July 24, 2019 Albany, NY

Implementing
Restorative
Practices:
A Case Study

Lori DeCarlo Superintendent Randolph Academy



## Implementing Restorative Practices: A Moral Imperative





#### What is Restorative Justice?

A sociological model that focuses on relationships.

**Proactively:** Builds relationships, a positive climate and

culture of care.

Responsively: When wrongdoing occurs, it brings those

who caused the harm together with those

affected, to learn about the impact and

decide together what can be done to

repair the harm.

## What do Restorative Practices Look Like?



## What do Restorative Practices Look Like?



A **TALKING PIECE** is passed to control dialogue & ensure equal voice for all.



A **CENTERPIECE** is a focal point & tangible representation of community.

## Comparison

#### **TRADITIONAL**

- What **RULE OR LAW** has been broken?
- ▶ Who did it?
- What CONSEQUENCE do they deserve?

#### RESTORATIVE

- Who has been HURT?
- What are their NEEDS?
- ► Whose **OBLIGATION** is it?
- What was the CAUSE of the situation?
- What can be done to MAKE THINGS RIGHT?

-Howard Zehr

## Comparison

#### **BEHAVIORIST**

- Point systems
- ► Token economies
- Level
- ▶ Tangible Rewards
- Privileges/restrictions

#### RESTORATIVE

- Build relationships
- ▶ Teach SEL
- Gives voice to all
- Face those you have harmed & hear from them
- Accept the obligation to repair harm

#### Top 5 Reasons Youth Need Restorative Schools #1 Creates a Positive Climate #2 Opportunities to Learn from Mistakes #3 **Develops Social Emotional Skills** #4 **Teaches Empathy** Research Based #5

## Randolph Academy's Culture & Climate Story:

#### 2001

- Abandoned a traditional behaviorist student discipline model based upon rules
   & consequences
- Adopted a sociological model based upon norms and social feedback

Randolph Academy's Culture & Climate Story:

Began in 2015
Implementing
Restorative
Practices



"...even good ideas will not be embraced if they sound like indictments of current practices rather than gentle suggestions for improvement."



GRUENERT, S. & WHITAKER, T. (2017) SCHOOL CULTURE RECHARGED: STRATEGIES TO ENERGIZE YOUR STAFF AND CULTURE. ALEXANDRIA, VA: ASCD.

## Phase 1 Leadership Embraces Philosophy

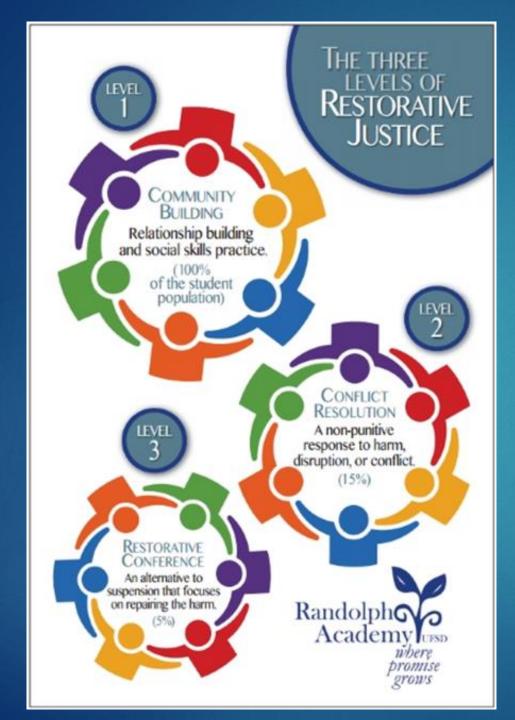
Top Leadership: Board of Education & Administration

Board of Education

Volunteers from the Faculty

& Staff form an RJ Team





Phase 1

Choose a framework.

Train volunteer members of RJ Team

Begin implementing
Tier 1 Community
Circles

#### CONTINUUM OF RESTORATIVE PRACTICES

Informal / Formal Every day What we believe Informal Every day Less planning Formal and Informal 3 or more times a week More planning

Formal 1 – 2 times a week Structured lessons More planning Informal
More of these
Basic skill
Less time
Less planning
Informal Follow up

Reasonable skill More time Some planning Formal Follow up Formal Less of these High level Skill More time More planning Formal Follow up

PREVENTATIVE build and maintain relationships | prevent conflict and harm

#### Identity

Celebrating character and personality Appreciating background Understanding cause of behavior Changing mindsets ACES

#### Classroom Practices

Procedures and Routines Creating a safe environment Trauma Informed Practices

#### Community Building

Circle Time Relationship Building Learning Circles Curriculum Circles

#### Curriculum

Social & Emotional Literacy Values Problem Solving Communication Restorative Language

#### Affective Statements Relational Conversation

repair relationships | resolve conflict

managing difficulties and disruptions

"I" statements Restorative Chat Scripted questions Peer Mediators

MINOR INCIDENTS / ISSUES

#### Group or Circle

Whole class
Problem Solving
circle
Mini Conference
Scripted questions
Peer Council

#### Formal Conference

RESPONSIVE

Community
Conference
Healing Orde
Class Conference
Scripted questions

SERIOUS INCIDENTS / ISSUES

Adapted from Wachtel and McCold 2001.

#### Phase 2

Engage Grassroots Support & Build Capacity

Top Leadership: Board of Education & Administration

Begin policy revision to embed restorative practices in policy.

RJ Team comprises of Volunteers from the Faculty

& Staff

- Continue training
- Plan school wide implementation
- Begin data collection

#### Phase 3

Systemic Implementation

Top Leadership: Board of Education & Administration

Establish Accountability systems

Allocate funds for continued training

RJ Team comprised of Volunteers from the Faculty & Staff

- Tier 2 & 3 Circles are consistenty implemented
- RJ Team members train other staff
- Formal data collection

# Best Practice: Provide eclectic training, aligned to different roles & needs.

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Learner is immersed in circle process to experience the power of the process first hand; also utilizes role play and mini-lessons.

#### **Skeptics**

All staff- basic Leaders Trainers-intensive

#### Scholarly

Focuses on research & the philosophical tenets; utilizes appreciative inquiry approach.

#### Rational, analytic thinkers

Leaders Trainers

#### **Technical**

Focuses on protocols, scripts & specific techniques. The "direct instruction" approach to learning how to facilitate.

#### **Believers**

Leaders Trainers "Staff RJ Champions"

#### RESOURCES: Dr. Tom Cavanagh



Four Day Face to Face training

Online Course

www.restorativejustice.com

Free online elementary curriculum: www.educatingforpeace.chhs.colostate.edu

#### **RESOURCES**: Elizabeth Clemants



#### Restorative Justice Certification

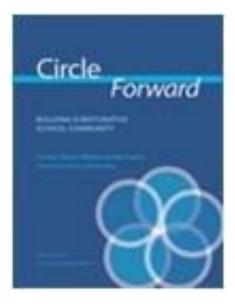
- -Foundational
- -Advanced
- -Mastery

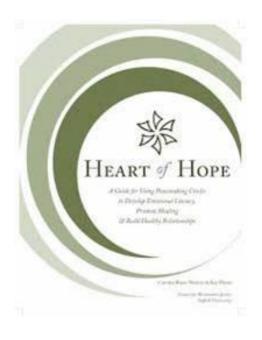
Offered in NYC

www.elizabethclemants.com

#### **RESOURCES:** Kay Pranis







#### RESOURCES: IIRP







Offer Regional Conferences

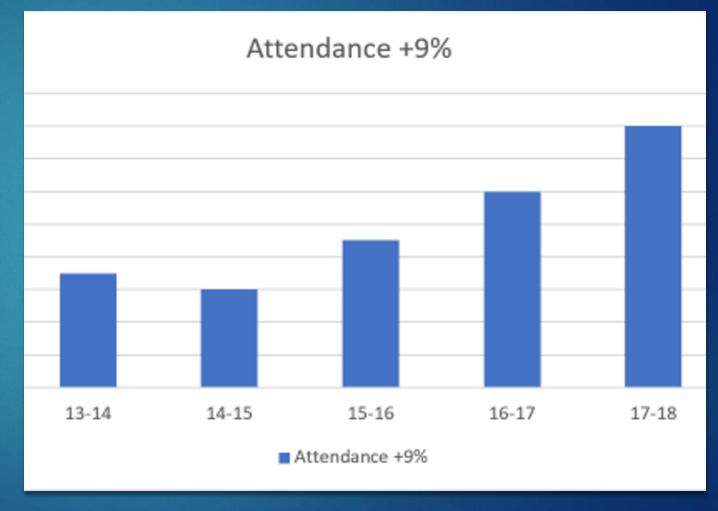
www.iirp.edu

#### Measuring Outcomes:

- School Climate Survey
- Attendance
- Discipline Referrals
- **Fights**
- Suspensions
- Academic Achievement

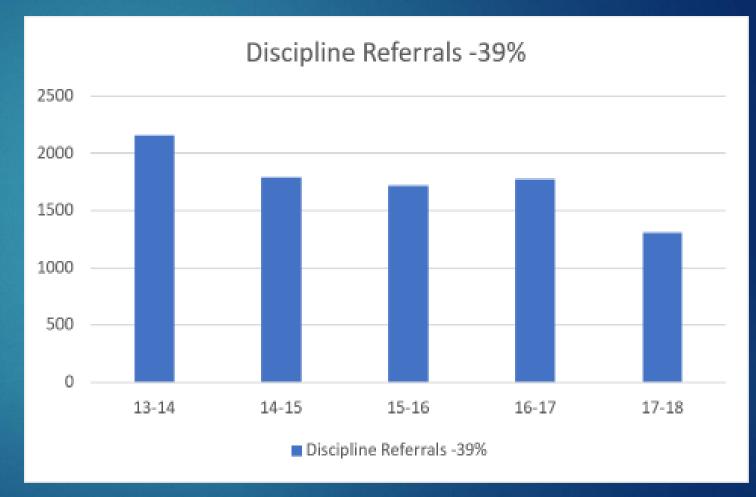
Began implementing restorative practices in 2015

#### Attendance Increased by 9%



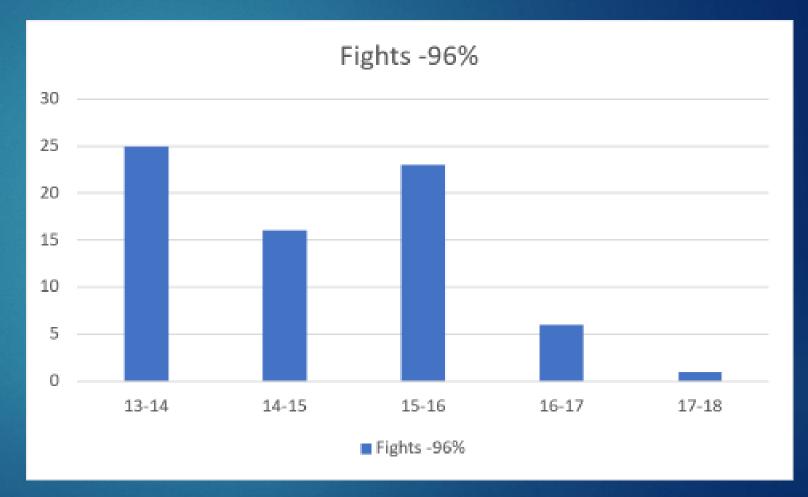
Began implementing restorative practices in 2015

# Discipline Referrals Decreased by 39%



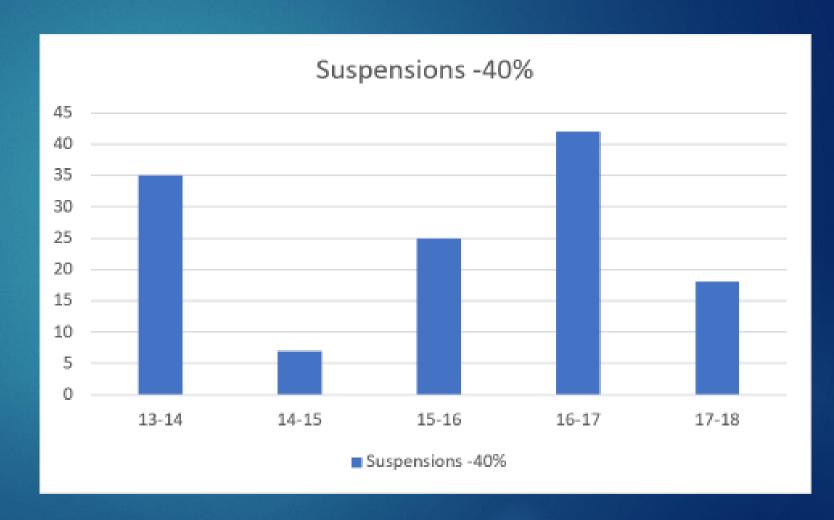
Began implementing restorative practices in 2015

Fights
Decreased by
96%



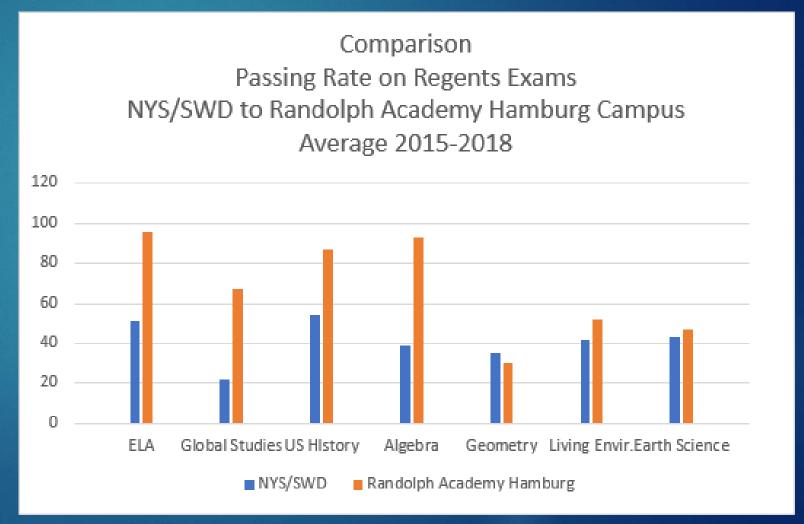
Began implementing restorative practices in 2015

Suspensions
Decreased by
40%



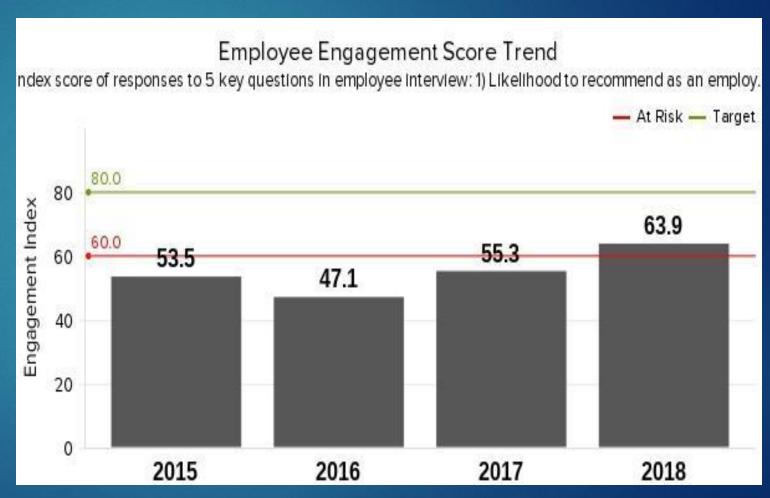
Began implementing restorative practices in 2015

Academic
Outcomes
Exceed
NYS/SWD
Average in
most subjects



Began implementing restorative practices in 2015

## Employee Engagement Trends Upward



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