Districts across the state of Michigan are looking for ways to implement restorative practices. Legislators created a law that requires schools to engage in restorative practices, but how to do so is a different story. When Stephen Hawley our principal and I came across Suite360 at a conference last summer, we said Suite360 pretty much exactly fits Restorative Practices that the state is talking about in terms of education for students. Suite360 meets students where they’re at and gives them the opportunity to learn a little bit about why they’re in ISS in the first place and how they can improve their decision-making. If districts are looking for ways to comply with restorative practices, Suite360 is a good fit.

We had a Restorative Practices professional development session, where all of the secondary administration, counselors, psychologists, and social workers were trained in restorative practices. During that PD session, we introduced Suite360 and talked about how the program will really help us comply with the law. But it’s beyond compliance, it’s about giving students the educational piece instead of suspending them from school and hoping they’ll learn something from their parents or on their own.
How are you using Suite360?

“I assign the modules depending on the student’s infraction. Prior to that, I email the teachers requesting work for the students to complete so that I can make sure they have work to do during their ISS as well as their assigned Suite360 modules. So, in total, the students have the Suite360 modules, a writing assignment, and homework. Then at some point during that day, I steer the conversation toward whatever conduct issue that caused the bulk of the students to receive ISS. I also pull aside students with one-off issues, like a student who is in trouble for drinking; so, there’s a social work component as well. I recommended Suite360 to my home district and am meeting with the superintendent to share what we’re doing at Lake Orion.”

How are your students enjoying Suite360?

“The important feedback I’ve gotten from the students is that they walk out of that ISS room saying, “I got a lot of work done today,” which they wouldn’t have said if they’d stayed at home. So, they’re getting work done and they’re getting the social-emotional piece too. And I don’t see a lot of repeat offenders, so I really believe that this is the right approach. The students complete the modules and, for the most part, I know that they are putting the effort in because the percentages at the end show that they actually are doing it.”