



Introduction to Restorative Practices



Presented by:

Erie County Restorative Justice Coalition

Center for Resolution and Justice



RESTORATIVE PRACTICE A WHOLE SCHOOL CHANGE



Lovejoy Discovery School 43

PS 43 LOVEJOY DISCOVERY SCHOOL

Middle School Risk Behavior Report

PS 43 results on the Middle School **risk behavior survey** administered in October 2017 to 6th through 8th graders throughout Buffalo Public Schools. Highlights indicate areas where Lovejoy has more risk

Higher Risk

for LOVEJOY middle schoolers compared to other BPS students



Bullying and Fighting

Lovejoy students are more likely than other BPS middle schoolers to engage in fights and to be bullied, both online and at school. They are also more likely to carry a weapon.



Tobacco Use

Compared to other BPS students, Lovejoy students are more likely to use tobacco, including e-vapor products. Lovejoy students are twice as likely than other BPS students to have tried smoking before 11 years of age.



Alcohol and Marijuana Use

Almost 10% of Lovejoy students have recently drank alcohol or used marijuana. This is an increase from 2015, and more than 50% higher than BPS.

The Restorative Journey:

BPS 43 Lovejoy, Three Year Plan 2018-2021

- ▶ August 2018: Lovejoy launched a whole-school RP change.
- ▶ Fall 2018: Training delivered to teachers, afterschool program coordinators & Say Yes Navigators (8/18)
- ▶ Fall 2018 & Spring 2019: pilot training of parents and students.
- ▶ Year 1: Tier 1 community building circles.
- ▶ \$ (BPS Funding)
- ▶ Year 2: Tier 1 academic & Tier 2 responsive circles.
- ▶ Year 3: Tier 3 Restorative Justice Conferencing.



In 2018-19 ECRJC and Lovejoy#43 Launched Year One RP Action Plan

Goals:

- ❑ Provide teacher and support staff with RP training
- ❑ Develop a RP Team to support RP implementation
- ❑ Increase positive relationships and connectivity between students-student, student-staff, staff-staff
- ❑ Decrease Office Discipline Referrals by 20%
- ❑ Decrease suspension by 20%

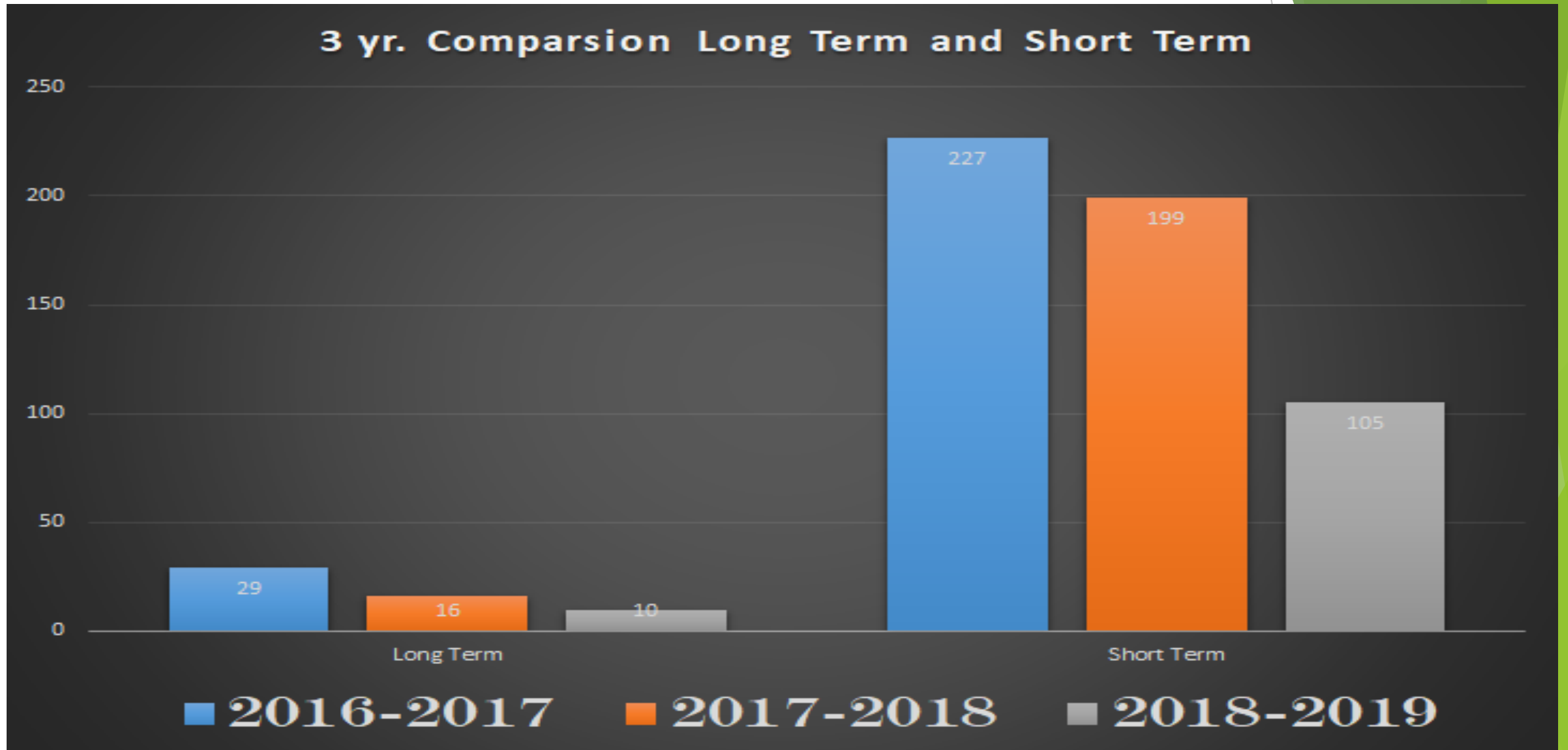
Objectives

- ❑ Implement Classroom Circles with fidelity
- ❑ Create an Action Plan to to measure effectiveness of Circle implementation and fidelity practice
- ❑ Teacher's complete self-assessment of circle practice, measured monthly
- ❑ Review ODR and teacher self-assessment data for evidence of positive relationship building

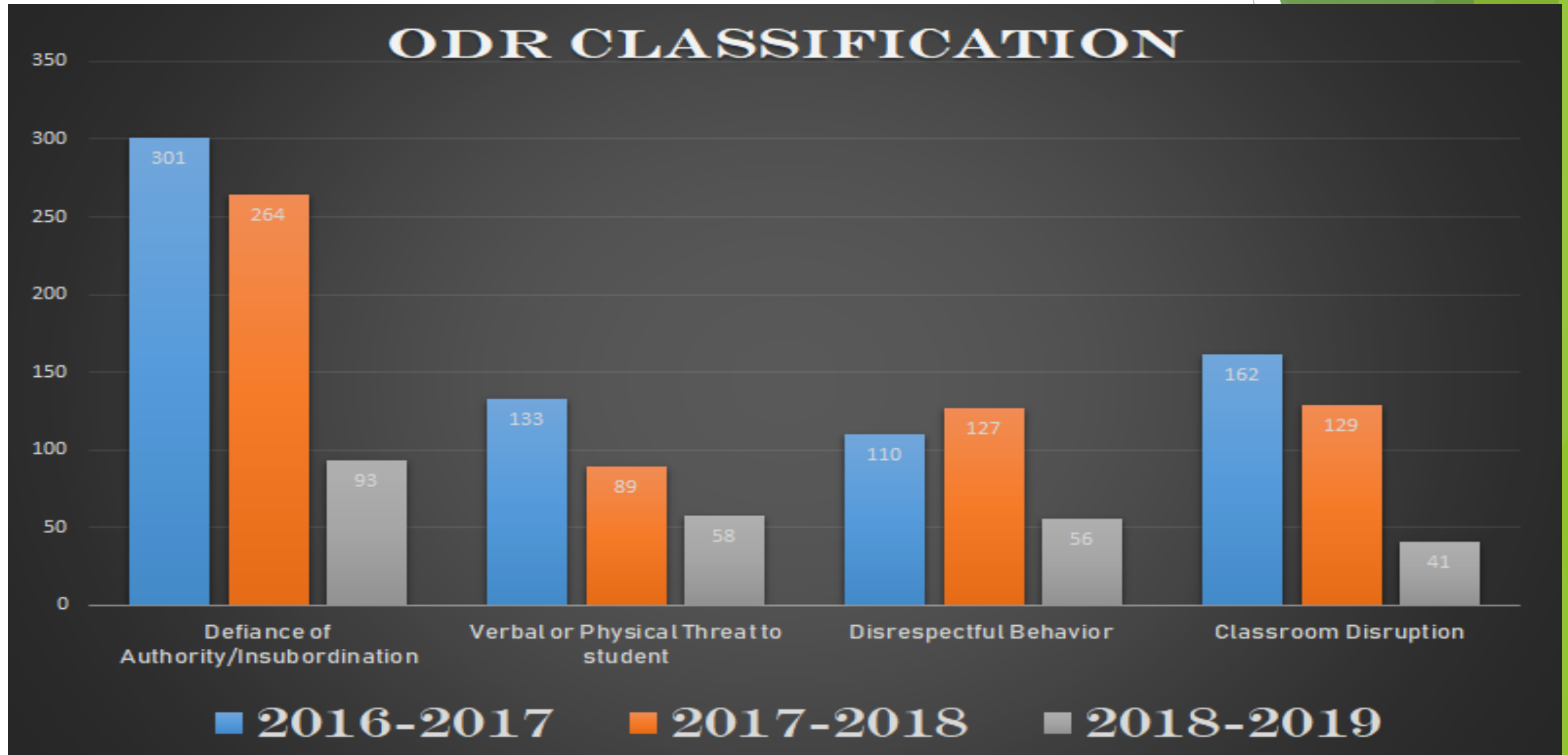
Student Suspension Data

- ❑ 678 students at the end of 2016-2017 school year
- ❑ 227 (33%) short term suspensions
- ❑ 685 students at the end of 2017-2018 school year
- ❑ 199 (29%) short term suspensions
- ❑ 661 students at the end of 2018-2019 school year
- ❑ 105 (16%) short term suspensions

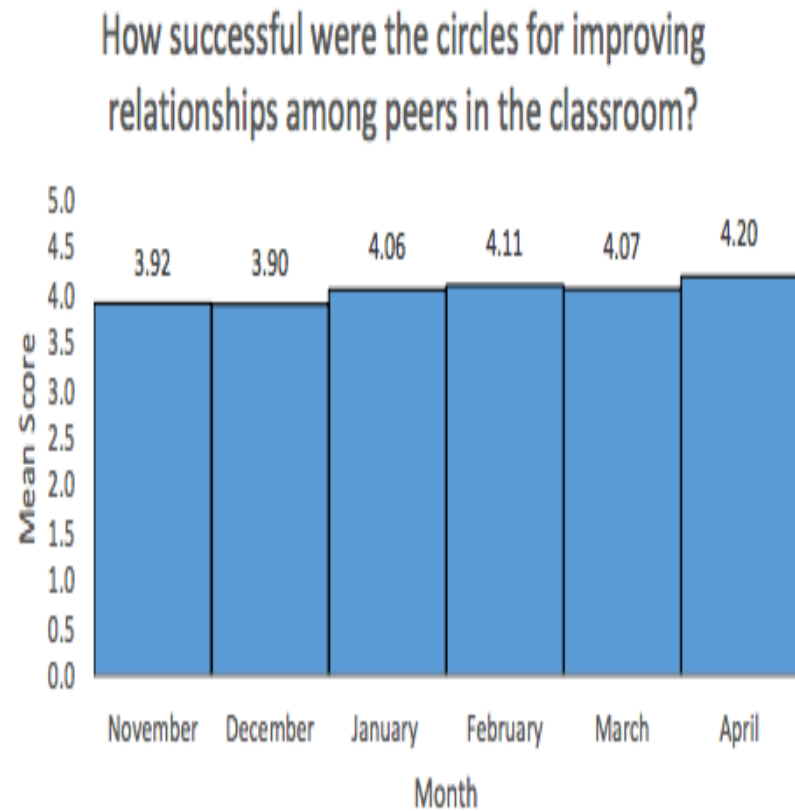
School Suspension Data



Three Year Office Discipline Referral by Classification



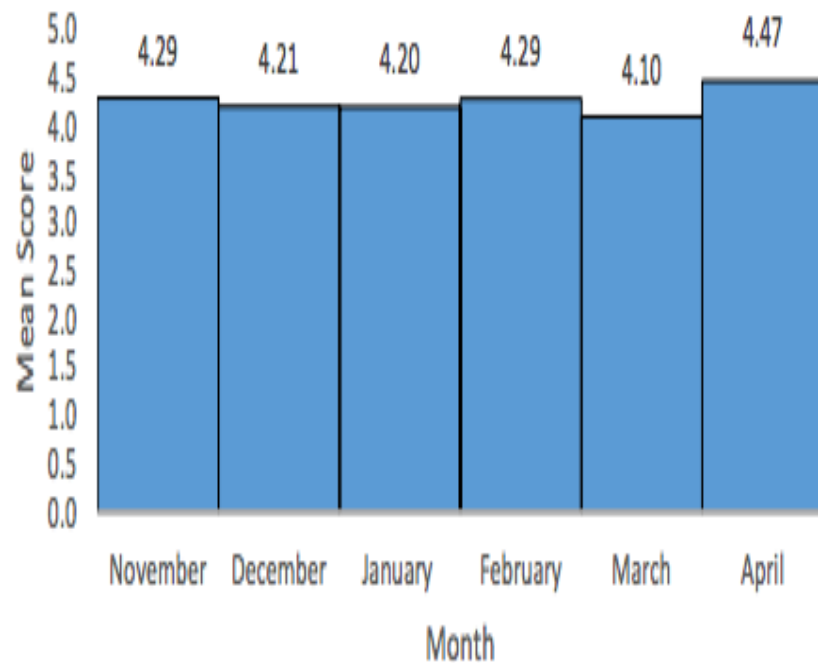
Restorative Practices has positive impact on peer to peer relationships



- Teachers reported that circles were successful for improving relationships among peers in the classroom over time.
- There was a slight dip in participation during the month of March, followed by an increase in April.

Survey Data on RP for improving Relationships

What was the level of students' participation in the circles?



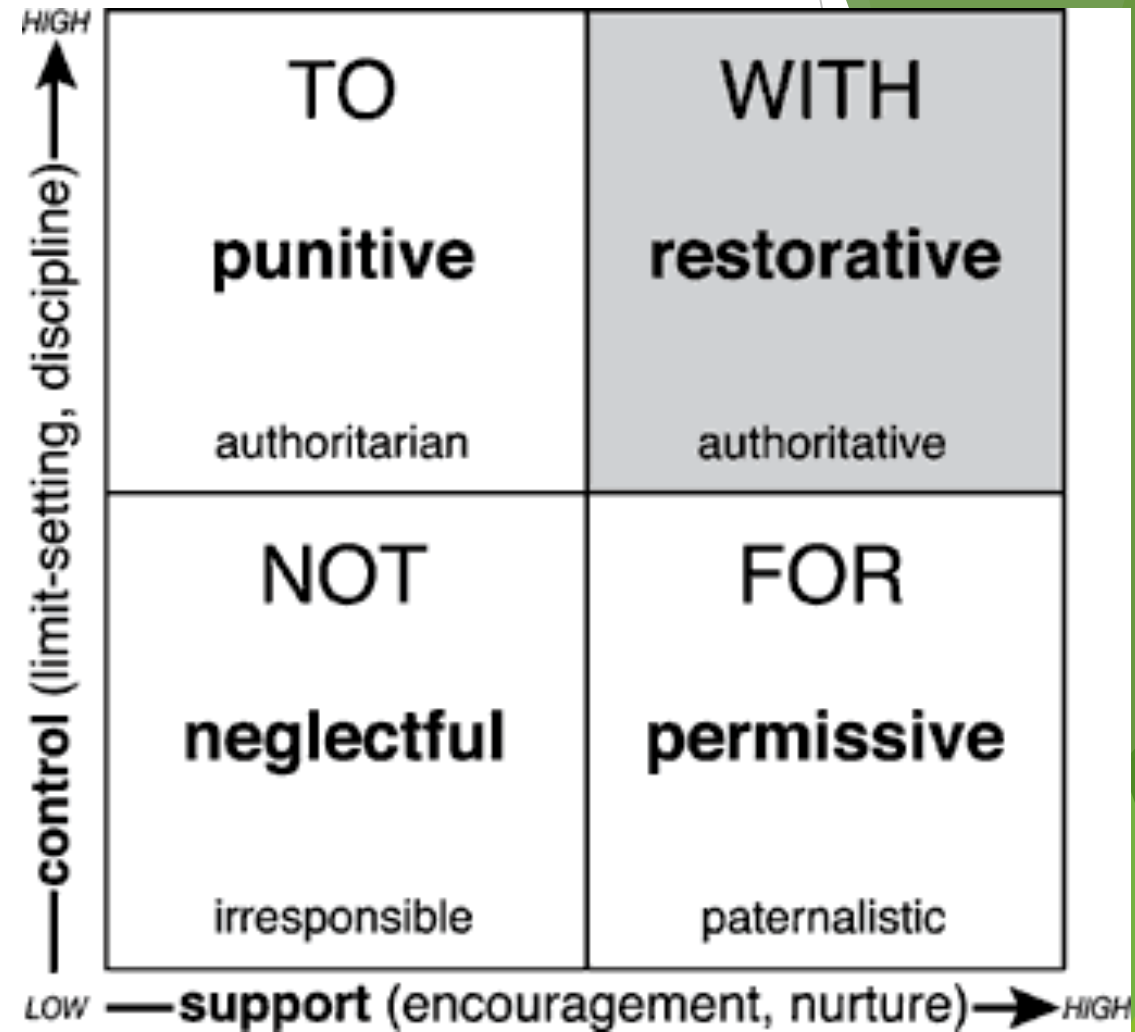
- ▶ Student participation remained high across the entire intervention.
- ▶ Circles were beneficial for improving relationships among peers in the classroom and between staff and students
- ▶ Teachers & staff felt confident in facilitating circles each week.



Restorative Practices are based on principles that emphasize the importance of **positive relationships** as central to **building community** and involves processes that **restore relationships** when harm has occurred. In schools and courts, Restorative Practices may be used as alternatives to court sentencing and school suspensions.

Social Discipline Window

Source: :Wachtel, T. (1999, February). *Restorative justice in everyday life: Beyond the formal ritual.*





Restorative Justice Continuum



Source: Davey, L. (2007, November). *Restorative Practices: A Vision of Hope*.

Circle Practice



- ▶ **Check In Circle** : Facilitator asks each person their NAME, How are you feeling on a scale from 1-10 (1 = horrible, 10= Fantastic!), and give one inarguable truth that describes how they are feeling.
- ▶ **Round One-** Pose one question Community Building question.
- ▶ **Round two-** Pose one Value Question
- ▶ **Check-out:** “How was circle today?” Or “What is one thing you learned in circle today?”

Turn and Talk

In groups of two **tell your partner short story** of a time you were bullied or witnessed bullying.

The listening partner then ask the storyteller the **Restorative Questions II**(to help those harmed by others actions)

- ▶ What did you think when you realized what had happened?
- ▶ What impacted has the 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?



THANK YOU



- ▶ Restorative Justice/Restorative Practices Trainings are presented by Erie County Restorative Justice Coalition (ECRJC)
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