



Restorative Practices Report

March 17, 2017

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Restorative Practices and the Purpose?

What are Restorative Practices?

Restorative Practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. Restorative Practices include the use of informal and formal processes that precede wrongdoing and proactively build relationships. It builds sense of community to prevent conflict and wrongdoing. In public health terms, Restorative Practices provides primary prevention efforts, introduced before the problem has occurred. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Restorative practices in schools are based on restorative principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools, and contributes to social and emotional learning.

<http://www.iirp.edu/pdf/Defining-Restorative.pdf>

Three Shifts toward Restorative Schools and Classrooms

1. **From**.... Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.

To....Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.

2. **From**....Authority-driven disciplinary actions that focus only on the identified misbehaving students.

To....Restorative circles that bring together everyone who is most immediately affected by the incident.

3. **From**....Punishment and exclusion used to control misbehavior and motivate positive behavior changes.

To....Dialogue leading to understanding and action to set things right, and repair and restore relationships.

<http://www.centerforrestorativeprocess.com/restorative-justice-and-restorative-practices.html>

Purpose of Restorative Practices in schools



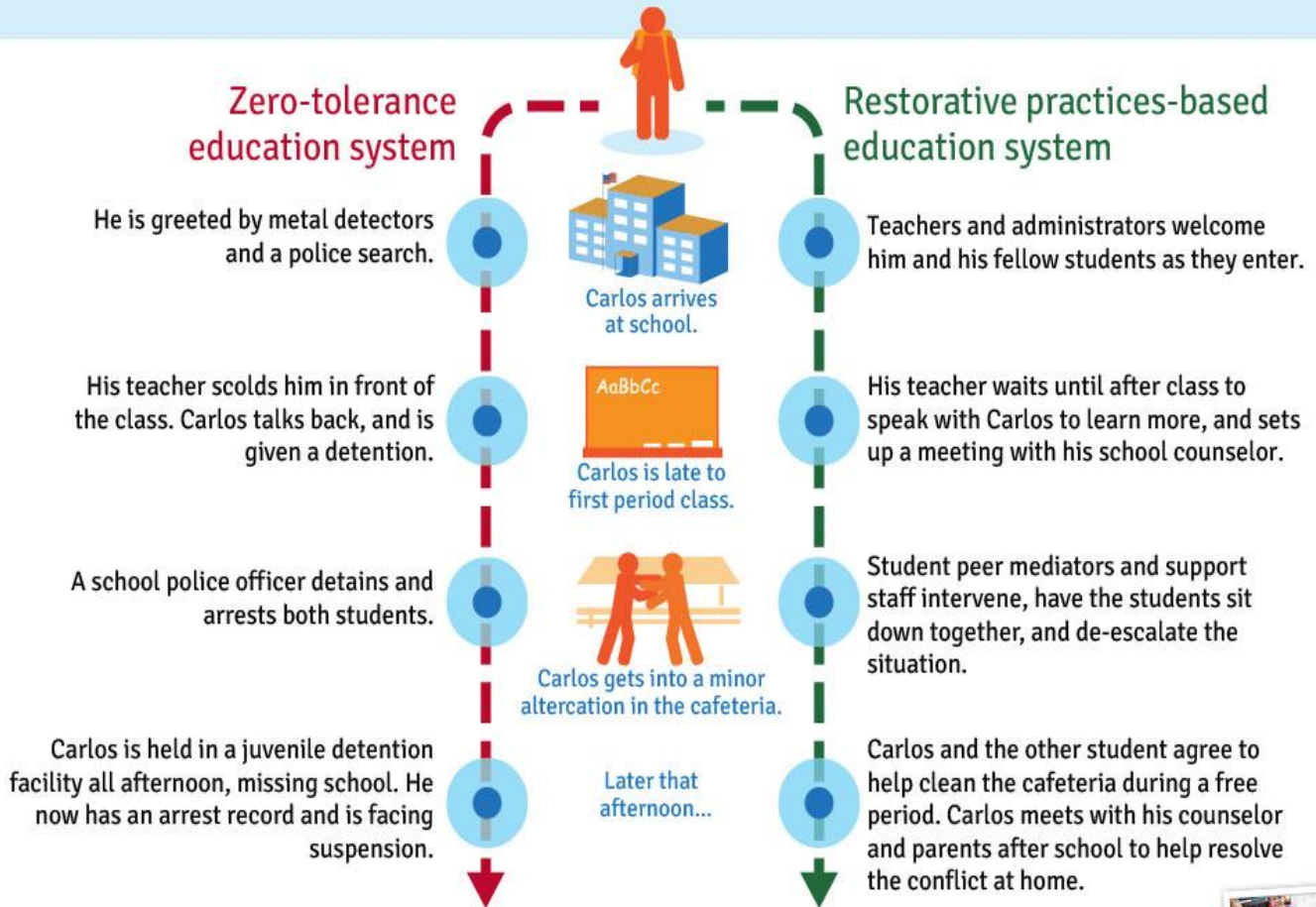
<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

There is a growing body of research supporting the effectiveness of restorative practices in schools. Evidence shows that restorative practices can result in:

- Reductions in disciplinary referrals to principals
- Reductions in suspensions and expulsions
- Reductions in amount of instructional time lost to managing student behavior challenges
- Improved teacher morale
- Improved teacher retention
- Improved academic outcomes
- Reductions in disproportionate referrals of minority students.

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.



Learn more about restorative practices:
www.otlcampaign.org/restorative-practices



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

History behind Restorative Practices

- Although restorative justice has a long history, it has only gained institutional prominence in the West in the past few decades.
 - **1974:** The first VORP (victim/offender reconciliation program) takes place in Kitchener, Ontario.
 - **1977:** Albert Eglash coins the term “restorative justice” to refer to these ancient concepts.
 - **1978:** First US VORP takes place in Elkhart, IN.
 - **1989:** New Zealand passes the Children, Young Persons, and Their Families Act in response to pressure from Maori activists, marking the first formal use of Family Group Conferencing.
 - **1992:** First western institutional use of circles, a traditional healing method of many First Nation and Indigenous peoples of Canada and the southwest US, in Canada’s Yukon Territory.
 - **1995:** South Africa uses a Truth and Reconciliation Committee to assign responsibility for and begin to heal from Apartheid and move forward as a country.
 - **2002:** The United Nations endorses the use of Restorative Justice.
 - **2006:** Restorative Justice is used to replace zero tolerance policies in the Oakland school district

<http://yrpofri.org/resources/restorative-justice-resources/history-of-restorative-justice-resources/>

http://www.iirp.edu/pdf/bc04_richards.pdf

Schools/Districts which have implemented Restorative Practices

definitions found on page 8

- **Baltimore Public Schools, Maryland**
 - The school district changed their school discipline code to reflect an approach toward restorative practices. They divided inappropriate behavior into four levels and ensured that the low-level offenses never result in out of school suspension. In the following years, suspensions have decreased and the district saw an increase in African American graduation rates and overall graduation rates.
 - <http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8818/20140211-SchoolClimate-BoardPresentation.pdf>
- **Boston Public Schools, Massachusetts**
 - Since 2012, a number of schools in the Boston Public school system have begun to use *restorative circles*, *conflict resolution*, and *mediation trainings* in partnership with youth and community groups as positive alternatives to school suspension.
 - <http://www.suffolk.edu/news/70259.php#.WKcrwP4VDcs>
- **Chicago Public Schools, Illinois**
 - The Chicago Public school system has seen a substantial decrease in misconduct reports over the last six years. This is done through the use of *peace circles*, *victim-offender mediation*, *family group conferencing*, and *peer juries*. The system-wide peer jury program helped prevent 2,000 suspension days per year.
 - <http://www.dignityinschools.org/sites/default/files/FromPolicyToStandardPractice.pdf>
- **Cleveland Metropolitan School District, Ohio**
 - Over the past years, with the emphasis on social and emotional learning strategies as a form of restorative practice, Cleveland school district has reduced suspensions. The “Human Ware” Initiative promotes student’s safety, support, and social and emotional development by using planning centers to replace in-school suspension. The educators at the centers work with children to help them cool down during difficulties and teach them to consider positive responses to problems.
 - http://media.cleveland.com/plain_dealer_metro/other/State_ofthe_Schools-2014.pdf
- **Denver Public Schools, Colorado**
 - The Denver Public Schools Restorative Justice Project was started in order to address the growing number of out-of-school suspensions, which reached 15,000 in 2004. The project focuses on culture and climate while using *restorative circles* as the primary form of restorative practice.
 - http://b.3cdn.net/advancement/213db9b237a868a182_jfm6ii7yo.pdf
- **Fairfax County Public Schools, Virginia**
 - FCPS Restorative Justice Project has three goals: accountability, character development and school and community safety.
 - <https://www.fcps.edu/resources/student-safety-wellness/restorative-justice>
- **Madison Public Schools, Wisconsin**
 - The Young Women’s Christian Association of Madison uses the *circle process* to teach restorative justice to middle and high school students at eight public schools in the area. After completing the curriculum, the students become “Circle Keepers” for their peers, staff, and educators at their schools.
 - http://www.ywcamadison.org/site/c.cuWLiO0JqI8E/b.7968327/k.87EF/Restorative_Justice_Program.htm

- **[Minneapolis Public Schools, Minnesota](#)**
 - Since 2008, Minneapolis Public Schools has partnered with community organizations such as the Legal Rights Center of Minneapolis to offer restorative practices as a service for students recommended for expulsion.
 - http://www.legalrightscenter.org/uploads/2/5/7/3/25735760/lrc_exec_summ-final.pdf
- **[New Orleans, Louisiana](#)**
 - The Center for Restorative Approaches partners with local schools to provide restorative training and professional development for teachers and staff. The team uses *restorative communication*, *accountability plans*, *restorative circles* and *conferences* to handle student conflicts. They are used as a behavior intervention strategy, an alternative to suspension and expulsion, and are a tool for re-entry after a suspension.
 - <http://centerforrestorativeapproaches.org/>
- **[New York City Public Schools, New York](#)**
 - In 2013, the NYC Department of Education partnered with the United Federation of Teachers and Cornell University to launch the Institute for Understanding Behavior (IUB), to assist public and private schools in preventing crises from occurring, managing disruptive behavior and teaching students the skills they need to cope with stress. The Institute creates an individual plan for each school, based on available data, staff surveys and administrative meetings. Participating schools receive training for all staff (administrators, teachers, paraprofessionals, school-aides, cafeteria workers, etc.) in proven support strategies, and direct coaching from a behavior specialist in implementing new strategies and positive behavior systems.
 - <http://www.nyls.edu/documents/P2.5%20-%20Ashley%20PPT.pdf>
- **[Northwest Public Schools, Ohio](#)**
 - Restorative Practice Initiatives was implemented during the 2016/2017 school year. As a district, all staff are training in Restorative Practices.
 - <http://www.nwlsd.org/media/resources/2016%20Parent%20Resource%20Guide.pdf>
- **[Oakland Public Schools, California](#)**
 - The district launched an initiative to institute restorative justice as a proactive approach to negative student behavior. The initiative includes professional development for staff, a redesign of district discipline structures and practices, and the promotion of alternatives to suspension at every school.
 - <http://www.ousd.org/restorativejustice>

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

Definitions & Methods of Restorative Practices

The three most commonly used Restorative Practices are Victim-Offender Mediation, Family Group Conferences, and Restorative Circles.

- **Victim-Offender Mediation**

- This can also be called mediation trainings, victim-offender dialogue, victim-offender conferencing, victim-offender reconciliation, restorative communication, or restorative justice dialogue.
- Victim-offender mediation is a face-to-face meeting, in the presence of a trained mediator, between the victim of a crime and the person who committed that crime. In the meeting, the offender and the victim can talk to each other about what happened, the effects of the crime on their lives, and their feelings about it. They may choose to create a mutually agreeable plan to repair any damages that occurred as a result of the crime.
- http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC=%7bFFEB7561-1006-44AD-AEFE-1A085196F8BD%7d

- **Restorative Circles**

- Can also be called Peace Circles or Circle Process.
- As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices. These can be used proactively to build social capital or create classroom norms as a response to wrongdoing.
- How to Create a Restorative Circle;
 - Always sit in the circle with students to participate fully.
 - Set clear topics and goals for the outcome of the circle.
 - Set a positive tone. If you are confident and upbeat, the students will follow your lead.
 - Keep the focus. In a kind and supportive way, make sure the conversation sticks to the goal you have set.
 - Some circles utilize a talking item, where the only person who can talk is the one with the “talking item.”
 - Make students your allies (prep some students and ask them to speak first.)
- A “circle keeper” has been trained or is knowledgeable enough to structure the circle for success. They know ways to open and close circles, they create high-quality questions that support the circle, and they use restorative questions when working with conflicts.
- http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC=%7bFFEB7561-1006-44AD-AEFE-1A085196F8BD%7d

- **Family Group Conferencing**

- Events where decisions and plans need to be made about a young person. There is a high level of family involvement and can include extended family and friends.
 - The conference typically begins with the offender describing the incident, followed by each participant describing the impact of the incident on his or her life. Through this dialogue, the offender is faced with the impact of the behavior on the victim, those close to the victim, and on the offender’s own family and friends. The victim has the opportunity to express feelings and ask questions about the incident. After a good discussion on the impact of the behavior on those

present, the victim is asked to identify the desired outcomes from the conference. All participants can contribute to the problem-solving process of determining how the offender can best repair the harm he or she caused. The session ends with all participants signing an agreement that outlines their expectations and commitments.

- This agreement can also be called an accountability plan.

- http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC=%7bFFEB7561-1006-44AD-AEFE-1A085196F8BD%7d

- **Small Impromptu Conferences or Restorative Conferences**

- Similar to Family Group Conferencing but in this there is no family involvement.
- Response to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected, and what needs to be done to make things right. The conference takes a fair amount of time to organize and carry out and is facilitated by someone who was not directly involved in the incident.
- <https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf>

- **Peer Juries**

- Can also be called teen court, youth court, or peer court.
- Students trained as peer jurors meet with the student referred for a school disciplinary issue. Together, jurors offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair the harm he or she caused. Referred students also may be connected with community resources to address the root causes of their behavior and identify positive solutions.
- <https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf>

- **Conflict Resolution**

- Conflict Resolution programs can help schools promote both individual behavioral change necessary for responsible citizenship and the systemic change necessary for a safe learning environment.
- How to create Conflict Resolution;
 - **Separate people from the problem.** Every problem has both substantive issues and relationship issues. By separating these issues, individuals come to see themselves working side by side, attacking the problem, not each other.
 - **Focus on interests, not positions.** Positions are something individuals decide they want; interests are the underlying motivation behind the positions they take.
 - **Invent options for mutual gain.** A brainstorming process is used to invent a wide range of options that advance shared interests and reconcile differing interests.
 - **Use objective criteria.** Means that neither party needs to give in to the other; rather, they can defer to a fair solution. Objective criteria are determined by disputants based on fair standards and fair procedures.
- <https://www.ncjrs.gov/pdffiles/conflic.pdf>

- **Affective Questions**

- Accepting that conflict is an integral part of life is key, but restorative practice distinguishes between punishment and natural/restorative kinds of consequences and separating the deed from the doer.

- *What happened? How did it happen? How did you act in this incident?*
- *Who do you think was affected? How were they affected? How were you affected?*
- *What needs to happen to make things right?*
- *If the same situation happens again, how will you behave differently?*
- <https://prezi.com/fdptaavq3anx/restorative-practice-affective-questions/>
- **Affective Statements**
 - “Expressing your feelings.” Helps you build a relationship based on students’ new image of you as someone who cares and has feelings, rather than as a distant authority figure. They can be used to acknowledge success, hard work, collaboration or any other desirable behavior.
 - *“It makes me sad when I have to keep telling you to keep your arms by your sides when we’re walking in a line.”*
 - *“____, I am frustrated that you keep disrupting class today.”*
 - *“____, I was shocked when I graded your paper. You are capable of doing much better.”*
 - <http://www.healthiersf.org/RestorativePractices/Resources/documents/Building%20and%20Sustaining%20Community/Affective%20Language/Affective%20Statements.doc>
- **Restorative Questions**
 - *Regarding misbehavior;*
 - What happened?
 - What were you thinking about at the time?
 - What have you thought since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
 - *To help those affected;*
 - How did you feel after what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?
 - http://www.iirp.edu/pdf/beth06_davey2.pdf

<https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf>

<http://teachingwithteachers.com/restorative-practice/>

<http://www.iirp.edu/pdf/Defining-Restorative.pdf>

Restorative Practice Trainings, Toolkits, & Conferences

- **Restorative Practices Training Module** → <https://vimeo.com/66987820>
 - This two part video training module explains Restorative Practices and the paradigm shift that Restorative Practices require. The videos total 32 minutes.
- **Community Matters** → <http://community-matters.org/programs-and-services/restorative-practices-trainings>
 - Community Matters offers a full spectrum of Restorative Practices administration and staff trainings to help institute restorative practices into school policies and procedures, as well as consulting services to assist with discipline policy updates and improvements.
 - Administrators' Training: Leading the Change- 1 day, 7 hours
 - Cost: \$2,900-\$3,300
 - Skills Development for Staff & Administrators- 2 day, 7 hours per day
 - Cost: \$5,200-\$5,500
 - Facilitating Restorative Conferences- 2 days, 8 hours per day
 - Cost: \$6,200-\$6,500
- **The Foundation of Restorative Practices in Schools** → <http://fromdiaperstodiamonds.com/speaking/>
 - Dr. Marian Fritzeimer provides an innovative and interactive three-day seminar that equips school sites to implement restorative practices that typically increases student responsibility and decreases suspensions and expulsions.
 - To schedule Dr. Fritzeimer, use this link- <http://fromdiaperstodiamonds.com/speaking/request/>
- **Restorative Justice Training Institute** → <http://www.rjtica.org/>
 - Restorative Justice Training Institute offers planning, training, coaching, curriculum development, research and evaluation for schools and organizations working with youth.
 - Community Building using Restorative Justice philosophy, principles, and practices- 2 days
 - Cost: \$300 per person
 - Repairing Relationships using Restorative Justice Practices-2 days
 - Cost: \$300 per person
- **Center for Restorative Process**
 - The Center for Restorative Process provides a free 72 page training booklet which teaches Restorative practices.
 - https://gallery.mailchimp.com/2a42883105ac554285a9bfa47/files/Teaching_Restorative_Practices_Manual.pdf
- **The Zehr Institute for Restorative Justice** → <http://zehr-institute.org/webinars/>
 - The Zher Institute for Restorative Justice provides three webinars on Restorative Practices. They are;
 - Social Justice in Circles: How are circle keepers addressing systems of oppression?
 - Explores the ways in which social identities, power, privilege and oppression impact peacemaking circles and Restorative Justice work.
 - Listening to a Movement
 - Explores some of the political opportunities, resource mobilization, and the message framing that are driving the Restorative Justice movement.

- Community Justice Partnerships
 - “There is no greater power than a community discovering what it cares about. Ask “what’s possible?” not “what’s wrong?” Notice what you care about and be brave enough to start a conversation that matters.”
- **Professional Learning Packs** → <http://plp.ededucation.org/>
 - Professional Learning Packs provide collections of materials designed for self-study, small group professional development, or large group professional development. Their mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.
 - Cost: Free
- **The Center for Transformative Teacher Training** → <http://elearning.ct3education.mrooms.net/>
 - The Center for Transformative Teacher Training has a new online learning program in which teachers are provided the skills and confidence needed to establish a safe, orderly, and positive learning environment. Teachers will learn to;
 - Establish a No-Nonsense Classroom Culture that motivates students to choose to get on task and reach their full academic potential.
 - Nurture strong relationships with students and their families.
 - Enter the classroom with an empowered “No-Excuses” mindset.
 - Quickly turn around an out-of-control classroom.
 - Cost: Free, just need to make a personal log in to access materials.

Conferences on Restorative Justice

- **Facilitating Restorative Conferences**
 - March 6-7th 2017, July 15-16th 2017, July 26-27th 2017
 - Bethlehem, Pennsylvania
 - These conferences will provide training around formal conferences and various strategies to make them most effective for your own school. This will provide a clear script to follow and the trainings are very useful.
- **A Restorative Journey: Transforming Relational Harm**
 - July 17-19, 2017 IIRP’s Bethlehem, Pennsylvania, Campus
 - Will provide a blend of theory, academic research and practical knowledge for developing healthy habits, pathways to healing and self-care. Drawing from neuroscience and psychology, attendees will learn to recognize trauma, understand its transmission in families and reflect on its effects on individuals and in relationships.
- **Learning in the 21st Century: A Restorative Vision**
 - The IIRP’s 23rd World Conference
 - October 23-25, 2017 Bethlehem, Pennsylvania
- **National Conference on Community and Restorative Justice**
 - June 16-18th, 2017 Oakland, California
 - Pre-conference training session June 16th, 2017

General Restorative Justice Websites

- Since 1999, the **IIRP (International Institute on Restorative Practices) Continuing Education Division** has helped even the most challenging schools improve their teaching and learning environment through "restorative practices," a proactive approach to whole-school climate change based on communication and responsibility.
 - <http://www.iirp.edu/education-programs/continuing-education/projects/safer-saner-schools>
- **The Smith Institute** did a non-governmental assessment of the evidence on restorative justice in the UK and internationally, carried out by the Jerry Lee Center of Criminology at the University of Pennsylvania.
 - <http://www.smith-institute.org.uk/wp-content/uploads/2015/10/RestorativeJusticeTheEvidenceFullreport.pdf>
- **Restorative Justice for Oakland Youth** invites a fundamental shift in the way we think about and do justice. In the last few decades, many different programs have arisen out of a profound and virtually universal frustration with the dysfunction of our justice system.
 - <http://rjoakland.org/restorative-justice/>
- In **Turning the Page on School Discipline**, Russell Skiba and Daniel Losen discuss the importance of shifting from away from reaction to problems and towards prevention of problems.
 - http://www.aft.org/ae/winter2015-2016/skiba_losen

Restorative Justice Book List

- **Restorative Practices Book for Educators** → 38 books listed
 - <http://fromdiaperstodiamonds.com/wp-content/uploads/2015/09/Restorative-Practices-Books-for-Educators-Updated-October-4-2016.pdf>
- **Helping Children Succeed: What Works and Why by Paul Tough**
 - Tough encourages us to think in a brand new way about the challenges of childhood. Rather than trying to “teach” skills like grit and self-control, he argues, we should focus instead on creating the kinds of environments, both at home and at school, in which those qualities are most likely to flourish. Mining the latest research in psychology and neuroscience, Tough provides us with insights and strategies for a new approach to childhood adversity, one designed to help many more children succeed.
 - Available on Amazon
- **7 Ways to Transform the Lives of Wounded Students by Joe Hendershott**
 - Sharing stories and examples from real schools and students, this book examines the seven key strategies necessary for changing school culture to transform the lives of individual students. Recognizing the power of effective leadership and empathy in creating a sense of community and safety for wounded students, Hendershott offers a valuable resource to help educators.
 - Available on Amazon
- **Reaching the Wounded Student by Joe Hendershott**
 - This book gives strategies and ideas to educators who work with wounded students-- who are beyond the point of "at-risk" and who suffer from hopelessness. It shows teachers and principals how to understand, teach, discipline, and motivate these students. This book will also empower and encourage educators to give hope to all students and direct them on a path to academic and life success.
 - Available on Amazon

Videos/Audio on Restorative Justice

- **Spare the Rod** → <http://www.apmreports.org/story/2016/08/25/restorative-justice-school-discipline>
 - In Spare the Rod by APM reports (American Public Media) we hear how nearly 3 million kids are suspended from school each year and why this old form of punishment is not actually working. They go on to discuss;
 - Why kids of color are more likely to be suspended (9:00 minute mark)
 - How suspension came to be such a widespread form of discipline in America (11:30-18:00 minute mark)
 - Examples of schools that are changing from zero-tolerance policies toward becoming Restorative in their approach (35:16 minute mark).
- **National Public Radio** → https://ondemand.npr.org/anon.npr-mp3/npr/atc/2014/12/20141217_atc_restorative_justice_a_new_approach_to_discipline_at_school.mp3?orgId=1&topicId=1013&d=271&p=2&story=371483112&t=progseg&e=371456718&seg=7&siteplayer=true&dl=1
 - A report from NPR about an Oakland Middle school, Edna Brewer Middle School, that has adopted Restorative practices and also includes audio of a restorative circle in practice.
 - 4:30 minutes long
- **Restorative Justice on the Rise** → <http://restorativejusticeontherise.org/>
 - This Restorative Justice website has over 100 podcasts, videos, and webinars discussing Restorative Practices around the country.