



Restorative Practices in Schools Implementation and Training Services

Program Development, Implementation, and Sustainability

- School (or district) level culture and climate assessment and implementation readiness
- Program development and implementation planning
- Coaching for teachers, classified staff and administrators
- Sustainability and evaluation consulting, including train the trainer services and customized rubrics for performance evaluation
- Integrating Restorative Language and Restorative Practices into your student discipline/code of conduct handbook

Training

- Introduction to Restorative Practices:
Provides basic values and principles of Restorative Practices and every tools such as restorative language, conversations, connection circles and one-on-one restorative agreement meetings. [*Half-day to 3-day: Suitable for all school personnel and includes skills training in community building and primary behavioral support and intervention techniques.*]
- Restorative Mediation and Formal Group Conferencing (for adults and/or students):
Provides script-centered behavioral support and intervention training for discipline incidents involving mutual responsibility and/or those in which referred student(s) and affected parties participate in a circle process to identify and address harm; resulting in a signed contract. [*1-3 day: Suitable for identified core team responsible for behavioral interventions typically resulting in detention or suspension.*]
- 8 Day Summer Training Institute –Restorative Practices in Schools (June):
3-Day Introduction to Restorative Practices followed by 2-Day Restorative Mediation & Conferencing, and 3-Day Active Implementation & Evaluation.
- Advanced Workshops:
 - Implementation Science
 - Parent Awareness, Engagement and Support in School and at Home
 - Restorative Approaches to Challenging Behaviors in the Classroom
 - Identifying Effectiveness and Evaluation Techniques for Administrators
 - Restorative Practices: Tried and True Staff Conflict Resolution Strategies
 - Restorative Mediation: How to Facilitate Student and Staff Conflict Resolution
 - Restorative Approaches to Challenging Behaviors for Classified Staff
 - Restorative Approaches for Attendance Challenges and Truancy
 - Curriculum Development, Delivery and Assessment
 - Trauma and Restorative Justice



RESTORATIVE SOLUTIONS, INC. BACKGROUND INFO

Restorative Solutions Inc. is dedicated to inspiring and supporting schools, justice systems, and communities to embrace restorative community justice values, principles and practices.

Our services include, skills training in restorative practices, program development, program management, strategic planning and integration, partnership building, community development and team development.

Our trainers and consultants have assisted hundreds of organizations and communities nationally and internationally in finding ways to incorporate restorative justice values, principles and practices and to address the school to prison pipeline. Our work spans the full spectrum of prevention to intervention.

We have been teaching restorative practices in schools for over 20 years and in the juvenile justice system for over 10 years. Our trainers have facilitated dozens of restorative justice conferences in numerous settings, including schools and the juvenile justice system.

Randy Compton, President and Co-founder, brings two decades of experience working with schools in conflict resolution education, social emotional learning, and restorative practices.

Catherine Childs, Principal and Partner, and Director of the Community Restorative Justice Partnership for the 20th Judicial District, brings over a decade of work with juvenile and criminal justice systems and district-wide implementation.

Kevin Pugh, Senior Associate and Dean at Flagstaff Charter Academy, brings over a decade of experience training and implementing restorative practices, both in schools and the criminal justice system.



Restorative Practices in Schools

Ending the School-to-Prison Pipeline & Stats That Prove It Works

We're Doing Discipline Wrong

There's NO evidence that "punishment/reward" systems do anything to teach our students the behavioral and relationship skills they need to be successful (academically and socially). In fact, our traditional punitive systems are deeply harmful to students, families, schools and entire communities.

Suspended or Expelled?

- 6x more likely to repeat a grade
- 5x more likely to drop out
- 3x more likely towards juvenile justice

Arrested in school?

- 2x more likely to drop out

First time in court?

- 4x more likely to drop out

Equity issues

- Black = 4x more than whites
- Native American = 3.5x more than whites
- Latino = 2x more than whites

Recidivism nationally:

First-time offender is...

- over 80% likely to re-offend criminally
- over 85% likely to re-offend in schools
- (US Dept. of Education, Advancement Project, Dignity in Schools Campaign, Council of State Governments Justice Center, compiled by Padres & Jovenes Unidos, 2015)

SO, WHAT'S THE ANSWER?

Restorative Practices: Shifting away from punitive and retributive systems is effecting change, improving outcomes, and making schools safer.

Does It Work?

Denver Public Schools (CO):

- Suspensions down 40%-80%
- Absenteeism down 50%
- Tardiness down 60%
- (Baker, 2009)*

Cole Middle School (CA):

Suspensions down 87%

Expulsions down 100%

Reduced fights and built relationships

(UC Berkeley School of Law's Center for Social Justice, 2010)

West Philadelphia High School (PA):

Violent acts and serious incidents down 52%

Suspensions down ~70%

(IIRP, 2009)

Chicago Peace Center (IL):

80% of students showed academic improvements
significant changes in behavior and attitude

Flagstaff Charter Academy (CO):

Dramatic changes academically and socially:

Sense of Safety

2009 = 51% of 250 students felt "always safe" or "almost always safe"

2015 = 85% of 900 students felt "always safe" or "almost always safe"

Sense of Belonging

2009 = 72% of 250 students felt they belonged

2015 = 90% of 900 students felt they belonged

Recidivism Rates

2009 = each teacher averaged 10+ incidents/day

2015 = <2 incidents/day

Behavior Concerns

2009 = 15% of 250 students involved in 80% of misbehavior

2015 = 3% of 900 students involved in 80% of misbehavior

State CDE Rank

2009 = #388

2015 = #1

(Flagstaff Academy, 2014)

IT WORKS. IT'S WORTH DOING...

*(*For more information on references listed, please contact us.)*

Restorative Solutions, Inc., Boulder, CO

www.restorativesolutions.us



EXPECTED RESULTS AFTER IMPLEMENTING RESTORATIVE PRACTICES

- Fewer out of school suspensions
- Fewer teacher referrals to the office/dean
- Fewer days lost to absenteeism
- Increased academic achievement
- Stronger relationships
- Greater connections between students and staff, parents and administrators and students and their peers
- Reduced recidivism
- Increased empathy, resilience and life long conflict resolution skills
- Students, staff and parents taking more personal responsibility for their feelings, thoughts and behaviors
- Increased collaboration and reintegration, rather than punishment and isolation

EXPECTED BEHAVIORAL OUTCOMES FROM STUDENTS' PERSPECTIVE

Experiencing Restorative Practices in the classroom

- My teacher is respectful when talking about feelings. (Affective Statements)
- When someone misbehaves, my teacher responds to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired. (Restorative Questions)
- My teacher uses circles to provide opportunities for students to share feelings, ideas and experiences. (Proactive Circles)
- My teacher asks students for their thoughts and ideas when decisions need to be made that affect the class (Fair Process)
- My teacher uses circles to respond to behavior problems and repair harm caused by misbehavior (Responsive Circles)
- My teacher acknowledges the feelings of students when they have misbehaved (Management of Shame)

RESTORATIVE PRACTICES TRAINING LEARNING OBJECTIVES

After completing the training, participants will be able to:

Introduction Training in Restorative Practices for Key Leadership Staff

- Identify the difference between restorative justice and retributive justice
- Recognize the underlying philosophy of restorative justice and restorative practices
- Identify the five core restorative practices
- Understand the basics of using circles to share feelings, ideas and experiences in order to build community and to repair harm
- Understand the basics of responding to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired
- Identify the list of discipline programs and philosophies at their school and district
- See how Restorative Practices can fit into the current discipline programs and practices currently underway in their own school and how such a fit can be a collaboration
- Identify the basic timeline and end goal for this initiative
- Know the key elements in assembling a successful implementation team

Restorative Practices for Prevention and Community Building

- Identify the difference between restorative justice and retributive justice
- Recognize the underlying philosophy of restorative justice and restorative practices
- Successfully lead a Connection Circle in their classroom to provide opportunities for students to share feelings, ideas and experiences in order to build community
- Lead a Circle Process in their classroom in order to repair harm
- Use a Restorative Conversation when responding to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired
- Use affective statements and pauses in order to elicit feelings from students and respond in a respectful way
- Ask students for their thoughts and ideas when decisions need to be made that affect the class
- Acknowledge the feelings of students when they have misbehaved
- Successfully lead a Restorative Agreement Meeting when responding to negative behaviors and developing a written agreement between the parties
- Identify the basic timeline and end goal for this initiative
- Develop a community of practice to continue learning the skills and philosophy of Restorative Practices
- See their role in making this initiative a success

Restorative Practices for Intervention and Repairing Harm

- Recognize the underlying philosophy of Restorative Justice and Restorative Practices as it relates to discipline, suspensions and expulsions
- Identify the difference between Restorative Agreement Meetings, Restorative Mediation and Restorative Conferencing
- Know when and how to use Restorative Mediation when responding to negative behaviors by bringing students together to talk about what happened, who has been harmed and how the harm can be repaired
- Lead a pre-conference meeting with students to assess their readiness of participation and necessary steps for bringing students together
- Identify what types of cases are appropriate for Restorative Mediation
- Determine what staff members are qualified to facilitate a Restorative Mediation
- Identify the basic sequence for handling a case through Restorative Mediation
- Develop a community of practice to continue learning the skills and philosophy of Restorative Mediation
- See their role in making this initiative a success

EXECUTIVE SUMMARY

Through interviews and focus groups with staff members at three Denver schools that have successfully implemented restorative practices (RP), four essential strategies for taking this approach school-wide were identified: strong principal vision and commitment to RP; explicit efforts to generate staff buy-in to this conflict resolution approach; continuous and intensive professional development opportunities; and, the allocation of school funds for a full-time coordinator of RP at the site. Additional approaches that supported school-wide implementation of RP are described in the full report.

Principal Vision & Commitment

Taking restorative practices school-wide was possible because administrators held the following beliefs:

- Exclusionary discipline practices, such as expulsion and suspension, generally fail to change student behavior.
- Students' time in class is a key factor in determining their educational success.
- Proactively teaching students social, emotional, and conflict resolution skills improves their behavior and promotes their academic achievement.
- Standing by the philosophy of restorative practices when faced with resistance to change is worth the effort.

Staff Buy-In

Widespread buy-in to restorative practices among stakeholders was generated using the following strategies:

- Involving teachers, service providers, and community members in development of policies and protocols that guide the delivery of restorative practices and their integration into discipline processes.
- Soliciting regular feedback from staff throughout the implementation process.
- When hiring new staff, including teachers, assess their support for the restorative practices philosophy.

Professional Development

Capacity to implement restorative practices throughout the school was supported by:

- Initial commitment of substantial professional development time to new discipline policies and protocols, restorative practices, and allied relationship-building approaches.
- Availability of "booster sessions" for revisiting discipline processes and restorative practices.
- Allocation of additional resources for individualized coaching among staff members who have difficulty aligning their practices with a restorative philosophy.

Full-Time RP Coordinator

To sustain all the other essential strategies for success, schools had to dedicate funding for a person with the following responsibilities:

- Develop positive relationships with students, teachers and families.
- Facilitate formal conferences and mediations.
- Monitor student agreements to repair harm caused.
- Provide coaching and training to other staff members



WELCOME TO IMPLEMENTING RESTORATIVE PRACTICES!

This is Your Packet of Materials for Implementing Restorative Practices as Recommended by Restorative Solutions, Inc.

Introduction

Thank you for your commitment to implementing restorative practices in your school.

Schools across the country are seeing the value of implementing restorative practices as a way of improving school climate, building a sense of community where all voices are heard and valued, and decreasing punitive discipline.

We're glad you've made the choice to strengthen and transform your school community.

What's In This Packet/Implementation Manual

In this packet, we have included a variety of materials, checklists, action plans, and articles that are designed to help you implement restorative justice practices for schools that will last over time and be implemented with fidelity.

- 1) Agreement to Work Together
- 2) Action Planning Worksheet
- 3) Ending the School-to-Prison Pipeline & Stats That Prove It Works
- 4) Expected Results After Implementing Restorative Practices
- 5) Expected Behavioral Outcomes from Students' Perspective
- 6) Restorative Practices Training Learning Objectives
- 7) Executive Summary from Taking Restorative Practices School-wide
- 8) Implementation Stages Checklist
- 9) Implementation Teams
- 10) Implementation Components
- 11) Suggestions for Daily, Weekly and Monthly Activities following a Restorative Practices in Schools Training
- 12) Sample Action Plans
- 13) Suggested Evaluation Outline of Restorative Practices in Schools
- 14) Rubrics for School & Classroom Level Evaluation of Restorative Practices
- 15) Teacher & Student Questionnaires on Restorative Practices
- 16) "5 Reasons Implementation of Restorative Practices Fails in Schools"
- 17) Suggested Language for Including Restorative Practices Into the Discipline Code and Student Code of Conduct
- 18) Background Info on Restorative Solutions, Inc.
- 19) Restorative Practices in Schools Implementation and Training Services from Restorative Solutions, Inc.

(*Additional Implementation Guides from around the country can be found on our website under Resources)

The Restorative Vision for Schools

The restorative vision for schools is about cultural transformation. A big part of the transformation is the engagement of all voices in decision-making. The restorative philosophy asserts that there is wisdom in each of us and that the collective wisdom is always greater than the wisdom of any individual. Restorative processes are particularly effective at allowing voice for every person and at accessing the collective wisdom of a group.

Schools are nested communities. The classroom is a community within the community of a particular school, which is a community within the community of the district as a whole. At each level of community it is important for the stakeholders to engage in conversation about the values and principles of restorative philosophy – to talk about how we are going to live together. The specifics of implementation are designed to meet the needs of that particular community. Self-governance is a very important principle of the restorative framework. Sharing power happens at every level. Teachers share power with students. School administration shares power with teachers and parents. District administration shares power with schools. Sharing power is necessary to access collective wisdom!

Experience across the country suggests that the individual school level is the critical unit for implementation. Sustainable implementation requires grassroots engagement of staff, students, parents and administrators at the school level with support from district administration. Experience also suggests that training alone is not sufficient. A restorative culture in a school requires major behavior change of the institution. It takes time. It requires role modeling and coaching. It requires practice.

In my own journey with restorative justice I have had to pay more attention to how I show up every day. Am I bringing my 'best self' to my interactions with others? Am I listening with an open heart and an open mind? Can I stay in a place of curiosity rather than jumping to judgment when I do not like what I am hearing or seeing? I have had to pay attention to what is going on inside me. The circle process helps me to slow down and notice my thoughts, my assumptions, my judgments so I can then be more intentional about my actions.

The underlying concepts of a restorative approach are not new. They are indeed ancient and go by many names. Restorative practices are designed to allow us to live together as humans in a good way. For many people they are intuitive. The articulation of this philosophy and the development of specific restorative practices has given us a way to be more intentional about living together in a good way.

Mary Clark, a biologist, suggests that the two most fundamental needs of humans are meaning and belonging. Our culture thwarts meaning and belonging in many ways. Our schools reflect our culture and they hold the potential to change our culture. Restorative approaches guide us toward a pathway to cultural transformation that could start in schools and spread to all our social institutions. Together students, parents, teachers and administrators can create a culture in which everyone belongs and meaning is nurtured for everyone. – Written by Kay Pranis, 2016