

Manitou Springs High School Restorative Re-Entry Conferences: Building Relationships between Students, Staff and Parents

Description/Summary

The practice of Restorative Re-entry conferences emphasize the following three elements:

- (1) creating a focus on student support
- (2) Involving all stakeholders: parents, student, teachers, administration and outside partners when appropriate
- (3) accountability—repairing the harm, addressing its causes and providing a purposeful plan created by the student with adult support so that the strengths and supports of the student are at the forefront of the next steps.



A MSSD14 student on graduation day!

Key Elements – Maintaining Student Dignity in the disciplinary process

- Student engagement in the re-entry process
- Parent engagement in the re-entry process
- Focus is on identifying student strengths
- A circle of support for the student is identified and brought into the process
- Focus is on next steps, not past actions

Top Picks for Resources

CDE EARSS Website

www.cde.state.co.us/dropoutprevention/earss_resources

Restorative Justice: A Working Guide for our Schools
<http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

Restorative Justice: Resources for Schools
<http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Goal of the Process

To move past the reasons why a student was suspended or expelled from school, and focus on the systems of support that the student needs to be successful in school: engaged, a clear vision for their future and a circle of support to get them there!

Key Elements – What needs to be in place to implement this practice

- An intervention team needs to be in place
- Recommend that a high number of the intervention team has received formal restorative justice training
- The team must have clarity on the available community resources available to a student and family
- Administrators are key in this approach: they lead by example and by implementing this approach