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Using Restorative Practices to Create a School District that Cares

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Using Restorative Practices to Create a District that Cares

Dr. Louis Fletcher
Director of Culture and Services

Dr. Kim Boyd
Director of Community Care
Creating a District that Cares

K-12 Public Education:
- a Political Right
  - A Human Right
  - Self-Determination

K-12 Public Education:
- an Economic Imperative
  - An Investment
  - Personal & Community
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Withholding Political Self-Determination | Withholding Economic Opportunity

Injustice  Injustice
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Defending Restorative Approaches to Discipline

You Don't Have to Change Your Backstory, You Just Have to Learn From It.

THE CURIOUS PARADOX IS THAT WHEN I ACCEPT MYSELF JUST AS I AM, THEN I CAN CHANGE.

Carl Rogers
American Psychologist
### Creating a District that Cares

<table>
<thead>
<tr>
<th>Five Principles of Restorative Practice</th>
<th>Rethinking Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cooperation over Coercion</td>
<td>1. Increase awareness of the prevalence, impact, and legal implications of suspension and expulsion;</td>
</tr>
<tr>
<td>2. Face-to-Face Participation</td>
<td>2. Find basic information and resources on effective alternatives; and</td>
</tr>
<tr>
<td>3. Outcomes by Impacted</td>
<td>3. Join a national conversation on how to effectively create positive school climates.</td>
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<tr>
<td>4. Equal Access and Consent</td>
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<tr>
<td>5. Research-Based Practices</td>
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</table>
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Bottom Line Up Front…

“Restorative Practices keep students in school, learning, rather than removing them for suspension or expulsion…”

…But Now Let’s Make The Case

Albemarle-PSD-Charlottesville, VA
Creating a **District that Cares**

**District 49’s Cultural Compass**

**RESPECT**
We respect others for their abilities, qualities and achievements.

**TRUST**
We build positive relationships through honesty and openness with all stakeholders

**CARE**
We provide a safe and caring environment for students and staff

**RESPONSIBILITY**
We hold ourselves accountable for our actions
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Responsibility & Trust (challenge)

HIGH

TO

Punitive
“Fixed Mindset”
(Authoritarian)

Restorative
“Growth Mindset”
(Authoritative)

WITH

NOT

Neglectful
“Fixed Mindset”
(Irresponsible)

FOR

Permissive
“Fixed Mindset”
(Paternalistic)

Respect & Care (support) → HIGH

Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000
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Nathanson’s Compass of Shame

Attack
- blame
- banter
- insults
- assaults

Self Hatred
- play victim
- put self down

Withdrawal
- isolation
- run hide

Avoidance
- distraction
- denial

NATHANSON 1992
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Restoration versus Shame

TO Aggressive Fixed
FOR Enabling Fixed
NOT Apathetic Fixed
WITH Equipping Growth

<table>
<thead>
<tr>
<th></th>
<th>SELF HATE</th>
<th>ATTACK</th>
<th>WITHDRAW</th>
<th>AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Self-Esteem</td>
<td>Conflict Instigator</td>
<td>Addicted</td>
<td>Absent</td>
<td></td>
</tr>
<tr>
<td>Low Self-Efficacy</td>
<td>Emotional Abuser</td>
<td>Dependent</td>
<td>Undependable</td>
<td></td>
</tr>
<tr>
<td>Suicide Attempts</td>
<td>Physical Assaulter</td>
<td>Depressed</td>
<td>Deceptive</td>
<td></td>
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<tr>
<td>Negative Self-Talk</td>
<td>Entitled</td>
<td>Ungrateful</td>
<td>Tardy</td>
<td></td>
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<tr>
<td>Deceitful</td>
<td>Manipulative</td>
<td>Hopeless</td>
<td>Unreliable</td>
<td></td>
</tr>
<tr>
<td>Suicidal Ideations</td>
<td>Undermining</td>
<td>Despondent</td>
<td>Evasive</td>
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</tr>
<tr>
<td>Self-Neglect</td>
<td>Passive Aggressor</td>
<td>Loner</td>
<td>Dropout</td>
<td></td>
</tr>
<tr>
<td>Unconfident</td>
<td>Neglectful</td>
<td>Helpless</td>
<td>Uncommitted</td>
<td></td>
</tr>
<tr>
<td>Victim</td>
<td>Spiteful</td>
<td>Antisocial</td>
<td>Elusive</td>
<td></td>
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<tr>
<td>Resilient</td>
<td>Peer-Mediator</td>
<td>Engaging</td>
<td>Dependable</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td>Protector</td>
<td>Positive</td>
<td>Reliable</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>Communicator</td>
<td>Hopeful</td>
<td>Committed</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Nathanson’s Compass of Shame - 1992
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Nathanson’s Shame Explained

The Nine Affects

NEGATIVE AFFECTS

Shame – Humiliation
Distress – Anguish
Disgust
Fear – Terror
Anger – Rage
Dismell

NEUTRAL

Surprise – Startle

POSITIVE AFFECTS

Enjoyment – Joy
Interest – Excitement

Tompkins, adapted from Nathanson 1992

Nathanson, 1992
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Is Shaming Always Negative?

- **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.

Reintegrative Shame Matrix – Fletcher 2017

- **Stigmatizing**
  (Labelling and Criminalizing)

- **Reintegrative**
  (Restoring expectations and fair Process)

- **Neglectful**
  (Alienating)

- **Tolerant**
  (Enabling)

Disapproval

 LOW

 Reintegration

 HIGH

TO

WITH

FOR

NOT
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Know and work to eliminate your own biases
What Does Fair Process Look Like?

- **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)
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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.
Expulsion Statistics

2015-2016
18 Hearings
• 2 Expelled (11%)
• 16 Deferred (89%)
  • 3 Deferred became expelled (19%)
  • 13 In Compliance (81%)

2016-2017
25 Hearings
• 11 Expelled (44%)
• 14 Deferred (56%)
  • 1 Deferred became expelled (7%)
  • 13 In Compliance (93%)

2-Year Pilot Snapshot
• 26 of 43 Students Restored To School W/ Safety Contracts (60%)
• 26 of 30 Yields A 87% Deferment Compliance Success Rate
  • 26 Fewer Students In the Expulsion Program
  • 26 Students Without An Expulsion On Their Record
• 17 Expelled Students Gained A Favorable Student/Teacher Ratio
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**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.

**Restorative Practices**

- **Tier 3**
  - Circles of support and accountability for re-entry and re-integration following suspension or expulsion with staff and students. Formal conferencing focusing on repairing.

- **Tier 2**
  - Restorative Practices:
  - Alternatives to suspension that support conflict resolution, peer mediation, family and community conferencing and circles for problem-solving.

- **Tier 1**
  - Restorative Practices:
  - Practices that build community and relationships through relational trust and shared values. Practices include: community-building circles, affective questions/statements.

**PBIS**

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

**Restorative-PBIS Translation**
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Build a Caring Culture By:

1. Recognizing zero-tolerant discipline and building relationships early *(Early S-E support)*
2. Conducting outreach with all stakeholders *(Promoting restoration over punishment)*
3. Being transparent about your district’s efforts *(Implement strategies to achieve a fair process)*
4. Not letting moderate success go to your head, nor letting moderate failure go to your heart *(Build the culture that you want; don’t give up)*