RESTORATIVE PRACTICES AT
HOUGHTON LAKE COMMUNITY
SCHOOLS

JOE HOLLOWAY, M.Ed.
RESTORATIVE PRACTICES SPECIALIST
HOUGHTON LAKE HIGH SCHOOL
Map of Houghton Lake and Kortrijk

3,877 miles/6,239 km

Houghton Lake
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.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Houghton Lake High School</th>
<th>Average of Similar Schools by Demographic</th>
<th>State of Michigan Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>88%</td>
<td></td>
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Key:
- Green: Houghton Lake High School
- Pink: Average of Similar Schools by Demographic
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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.

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

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

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

Teacher presents student with grade level academic task

Student's academic skills do not improve

Student engages in problem behavior

Student escapes academic task

Teacher removes academic task or removes student
Become Addicted to the **WHY**
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.”

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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).

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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
informal
affective statements
affective questions
small impromptu conversation

formal
circle
formal conference

Page 12 in *Restorative Practices Handbook*
# Office Referral

**Student:**

**Grade:** 8 9 10 11 12

**Referring Staff:**

**Date:**

**Time of day:**

**Administrator:**

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**Previous Actions Taken Before sent to the office:**

- ☐ Affective Statements (Time: _____)
- ☐ Affective Questions (Time: _____)
- ☐ Informal Conference (Time: _____)

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**Location:**

- Classroom
- Hallway
- Cafeteria
- Gym
- Library
- Cafeteria
- Other: __________

**Others Involved:**

- None
- Peers
- Teacher
- Staff
- Substitute
- Other
- Unknown

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**Perceived Motivation:**

- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Item/Activity
- Avoid Peer
- Avoid Adult
- Avoid Task/Activity

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**MINOR Area of Concern:**

- Tardy
- Technology Violation
- Defiance/Insubordination/
  Noncompliance
- Disrespect
- Disruption
- Inappropriate Language
- Physical Contact/ Physical Aggression
- Other: see list on back

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**MAJOR Area of Concern:**

- Skipping
- Theft
- Disruption
- Inappropriate Language
- Disrespect
- Defiance
- Physical Aggression
- Other: see list on back

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**Description of incident:**

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**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: __________

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**Notes:**

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**Student Signature: ______________**

**Administrator’s Signature: ______________**
<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Abusive/Inappropriate Language/Profanity</td>
<td>- Defiance/Insubordination/ Noncompliance</td>
</tr>
<tr>
<td>- Arson</td>
<td>- Disrespect</td>
</tr>
<tr>
<td>- Bomb Threat/False Alarm</td>
<td>- Disruption</td>
</tr>
<tr>
<td>- Bullying</td>
<td>- Dress Code Violation</td>
</tr>
<tr>
<td>- Defiance/ Insubordination/ Noncompliance</td>
<td>- Inappropriate Language</td>
</tr>
<tr>
<td>- Disrespect</td>
<td>- Physical Contact/ Physical Aggression</td>
</tr>
<tr>
<td>- Disruption</td>
<td>- Property Misuse</td>
</tr>
<tr>
<td>- Dress Code Violation</td>
<td>- Tardy</td>
</tr>
<tr>
<td>- Fighting</td>
<td>- Technology Violation</td>
</tr>
<tr>
<td>- Forgery/Theft/ Plagiarism</td>
<td>- Other</td>
</tr>
<tr>
<td>- Gang Affiliation Display</td>
<td></td>
</tr>
<tr>
<td>- Harassment</td>
<td></td>
</tr>
<tr>
<td>- Gender</td>
<td>- Inappropriate Display of Affection</td>
</tr>
<tr>
<td>- Ethnicity</td>
<td>- Inappropriate Location/ Out of Bounds Area</td>
</tr>
<tr>
<td>- Sex</td>
<td>- Lying/Cheating</td>
</tr>
<tr>
<td>- Race</td>
<td>- Physical Aggression</td>
</tr>
<tr>
<td>- Religion</td>
<td>- Property Damage</td>
</tr>
<tr>
<td>- Disability</td>
<td>- &gt;$100</td>
</tr>
<tr>
<td>- Physical Appearance</td>
<td>- &lt;$100</td>
</tr>
<tr>
<td>- Other</td>
<td></td>
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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:

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?

What happened? → What were you thinking about? → What are you thinking about now? → Who was affected and how? → What do we do to make things right?

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Please!

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Restorative Practices Center

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

Classrooms:

Respectful

Remember to bring:
- Phone or Tablet
- Headphone to work on
- Waterbottles
- Emergency kit

Safe

WELCOME to the "Think Tank" POLICIES
BE PREPARED
Respectful
Responsible
Honest
<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals to RP</th>
<th>In-School Detentions</th>
<th>Suspensions</th>
<th>Students w/ 5+ Majors</th>
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<tbody>
<tr>
<td>2015-16</td>
<td>0</td>
<td>90</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>2016-17</td>
<td>34</td>
<td>77</td>
<td>43</td>
<td>16</td>
</tr>
<tr>
<td>2017-18</td>
<td>66</td>
<td>42</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>2018-19 (YTD)</td>
<td>2</td>
<td>25</td>
<td>17</td>
<td>0</td>
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RESTORATIVE PRACTICES AT COLLINS ELEMENTARY

Circles utilized in the classroom to reinforce norms of the students
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

<table>
<thead>
<tr>
<th></th>
<th>9/6/17 - 10/17/17</th>
<th>9/5/18 - 10/16/18</th>
<th>Projected 2018/2019 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals to RP</td>
<td>17</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>In-School Detentions</td>
<td>7</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>Suspensions</td>
<td>5</td>
<td>17</td>
<td>102</td>
</tr>
<tr>
<td>Students w/ 5+ Majors</td>
<td>0</td>
<td>0*</td>
<td>12</td>
</tr>
</tbody>
</table>

*2 students have 4 Majors