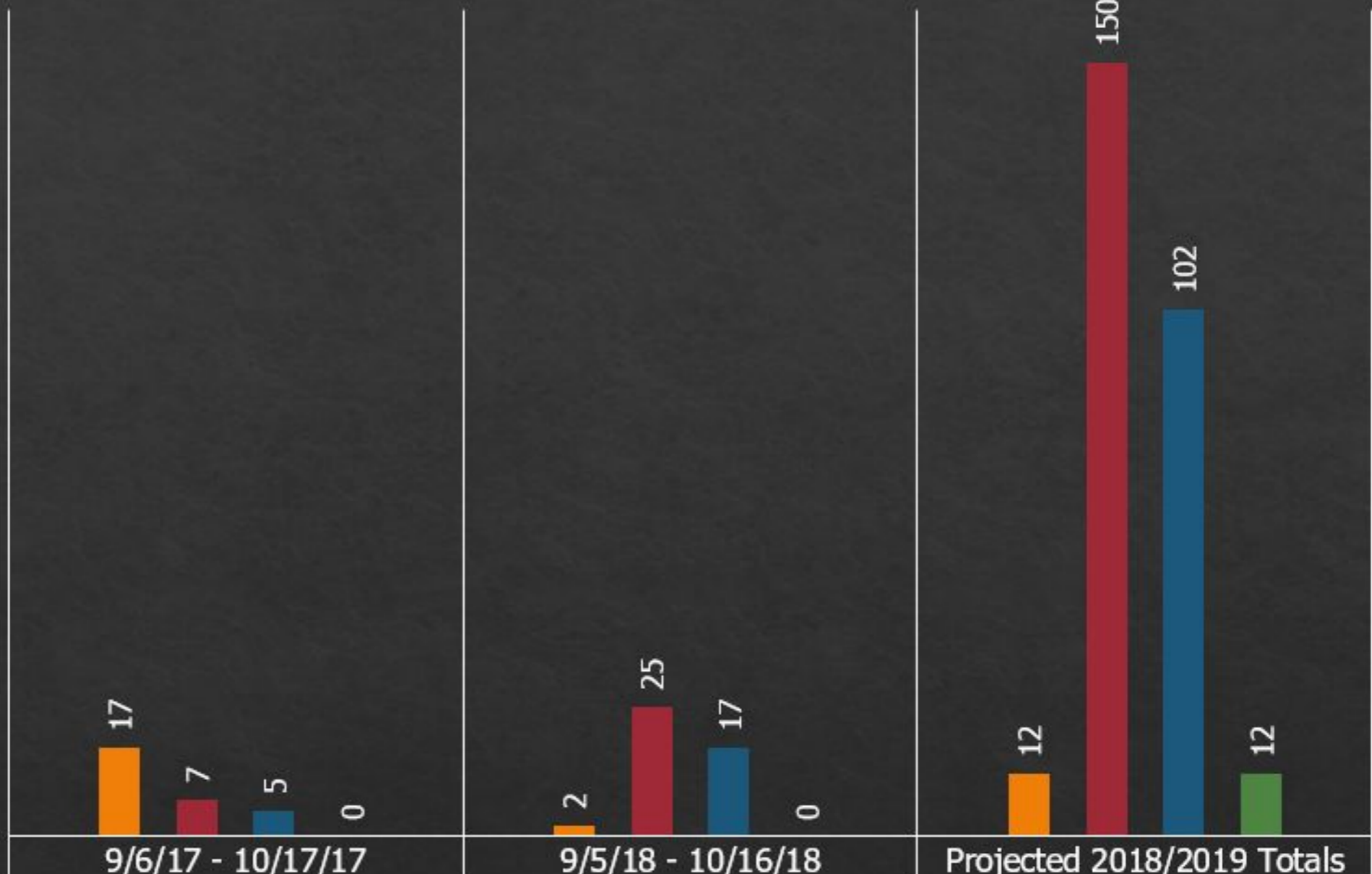






FIRST 30 SCHOOL DAYS COMPARISON WITH PROJECTIONS

■ 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

