


# IMPLEMENTING TIER 3 RESTORATIVE PRACTICES

Presented by Lori DeCarlo, Superintendent  
Randolph Academy UFSD  
May 29, 2020 NYSED Safe & Supportive Schools TAC




Randolph  
Academy UFSD

where  
promise  
grows

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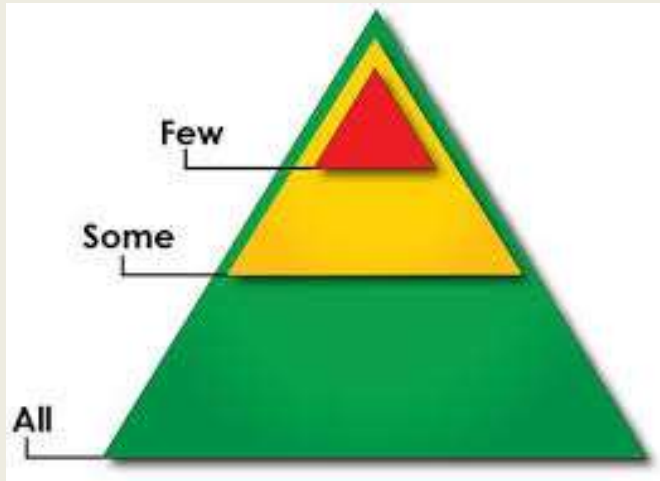
## Session Objectives:

- **Why** are Tier 3 Restorative Practices essential to school safety?
- **How** are Tier 3 Restorative Practices implemented?
- **What** are the outcomes?
- **Leading** culture change to build buy in and support for Tier 3 Restorative Practices.



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## Multi Tiered Framework for Restorative Practices



### **RESPONSIVE**

Justice for Wrong Doing that is a SAFETY ISSUE

### **RESPONSIVE**

Justice for Wrong Doing that is CONFLICT

### **PROACTIVE**

Practices that build RELATIONSHIPS & COMMUNITY

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## A CASE STUDY:

### **SEPTEMBER:**

Cafeteria fight  
between  
two teenage boys

A TIER 3 RESTORATIVE  
CONFERENCE WAS HELD

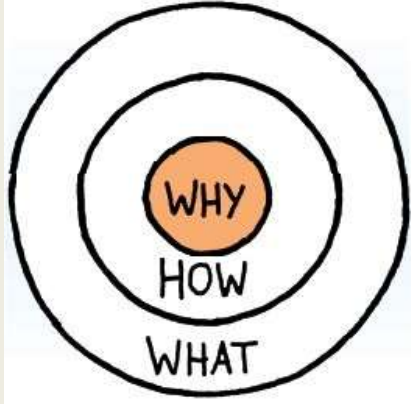
### **OUTCOME:**

The underlying relationship issues were addressed, and a positive relationship was formed. No further conflict occurred.



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## WHY implement Tier 3 Restorative Practices?



**#1 WHY:**  
Provides an Opportunity for  
Students to Learn from Their  
Mistakes

**#2 WHY:**  
Teaches SEL skills needed for  
Positive Relationships

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## Reflection:

Bring to memory  
a serious  
incident that  
occurred in your  
school-  
one that led to  
a suspension.



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## Reflection:

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With this incident in mind, rate how you think teachers, staff and other students may have felt toward the returning student:

1	2	3	4	5
He's not welcome				Glad he is back
Ill at ease that the behavior will occur again				Confident the issue is resolved
Mistrust				Trust
Resentment				Clean slate
Disrespect				Respect

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## Reflection:

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Based upon what you know of the student, rate how you think the student may have felt upon return to school:

1	2	3	4	5
Unwelcome				Welcome
Ill at ease about what others think of him				Confident he has a clean slate
Misunderstood				Understood
Guilt & shame				Issues are resolved
Disconnection				Sense of belonging
Disrespected				Respected
Lost & overwhelmed by missed academics				On track academically

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WHAT DOES THIS REFLECTION  
ACTIVITY REVEAL?

Enter your responses in the chat box.

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Elapsed time during a suspension doesn't change anything.

*In fact, there is evidence that it makes things worse.*

*Suspensions and expulsions are related to:*

- *increases in student offenses and re-offences*
- *reduced likelihood of graduating*
- *lower school wide academic achievement*
- *worse school climate.*

(Boccanfuso & Kuhfeld, 2011)

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## Want Safe Schools? Start with Research – Based Discipline Policies

-Linda Darling-Hammond, Stanford University

*“Indeed, more than 90% of school shootings have been perpetrated by current or former students, most of whom feel they have been bullied or mistreated in some way within the school.”*



[HTTPS://WWW.FORBES.COM/SITES/LINDADARLINGHAMMOND/2019/05/16/WANT-SAFE-SCHOOLS-START-WITH-RESEARCH-BASED-SCHOOL-DISCIPLINE-POLICIES/#3345C1C66701](https://www.forbes.com/sites/lindadaringhammond/2019/05/16/want-safe-schools-start-with-research-based-school-discipline-policies/#3345c1c66701)

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## Want Safe Schools? Start with Research – Based Discipline Policies

-Linda Darling-Hammond

*“We’re at a crossroads now- will states rely on the harsh discipline practices that bring guns into schools while pushing students out, or will they implement the research-based restorative justice and positive discipline practices that enable students to grow, thrive and contribute to society?”*

[HTTPS://WWW.FORBES.COM/SITES/LINDADARLINGHAMMOND/2019/05/16/WANT-SAFE-SCHOOLS-START-WITH-RESEARCH-BASED-SCHOOL-DISCIPLINE-POLICIES/#3345C1C66701](https://www.forbes.com/sites/lindadaringhammond/2019/05/16/want-safe-schools-start-with-research-based-school-discipline-policies/#3345c1c66701)

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“Relationships are stronger than metal detectors”



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*Your school is only as safe  
as the last suspended or  
expelled student feels toward  
the school.*

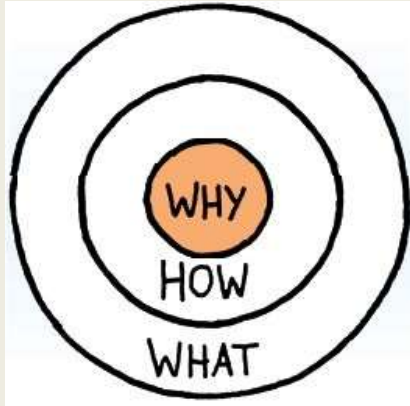
-Lori DeCarlo

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## WHY implement Tier 3 Restorative Practices?

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### #3 WHY: School Safety

Restorative practices focus on maintaining positive relationships & resolving conflict- which directly reinforces school safety.

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## Let's start with WHY: Restorative Justice is Evidence Based

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<b>Better Academic Performance</b>	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
<b>Improved Attitudes and Behaviors</b>	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
<b>Fewer Negative Behaviors</b>	decreased disruptive class behavior, noncompliance, aggression, and disciplinary referrals
<b>Reduced Emotional Distress</b>	Less student depression, anxiety, stress, and social withdrawal

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.

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## 2017 Meta-Analysis Follow-Up Findings The Impact of SEL is Long-Lasting – and Global

**82** Different Programs  
Reviewed (38 Outside the  
U.S.)



Involving more than  
**97,000** students,  
kindergarten through middle  
school



Effects assessed  
**6 mos. - 18 yrs.**  
after programs completed

### SEL Students Benefit in Many Areas

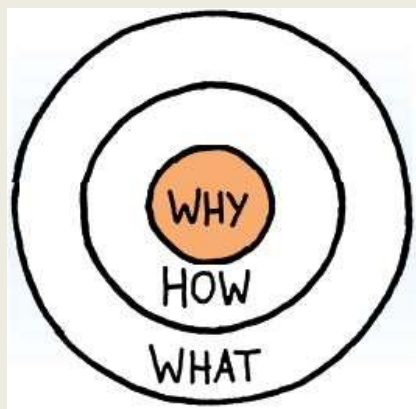
Mean advantages for SEL participants compared to  
control groups across all studies

HIGHER	(percentile points)		LOWER	(percentile points)	
Academic performance	13	Based on 8 studies	Conduct problems	6	34 studies
SEL Skills	9	29 studies	Emotional distress	6	35 studies
Attitudes	5	26 studies	Drug use	6	28 studies
Positive social behaviors	5	28 studies			

Taylor, R. D., Oberle, E., Durlak, J. A. and Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Dev*, 88: 1156-1171. Slide content CASEL 2018.

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## WHY implement Tier 3 Restorative Practices?



**#4 WHY:**  
Supported by  
Research

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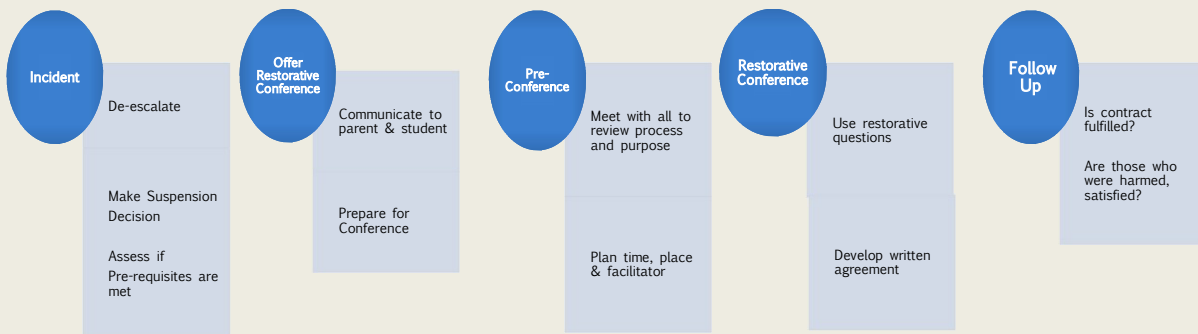
## OPTIONS for HOW to use a Tier 3 Restorative Conference:

- In lieu of suspension
- **Conditional:** holding part or all of a suspension in abeyance, while providing an opportunity to make restitution, resolve conflict and repair relationships
- **Re-entry:** after a suspension to support successful reintegration



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## HOW to Implement a Tier 3 Restorative Conference:



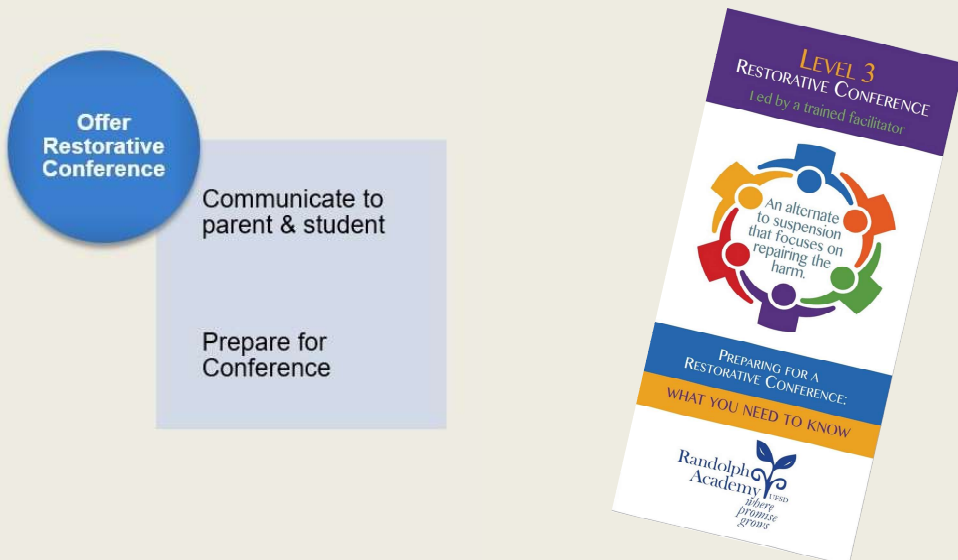
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## HOW to Implement a Tier 3 Restorative Conference:



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## HOW to Implement a Tier 3 Restorative Conference:



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## HOW to Implement a Tier 3 Restorative Conference:

**Pre-Conference**

Meet with all to review process and purpose

Plan time, place & facilitator

**RESTORATIVE CONFERENCE OUTLINE (CONTINUED)**

**Ground Rules:**

- Everyone gets to attend and gets to speak
- All opinions are considered.
- All ideas are talked through.

**Questions To Be Asked:**

- What happened?
- What did you think about this situation?
- How did you feel about this situation?
- What have you thought about it since?
- Who was affected by what's happened?
- How do you think others were affected?

**Questions To People Most Affected of the situation:**

- What did you think when you became aware of the situation?
- What have you thought about since?
- How have you been affected?
- How has your family reacted to this?

**Questions To Those Who Caused Harm:**

- It must be difficult for you to hear this?
- What did you think when you first heard these complains about your activities?

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## HOW to Implement a Tier 3 Restorative Conference:

### Architecture of the Circle:

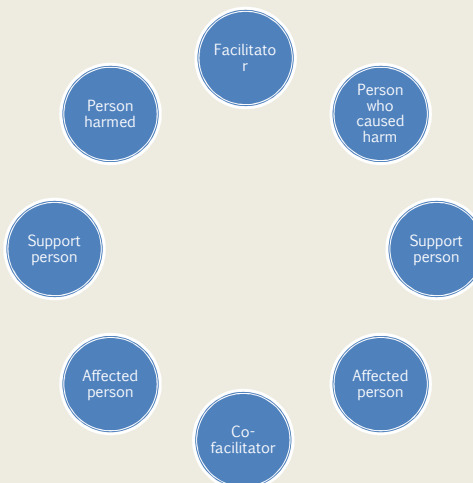
Plan seating

**Facilitator** sits between the person who caused harm & the person who was harmed

**Support persons** sit next to those they are supporting

**Co-facilitator** sits across from facilitator

Decide upon an **open circle** with no furniture (best) or seating at a **conference table** (may be appropriate if you are concerned about safety)

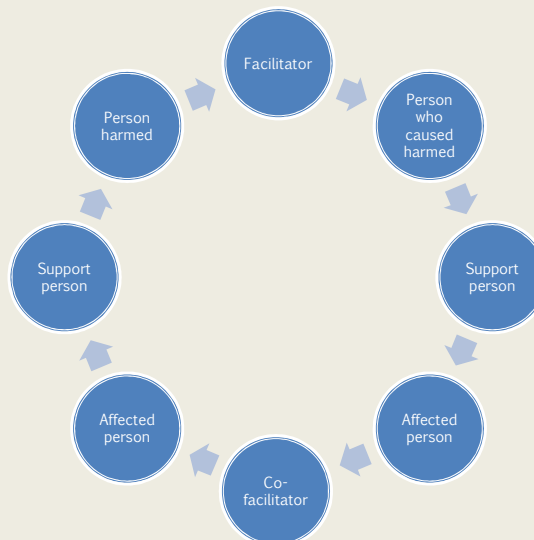


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## HOW to Implement a Tier 3 Restorative Conference:

### Decide on Pattern of Dialogue:

**Traditional Circle Pattern-** passing in one direction (illustrated on right)

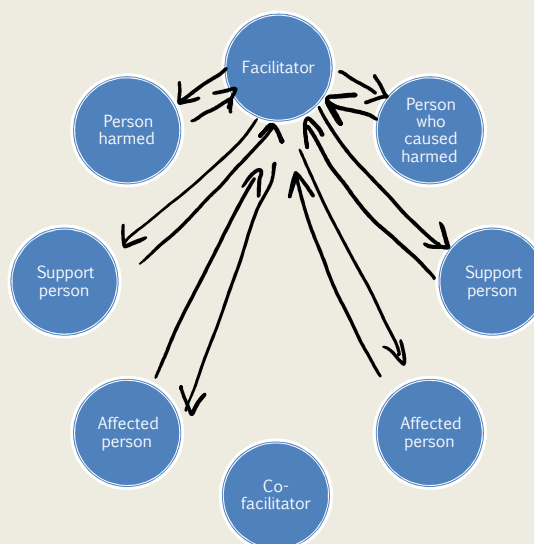


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## HOW to Implement a Tier 3 Restorative Conference:

### Decide on Pattern of Dialogue:

**Focused Pattern-** hearing responses to all questions, from one person at a time (illustrated on right)

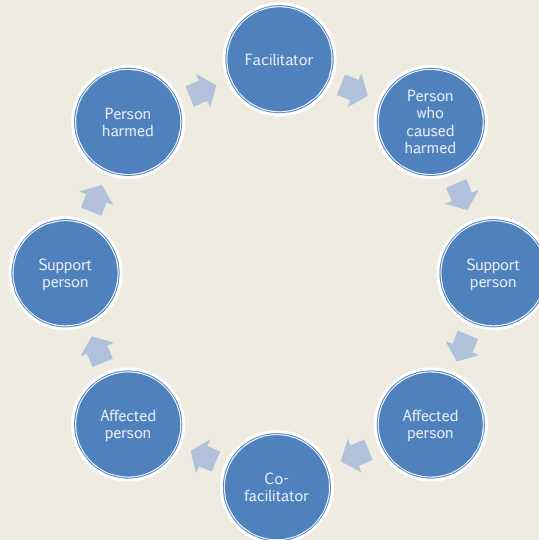


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## HOW to Implement a Tier 3 Restorative Conference:

Use Restorative Questions & Talking piece, beginning with person who caused the harm:

- Introduce your self
- What happened?
- What where you thinking and feeling at the time?
- What have you thought about it since then?
- Who was affected and how?
- What can be done to repair the harm?



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## How to Implement a Tier 3 Restorative Conference:

### AGREEMENT AND CONFERENCE CONCLUSION

**To Those Harmed:** What would you like to see come out of this conference?

**To Those Causing The Harm:** Does that seem fair?

**Who Will Be Responsible** for supervising this aspect of the agreement?

- Co-facilitator summarizes agreement and records for all to see.
- All participants sign the written agreement.
- Is there anything anyone wants to say before closing?
- The agreement reached should help make things right. **Thanks to all of you for participating!**

*The incident is considered resolved upon completion of the agreement. If the agreement is not fulfilled, revert to traditional discipline.*

### Developing a Written Agreement:

Facilitator asks Co-facilitator to read the suggestions that came from the last round of sharing, "What can be done to repair the harm.

Facilitator passes the talking piece, first to the person who was most harmed.

The talking piece continue to be passed in a circle pattern, to receive input and responses from everyone, discussing changes until all agree.

The terms must be explicit, achievable and able to be completed within 2-3 weeks.

The agreement specifies what will occur if the agreement is broken or not fulfilled.

The Co-facilitator prepares the written agreement, and all sign it.

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## How to Implement a Tier 3 Restorative Conference:

### Tier 3 Restorative Conference Written Agreement from an Actual Incident

**Incident Description:** High school senior vandalized school property by throwing a brick at a window, doing \$700 damage.



#### To repair the harm, she:

- Was assigned to In School Suspension for 3 days, to complete her written agreement. Was responsible for completing all academic work.
- Made written & verbal apologies to the teacher and students who were in the classroom
- Volunteered to shadow the maintenance staff for 3 hours to get to know them, gain respect for their work and how her actions impacted them
- Made a commitment to explore in counseling a specific issue that was at the root of why she lost control. This was suggested by her support person.
- Completed a service project to spend daily 1:1 reading time with elementary age students for 2 weeks.

\*None of the participants in the Restorative Conference wanted the student to pay any money in restitution, as all understood this would not be economically feasible for the family.

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## How to Implement a Tier 3 Restorative Conference:

### Tier 3 Restorative Conference Written Agreement from an Actual Incident

**Incident Description:** Middle school student was on a field trip was yelling out bus window that he was being abused and refused to go on a hike. Student admitted that he had a meltdown and ruined the field trip for peers.

#### To repair the harm, he:

- apologized individually to the seven students who were on the trip
- made a poster about what he learned while he was on the trip and showed it to his teacher
- completed a service project to give back to the school community by cleaning out the bus (wiping down seats, sweeping bus, and emptying garbage under supervision of bus driver).



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## Re-entry Meeting:

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Restorative Welcome and Re-entry Circle

<https://youtu.be/uSJ2GPiptvc>

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## HOW TO LEAD Culture Change that Supports Tier 3

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- Messaging at Early Implementation
- Messaging at Midstream Implementation
- Messaging at Systemic Fidelity/Sustainability



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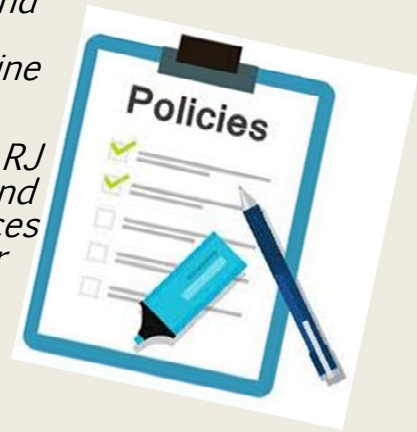


## HOW TO LEAD Culture Change that Supports Tier 3

### Messaging at Early Implementation:

*“Research supports RP, but, while we study it and receive training in restorative practices, no immediate changes will be made to our discipline policies.”*

*“We are looking for volunteers to serve on our RJ Team who are interested in studying to topic and receiving in depth training in restorative practices This team will be the first to experiment in their classrooms with restorative practices, while we develop a plan for how to best implement this through out our school.”*



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## HOW TO LEAD Culture Change that Supports Tier 3

### Messaging at Midstream Implementation:

*“Our administrators and RJ Team members have received in depth training on how to conduct Tier 3 Restorative Conferences for students who have been suspended. If you have been affected by a students behavior, you will be asked to participate in the Tier 3 Restorative Conference so that you can share in the decisions on what the student should do to make things right. You will be trained on what to expect. We really feel this is an important way to help student learn from their mistakes and you input is important.”*

*“We will hold the student’s suspension in abeyance to give the Tier 3 Restorative Conference a chance. If the conference fails, or the student doesn’t fulfill the agreement, then we will invoke the suspension. So, we will keep traditional discipline as Plan B.”*

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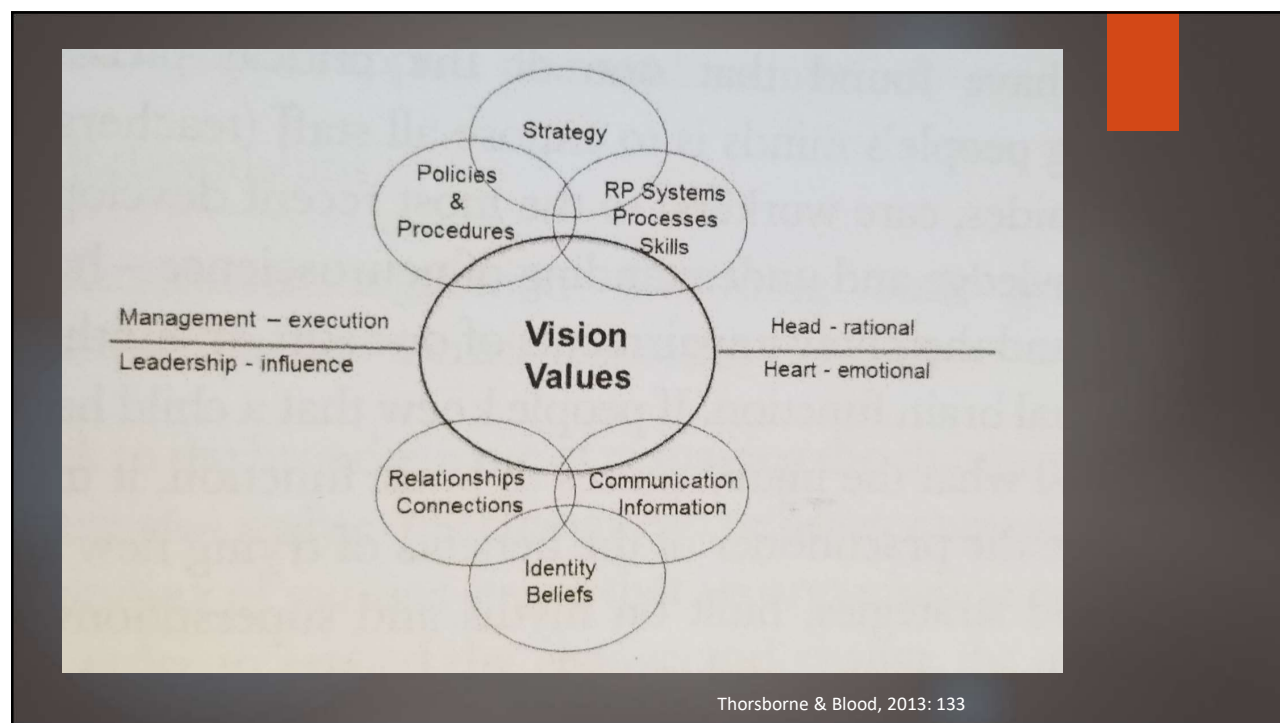
## HOW TO LEAD Culture Change that Supports Tier 3

### Messaging at Systemic Fidelity/Sustainability:



*“Now that we have fully implemented all tiers of restorative practices for several years, we are drilling down deeper with our discipline data and school climate data at each sub group within our school, to see where we have more work to do to ensure equity.”*

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## HOW TO LEAD Culture Change that Supports Tier 3: Reaching the Reluctant Skeptics

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Utilize Research and  
Current Mandates to  
Give Authority to  
Your Messaging



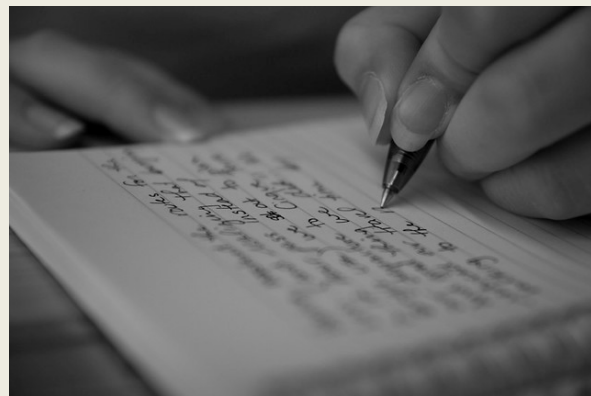
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## HOW TO LEAD Culture Change that Supports Tier 3: Capturing Hearts through Inspiration

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To capture the heart, inspire belief and compel staff support:

- Record your stories!
- Tell your success stories!
- Keep a list of restorative principles on your desktop, to refer to, so that you can continually incorporate these concepts and values in ALL communications!



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## QUESTIONS & ANSWERS

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### Tier 3 Conference: The Power of a Second Chance

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FALL 2018

Two male seniors.

Exchange Rx pills on bus.

Both are critically at risk for dropping out of high school.

One with ACD charges pending. He lives in a group home.

The other lives in poverty; was looking for a way to make money. No one in his family has ever graduated from high school. No trust toward staff.



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## Tier 3 Restorative Conference

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What happened?

What were you thinking at the time?

What have you thought about 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?

WRITTEN AGREEMENT



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“It takes a lot of courage to be able to admit you did something wrong and talk to other people about how you should make it up to them.”

– Randolph Academy Student, age 18

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### A PIVOTAL EXPERIENCE!

Three months later, both boys fulfill the written agreement.

Both are positively engaged in school and progressing toward graduation.

One of them is elected President of the Student Leadership Organization.

Nine months later, both boys earned high school diplomas.

One is chosen by his peers to give the student address at commencement.



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