



COLORADO

School Safety Resource Center

Department of Public Safety

Colorado School Safety Resource Center
Restorative Practices (RP) Guide for Schools

June 2019

The most current version can be found on the CSSRC website: www.Colorado.gov/CSSRC

*** The Colorado School Safety Resource Center (CSSRC) does not endorse any programs and takes no responsibility for any services mentioned below. The CSSRC offers these as information for further investigation by a district and/or school.**

Introduction

In the U.S. Department of Education’s publication *Guiding Principles for Improving School Climate and Discipline Report*, the then U.S. Secretary of Education, Arne Duncan, expressed, “Effective teaching and learning cannot take place unless students feel safe at school. Positive discipline policies can help create safer learning environments without relying heavily on suspensions and expulsions. Schools also must understand their civil rights obligations and avoid unfair disciplinary practices. We need to keep students in class where they can learn.”

Recognizing the need for positive school discipline, the Colorado legislature passed SB12-046, within HB12-1345, stating that schools must “impose proportionate disciplinary interventions and consequences, including but not limited to in-school suspensions, in response to student misconduct, which interventions and consequences are designed to reduce the number of expulsions, out-of-school suspensions, and referrals to law enforcement, except for such referrals to law enforcement as are required by state or federal law; (b) include plans for the appropriate use of prevention, intervention, **restorative justice**, peer mediation, counseling, or other approaches to address student misconduct, which approaches are designed to minimize student exposure to the criminal and juvenile justice system.”

Educators therefore need to attend to the social and emotional health of students, including addressing conflict and moving away from zero tolerance policies. Many schools have successfully implemented restorative approaches to address these issues. According to the Colorado Restorative Justice Council, “restorative justice has been shown not only to decrease suspension rates anywhere from 40% to 80%, but has also resulted in a nearly 50% drop in absenteeism and a 60% decrease in tardiness.” Other schools need assistance in understanding how restorative approaches can be effectively implemented to achieve similar results.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, published in March 2014 by a collaboration of the Advancement Project, American Federation of Teachers, National Education Association, and National Opportunity to Learn Campaign, states that restorative practices in schools “are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.” Restorative practices are not curricula that can be plugged into a 40-minute period each day, but are methods meant to be “part of the fabric of daily life in schools.”

In an effort to support Colorado schools in finding more positive methods of teaching and correcting student behavior, the CSSRC made a statewide call to restorative practices agencies and practitioners to share their school programs with us. The result of that invitation is this Resource Guide. We hope you find it helpful and we look forward to adding programs as the Center becomes aware of them.

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I. ACCREDITATION

Restorative justice practitioners who work in the criminal justice field can be accredited in some states and countries around the world by various restorative justice organizations. As of this writing, the Center is not aware of any accreditation programs for either school restorative practices trainers or programs.

II. STATE, NATIONAL AND INTERNATIONAL RESOURCES

Guiding Principles: A Resource Guide for Improving School Climate & Discipline

<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

This resource, developed in 2014 by the U.S. Department of Education (USDOE), draws from emerging research and best practices to describe three key principles and related action steps that can help guide state and local efforts to improve school climate and discipline.

Improving School Climate: Findings from Schools Implementing Restorative Practices

<https://www.restorativejustice.org.uk/resources/improving-school-climate-findings-schools-implementing-restorative-practices>

In 2009, the International Institute for Restorative Practices compiled a summary of findings from schools implementing restorative practices in the UK, Canada, and the US. The link above comes from the Restorative Justice Council's website.

Restorative Justice Colorado

<http://www.rjcolorado.org/>

The Colorado Restorative Justice Coordinating Council (RJ Council) was formed via HB07-1129 by the Colorado State Legislature. The Council is mandated to provide training, technical assistance, and education related to restorative justice in the state of Colorado; support the development of restorative justice programs; and serve as a repository of information for those programs.

We encourage you to explore their website, and, in particular, their section entitled "RJ in Schools." There you will find an excellent document that differentiates between restorative practices in schools versus in the criminal justice system. The link is below:

<http://www.rjcolorado.org/restorative-justice/restorative-practices-in-schools>

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

http://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

WestEnd, a nonpartisan, nonprofit research, development, and service agency, works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. In 2016, they completed this report funded by the Robert Wood Johnson Foundation.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

This guide was developed in March 2014 by the Opportunity to Learn Campaign, Advancement Project, American Federation of Teachers, and National Education Association with the help of a working group of educators and school personnel.

III. RESTORATIVE PRACTICES (RP) PROGRAMS

CSSRC has listed below all programs of which we currently have information that address Restorative Practices in schools. If your agency has a program for schools and it is not listed here, please contact the Colorado School Safety Resource Center at 303.239.4435.

1. Denver Public Schools Restorative Practices

<https://www.dpsk12.org/>

Contact: restorative_practices@dpsk12.org
720-423-2080

Description: Provide restorative practices to students who are presenting behavior issues through the use of conferencing, circles, and restorative dialogue. In addition to supporting students, restorative practices are also offered to teachers and staff. The primary purpose in utilizing restorative practices with students is to reduce the use of out-of-school suspensions and expulsions.

Target: Students K-12 and adult staff who may wish to resolve conflicts through restorative practices.

Method of Delivery: Full 2-day training in restorative practices each month throughout the school year. In addition, 2-hour training sessions are offered to teachers in their own buildings teaching the use of affective statements, restorative dialogue, and peace circles.

Cost: FREE

2. Denver School Based RP Partnership

padresunidos.org

Contact: Allison Meier
allison@padresunidos.org
630-915-8805

Description: A partnership between Denver Public Schools, Denver Classroom Teacher Association (DCTA), Padres y Jóvenes Unidos, University of Denver, National Education Association, and Advancement Project to get more schools to implement RP schoolwide. They are developing a mentoring program and visitation program highlighting three schools that have shown a commitment to RP. Both the mentoring and visitation programs were launched in the 2016-17 academic year. They will also release an implementation guide for RP.

Target: Principals, teachers, and school leaders.

Method of Delivery: Mentoring – Schools apply to be mentee schools and are paired with one of the three schools.
Visitation – full-day visit that can be combined with Denver Public Schools Restorative Practices 2-day training.
Implementation Guide – available for all Summer 2016

Cost: FREE

3. Littleton Public Schools

littletonpublicschools.net

Contact: Rita Danna
Rdanna@lps.k12.co.us
303-347-4743

Description: Provide restorative practices to students in conflict through the use of face-to-face conferencing, circles, and restorative dialogue. In addition to supporting students, restorative practices are also offered to teachers, staff, and parents. Family group conferences are provided for truancy and drugs/alcohol. The primary purpose in utilizing restorative practices with students is to reduce discipline problems and the use of out-of-school suspensions and expulsions.

Target: Students K-12, adult staff, and parents who may wish to resolve conflicts through restorative practices.

Method of Delivery: Full 1-day training in restorative practices is offered each semester within the school year. Additionally, coaching calls and mentoring are provided to develop restorative competence and approaches to challenging behaviors. Also, 2-hour full staff training sessions are offered for individual buildings to teach the use of affective statements, restorative dialogue, and peace circles to augment the restorative practices school wide.

Cost: FREE

4. Longmont Community Justice Partnership Restorative Practices in Schools

www.lcjp.org

Contact: Kathleen McGoey
Kathleen@lcjp.org
303-776-1527

Description: Restorative Practices in Schools Orientation
This orientation can be delivered in 2-3 hours and provides an overview of the spectrum of restorative models and how they can be applied in various school contexts to build, maintain, and repair relationships. The material serves as an introduction to restorative concepts, includes data and testimonials from school practitioners supporting restorative practices implementation, and offers participants the opportunity to experience a Connection Circle, a foundational restorative tool.

Target: All staff and administrators at the middle and high school levels (including teachers, counselors, SROs, interventionists, administrators, coaches, students, etc.).

Description: **Restorative Tools for the Classroom**

Target: This training takes place in 8-10 hours, and can be divided into shorter sessions. The training content includes methods that span the prevention-intervention spectrum to strengthen relationships with students and address challenging incidents and student behavior. These methods include connection circles for building trust, restorative conversations to address 1-on-1 conflict, and restorative incident reports to encourage students' responsibility and reflection. Through hands-on activities, participants will practice using these techniques, debrief and learn through peer support, and strategize how they will incorporate restorative tools into the classroom or workspace.

Description: **Restorative Justice Conference Facilitation for Schools**

The 2-day (16 hour) training equips participants with skills needed to facilitate restorative conferences, or "circles," to repair relationships and reintegrate students after harm has occurred. Participants will learn to lead conferences that involve referred students, harmed parties, community members (i.e. other students and faculty), SROs, and others who have been affected by a particular incident. Specific strategies for making the restorative conference model more streamlined in the school environment will be shared.

The training will incorporate hands-on, experiential learning activities. It is recommended that at least 5-7 staff who would like to be considered part of a "core team" of facilitators participate together to create a community of support and improve the likelihood of sustained implementation. The pre-requisite to attend this facilitator training is completion of other restorative practices or restorative justice training, and some experience using restorative approaches.

Target: Administrators, teachers, counselors, school resource officers

Description: **Restorative Practices Training for Students**

Students are at the heart of successful Restorative Practices in Schools implementation! This training can be offered in a 4-8 hour session and, while it's intended for youth, it's crucial that staff who will support those youth participate alongside them. Training material covers an orientation in restorative principles, then delves into games and activities through which youth get to practice communication skills and relationship-building approaches in an engaging, fun context. Through this training, students will have a strong introduction to the basics of restorative practices and values that will help them be prepared to participate in restorative processes, and model such approaches with their peers.

Target: Students interested in being restorative practices "ambassadors", school staff who will supervise/support them

Description: **Intensive Topic-Specific Workshops**

2 hour workshops are available to deliver topic-specific material to develop the restorative practitioner's understanding and use of these skills/tools. The pre-requisite to attend one of these workshops is completion of an orientation or introductory course on restorative practices.

Workshop topics include:

- Connection Circles: An introduction to Connection Circles as a tool for building relationships and enhancing understanding. Connection Circles can be used for a variety of purposes such as building trust, establishing group norms, deepening learning, processing community trauma, and facilitating reintegration.
- Restorative Conversations & Agreement Meetings: Concrete guides for leading a dialogue that can be held in the moment, or after the heat of the moment, to address immediate needs and

concerns around a problematic interaction that has impacted a relationship with a peer, student, or supervisor.

- Reflecting & Reframing Statements: The who, what, where, when, and why of reflective and reframing statements. These statements are essential tools for restorative practitioners. Reflections help affirm students and let them know they've been heard. Reframing assists practitioners in re-wording hurtful or offensive language such that the speaker feels heard and seen in his/her experience, while simultaneously offering an example of how they can express themselves differently in order to respectfully communicate their needs.
- Teaching Restorative Skills through Games: Games are a fun way to learn and refine skills and to teach them to others, especially children and youth. In this session, participants will play group games that provide a safe and meaningful context for practicing restorative skills. The sequence of games follows the sequence of skills used during restorative processes: relationship building, asking questions, and repairing harm. Instructions will be shared so that people can play the games in their own group settings, such as in the classroom!

Target: All School Staff with foundational orientation and understanding of Restorative Practices and language.

Method of Delivery: Training courses are offered in 2-8 hour sessions. Follow-up coaching and consultation are encouraged in order to support training participants and ensure fidelity to practice. This coaching may include observation of a classroom, or facilitated group discussions of specific scenarios.

Cost: Varies by training. Please contact.

5. Path to Peace

<http://www.4activepeace.com/>

Contact: Scott Brown, M.A.
scott@4activepeace.com
720-565-9388

Description: Path to Peace teaches the fundamentals of inner and outer peacemaking: mindfulness (self-awareness), deeper connection to nature through nature-based practices, interpersonal skills and tools, conflict transformation, and a restorative approach to social change work. All training is highly experiential.

Target: Middle and high school students and staff

Method of Delivery: The structure is flexible depending on needs. The basic format would include a half-day workshop for school staff followed by eight workshops for students covering the four foundations.

Cost: Please contact.

6. Peacekeeper Circles

<http://www.peacecircles.com/>

Contact: Kiri Saftler
Kiri@peacecircles.com
970-215-7581

Description: Peacekeeper circles are designed as a preventative restorative practice, especially useful in elementary school classrooms as a community building and conflict resolution skill building tool. The purpose of Peacekeeper Circles is to practice public acknowledgment of appreciation for others' kindnesses and, *in a safe environment*, respectfully air small hurts and concerns before they grow to become grudges and full-blown conflicts. It allows everyone in the class to hear how their behavior attracts or repels friends. It also gives hurting students the chance to educate others about what feels harmful to them, and opens the door for offenders to make things right and change hurtful behaviors. The circle focuses on understanding others' perspectives or points of view. Teachers demonstrate equity and respect by sharing their perspectives along with the students. Circles are held for ½ an hour weekly for practice and students are encouraged to use the skills everywhere everyday outside of circle.

Target: Elementary schools

Method of Delivery: Heart-to-heart training from facilitator/trainer to teacher in the classroom with students present. This is a hands-on, in-classroom training that demonstrates the use of Peacekeeper skills while training the teacher in the art of facilitation. The training is a bi-weekly, 10-week process that includes several follow up visits and teacher focus group meetings. Ideally the entire school is trained to use the practices in and beyond the classroom. In-service training is available for all non-classroom

teaching staff. Schools are encouraged to adopt other restorative practices and philosophies to augment the peacekeeper practices school wide.

Cost: Please contact

7. Phoenix Strategies, Inc. Restorative Justice

<http://phoenixstrategiescolorado.com/>

Contact: Jan Rodgers
jan@phoenixstrategiescolorado.com
719-266-8181

Description: Phoenix Strategies provides restorative justice services for groups and individuals including circles, mediation, and conflict coaching. They also implement restorative justice and peer mediation programs for school administration, faculty, and students. Their trainings are designed to meet the various needs and constraints of each group on-site or at our training facility. They offer a variety of RJ trainings ranging from a comprehensive 3-day course to shorter customized trainings for all groups. They make all trainings in restorative practices interactive, applicable, and fun, with extensive skill building, role-playing, dynamic discussion, and laughter!

Training objectives for students are to:

- *Gain insight into personal perspectives of victims and offenders*
- *Be familiar with the historical movement of Restorative Justice*
- *Understand victim rights*
- *Learn differences between the traditional legal process and restorative justice philosophies*
- *Realize the benefits for victims, offenders, and the community*
- *Differentiate between guilt and shame*
- *Experience various restorative justice practices*
- *Identify case sources*
- *Learn case management*
- *Know critical indicators for determining appropriateness for conferencing*
- *Experience one-on-one sessions with victims and offenders through role-play*
- *Experience facilitating the conferencing process*
- *Use strategies and interventions to support appreciation and accountability*
- *Discuss common ethical dilemmas and approaches*

Target: Large and small groups and individuals, as well as schools and organizations wanting to create a culture strong in restorative practices through trainings, coaching, and implementation of RJ programs. The 3-day training is geared toward anyone who is interested in the field of restorative justice professionally and personally.

Method of Delivery: 3-day (24 hours) interactive training includes skill building exercises, role-play, class and small group discussion, and lectures on theories, ethics, models, and practices of restorative justice.

Cost: 3-day RJ Training \$555; Customized training is negotiable.

8. Pikes Peak Restorative Practices

Contact: Lynn Lee
eelgnyl@gmail.com
719-640-1650

Description: Conferencing in a variety of restorative practices and restorative justice models. Training in restorative practices/restorative justice implementation within systems. Conferencing and training in high-risk victim offender dialogue (VOD) in facilitating.

Target: Schools, courts, families, re-entry.

Method of Delivery: 20-hour training for RJ facilitators – follow up mentoring
20-hour training for RP/RJ in schools – teachers, staff, students – follow up mentoring
40-hours high-risk VOD training for facilitators – follow up consultation
2-hour training for volunteers

Cost: 16 hours - \$240/person
40 hours - \$900
2 hour - \$250

9. ReSolutionaries, Inc.

<http://resolutionariesinc.com/>

Contact: Summer Deaton
info@resolutionariesinc.com
720.340.3488

Description: ReSolutionaries, Inc. is on the front line of bringing restorative discipline to schools so that rule violation does not lead to permanent negative outcomes. ReSolutionaries does not offer a new program for managing behavior. At the heart of the issue is that most of our schools are still operating with a foundation of retribution/punishment; one where administrators and teachers are in charge and students are told what to do and assigned consequences or punishments when they are not following the rules. What is needed instead is a new lens through which to operate that is restorative and focuses on relationships rather than control.

ReSolutionaries' approach to discipline:

- Solves problems at their roots
- Keeps kids in classrooms
- Builds positive relationships instead of casting children out
- Is equity driven
- Teaches valuable conflict resolution skills

If we can keep students in school and help them learn about both their behavior and academics, instead of suspending them, everyone benefits everyone.

ReSolutionaries does far more than deliver training – they also provide coaching and mentoring as teachers, administrators, students, and parents develop restorative muscles and approaches to challenging behaviors.

They provide a wide range of restorative tools addressing the entire continuum of prevention to intervention to create a thoroughly restorative culture

ReSolutionaries, Inc. offers solutions for:

- **Individual Teachers** wishing to integrate restorative practices in their classroom (<http://resolutionariesinc.com/teachers/>),
- **School-wide Implementation** (<http://resolutionariesinc.com/services/rj-in-schools/school-wide-implementation/>), and
- **District-wide Implementation** (<http://resolutionariesinc.com/services/rj-in-schools/>).

Target: Teachers, administrators, all-school personnel and districts.

Method of Delivery:

- **Teachers**
 - **Restorative Practices for Your Classroom**, a comprehensive year-long online course for teachers, with regular coaching calls and homework assignments, lesson plans, and resources to support integration of material.
- **School- or District-Wide Implementation –**
 - **ReSolutionaries** works with a school on-site for 3-5 years for optimum implementation results. **Sustainability** is a strong focus. Schools can begin to co-train and debrief implementation as early as the first year and gradually take on full responsibility for restorative practices as long as the implementation team remains fully engaged and the administrative support continues to be unified.

Cost: Please contact.

10. Restorative Justice Education

<http://www.restorativejustice.com/>

Contact: Dr. Tom Cavanagh
Cavanagh.tom@gmail.com
970-297-8795

Participant in research in New Zealand and the United States focuses on creating a Culture of Care in schools based on restorative justice principles in order to address discriminatory discipline policies and the school-to-prison pipeline, resulting in the publication of 14 peer-reviewed journal articles.

Description: Restorative Justice Education, a nonprofit, 501(c)(3) corporation:

Vision - Creating caring relationships in schools.

Mission - To establish caring relationships through the implementation of a Culture of Care in schools, with the goal of helping ethnically diverse students to flourish.

Strategies - To support the mission by:



- Teaching the principles and practices of restorative justice to educators so they, in turn, can train other members of the school community.
- Observing teachers and training these teachers to observe other teachers in the principles and practices of culturally responsive relationships and interactions in classrooms.
- Gathering information through interviews of ethnically diverse students, their parents, teachers, administrators, and other staff about the experiences of these students in school.

Target: Educators and those interested in education in individual schools, feeder systems, school districts and BOCES.

Method of Delivery: Professional development training either face-to-face or online. For details go to www.restorativejustice.com.

Cost: Please contact.

11. Restorative Solutions

<http://restorativesolutions.us/>

Contact: Randy Compton
rcompton@restorativesolutions.us
303-449-2737

Description: Restorative Solutions Inc. is a training and consulting organization dedicated to inspiring and supporting schools, justice systems, and communities to embrace restorative justice values, principles and practices. Their services include skills training in restorative practices (circles, conversations, panels, etc.), program development, program management, strategic planning and integration, partnership building, community development and team development. Their 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. Their work spans the full spectrum of prevention to intervention.

Target: Schools, juvenile & criminal justice systems, communities.

Method of Delivery: Restorative Solutions offers a large variety of training opportunities based on what is needed and what time allows for, including: half-day, full day, two-day, and five-day trainings. They also offer year-long and multi-year long efforts that include program design, training, follow up, evaluation, and training of trainers. Workshops can be geared for any population. They also offer a Summer Institute in Restorative Practices for Schools held in June.

Cost: Depends upon length of services. Generally \$1,000/day/trainer.

12. Restorative Way

<https://restorativeway.com/>

Description: **Peer Mediation Training Program-**
This 12-hour workshop focuses on developing, monitoring, and implementing a peer mediation program in schools. The first four hours are for administrators or staff overseeing the program. The second eight hours are used to train peer mediators in circle facilitation and restorative mediation practices. Students will come away with practical experience in facilitating conflict conversations with peers with special emphasis on communication skills and dynamics of restorative circles used in schools. This highly interactive workshop allows participants to lead and actively participate in a variety of circle practices used in schools.

Target: Teachers, counselors, students, and administrative staff

Method of Delivery: Onsite

Cost: Please contact

Description: **Trauma-Responsive Restorative Communication**
Unresolved trauma often presents itself in student misconduct. Based on the very latest research on relational trauma, in this one-day intensive seminar participants will:

- Learn to identify the symptoms of trauma
- Understand its neuropsychological components and relational dynamics
- Develop the necessary restorative language and dialogue techniques for creating safety by responding empathically
- Create restorative agreements which help students access trauma recovery resources

Target: Teachers, administrators, counselors, social workers, and security staff

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| Method of Delivery: | Onsite |
| Cost: | Please contact |
| Description: | <p>Restorative Behavioral Policy Development</p> <p>Whole-School Restorative Discipline begins with Formal Restorative Conduct Policies which:</p> <ul style="list-style-type: none"> • Establish and communicate positive behavioral expectations and norms • Formalize and articulate appropriate restorative response procedures and practices • Become the foundation upon which whole-school restorative cultures are built and maintained. • We provide complete policy development which includes: review of existing district and school policies; provision of policy exemplars from other K-12 restorative schools (including bullying); task force leadership & collaboration; content development, guidelines and templates for both whole-school and whole-district restorative discipline policies; presentation of new policy to faculty, parents and boards; formation and training of Restorative Councils responsible for policy implementation. |
| Target: | District superintendents, K-12 principals and assistant principals, and personnel professionals |
| Method of Delivery: | Policy development is accomplished through collaboration with schools and district leaders, teachers, and task force members. Delivery and approval of a succession of drafts, creation and training of Restorative Council, and presentation of final policy to stakeholders (teachers, parents, and administration. Typical policy development takes 2 to 4 months with weekly meetings. |
| Cost: | Please contact |

13. The RJ Solution

<http://therjsolution.com/>

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| Contact: | Jen Kirksey Jen Gallegos therjsolution@gmail.com 303-378-7418 |
| Description: | Partner with a team who has implemented, caused change, and lived the reality of restorative justice and practices in schools. As administrators, they have implemented restorative practices in high school, middle school, and elementary. They have facilitated hundreds of restorative conversations and established community building circles. They are former and current building principals and district administrators, and understand how implementation science applies to the school setting on a practical level. They have trained over 50 individual schools and partnered for district-wide implementation in the Montrose School District and Cherry Creek Schools. |
| Target: | School facilitators, administrators, and staff. Also businesses large and small. |
| Method of Delivery: | Half-day or full-day training for small and large groups. Follow up and ongoing support. |
| Cost: | \$2,500/full day or \$1,500/half-day. |

14. Youth Transformation Center

<http://www.youthtransformationcenter.org/>

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| Contact: | Jeannette Holtman, President youthtransformationcenter@gmail.com 719-440-1983 |
| Description: | <i>RESTORATIVE JUSTICE TRAINING FOR SCHOOLS</i> - Addresses growing concerns for school safety, bullying, mean-girl aggression, sexting, sextortion, substance abuse, and a general lack of essential social skills in today's youth. This one-day training provides practical tools for school staff and faculty to get youth to take responsibility for their actions and behaviors and increase learning time in the classroom. Restorative Justice and classroom connection circles have the power to reduce discipline problems by 50-65%. Designed to keep students (particularly at-risk and emerging dropouts) in school rather than overusing suspension and expulsion for minor to moderate infractions. Serious violations such as weapons, drugs and first degree assault continue to be handled by law enforcement and the courts. |
| Target: | School staff, faculty and students. |
| Method of Delivery: | 6-hour training. |
| Cost: | \$250/person, minimum eight participants. |

IV. RESTORATIVE PRACTICES (RP) RESOURCES

Continuum of Restorative Practices in Schools Within the PBIS Framework

By Beverly Title, Ph.D.

Red Zone - Restorative Practices that Apply to Those Students Who Need Highest Level Support

Re-Entry Circles – A circle process to explore what harm was previously done by the returning student and what needs to happen to repair that harm. It is designed to repair the harm of the past and identify how the student may be successful in the future, so that the student may truly get a fresh start when returning to school.

Restorative Alternative to Expulsion – A more advanced form of the circle process that may be used to address serious school violations that would otherwise result in school district expulsion. This circle includes parents and community members.

Yellow Zone - Restorative Practices that Apply to Those Students Who Need More Support

Community Group Conferencing – A circle practice used as an alternative way to address discipline issues. Trained student and/or adult facilitators may conduct these conferences that bring together student(s) who have violated a school rule or norm, persons directly affected by the violation (victims), and members of the school community. Together, this circle determines what harm resulted from the violation and what the violator needs to do to repair the harm to the extent possible. All participants sign a written agreement. If the person who violated completes all items in the agreement, there are no further discipline actions taken. If not, he or she is given traditional discipline consequences.

Restorative Agreement Meeting – A meeting between a teacher and a student to arrive at an agreement about what needs to be done to improve their working relationship. It begins by the teacher stating the positive attributes (assets) of the student and ends with a written agreement about what each party will do to achieve the desired outcomes. This process may also be adapted to use between students who are in conflict.

Green Zone – Restorative Practices that Apply to All

Restorative School-Wide Meetings (Peacemaking Circles) – A circle process may be used to enhance school climate through increased empathy, understanding equity issues, and acceptance of diversity among students.

Restorative Classroom Meetings – A conflict prevention strategy that may be used to enhance relationships among students and with staff. The process enhances empathy and thereby has a conflict reduction/prevention effect.

Use of Restorative Language – Restorative Discipline is based in relationships and using restorative language is the key to enhancing those relationships. All school staff are trained to use restorative language and processes in approaching students in discipline-related circumstances.

Integration of Restorative Justice Language within the District's Discipline Code – The district's discipline code may be edited to reflect the inclusion of restorative practices within the discipline process.

Creative Discipline & Alternatives to Suspension

Key Concepts:

- ✓ GOOD discipline takes more time than EASY discipline
- ✓ Involve parents (go beyond just informing and ask for their ideas)
- ✓ Interventions should match the students developmental level and/or disability
- ✓ Link your discipline to your school-wide PBIS expectations

The Three Pillars of Effective Discipline:

Reflective: The student should be reflecting and gaining insight into their behavior.

Restorative: The student should have an opportunity to repair the relationships or items that were damaged.

Instructional: The student should gain specific knowledge and practice skills that will help them in the future.

Restorative Approaches

- Conduct a facilitated mediation (between students, or student/staff)
- Do a Restorative Circle (when more than two people are involved)
- Have a class discussion (when large groups are involved)
- Allow the student to clean up the mess they made in the classroom

Cool Down/Time Out Ideas

- Utilize time in the office or another location to cool down
- Create a Sensory Room for students with significant emotional/behavioral needs
- Allow student to take a walk with an adult
- Allow art or drawing for a specified time period to calm down

Reflective Tasks

- Use reflective "Think Sheets" for students to consider their actions
- Provide writing prompts for a reflective essay
- Allow the student to create a story (written, visual, drawings, video) about what they learned
- Write a letter to yourself
- Rewind and Role Play (go back and role play how to do it differently next time)

Educational Projects

- Assign a research project on a specific topic related to the incident (e.g., research the laws around sexual harassment)
- Create a poster board or power point presentation
- Contact community organizations for information
- Develop a video or public service announcement

Parent Meetings and Parent Involvement

- Ask parents for their ideas before determining the consequence
- Ask parents to come sit in class with their student
- Collaborate to develop consistent home/school interventions

Community Service/Restitution

- Find a work task that is logical for the incident (e.g., shoveling snow for throwing snowballs or cleaning the walls for doing graffiti)
- Provide an opportunity to work off damages
- Allow the student to do volunteer work in the community as an alternative to suspension

Behavior Plans and Monitoring

- Create a check-in system (by hour or by day)
- Assign an adult mentor/monitor
- Utilize home-to-school communication log

Withdraw Privileges/Limit Choices

- Remove rewards or preferred activities for specified time
- Limit freedoms or choices (such as limiting choices on the playground to specific activities/areas)



- Change class schedule or electives (such as removing off campus lunch privileges)

Peer Interventions

- Involve older peers to help model and mentor
- Establish a peer mediator or peer leadership program
- Create a peer committee/peer court as an alternative choice to address certain incidents (student chooses to allow the peer committee to make recommendations)
- Offer to reduce the consequence if the student participates in a positive school activity/event

Detentions/In-school Suspensions

- Add a purpose to detentions so they are not just sitting around (discussion topic, assignment, etc.)
- Create an alternative lunch location to take away peer interaction
- After-school group format (facilitated group detention)
- Mini-course format (series of learning sessions over a couple of weeks)

Author: Nate Thompson, Littleton Public Schools and used with permission.



Examples of Restorative Justice

Taken from: *Taking Restorative Justice to Schools: A Doorway to Discipline*. J. Holtham. (2009). Del Hayes Press.

| Infraction | Punitive | Restorative |
|---|--|---|
| Graffiti or property damage | Referral to law enforcement; pay a court fee or fine. | Help clean, repair, or repaint and pay for damages. |
| Putdowns, gossip, or interpersonal conflicts | Spend time in detention. | Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about. |
| Classroom disruption | Be shamed in front of the class by the teacher. | Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. Request that peers hold him/her accountable. Spend a week assisting the teacher with classroom supervision or clean-up. |
| Bullying younger students | Sent to in-school suspension; have privileges removed. | Set up a weekly book reading with the younger students and read to them out of <i>Touching Spirit Bear</i> , a book about restorative justice that addresses a serious assault. Facilitate a circle with individuals considered bullies and discover three reasons why they do it. Facilitate a circle with victims of bullies to find out how bullying affects others. |
| Ridicule or racial slurs of another individual or group | Given a sanction to stay away from the person in the future. | Participate in a blanket drive for the homeless. Help on a project to raise community awareness to stop hate crimes. Set up a panel of speakers who can talk to the entire class or school about intolerance and the effect it has on our communities. Write a letter of apology to the person harmed and his/her family. |

| Infraction | Punitive | Restorative |
|--|---|---|
| Fighting | Out-of-school suspension. | Prepare and deliver a speech to a classroom or larger school assembly about how to negotiate with words rather than fists. Teach a class during detention on anger management and self-control. Read the book <i>Boundaries for Kids</i> and give an oral report on it. |
| Theft | Out-of-school suspension. | Return the stolen items with a sincere verbal or written apology. Pay for replacement of stolen items. |
| Use and possession of drugs | Out-of-school suspension and/or expulsion. | Do community service in a drug rehab center or hospital where addicts are being treated. |
| Internet harassment | Out-of-school suspension. | Contribute to a school newsletter article on how Internet harassment damages individual relationships. Write a research paper on recent Internet harassment incidents that have resulted in emotional depression or suicide of the person who was harmed. |
| (Unintentional) arson or property damage | Suspension or expulsion. | Ride along with fire fighters. Visit a fire station. Interview paramedics. |
| Truancy | Suspension; referral to law enforcement; truancy court. | Write a reflection paper on assets for youth. Help facilitate a circle discussion on truancy and identify why some kids skip school. Interview a recent high school graduate who dropped out of school and returned after recognizing the value of a high school diploma. Interview a college student and ask why he or she wants to complete college. Ask for help with an underlying problem that is causing the truancy. |