

Valley Vibe

Restorative Practices

Restorative Practice is a framework for building community and for responding to challenging behavior through authentic dialogue, coming to an understanding, and making things right. Restorative Practices are ultimately about building community in order to be able to restore that community when problems occur.

Restorative Practices is a building goal for Indian Valley for our staff, students, and parents. We have spent professional development time both in August and November working with staff on our instructional practices and relationships with students as we move forward with this goal.

WHAT ARE RESTORATIVE PRACTICES?

Restorative practices are based upon three principles:

COMMUNITY

Relationships are at the heart of our school and we must work diligently to build, strengthen, and restore these relationships! This means we must first use Restorative Practices pro-actively by providing all members of the community with voice, respect and acceptance.

SOCIAL & EMOTIONAL LEARNING

Our school and our disciplinary system must intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are shown to improve students' pro-social behaviors, reduce emotional distress, prevent conduct problems, and contribute to higher academic achievement.

ACCOUNTABILITY

This is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. We help students hold themselves accountable by both setting high expectations and providing high levels of support. Restorative practices do not eliminate consequences; they promote consequences that hold students deeply accountable for repairing and learning from the impact of their actions.

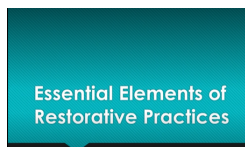
Rather Listen...Enjoy a video version

INTRODUCTION



Dr. Catherine Heller
Assistant Principal

WHAT ARE RESTORATIVE PRACTICES?



Mrs. Lori Graf
MTSS Specialists

WHAT DOES IT LOOK LIKE IN SCHOOL?



Mrs. Kara Canale
School Psychologist

HOW CAN YOU SUPPORT IT AT HOME?



Ms. Jen Tobey
Mrs. Kristen Raught
School Counselors

WHAT DOES RESTORATIVE PRACTICES LOOK LIKE IN SCHOOL?

Instructional Practices	
Community Building Circles What? A formal process which includes preparation, including intentional seating arrangements and scripts, facilitated by a trained adult in an appropriate setting with enough time. Why? To build community, relationships, social-emotional skills and relationship skills	When? Advisory class every Monday Who? The whole school
Restorative Language and Active Listening What? An informal process to convey via an affective statement how a behavior makes a person feel followed up with an affective question to allow others to reflect on how their actions have impacted others. Why? To teach empathy. Regular use of affective statements is important because it builds the skills of students to recognize their feelings thereby increasing communication and social skills. Students who can describe how they are feeling can connect feelings with real life situations.	When? In all types of interactions with students dealing with both positive and negative behavior. Who? The whole school
Impromptu Conferencing What? A relatively informal interaction facilitated by an adult, lasting as little as two minutes, in which students have a chance to acknowledge and discuss the impact of their actions. Why? To help students identify emotions, recognize the link between emotions and actions, understand the impact of behavior and avoid similar behavior in the future.	When? When a minor wrongdoing by an individual that causes generalized harm (or potential harm) to others – disruptive or rule breaking behaviors. Who? Teacher and 1-2 student involved
Circles or Conferences to Repair Harm What? A formal process in which both individuals explain their perceptions and experiences to each other and work towards a mutually agreed upon resolution. Mediator facilitates understanding but does not suggest or decide resolutions. Why? To identify any deeper source of the conflict, resolve the conflict and agree on future behaviors.	When? Clear harm caused by individual(s) to other(s), a particular incident. Who? Guidance counselor and impacted students

VIDEO EXAMPLES

[Community Building Circles](#)
[Impromptu Conferencing](#)
[Circles or Conferences](#)

WINGS Program

The WINGS program is our positive behavior support program at Indian Valley. WINGS stands for welcoming, involved, neighborly, genuine, and safe. Below are our behavior expectations at our school.

Indian Valley MS

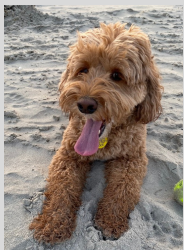


EAGLES	Lunchroom	Hallway	Classroom	Social
W WELCOMING	Ask someone to join your table	Say hello to peers and adults	Arrive to class on time	Speak to peers and teachers using appropriate language and tone
I INVOLVED	Clean up your own lunch table/area	Keep hallways and lockers clean	Follow directions the first time given	Demonstrate a positive attitude towards peers and adults
N NEIGHBORLY	Help others clean up	Respect one another's space and property	Encourage one another	Include someone who is left out
G GENUINE	Respect your peers' lunches/lunch space	Purposeful use of hallways/have a pass	Demonstrate being engaged (i.e. looking at the teacher)	Be truthful with peers and adults
S SAFE	Stay in a seat	Walk in the hallways	Volunteer and participate	Report unsafe behavior and bullying behavior to an adult

Students receive WINGS tickets from teachers and staff for displaying positive expected behaviors at school. They place their tickets in a team box. Students with three or more tickets per marking period are invited to a special activity.

Partners with Paws

We are excited to bring back our Partners with Paws program this year. The purpose is to utilize therapy dogs to provide emotional and physical support in the educational setting. These dogs model good behavior, tolerance, and acceptance. All Certified Therapy Dog Teams in IVMS work to support and positively influence student academic achievement and behavioral success.



Debbie



Bellagracie



Mo

Dogs can work with students individually, in small groups, or whole class setting. Students who earn a WINGS ticket with a sticker can request a visit with dogs in the office.

WINGS Ambassador Focus Group

The mission of the WINGS ambassador group is to provide an opportunity for students within our building to communicate and model the message of WINGS within our school community.

Responsibilities

- Participate in the WINGS FOCUS Group for the academic year
- Work collaboratively with all student board members, share ideas, and complete tasks to improve and strengthen WINGS procedures and programs
- Create and improve existing education/presentations/videos of the WINGS Program
- Present on IVTV, at lunches, and in classrooms about WINGS updates
- Represent the WINGS characteristics
- Serve as a WINGS mentor to peers
- Facilitate marking period tasks (i.e. cutting and delivering passes, making posters for Marking Period rewards, counting tickets, etc.)
- Participate in a WINGS sub-committee during the academic year
 - Education/Presentations/Videos
 - Rewards/Prizes
 - Posters/Advertising
 - Community Outreach



Home Access Center Reminder

Don't forget to check your child's report card.



Follow us @Soudertonsd
#IndianValleyMiddleSchool

VALLEY SPOTLIGHT



Student Council Thanksgiving Food Drive

Each advisory group generously contributed food and monetary donations.

We were able to provide meals and gift cards for 24 families. We were also able to donate to the Keystone Opportunities Center.

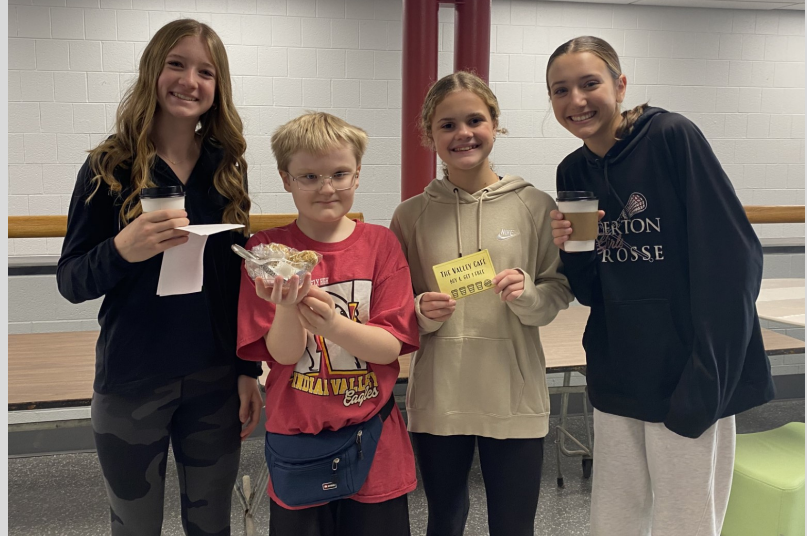


VALLEY SPOTLIGHT

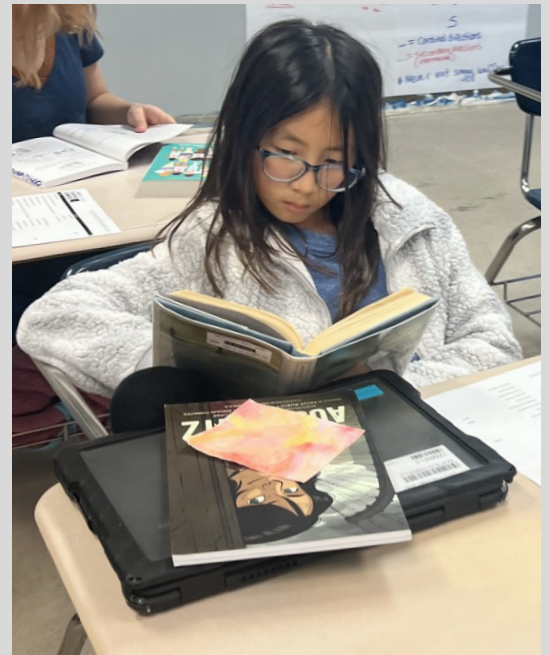


Mr. Bussom's 7th grade social studies class created Viking ships. Students were scored on historical accuracy, boat speed, and weight capacity.

Partners Focus Group



Reading Olympics Club has been meeting afterschool to read and practice for the competition.



VALLEY SPOTLIGHT



Partners with Paws



Mrs. Thomas' 7th grade science class participated in STEM activities to create a flying turkey and design the Mayflower.

