

Restorative Practices Update

April 11, 2018

Within school settings, RJ encompasses many different program types and might be best characterized as a non-punitive approach to handling a wide range of conflict.

An RJ program can involve the whole school, including universal training of staff and students in RJ principles, or can be used to respond to an incident or ongoing conflict.

Origins

Literature reviewed = “mostly consistent in indicating that RJ originated in the premodern native cultures of the South Pacific and Americas.”

These cultures had a different approach to conflict and social ills.

Emphasized the offender’s accountability for the harm they caused, along with a plan for repairing the hurt and restoring the offender to acceptance.

The emphasis on the harm done rather than the act is a widely recognized principle across the RJ literature

Notable

It is commonly believed that Australia pioneered the use of RJ in school settings. Most literature points to a Queensland high school that first implemented a school-based RJ conference in 1994 to respond to an assault at a school-sanctioned event (Blood, 2005; Sherman & Strang, 2007).

Restorative Justice in U.S. Schools: A Research Review

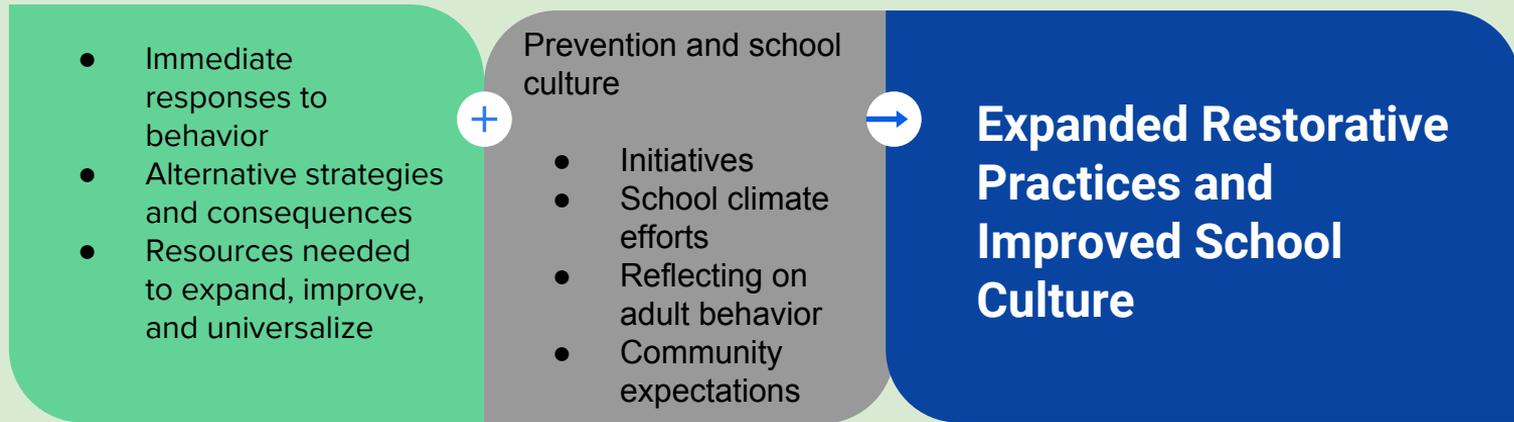
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February 2016

Tonight's discussion...

Focused on secondary schools

Reflects first part of a two-part discussion on Restorative Practices and School Culture and Prevention Strategies



Previous Work

Matrix and Roadmap Committees met periodically throughout 2016 and 2017.

- Guide to Intervention Supports and Alternatives to Suspension developed and in revision.
- Draft Roadmap and Implementation Proposal developed (currently being reviewed)

Previous Work

Goals met relative to Implementation:

Middle Schools:

Addition of full time credentialed counselors at MS to integrate practices into school culture and support a core group of higher needs students

High School:

Development of a trained RJ Coordinator position

Core group of teachers participate in pilot cohort for community circles and conferencing

Growing number of teachers asking for support with circles/conferencing and 220 regular student participants in small school

Current and Ongoing Work

April: Second full day: **secondary** staff with a focus on school culture and prevention strategies.

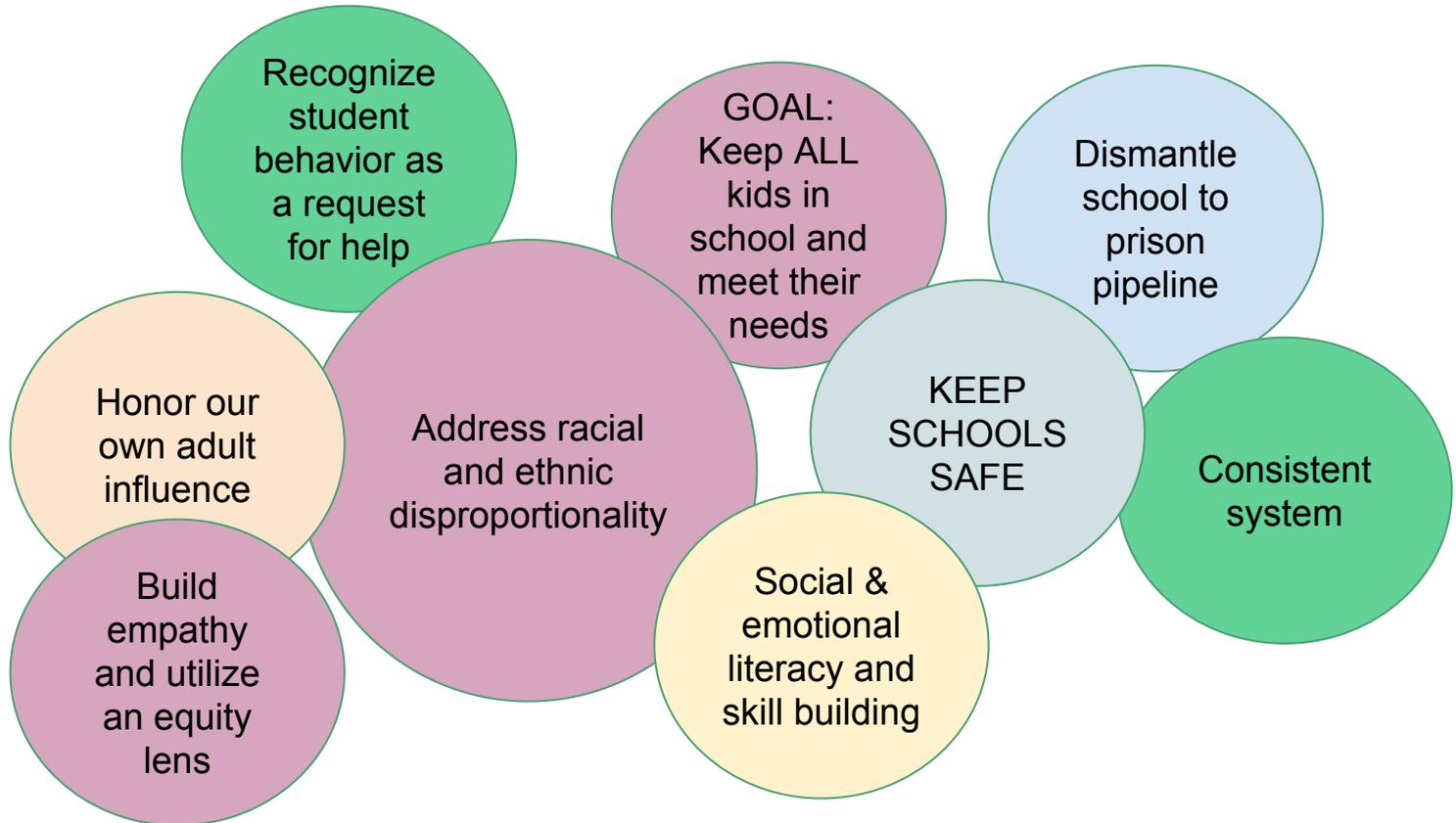
May: Smaller **secondary** working group -notes from both the February and May meets, as well as 16-17 work, crafted into preliminary recommendations.

June: **K-5** full day to examine exclusionary discipline challenges and revisit 16-17 work and documentation.

July-Sept: Smaller **K-5** work group takes notes from 16-17 work and June retreat and crafts preliminary recommendations.

October: Educational Services team and executive cabinet reviews K-5 and secondary recommendations and develops specific proposals for LCAP, BSEP, and General Fund budget development processes that begin late Fall/Winter 2018.

Staff perspectives on why are we moving toward a restorative approach.

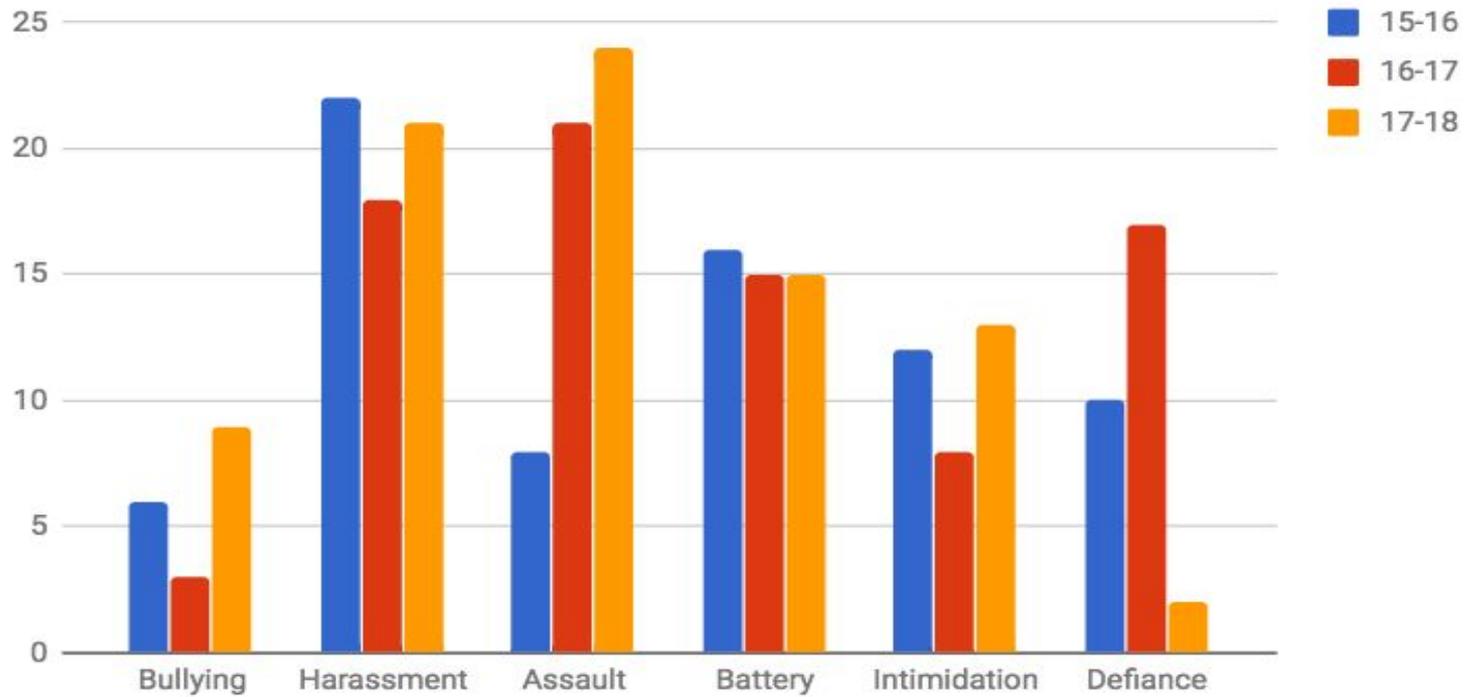


Major categories leading to suspension (secondary)

Keyword	Frequency of keyword		
	2015-16	2016-17	Updated 2017-18 (4/9/18)*
Bullying	6	3	9
Harassment	22	18	21
Assault	8	21	24
Battery	16	15	15
Intimidation	12	8	13
Defiance	10	17	2

* Report Used: **Illuminate Behavior Management Incident Reports**
Search Records for key terms

SUSPENSIONS BY KEYWORD/CATEGORY



What Are Our Alternatives?

- SST meeting
- Better and more frequent communication with home
- Mediated discussions with teachers
- Restorative circles
- Apology letters
- Community service
- Counseling
- Loss of privileges
- Peer Group Counseling
- Mentorships
- Check In-Check Out
- Parent Meetings
- CBO Referral
- Reteaching curriculum related to behavior
- Anti-bullying training
- Student incentives
- Safety and Behavior Plans
- Parent coaching/engagement
- Drug/alcohol/tobacco treatment programs (partnership with CBOs)
- Resource center on campus
- Anger management/other skill building programs
- Dynamic mindfulness
- Physical Space Change /Quiet Room
- De Escalation techniques
- Crisis counseling

Who Facilitates and/or Coordinates Our Alternatives

- On Campus Intervention Staff (OCI)
- Intervention counselors
- Varied collaboration/consultation between admin and support staff

IDEA: “First responder” crew - de-escalation with a handoff to a specialist

What steps do we take if a family declines to participate in an alternative?

This just doesn't happen that often - what is more frequent is that a student is not ready to meaningfully participate in the RJ process

What happens to students when there are delays/backlogs for services?

- issue can go unattended and then it escalates to a crisis
- requires increased mental health resources at a later point
- students lose faith
- loss of community

Questions:

How do we deal with the interim time while we prepare the student?

How do we communicate about delays (capacity or preparation)?

Critical to at least update teachers; think about how we could update students/wider community

Middle Schools

- RJ counselors at each site
- Safety officers
- Counselors
- Counseling Interns
- COST teams
- Mental Health Counseling
- Affinity Groups
- Administrator/Staff Consulting

BHS

- 1 RJ Practitioner
- 3 intervention counselors
- 15 safety officers (12-13 next year)
- 1.5 student welfare and attendance staff
- Health Center: 1 clinician and 3 interns
- ATOD counselor
- 8 academic counselors
- SPED case managers
- Peacekeepers

Policy Changes Require More General Resources in this Area

- Behavior agreements
- Daily/Consistent follow-up during an extended alternative consequence
- Coordination of community service and various alternatives
- Rehabilitation plans

Other Resource Thoughts

Consider RJ knowledge as a criteria for new staff hires at levels

Train trainers to multiply capacity and skills

Invest in safety officers and other key staff with de-escalation and other skills

Are there other more productive "time-out" options for kids who truly need a break?

More opportunity to Share knowledge and skills

Continue visits to other school models

Firmer requirement for cultural competence training

Create an RJ class for elective credit

Overall Concerns/Ideas

- Suspension data does not reflect the actual loss of instructional time that's currently happening due to behavioral issues
- Should there be a requirement for RJ before ANY suspension? Requires time and resources.
- A dramatic shift in resources may be required
- Consultancy Model:
 - In the event of a potentially suspend-able behavior an administrator would be required to consult with a non-administrator in a behavior related or support service position (staff/provider) before making a decision
 - Let those folks use their tool belts first, then utilize suspension
 - Should we be asking instead: When is it helpful to the student for he or she to be suspended?
 - We need to honor best practices that are happening in our schools now
 - We need to change adult behavior
 - We need consistency of application of responses in terms of the patter across secondary schools (not just within a school site)
 - What is the cost of the time devoted to *good* responses?
 - Need resources for monitoring, documentation and evaluation

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Simplicity and Clarity in Our Goals

More skilled people doing...

Responding

Assessing

Preparing kids to participate in...

Facilitating/Repairing

Following Up

+

More consistent and expanded options to serve as productive alternatives to traditional discipline