



RESTORATIVE PRACTICE A WHOLE SCHOOL CHANGE



Lovejoy Discovery School 43

Opening :

I Cry

Sometimes when I'm alone
I Cry,
Cause I am on my own.
The tears I cry are bitter and warm.
They flow with life but take no form
I Cry because my heart is torn.
I find it difficult to carry on.
If I had an ear to confide in,
I would cry among my treasured friend,
but who do you know that stops that long,
to help another carry on.
The world moves fast and it would rather pass by.
Then to stop and see what makes one cry,
so painful and sad.
And sometimes...
I Cry
and no one cares about why.
Tupac Shakur

School 43 Demographics Data

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

0043 Lovejoy Discovery School						
Grade	A:Asian	B:Black or African American	H:Hispanic	M:Multiracial	W:White	Total
01	1/2/3	3/3/6	5/2/7	6/9/15	13/17/30	28/33/61
02	1/0/1	15/4/19	6/3/9	3/8/11	17/16/33	42/31/73
03	4/0/4	13/11/24	7/7/14	4/5/9	17/20/37	45/43/88
04	2/0/2	4/13/17	9/6/15	3/7/10	14/13/27	32/39/71
05	1/2/3	16/7/23	5/8/13	5/8/13	19/16/35	46/41/87
06	1/2/3	23/13/36	2/8/10	3/5/8	13/7/20	42/35/77
07	0/4/4	6/7/13	4/3/7	1/6/7	8/17/25	19/37/56
08	1/0/1	8/12/20	9/1/10	4/1/5	11/7/18	33/21/54
K	4/1/5	7/10/17	4/3/7	2/6/8	11/11/22	28/31/59
PK	2/2/4	5/8/13	4/7/11	6/1/7	6/11/17	23/29/52
All Grades	17/13/30	100/88/188	55/48/103	37/56/93	129/135/264	338/340/678

Student Population Excluding White not of Hispanic Origin

<u>School</u>	<u>Total</u>	<u>Percentage</u>
0043 Lovejoy Discovery School	414	61.06%

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.



Goals and Objectives for RP

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

Restorative Practices

An approach to positive discipline focused on the needs of ALL participants and on repairing harm and relationships.

Aims for Lovejoy Discovery PS#43

- ❑ Establish a safe school community.
- ❑ Reduce misbehavior, violence, bullying, suspensions, and expulsions.
- ❑ Support relationships with students, staff, and the community.
- ❑ Repair harm caused by misbehavior.
- ❑ Reintegrate students into a positive learning environment.

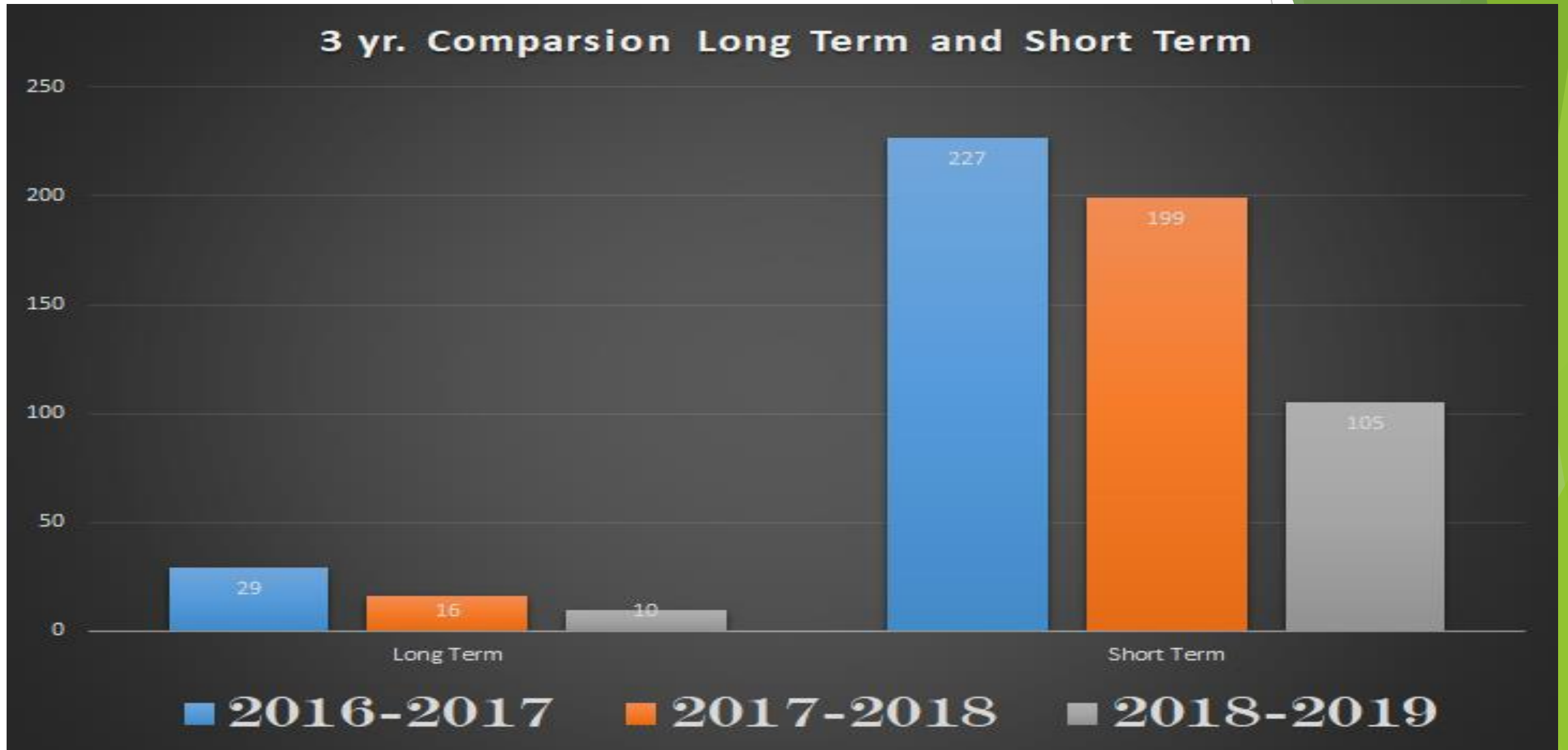
Student Suspension Data

- ❑ 678 students at the end of 2016-2017 school year
- ❑ 227 (33%) short term suspensions
- ❑ 67% of students (451) were **not** suspended.

- ❑ 685 students at the end of 2017-2018 school year
- ❑ 199 (29%) short term suspensions
- ❑ 71% of students (486) were **not** suspended

- ❑ 661 students at the end of 2018-2019 school year
- ❑ 105 (16%) short term suspensions
- ❑ 84% of students (556) were **not** suspended

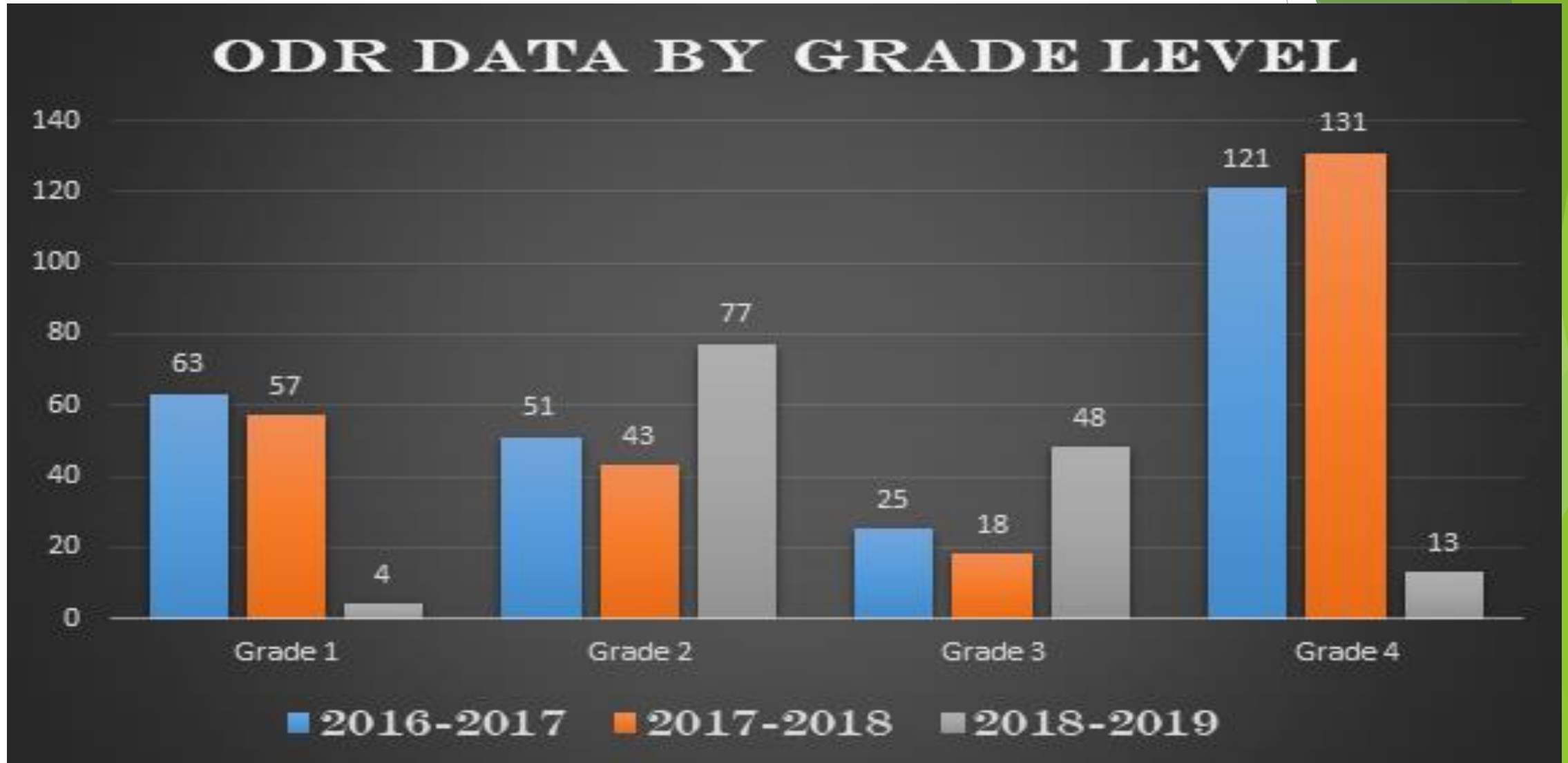
School Suspension Data



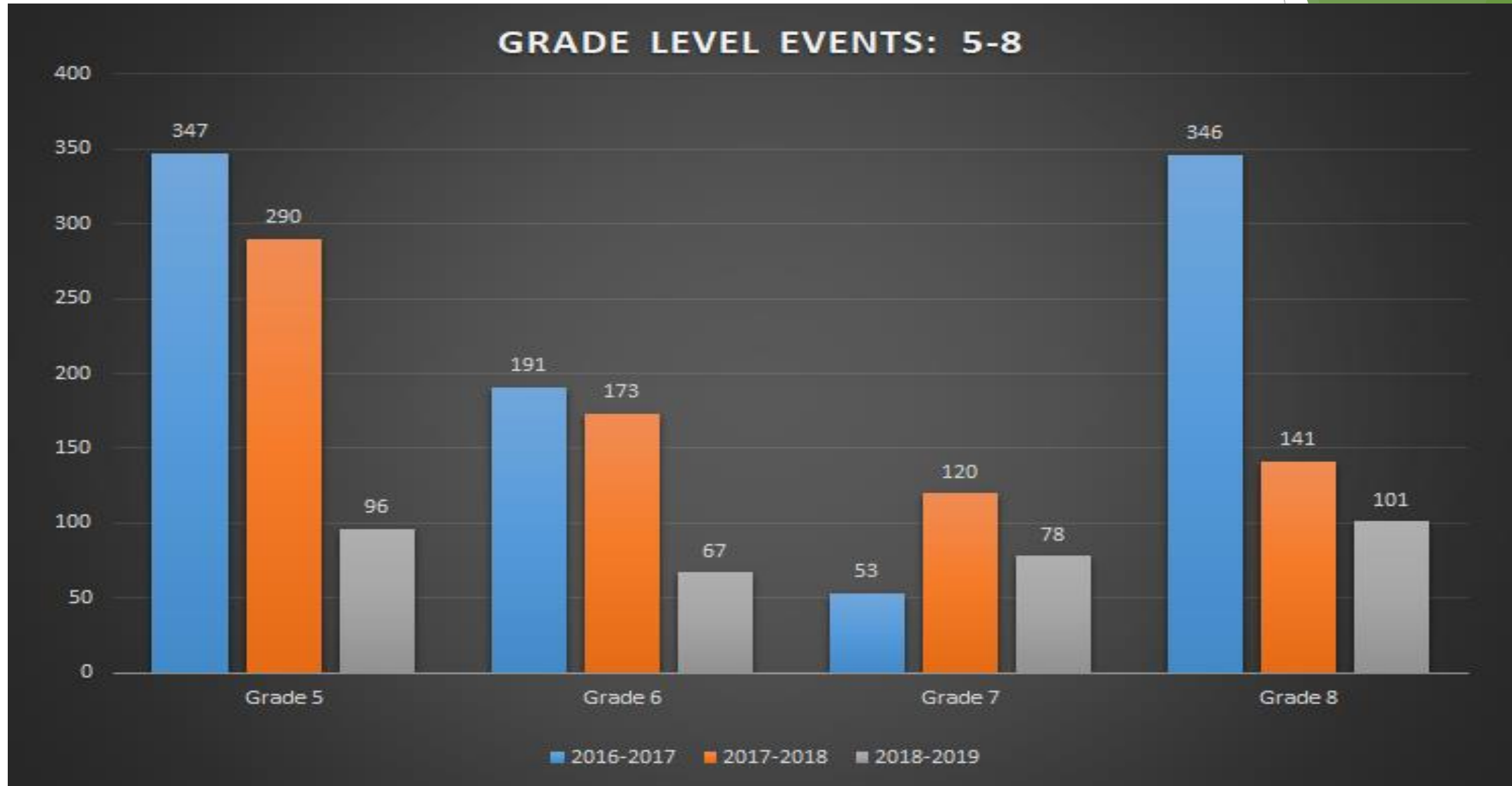
School Suspension Data by Month



GRADE LEVEL EVENTS: 1-4



ODR by GRADE LEVEL : 5-8



Three Year Office Discipline Referral by Classification



Tier 1: Developing and Nurturing Relationships Outcomes



**Building Connections
to Change Behaviors, Repair
Relationships and Improve Results**

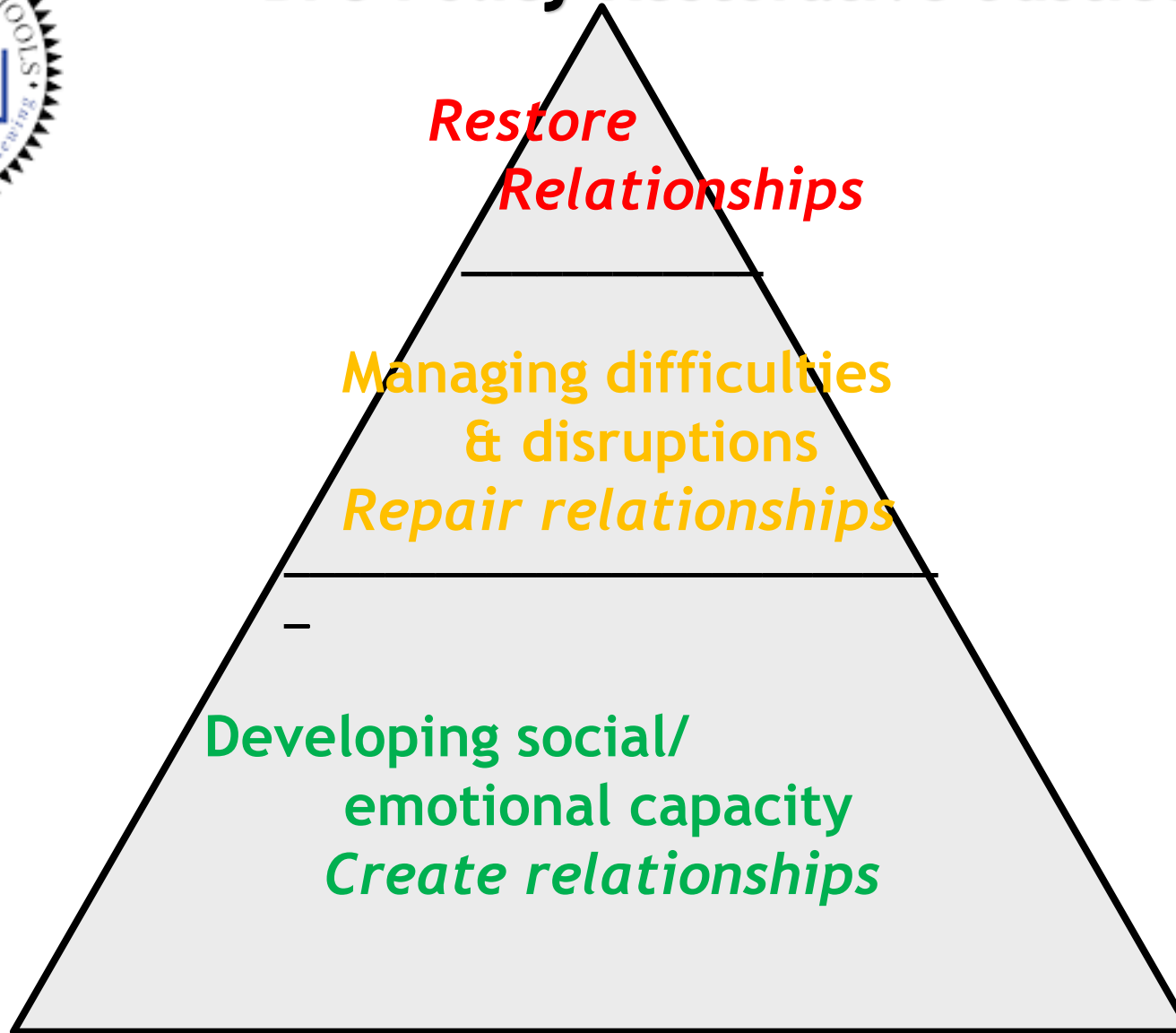
The Restorative Journey:

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.



BPS Policy Restorative Justice



Tier 3:

- ▶ Conferencing
- ▶ Circles

Tier 2:

- ▶ Referral Based Problem Solving Conversation
- ▶ Classroom Problem Solving Circle
- ▶ Restorative Conversations

Tier 1:

- ▶ Affective Statements
- ▶ Community Building Circles

Whole School Approach

--Brenda Morrison, 2007 (adapted for BPS)

Meet Lovejoy Discovery Restorative Justice Team



Restorative Practice Assessment for Leadership Team (Sample)

School site: _____ # Staff: _____

Date: _____ Principal: _____

Site team members: _____

Current Status	Feature	On a scale of 1-10, where is your school?	Next Steps
In Place/ Partial/ Not	• Implementation and practice of RJ at school	1-10	
	• At least 80% of staff participate in Tier 1 training		
	• School has monthly professional development opportunities for staff to practice RJ and share successes and challenges		
	• RJ Coordinator attends District Practitioner Network meeting		
	• The school collects data on RJ practices including school climate		
	• The school has created a restorative discipline matrix or protocols for restorative office referral		
	• Teachers are actively using RJ in the classroom (circles, restorative conversations etc.)		
	• Non-teaching staff are included in and encouraged to use restorative practices		
	• Students and families are invited into restorative practices at site.		
	• Students are trained in peer RJ including conflict resolution practices and community building circles		
	• There is a school climate and safety team that has regularly scheduled meetings		
	• School provides welcome circles for re-entry after suspension, expulsion or incarceration		
	• As a result of RJ implementation, office referrals have dropped. •		
	• Disproportionate discipline of students of color/ students with disabilities has been eliminated		
	• Staff has access to RJ resources (handbook, videos, google site, books		

Action Plan Goals

- ▶ Support classroom circle and staff circles. Using the circle process with fidelity
- ▶ Embedding RP in the school culture and climate aligned with other school systems(see above list).
- ▶ Monthly Circles with staff, highlighting RP celebrations, challenges, and obstacles, **using staff weekly surveys**.
- ▶ **Survey** teachers to assess relationship building between students & staff and to students & students.
- ▶ Train Student leaders to lead and co-facilitate circles in classrooms. Create a student RP culture
- ▶ Parent training to introduce the Lovejoy Discovery School culture shift

YEAR ONE: RESTORATIVE PRACTICE DISCOVERIES

Tier 1 Developing Relationships

Restorative CIRCLES

Two Common types of Tier 1 Circles:

- ▶ Check-in/check-out
- ▶ Community circles

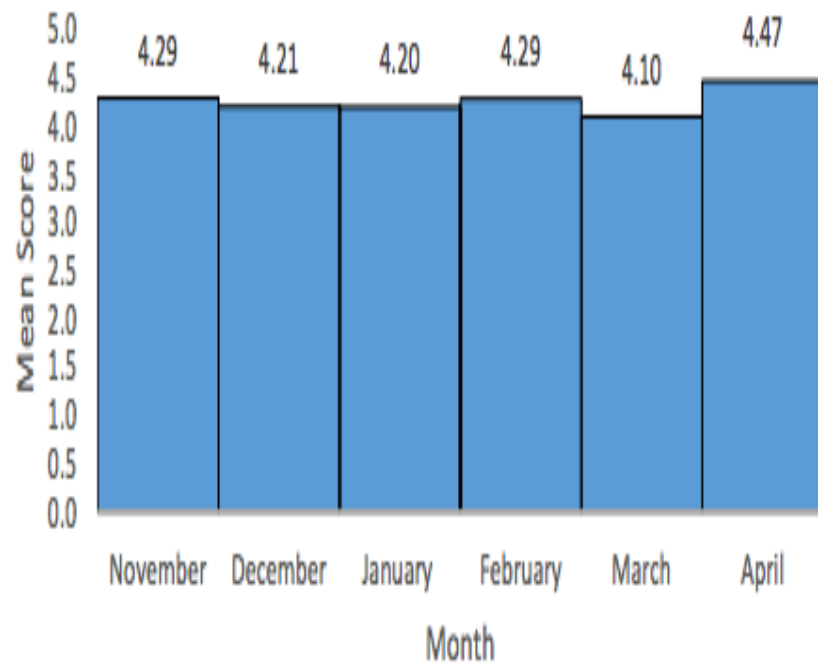
Goal of these Circles:

Build relationship between a child and school members and improve social-emotional literacy.



Survey Data on RP for improving Relationships

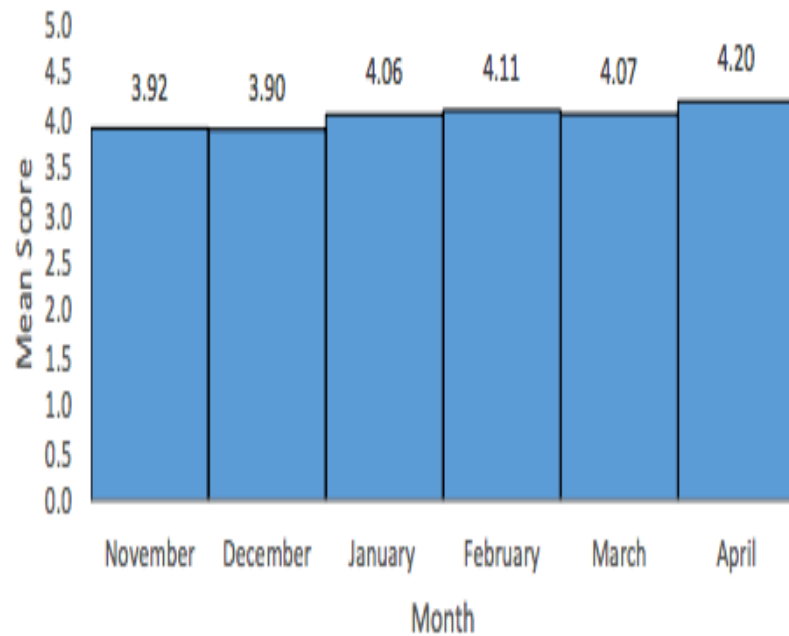
What was the level of students' participation in the circles?



- ▶ 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 in facilitating circles each week.

Restorative Practices has positive impact on peer to peer relationships

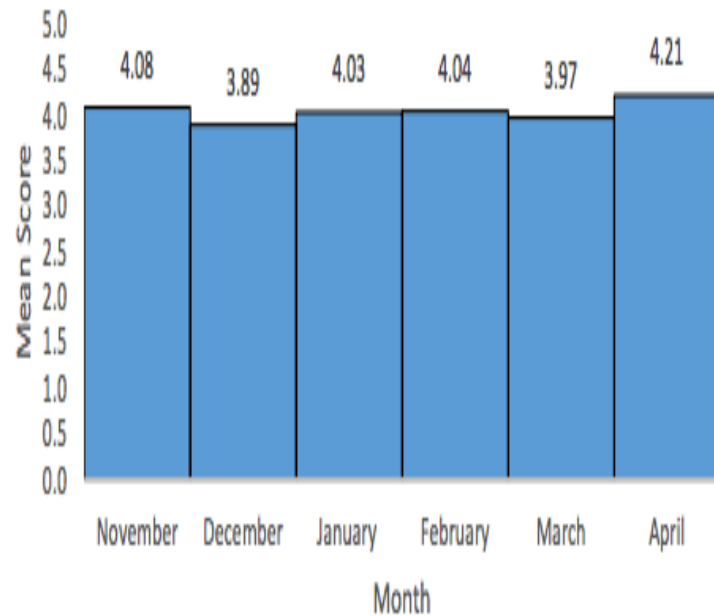
How successful were the circles for improving relationships among peers in the classroom?



- ▶ 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.

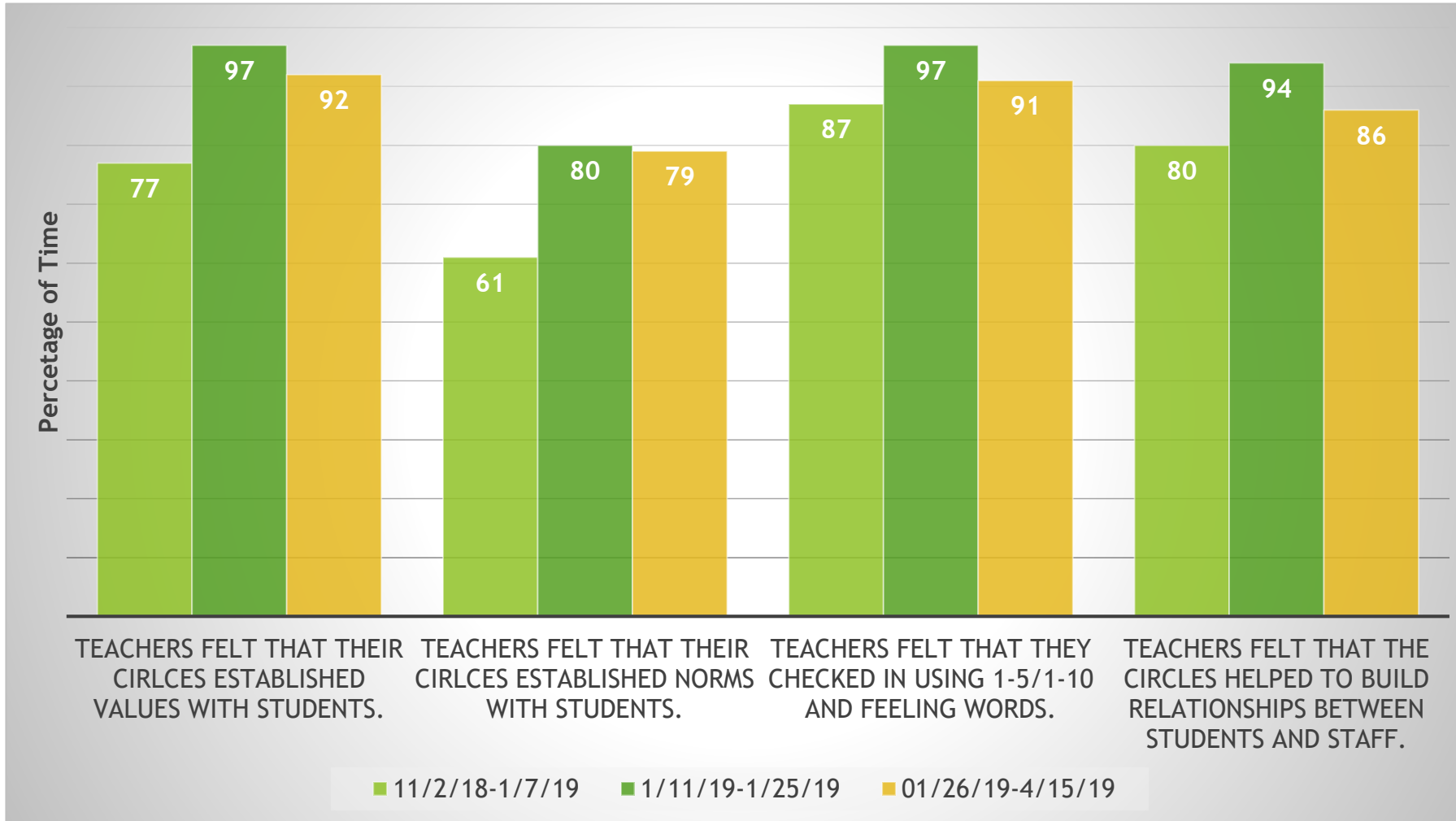
Restorative Practices improve student and teacher relationships.

How successful were the circles for improving relationships between staff and students in the school?

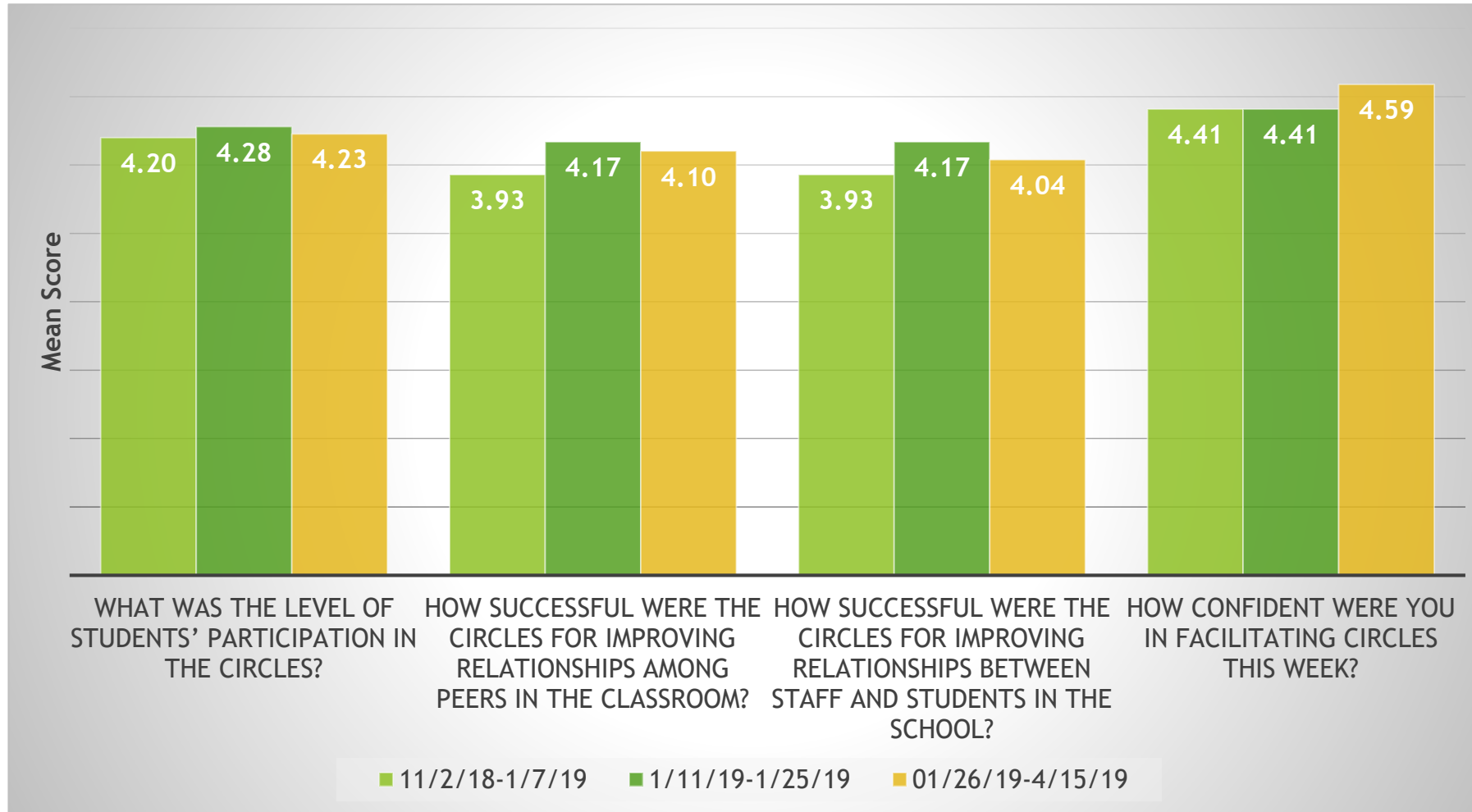


- ▶ Teacher confidence in facilitating circles started high and ended high.
- ▶ There was a slight decline in confidence over the first three months, followed by a large increase in confidence.
- ▶ Overall the confidence remained high as a positive intervention for building positive relationships in classrooms.

Teachers' Perceptions of Circles



Teachers' Perceptions of Circles



Teachers like doing Circles and feel that it helps their students:

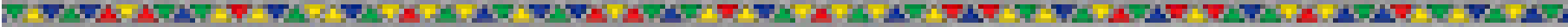
- ▶ “Students enjoy the time we spend together! They enjoy sharing without fear of judgement.”
- ▶ “I notice the students are coming in with higher check in's and a guest offered a great suggestions: **If you are a 0 or 1 how can you bring yourself up?**”
- ▶ “**My class celebrated personal victories during our circle time!** Individuals were praised and supported for their contributions. It was amazing to see and feel the support in our ‘family’!”
- ▶ “Students were demonstrating extremely **negative behaviors** when I was out for PD. We had a **restorative circle** when I returned on what needed to be done/ apologies, how to make day better...how to restore ourselves back. I save examples of a puzzle and if someone breaks it then we need to put it back together. We put our class back together and the circle was very helpful.”
- ▶ “We watched a YouTube character counts video that did a read aloud with respect, the kids loved it. **Very engaged and had a great circle on respect and how to show it.**”
- ▶ “**This week we invited to visitors to join circles.** A UB intern one day. A parent another day. (Most) students enjoy having visitors and are eager to share and ask their questions.”

Teachers reported challenges as well:


- ▶ “Sometimes circle take a while because kids really want to get into some topic and I feel like I have to go faster.”
- ▶ “How do I get students to want to participate? Seems more are skipping their turn.”
- ▶ “One child would speak for ten minutes if allowed to do so. I use a ten finger count down so he can visually see how much time he actually has.”
- ▶ “Students know what to say but many times they do not use what they know in their actions”
- ▶ “Some students continue to laugh at others and show disrespect, reminders of the values and norms are still necessary.”

This is why continued support is necessary.

Next Steps..



< UBUNTU = “I am
because
you are.” >



The Buffalo School Board Acknowledges the importance of Restorative Practices District wide

- ▶ But far too many kids, particularly minorities, are still being suspended and missing out on classroom instruction due to minor behavior that could be handled much differently, Cash said.
- ▶ That's why the district two years ago started several ongoing training programs for teachers across the district, including training on restorative practices. That's a broad term used to describe nonpunitive ways of dealing with behavioral problems, like mediation, community service or peer counseling, as opposed to suspensions, which can reflect an implicit bias toward students.
- ▶ "So often it's not a deliberate thing," Cash said, "and these trainings help them to see that. It's been very, very powerful." (<https://buffalonews.com/2018/12/09/new-report-highlights-racial-disparities-in-school-suspension>)

Scaling our Progress

Train-the-Trainer & Group Supervision

Two Week intensive Training for a dedicated building level RP staff:

- ▶ \$6,000 per staff member with a commitment of 10 staff members
 - ▶ \$5,000 per staff with a 20 member commitment
- ▶ \$200/month for supervision throughout the school year

\$78,000 for 10 Restorative Schools

\$136,000 for 20 Restorative Schools

June 2019- Student Leader RP Training





Thank you!!



Erie County Restorative Justice Coalition in Partnership with Buffalo Public Schools



Local Cost

- ▶ Instructional time
- ▶ Academic achievement, graduation rates, and test score performance
- ▶ Addition instructional cost for students missing school
- ▶ paperwork/documentation
- ▶ hearings (long term)
- ▶ Manifestation Determination Review meetings
- ▶ Increase dropout rate
- ▶ Appropriate staffing and placement of school resource officers
- ▶ Teacher, staff, student and parent morale



<https://buffalonews.com/2018/12/09/new-report-highlights-racial-disparities-in-school-suspensions/>

Out of School Suspension & Expulsion Cost

- ▶ Research has demonstrated that schools with higher rates of out-of-school suspension and expulsion are not safer for students or faculty. ([source:https://pediatrics.aappublications.org/content/131/3/e1000](https://pediatrics.aappublications.org/content/131/3/e1000))
- ▶ In the 2015-2016 school year alone, students lost more than 11 million school days to out-of-school suspensions nationwide. That's 66 million hours of lost instruction time. (<https://www.crisisprevention.com/>)
- ▶ Out-of-school suspensions single-handedly drive lower graduation rates.
- ▶ Out-of-school suspensions fuel higher dropout risks, and their associated economic costs.
- ▶ Suspension disproportionately affects students of color and disabilities in relationship to adverse student outcomes. Nationally, students with disabilities lost instruction time due to suspension at more than *twice* the rate of their non-disabled peers. Buffalo students of color are twice as likely to be suspended than whites (<https://buffalonews.com/2018/12/09/new-report-highlights-racial-disparities-in-school-suspensions/>)
- ▶ In BPS 2017-2018 academic year, 75 percent of whites graduated compared 60 percent of blacks and 50 percent of Hispanics. (<https://buffalonews.com/2019/01/30/graduation-rate-for-buffalo-schools-holds-steady/>)

Easy next steps.... Just Do It!!

- ▶ **Hire and train a Restorative Practice Coordinator to lead the work!**
- ▶ Identify a core group of staff and/or community members who show interest in restorative practice and work with them to develop a team. It is important to have an administrator and a team leader to guide the implementation.
- ▶ With the core group of staff assess the need and develop a framework for deciding how to engage the school community.
- ▶ Elaborate how the program should be based on the needs of the school/ district.
- ▶ Work with the core group of staff and or community partner to create a broad coalition of individuals for participation in the model chosen for implementation. Consider members of community organizations, parents, and school leadership.
- ▶ Train the team in Restorative Practices. Team Leader should eventually be trained as a train of Trainers.
- ▶ Choose a starting place. For example, implementing restorative justice practices, such as circles, affective language.
- ▶ Or pilot a small group of teachers to use restorative practices circles in the classroom.

What's Next? How to start a Restorative Practice Implementation Program

- ▶ **Here are eight tips if your school seeks to launch this practice.**
- ▶ Assess Need. ...
- ▶ Engage the School Community. ...
- ▶ Hire a Restorative Justice Coordinator. ...
- ▶ Begin Training. ...
- ▶ School-Wide Implementation. ...
- ▶ Institute Restorative Discipline. ...
- ▶ Involve Students in Peer Restorative Practices. ...
- ▶ Be Sure to Evaluate.

Restorative Practice Coordinator : Responsibilities and Job Duties Implementation:

- ▶ Coordinate, co-lead, develop, and implement RP program and regularly evaluate plans/strategies that are ongoing throughout the year in connection with the
- ▶ Facilitate (and support the facilitation of) restorative circles/conferencing when conflict/harm occurs between students, staff, staff and students, families and staff, etc. including the development and monitoring of contracts/agreements
- ▶ Facilitate and support whole staff restorative practice implementation agreements and goals for the school year
- ▶ Provide support for staff from other schools implementing restorative practices, including having these staff members observe the performance of restorative practices responsibilities. •
- ▶ Support classroom teachers with restorative circles, offer opportunities for co-facilitation, modeling, observation, and ongoing support as they develop their own classroom community circle practice
- ▶ Coordinate and organize family engagement programming to support restorative practice whole community learning and implementation • Conduct restorative discussions with students for minor behaviors within the classroom setting. (Tier 2 Circles)
- ▶ Facilitate restorative responses based on student needs
- ▶ Mentor students; have discussions with students, as a group or individually, about topics or issues that the student brings up and provide feedback to the student(s) that will assist her/him with concentrating on class work and the school environment. (Tier 1 Circles)
- ▶ Support district and building initiatives in social/emotional learning
- ▶ Participate in parent-teacher conferences as needed
- ▶ Provide visible support during morning arrival, end-of-day dismissal, lunch time, as well as chaperoning for school events as needed
- ▶ Coordinate restorative practices annual trainings (for staff, students and parents) in partnership with administration team and Behavioral Intervention Plan staff, provide behavioral support and crisis response as needed.

Report: The Continuing Need To Rethink Discipline Executive Office of the President December 2016

- ▶ **Denver Public Schools (DPS - CO)** - DPS's use of expulsion remains stable after several years of decline, despite being one of the fastest growing urban school districts nationally. Compared to the 2014-2015 school year, in **2015-2016 DPS had a 9 percent decline in the number of out-of-school suspensions and a 6 percent decline for in-school suspensions.** The District has committed \$11 million for whole child supports in schools, including supports for social emotional intelligence and for direct services including restorative practice coordinators and other supports that interrupt the school-to-jail track.
- ▶ **Indianapolis Public Schools (IPS- IN)**- Revised student code of conduct has been an anchor for the District's work in "Rethinking Discipline". At the district level, professional development activities, integrated planning, and community collaborations have supported school leaders as they **increase their capacity to build school climates that promote appropriate behavior and social emotional learning that supports academic achievement.** This includes expanding the implementation of PBIS (Positive Interventions in Schools), MTSS (Multi-tiered Systems of Support) and restorative practices.

Report: The Continuing Need To Rethink Discipline Executive Office of the President December 2016

- ▶ **Oakland Unified School District (OUSD- CA)** - reflect deep structural changes at both the district and school site level resulting from more positive, restorative, and trauma-informed responses to student behavior, and a commitment to equity and inclusion. The district has dedicated substantial resources and time in building schools' capacity to employ evidence-based practices, **including Positive Behavioral Intervention and Support (PBIS), Social Emotional Learning and Leadership (SEL), Trauma-Informed Practices, and Restorative Justice Practices.**
- ▶ **Syracuse City School District (SCSD- NY)**- To achieve these gains, SCSD has engaged in difficult and challenging work, including revising the Code of Conduct, Character, and Support to reflect a significant change in the way student discipline is administered. **The new code outlines a greater emphasis on accountable and restorative interventions; promotion of positive social behaviors and prevention of discipline problems.**

(Source:https://www.aclupa.org/files/9514/8493/3029/WH_-_Continuing_Need_to_Rethink_Discipline.pdf)

Possible Cost

Possibly funding source

- ▶ Training staff
- ▶ Restorative Practice coordinators based in the central office and community partner
- ▶ Hirer Restorative Practice facilitators who are on staff in various schools. responsible for all restorative practice efforts including integrating already established at the school sites.
- ▶ The coordinators manage the facilitators and provide on going training of teachers and students and parents in restorative justice techniques.

- ▶ According to the Center for Civil Rights Remedies at UCLA, Suspension Budget cost U.S Taxpayers an estimated **35 billion dollars on suspension and expulsion annually due to school and social costs on increased crime, higher welfare costs, and poorer health.**
- ▶ The report noted that even a **1 percentage point decrease in suspension rates would yield nearly \$3 billion in fiscal and social savings.**
- ▶ Funding to support a Restorative Practice Coordinator could come from one percent of the suspension budget to start the initiative.
- ▶ ECRJC in partnership with the School Climate Team and community would support the on going implementation.

(<https://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/the-high-cost-of-harsh-discipline-and-its-disparate-impact>)

Love Joy Discovery School PS 43

School Supports in the Building:

- ▶ Say Yes
- ▶ SST
- ▶ CICO
- ▶ Social & Academic Instruction Groups
- ▶ Individual counseling
- ▶ Lunch bunch
- ▶ Intervention services
- ▶ Cradle Beach
- ▶ School Support Services:
- ▶ PBIS (MTSS)
- ▶ Character Counts
- ▶ Restorative Practices
- ▶ Mindfulness
- ▶



SCHOOL SUPPORT PROGRAMS (PBC)

Restorative Practices: A whole school community approach used to create a safe and healthy school environment. Integrating relationship building skills to address alternative to suspensions and other punitive approaches to misbehavior.

Positive Behavior Intervention System (PRIDE): school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Mindfulness: Is a way to bring quick and lasting results for stress management. It is the simple practice of bringing a gentle, accepting attitude to the present moment. It can help parents and teachers, too, by promoting happiness and relieving stress.

Character Counts: The six pillars are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The framework instills academic, social, emotional and ethical values, mindsets and character traits to help students.