

The Restorative Path to School District Transformation



*Colorado Springs,
Colorado*

Dr. Lou Fletcher

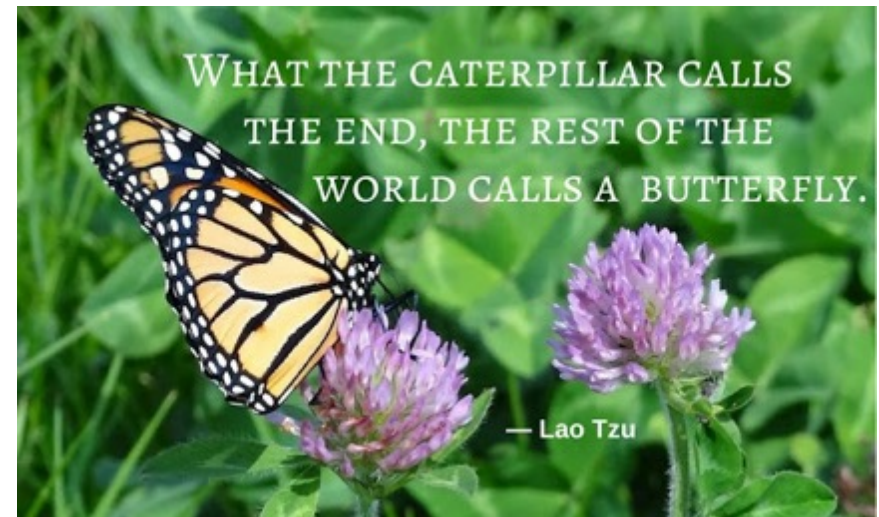
Director of Culture and Services

Mr. David Watson

Director of Safety and Security

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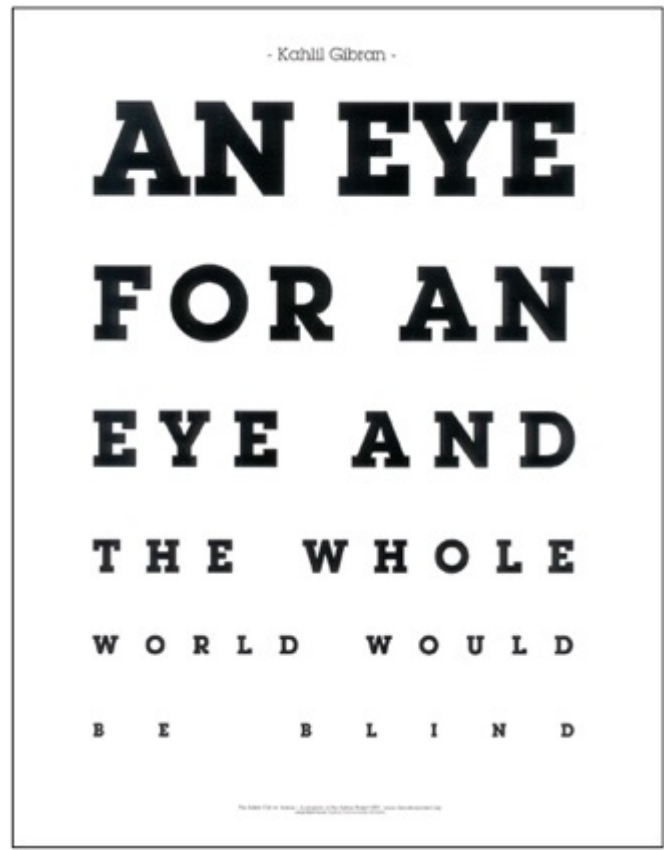
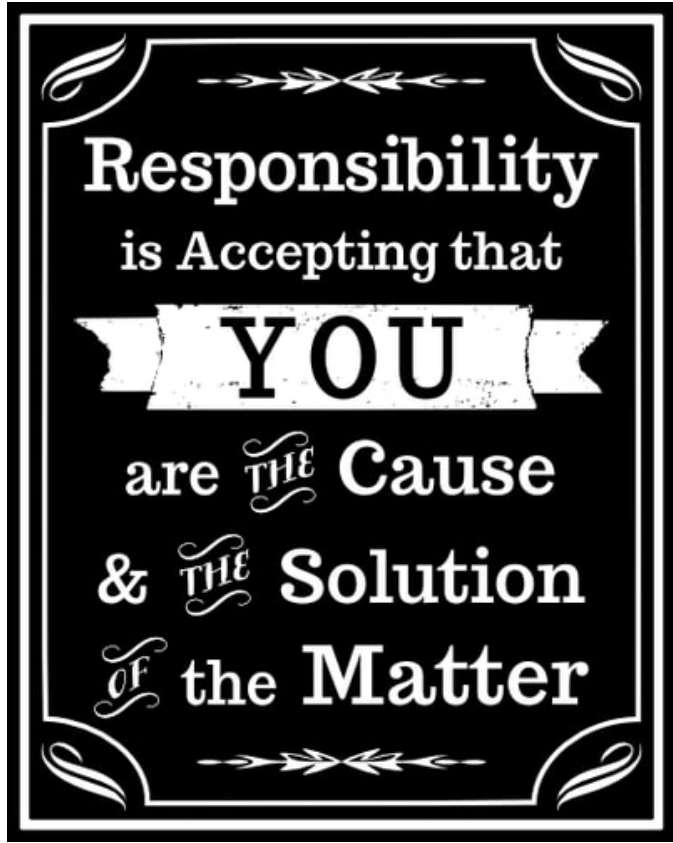
The Restorative Path Requires Us to Find Our Way...



Your Origin Informs Your Destination, But It Does Not Define it.

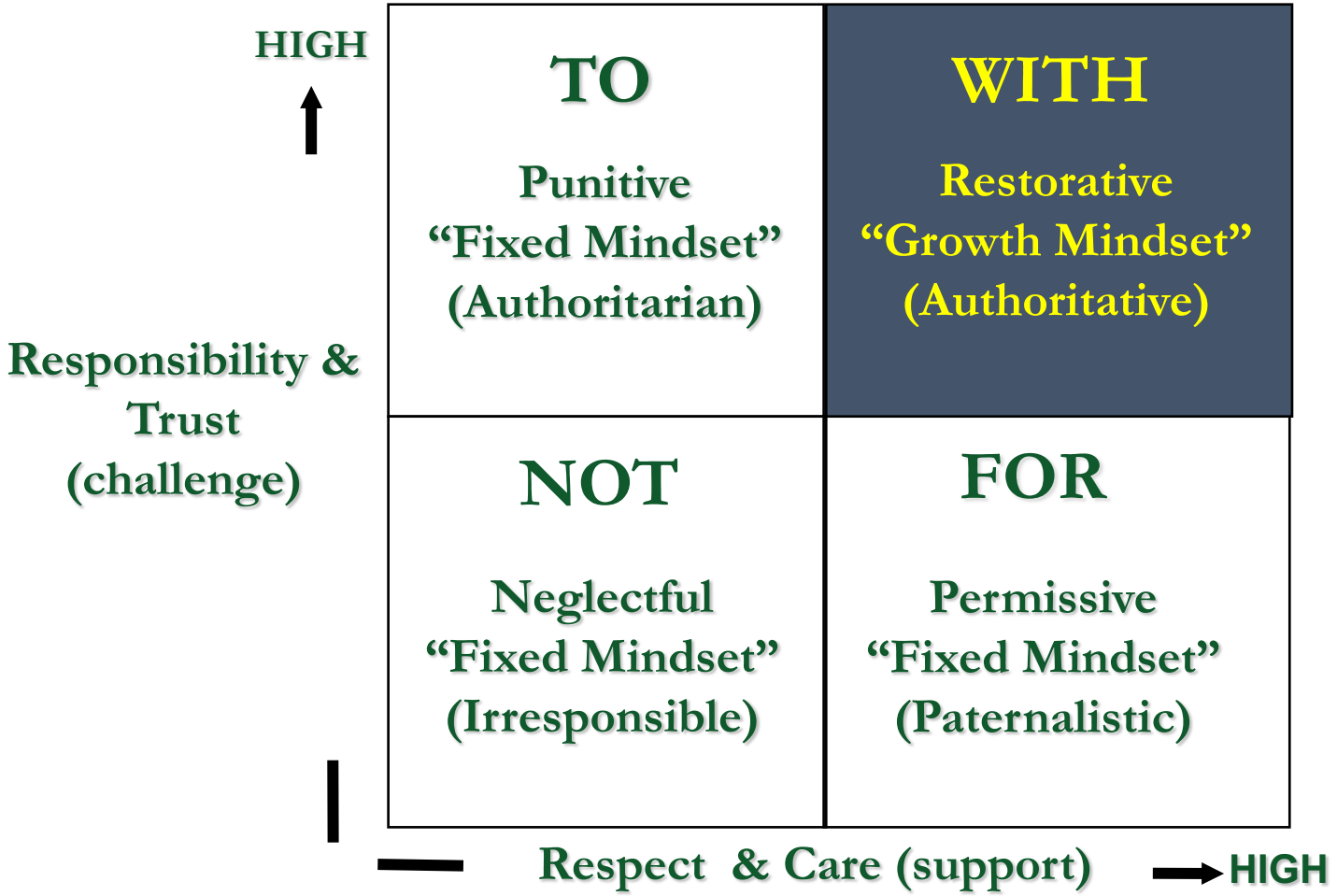
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Defining The Path...



...Taking Action To Create Change

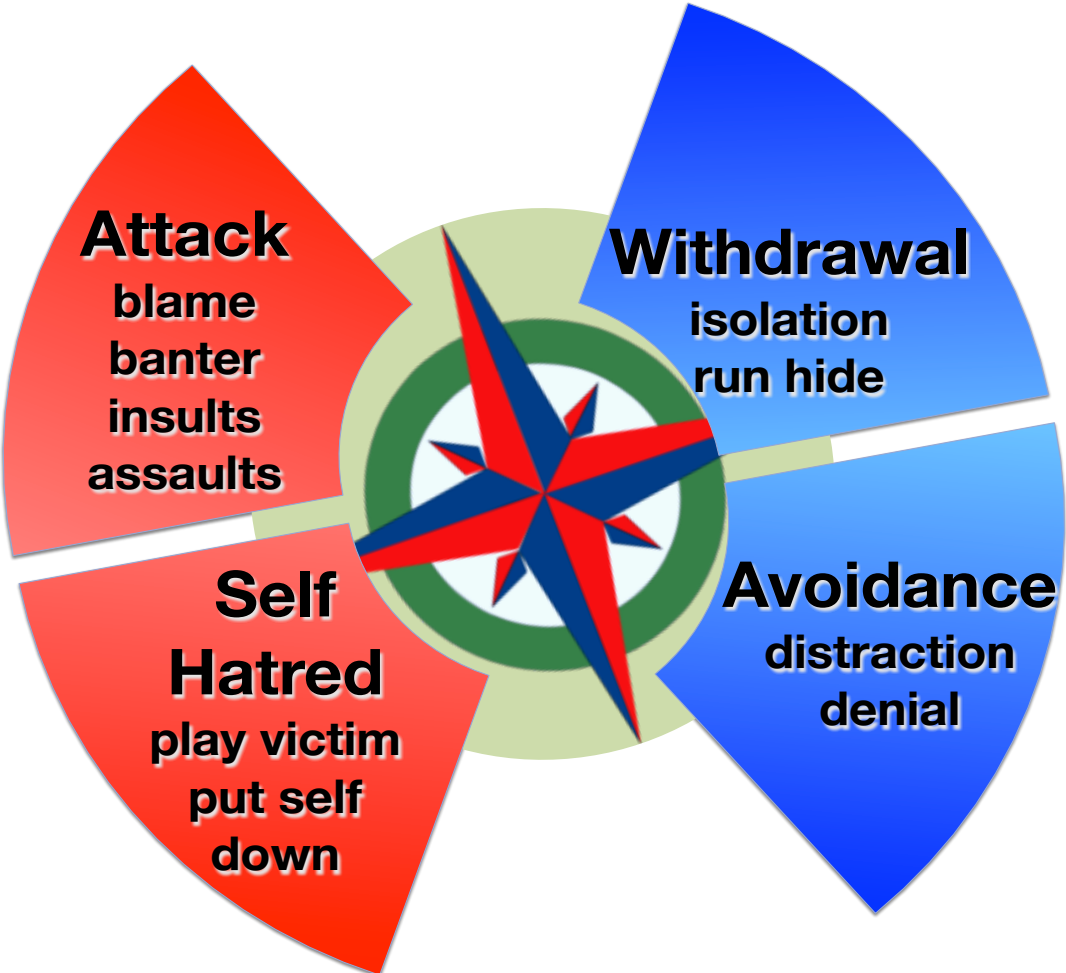
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Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



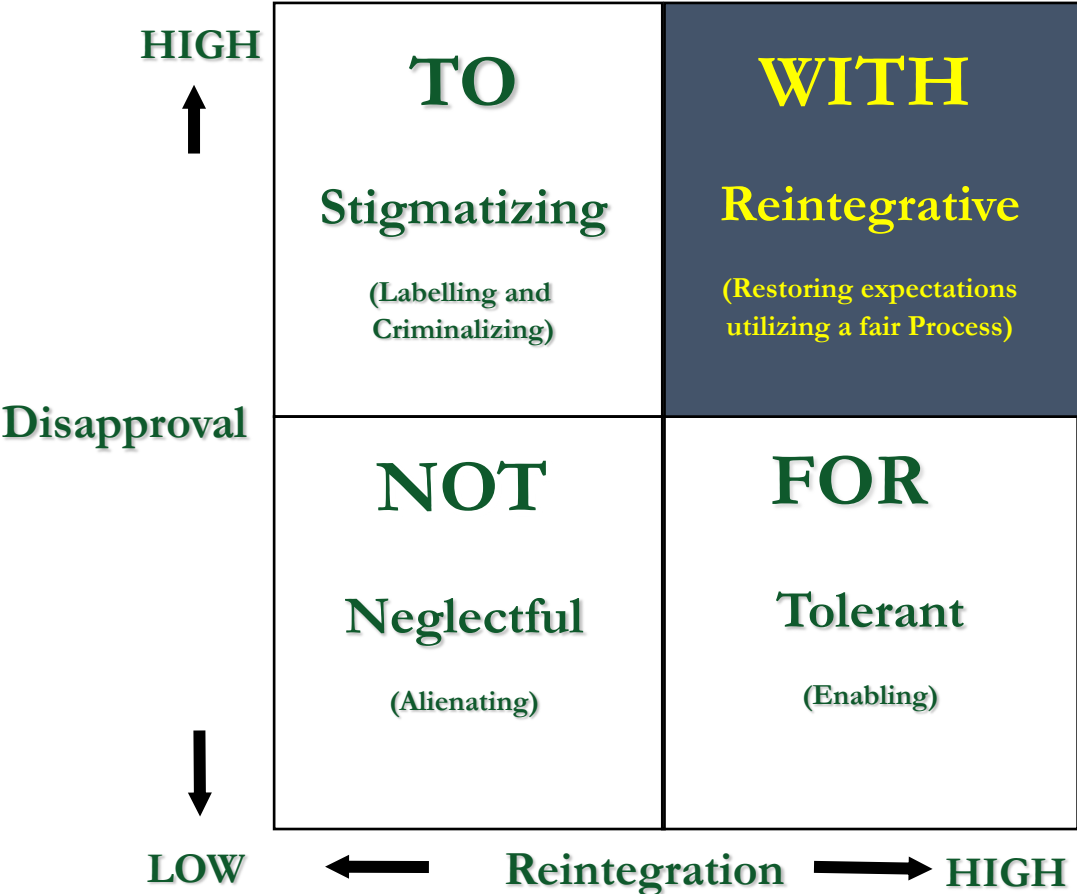
Nathanson's Compass of Shame



NATHANSON 1992

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Is Shaming Always Negative?



Reintegrative Shame Matrix – Fletcher 2017

- **Stigmatic shaming:**

A form of shaming, imposed as a sanction by the criminal justice system, that is thought to destroy the moral bond between the offender and the community

- **Reintegrative shaming:**

A form of shaming, imposed as a sanction by the criminal justice system, that is thought to strengthen the moral bond between the offender and the community



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**Reintegration
versus
Stigmatization**



Adapted from Nathanson's Compass of Shame - 1992

TO
Aggressive
Fixed

FOR
Enabling
Fixed

NOT
Apathetic
Fixed

WITH
Equipping
Growth

	SELF HATE	ATTACK	WITHDRAW	AVOID
TO Aggressive Fixed	Low Self-Esteem	Conflict Instigator	Addicted	Absent
	Low Self-Efficacy	Emotional Abuser	Dependent	Undependable
	Suicide Attempts	Physical Assaulter	Depressed	Deceptive
FOR Enabling Fixed	Negative Self-Talk	Entitled	Ungrateful	Tardy
	Deceitful	Manipulative	Hopeless	Unreliable
	Suicidal Ideations	Undermining	Despondent	Evasive
NOT Apathetic Fixed	Self-Neglect	Passive Aggressor	Loner	Dropout
	Unconfident	Neglectful	Helpless	Uncommitted
	Victim	Spiteful	Antisocial	Elusive
WITH Equipping Growth	Resilient	Peer-Mediator	Engaging	Dependable
	Confident	Protector	Positive	Reliable
	Motivated	Communicator	Hopeful	Committed

Stigmatization-Reintegration Affective Outcomes – Fletcher 2016

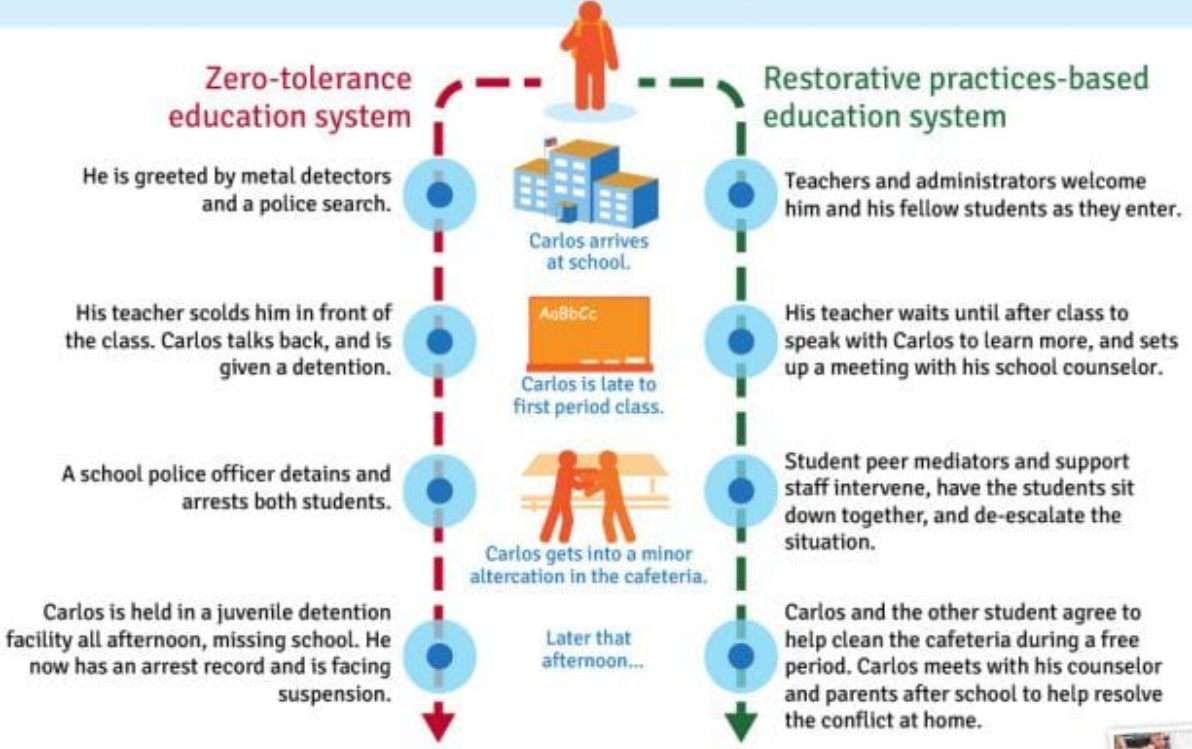


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Rethinking Discipline

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



In Colorado Zero-Tolerance Was Outlawed by HB12-1345, February 1, 2013



Activity: 5 minutes



- List 3 reasons students might be suspended
- List 3 reasons students might be expelled
- What do the students learn from this experience?



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Expulsion Statistics

2015-2016

18 Hearings

- 2 Expelled (11%)
- 16 Deferred (89%)
 - 3 Deferred to expelled (19%)
 - 13 In Compliance (81%)

2016-2017

25 Hearings

- 11 Expelled (44%)
- 14 Deferred (56%)
 - 1 Deferred to expelled (7%)
 - 13 In Compliance (93%)

2017-2018

30 Hearings

- 12 Expelled (40%)
- 17 Deferred (56.6%)
 - **1 Denied (3.3%)**
 - 0 Deferred to expelled (0%)
 - 17 In Compliance (100%)

3-Year Pilot Study Snapshot

- 47 of 72 Students Restored To School W/ Safety Contracts (65.3%)
- 43 of 47 Yields A 91.5% Deferment Compliance Success Rate
 - 43 Fewer Students In the Expulsion Program
 - 43 Students Without An Expulsion On Their Record
- 29 Expelled Students Gained A Favorable Student/Teacher Ratio
- **Hearings are FRCs for extreme behaviors (reintegrative shame)**

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Expulsion Statistics

2018-2019

20 Hearings

- 8 Expelled (40%)
- 12 Deferred (60%)
 - 2 Deferred to expelled (16.6%)
 - 10 In Compliance (83.3%)

2019-2020

13 Hearings*

- 5 Expelled (38.5%)
 - 2 Redacted (40%)**
- 8 Deferred (61.5%)
 - 3 Deferred to expelled (37.5%)
 - 5 In Compliance (62.5%)

Post-Pilot Data

- Number of hearings trending down (as predicted)
 - Restoration is growing as a cultural value
 - 60.6% of the hearing initially resulted in deferments
 - Approximately 25% of the deferred became expelled
 - Approximately 75% of the deferred students remained compliant
- * eLearning Second Semester impacted data ** Found cause to expunge

Discussion: 5 minutes



- Review the 3 reasons for suspension and expulsion
- Discuss how you could restoratively approach the issues
 - Alternative Discipline
 - Possible outcomes
- What will students learn from a restorative approach?



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Restorative-PBIS Translation

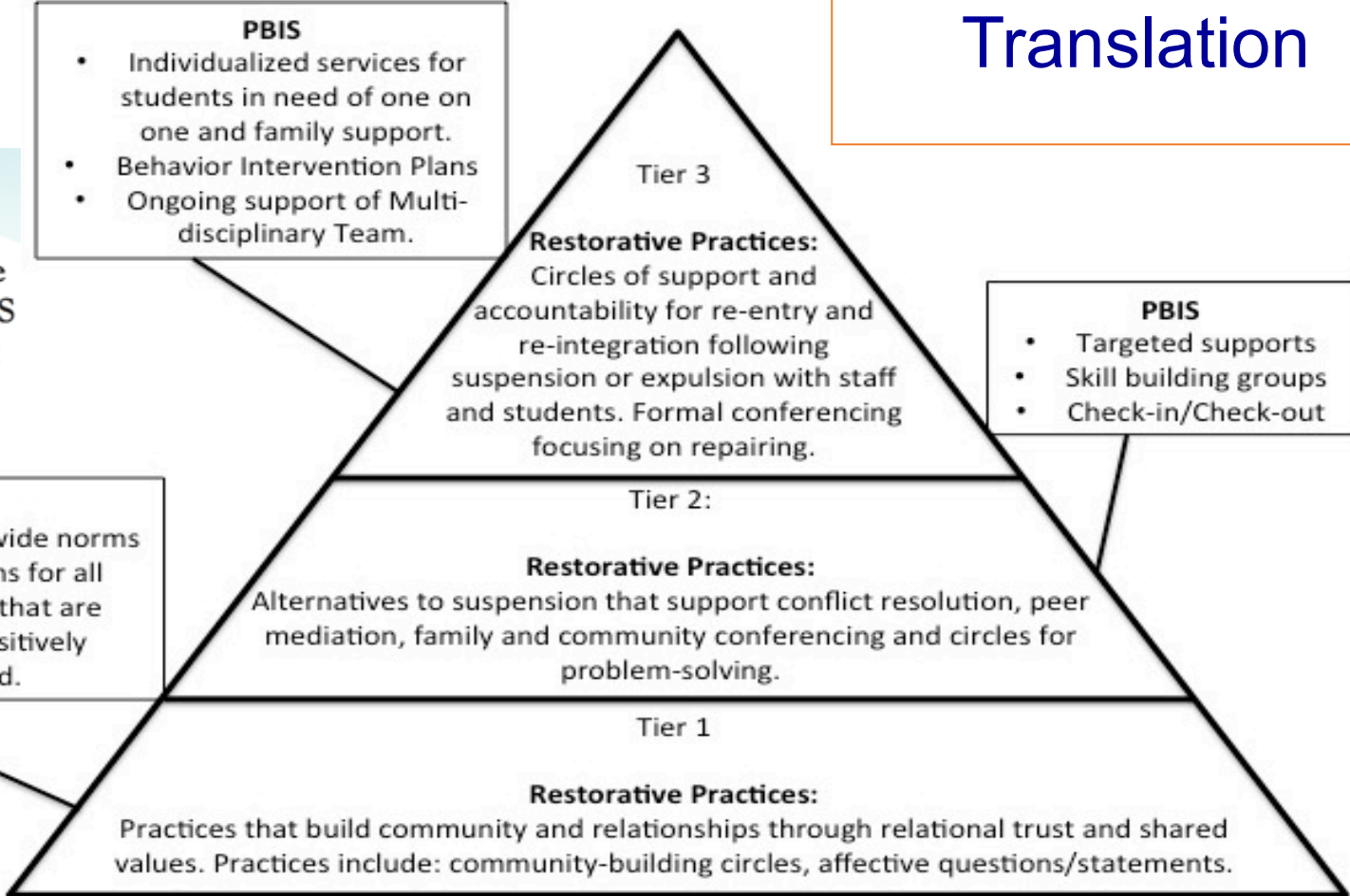
PBIS

Embedding Restorative Practices Within a PBIS Framework to Support Student Success

- PBIS**
- Individualized services for students in need of one on one and family support.
 - Behavior Intervention Plans
 - Ongoing support of Multi-disciplinary Team.

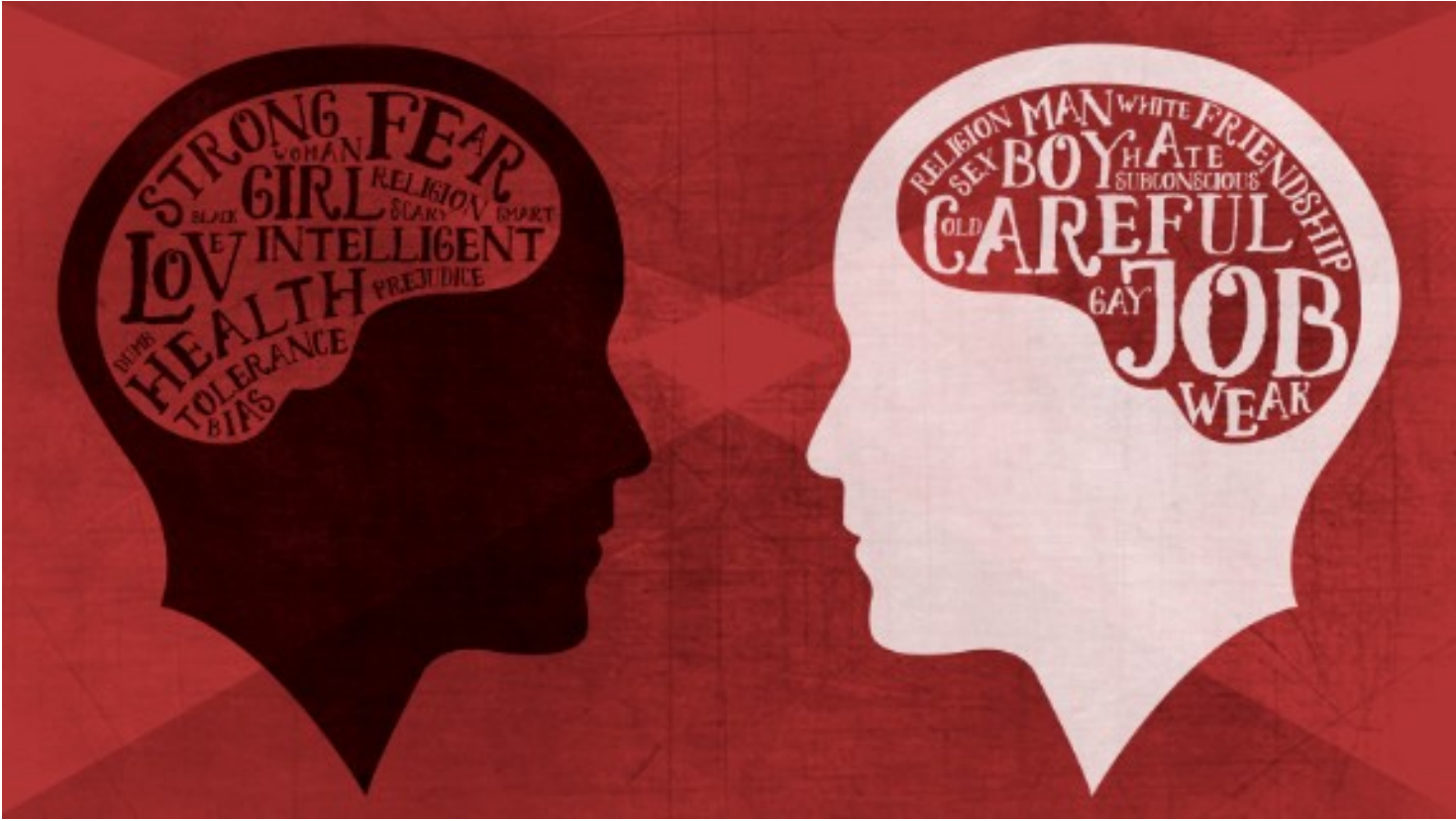
- PBIS**
- Targeted supports
 - Skill building groups
 - Check-in/Check-out

PBIS
Equitable school-wide norms and expectations for all school settings that are taught and positively reinforced.



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Bias Blocks the Restorative Path...



Mock Hearing

Establish The Process & Purpose:

- Start with the ground rules
- The hearing is not a new investigation
- Acknowledge concerns, but don't halt the process
- Vocalize the right to an appeal of the hearing process

Mock Hearing

The Student:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things Right?

Mock Hearing

The Parent/Guardian:

- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Involving our Community

- Parent trainings on Restorative Practices
- Working with Police/Sheriff using Restorative Practices.
- Working with community mental health agencies to support
- Training our support staff
- Training Security and SRO's
- Teen Court Partnership



Teaching Mindfulness



- Being in the moment
- Self Control
- Destress
- Breathing
- Visualization
- Mindfulness training has shown to positively impact academics and behavior (Greater Good Magazine, 2014)

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Find The Path:

1. Replacing zero-tolerant discipline with relationship building
2. Changing school/workforce culture by training and modelling restorative approaches
3. Revising policies to clarify community expectations/desired outcomes (fair process)
4. Understand that progress will require courageous conversations and mindset shifts

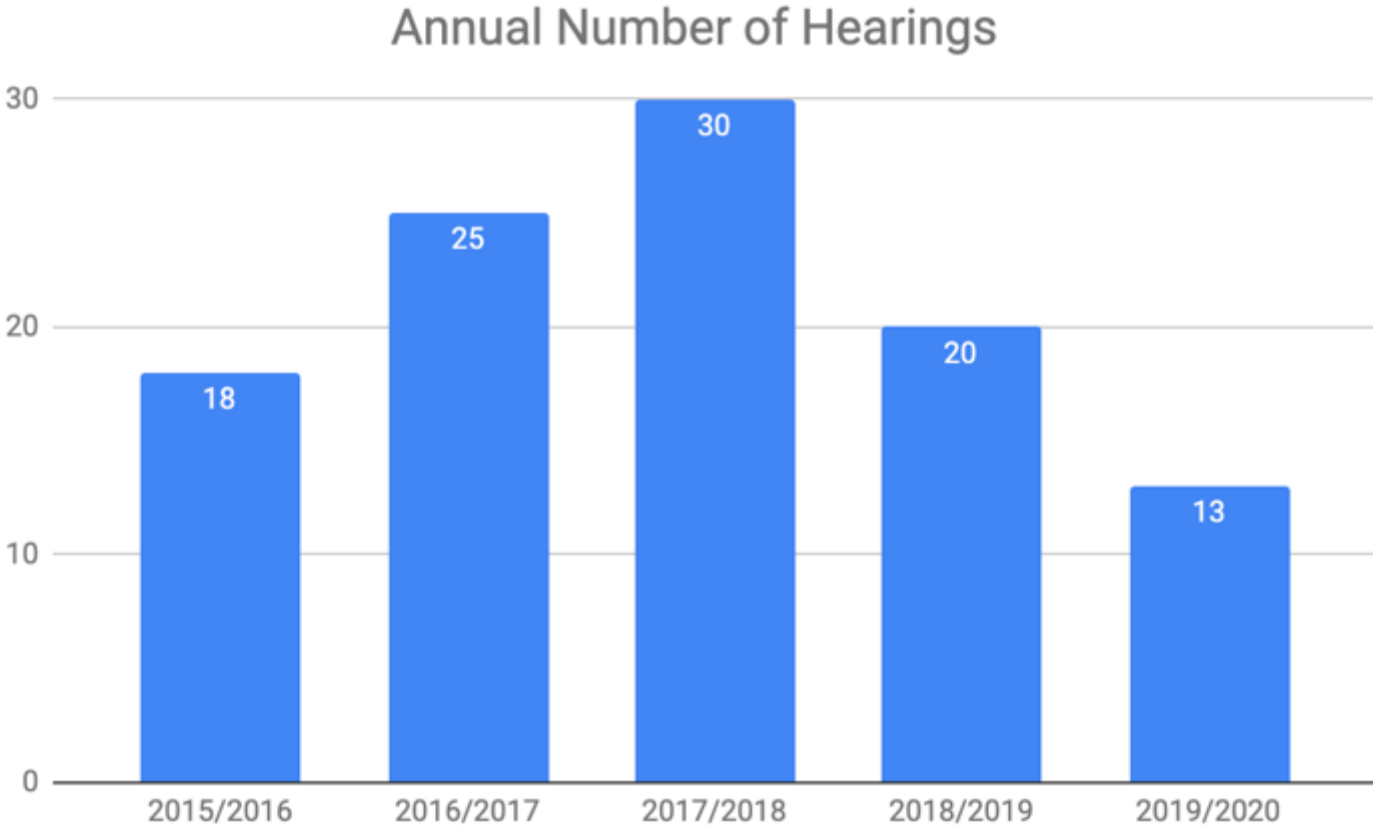


References

- Costello, B., Wachtel, J., Wachtel, T. (2010). *Restorative Circles in Schools*. International Institute for Restorative Practices. Pennsylvania.
- Obsuth, I. et al.(2016). Propensity Score Analysis of the Effects of Teacher-Student Relationships on Adolescent Problem and Prosocial Behavior, *Journal of Youth and Adolescence*. University of Cambridge.
- The International Institute for Restorative Practices. iirp.edu

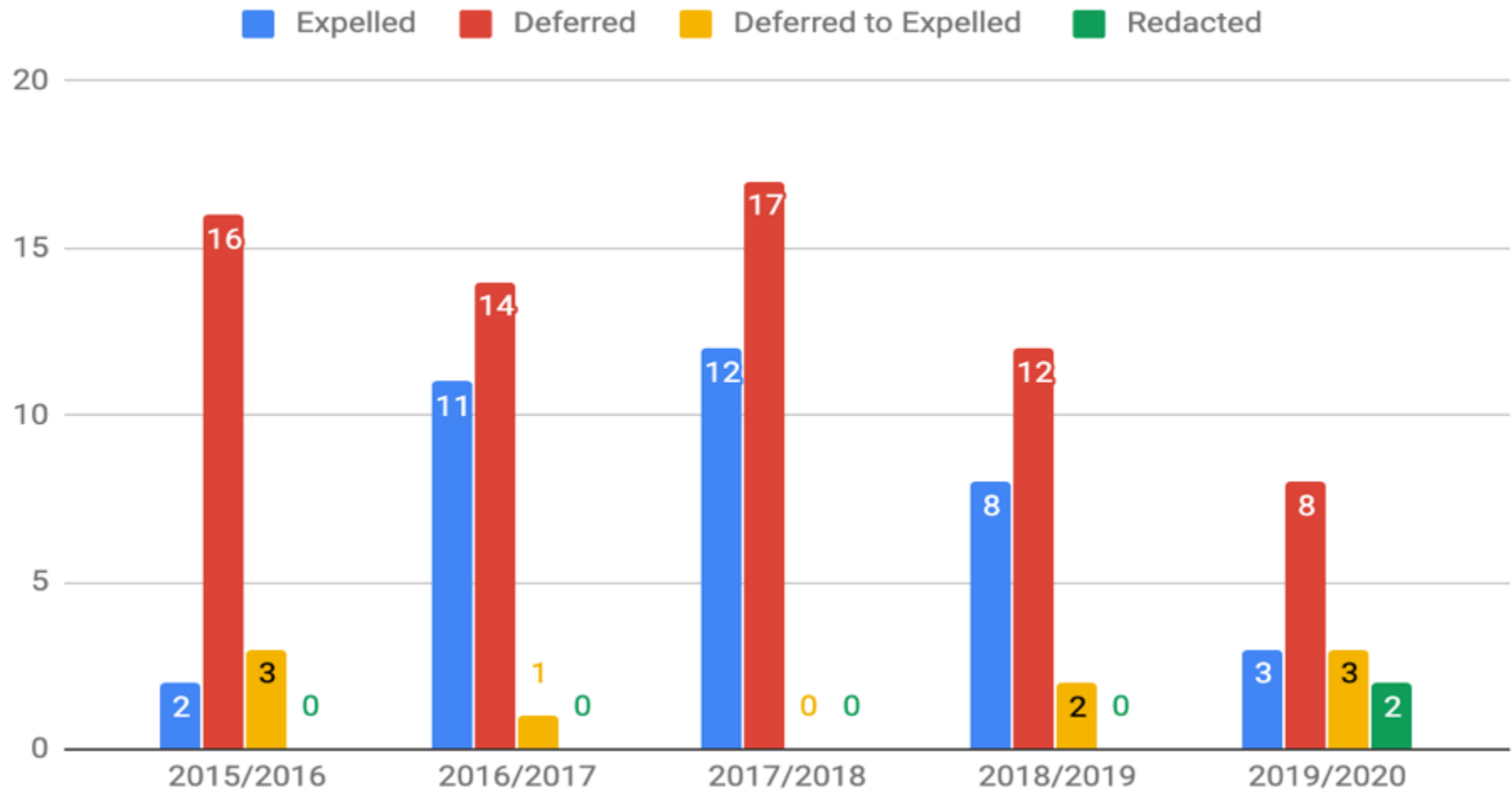
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Annual Number of Hearings



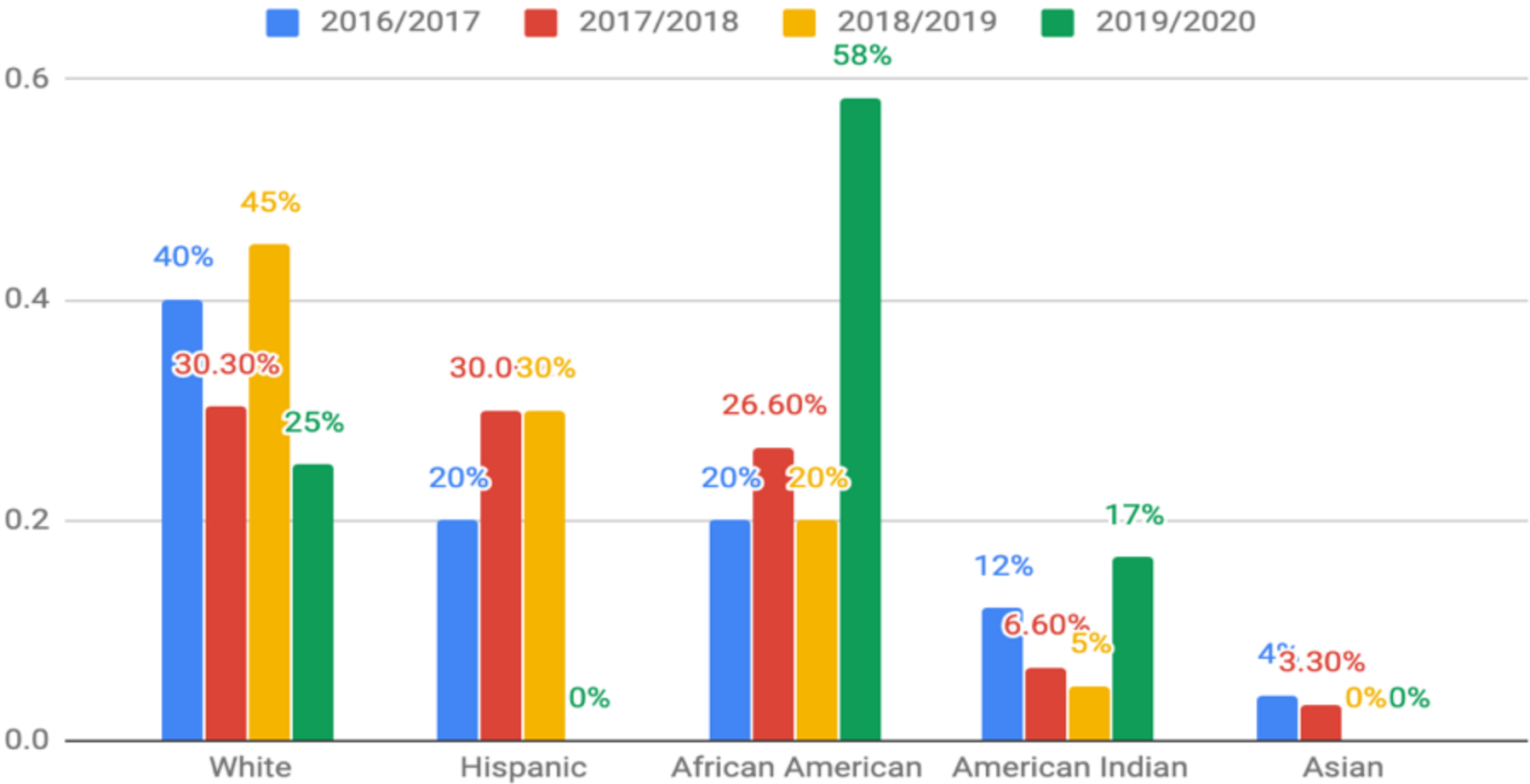
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Expelled vs Deferred



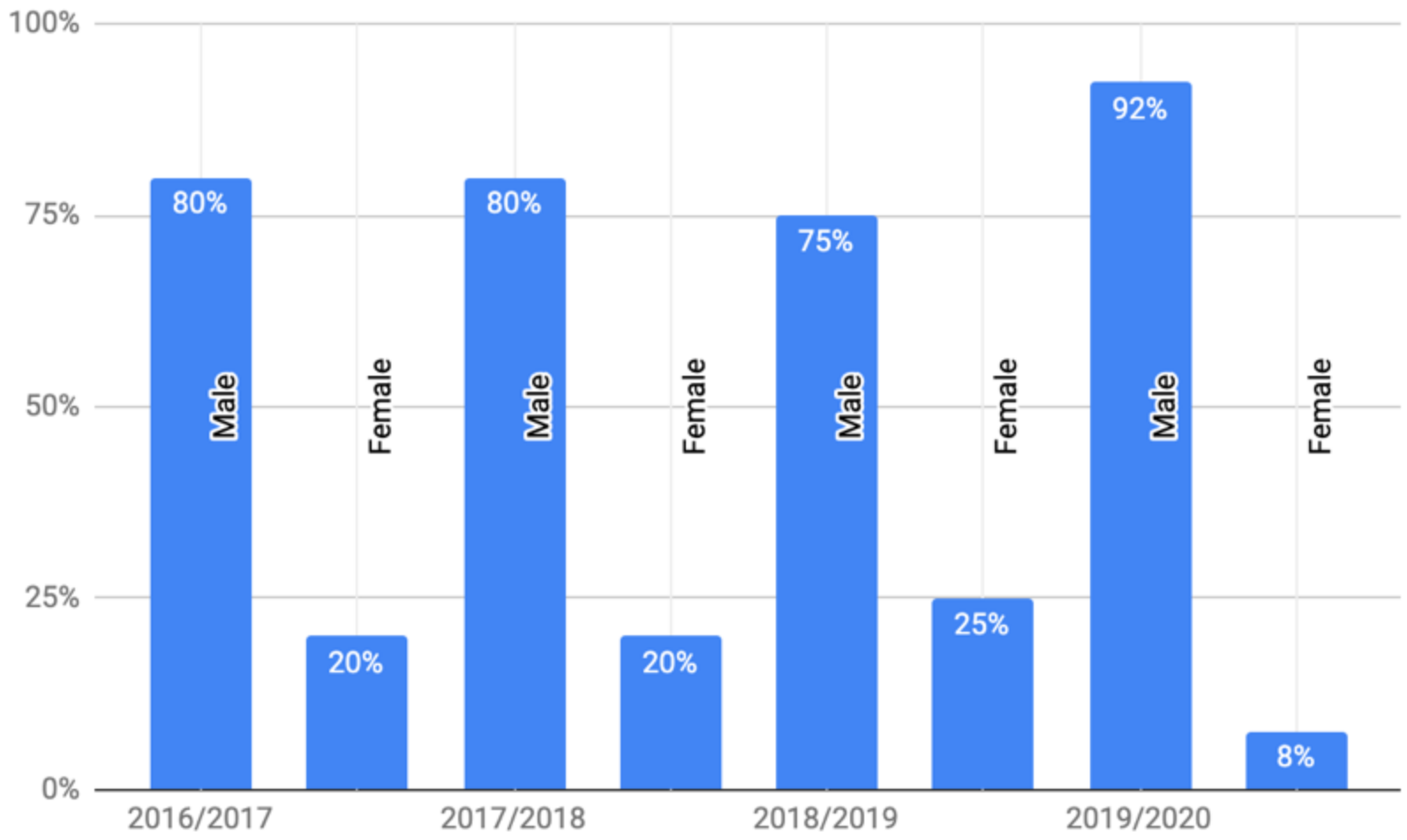
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Ethnicity Comparison



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Male vs Female Expulsions



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Resolution

We, The Members of the Board, Resolve That Beginning in the 2016-2017 School Year, School District 49 Will Adopt Restorative Practice As Its Primary Approach to Mediate Conduct and Discipline Issues.