

Restorative Practices at Garfield STEM Magnet and Community School



Goals of Restorative Practices:

- Relationship Building
- Developing Community
- Managing Tension and Conflict
- Repairing Harm



The 6 Rs

- Relationships
- Respect
- Responsibility
- Repair
- Reintegration
- Radical Love

Traditional/Punitive Practices

vs

Restorative Practices

Student violates school and rules

Student violates people and relationships

Justice establishes guilt

Justice identifies needs and obligations

Accountability = punishment

Accountability = understanding impact, repairing harm

Justice directed at offender only

Process involves person who caused harm, person harmed, and school

Student is punished when rules are broken

Student is responsible for harmful behavior, repairing harm and working toward positive outcomes

No opportunity for remorse or amends

Opportunity given for amends and expression of remorse



WHY? Exclusionary discipline has negative long-term consequences!

- More severe exclusionary discipline does not serve as a deterrent to students' future reported misbehavior, and for younger students it may instead exacerbate it.
- Just one suspension in 9th grade doubles the chance of a student dropping out. Each successive suspension increases the odds by 20%.
- Suspension nearly triples a student's likelihood of involvement with the juvenile justice system, even among youth who had no prior history of misbehavior.
- One study found that 73% of students who received a suspension failed subsequent academic courses.

Continuum of Restorative Practices

Tier 1-Relational

Tier 2 and 3 -Repair



**Affective
Language**

**Connection
Circles**

**Restorative
Convos**

**Restorative
Agreement
Meetings**

**Problem
Solving/
Harm
Circles**

**Restorative
Mediations
Community
Circles**

Daily

**2x/Month in
Advisory**

**1:1
Conversations**

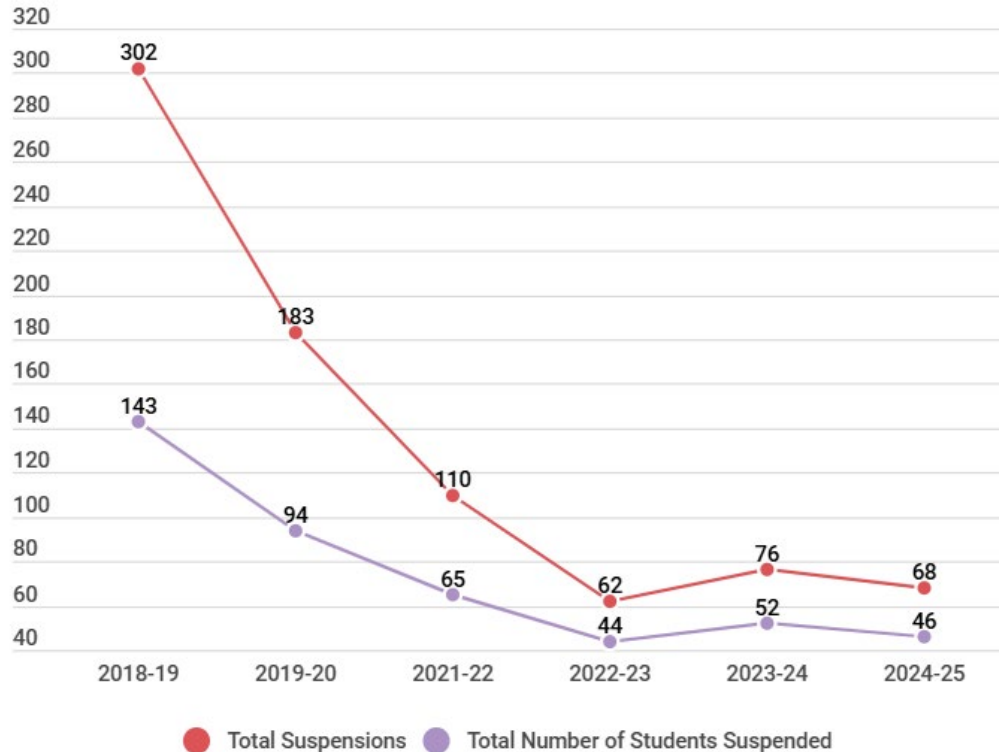
**1x/Month in
Content Classes**

Garfield's Timeline

- *2018-19 SY* Small group of teachers begins RP book study
- *2019-2020 SY*- IC approves transition from punitive to restorative discipline and RP Coordinator Position
- *2020 -2021 SY*- RP Coordinator hired (November 2020) and begins full staff professional development
- *Spring Semester 2021* - Staff begins virtual circles with classes
Small groups welcomed back
11 Circle Keepers begin welcoming students back with care packages
- *2021-2022 SY*- Welcome Back all students, staff implementation of circles and restorative conversations, Circle Keepers Grow to 21 students, RP Coordinator facilitates RA Meetings and Mediations
- *2022 -23 SY*- Circle Keepers Begin Partnership with UNM College of Education
- *2023 -2024 SY*- Student Success Center Coordinator hired, begins SSC as an alternative to out of school suspension
- *2024 -present* - Continuation of all practices, Circle Keepers grown to 31 students, Partnership extended to UNM Center of Health Sciences

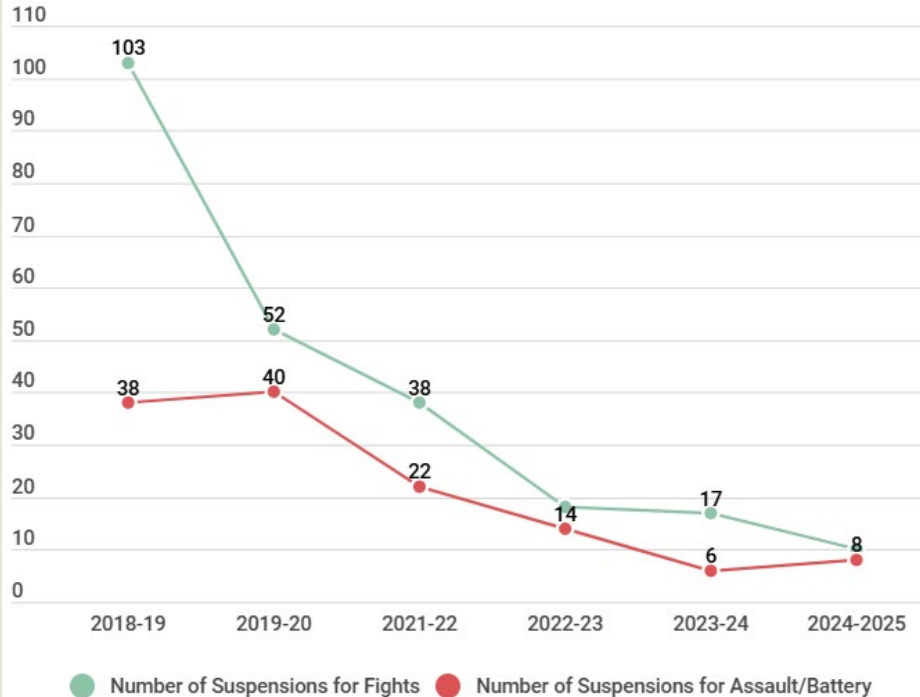
Data and Successes

Yearly Total Number of Suspensions and Yearly Total Number of Students Suspended



Data and Successes

Total Number of Suspensions for Fights



- Number of Mediations/ RA Meetings in 2021 -22: 110

- Number of Mediations/ RA Meetings in 2022 -23: 85

- Number of Mediations/ RA Meetings in 2023 -24: 65

- Number of Mediations/ RA Meetings in 2024 -25: 59

Challenges Regarding Sustainability

- **RP Coordinator (RPC) and Student Success Advisor (SSA)**
 - Paid through Title I and At-Risk
- **Title I Expenditure**
 - FY24- 90.1% budget = 1.0 FTE RPC
 - FY25- 95.5% budget = 0.95 FTE RPC
 - FY26- 99.9% budget = 1.0 FTE RPC + 0.57 FTE SSA
- **At-Risk Expenditure**
 - FY25- 20.7% budget = 0.05 FTE RPC + 1.0 FTE SSA
 - FY26- 8.49% budget = 0.43 FTE SSA

Building Actual Sustainability in Districts

- Create a dedicated “Restorative Practices Coordinator Fund” in the General Appropriation Act (GAA).
- Use the Public School Fund / Public School Equalization Guarantee (SEG) mechanism to embed “program add-ons.”
- Allow multi-year grants or “start-up” funding to seed positions.
- Leverage existing state “program support” or “school improvement” grant programs.
- Include a requirement for local match or in-kind support, but cap or waive that match for high-need districts.

A Word From Our Circle Keepers

