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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*

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*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*



# *Creating a District that Cares*

*Withholding Political  
Self-Determination*

*Withholding Economic  
Opportunity*

*Injustice*

*Injustice*



## *Creating a District that Cares*

# *Defending Restorative Approaches to Discipline*



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

## Carl Rogers

American Psychologist

QUOTEHD.COM

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

# Creating a District that Cares



## *Five Principles of Restorative Practice*

1. *Cooperation over Coercion*
2. *Face-to-Face Participation*
3. *Outcomes by Impacted*
4. *Equal Access and Consent*
5. *Research-Based Practices*

## *Rethinking Discipline*

1. *Increase awareness of the prevalence, impact, and legal implications of suspension and expulsion;*
2. *Find basic information and resources on effective alternatives; and*
3. *Join a national conversation on how to effectively create positive school climates.*

# *Creating a District that Cares*

## *Bottom Line Up Front...*

**"Restorative  
Practices  
keep students **in** school,  
**learning**, rather than  
removing them for  
suspension or expulsion..."**

Albemarle-PSD-Charlottesville, VA

*...But Now Let's Make The Case*



# *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**

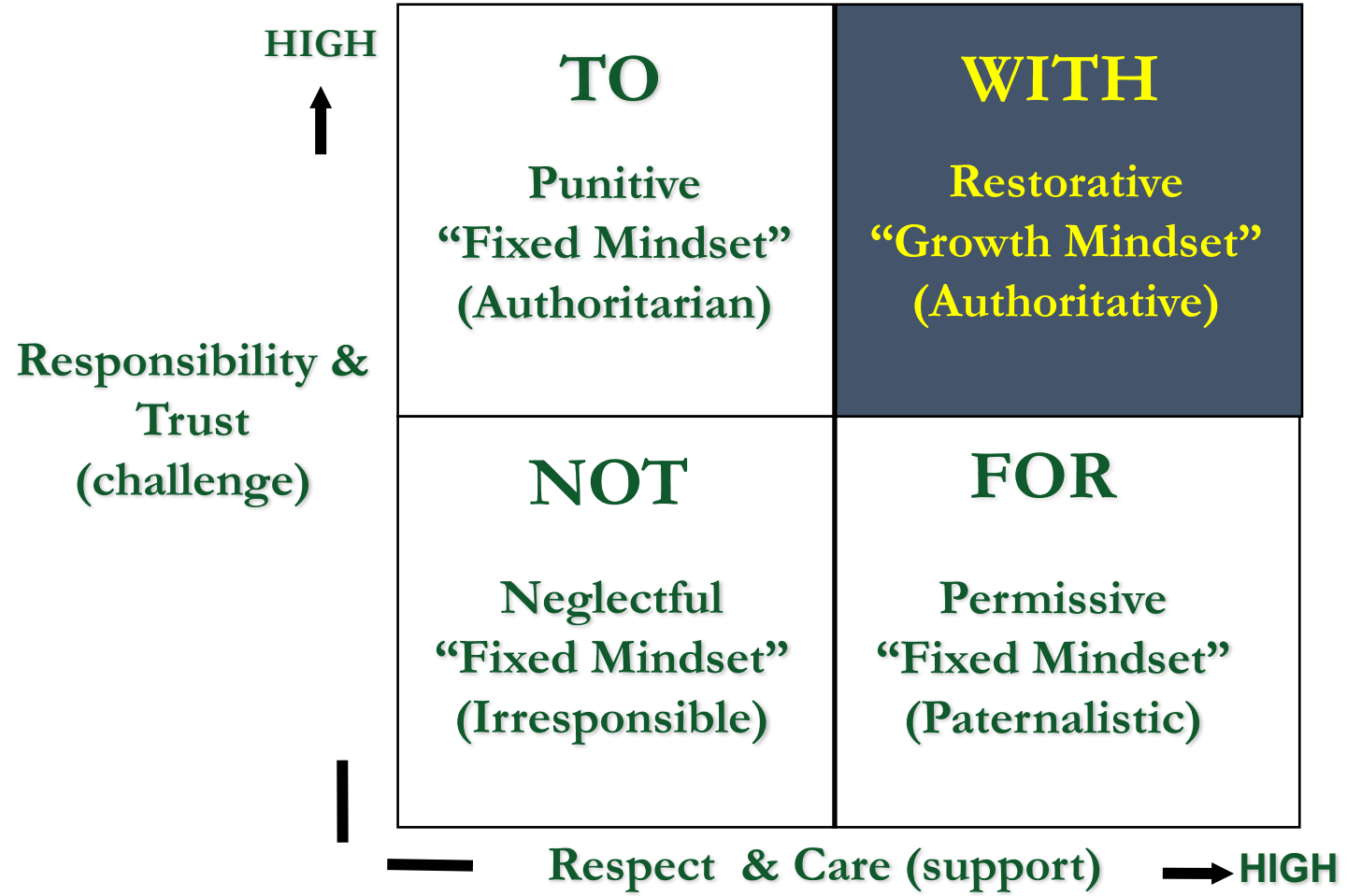
We provide a safe and caring environment for students and staff

### **RESPONSIBILITY**

We hold ourselves accountable for our actions

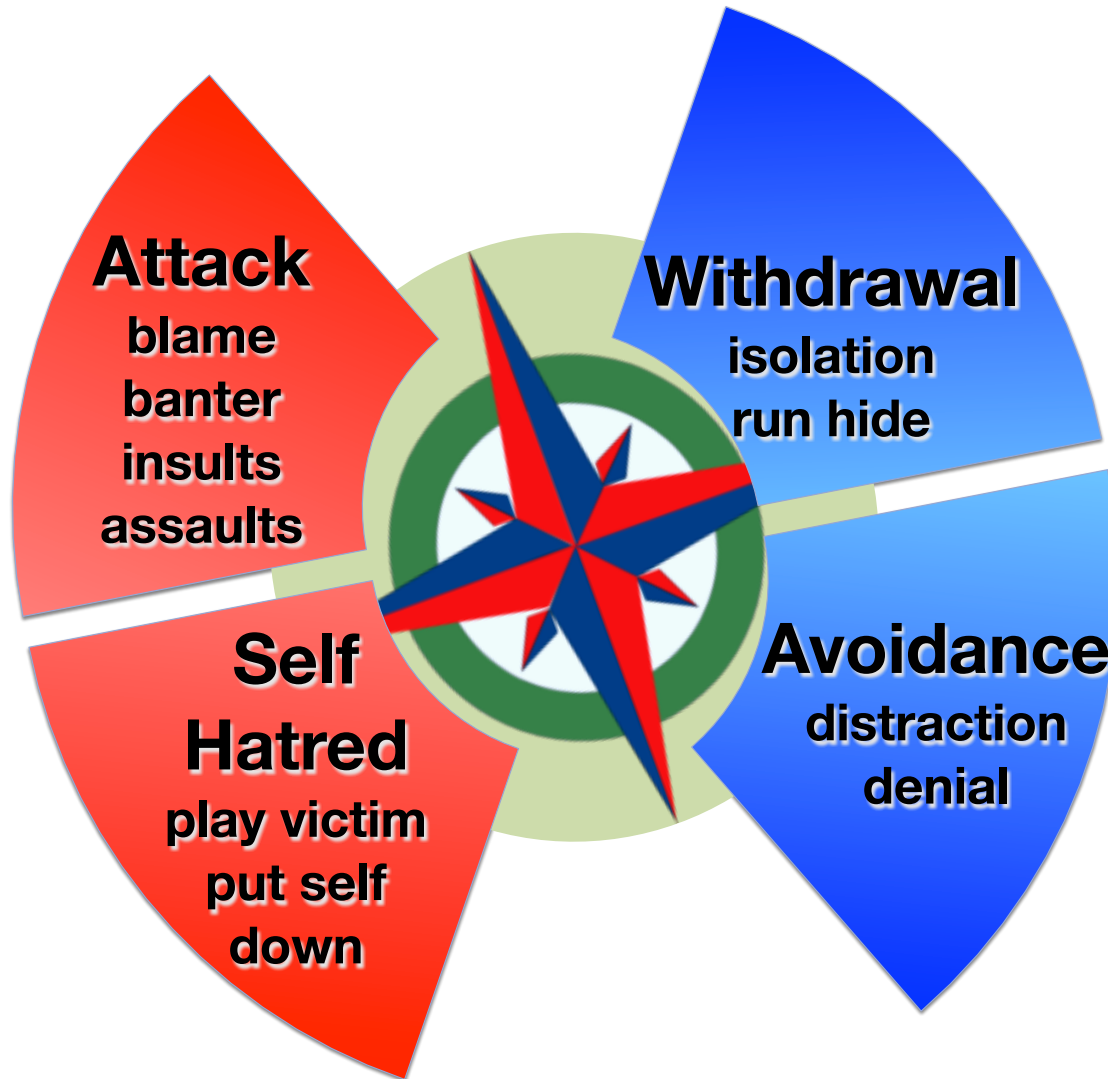


# Creating a District that Cares



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

# *Nathanson's Compass of Shame*



NATHANSON 1992

# Creating a District that Cares

Restoration  
versus Shame



Adapted from Nathanson's Compass of Shame - 1992

TO  
Aggressive  
Fixed

FOR  
Enabling  
Fixed

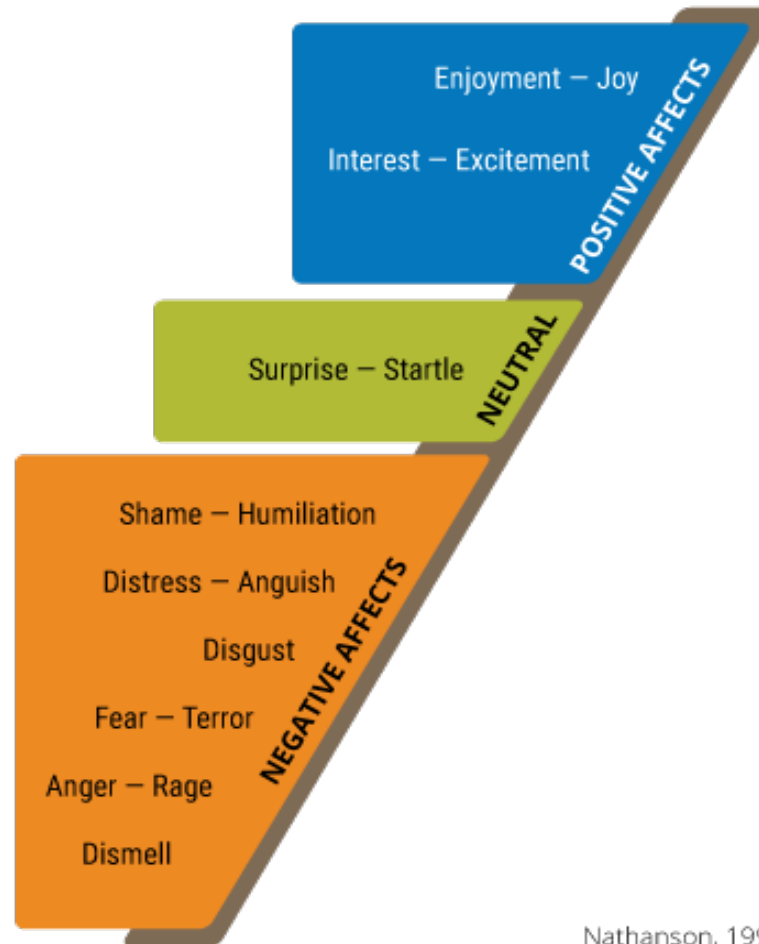
NOT  
Apathetic  
Fixed

WITH  
Equipping  
Growth

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

# *Nathanson's Shame Explained*

The Nine Affects

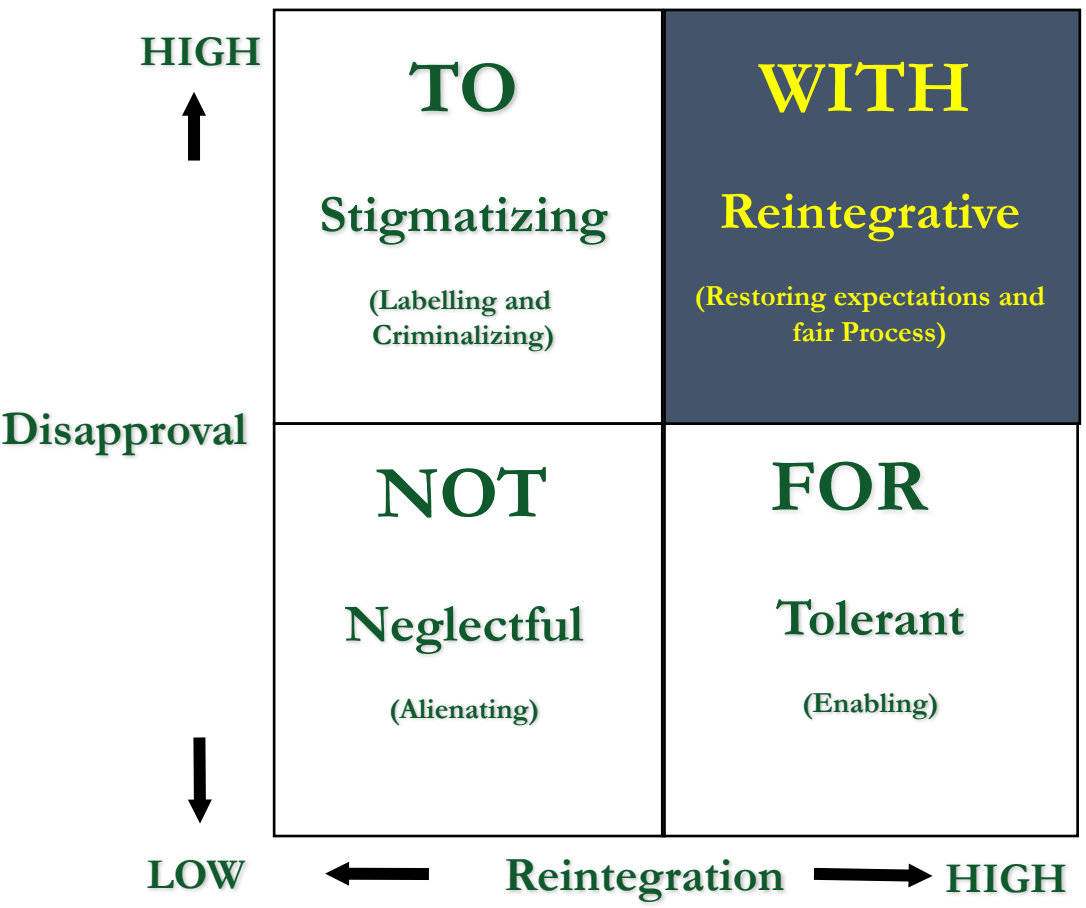


Tompkins, adapted from  
Nathanson 1992

Nathanson, 1992

# Creating a District that Cares

## Is Shaming Always Negative?



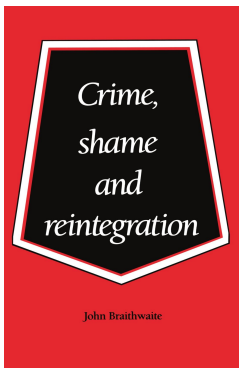
Reintegrative Shame Matrix – Fletcher 2017

- **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



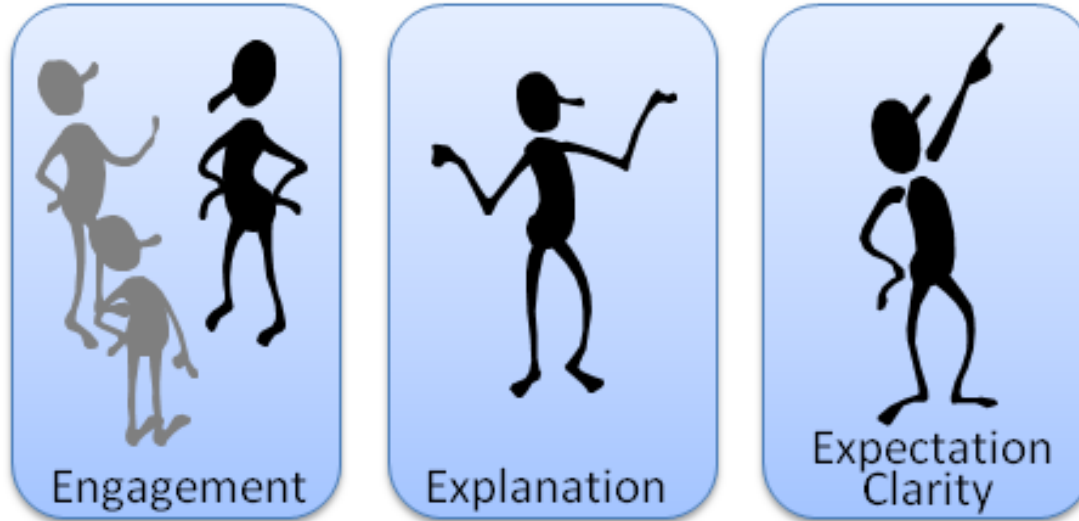
# *Creating a District that Cares*

## Know and work to eliminate your own biases



# *Creating a District that Cares*

## *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)*

# *Creating a District that Cares*

## 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%)

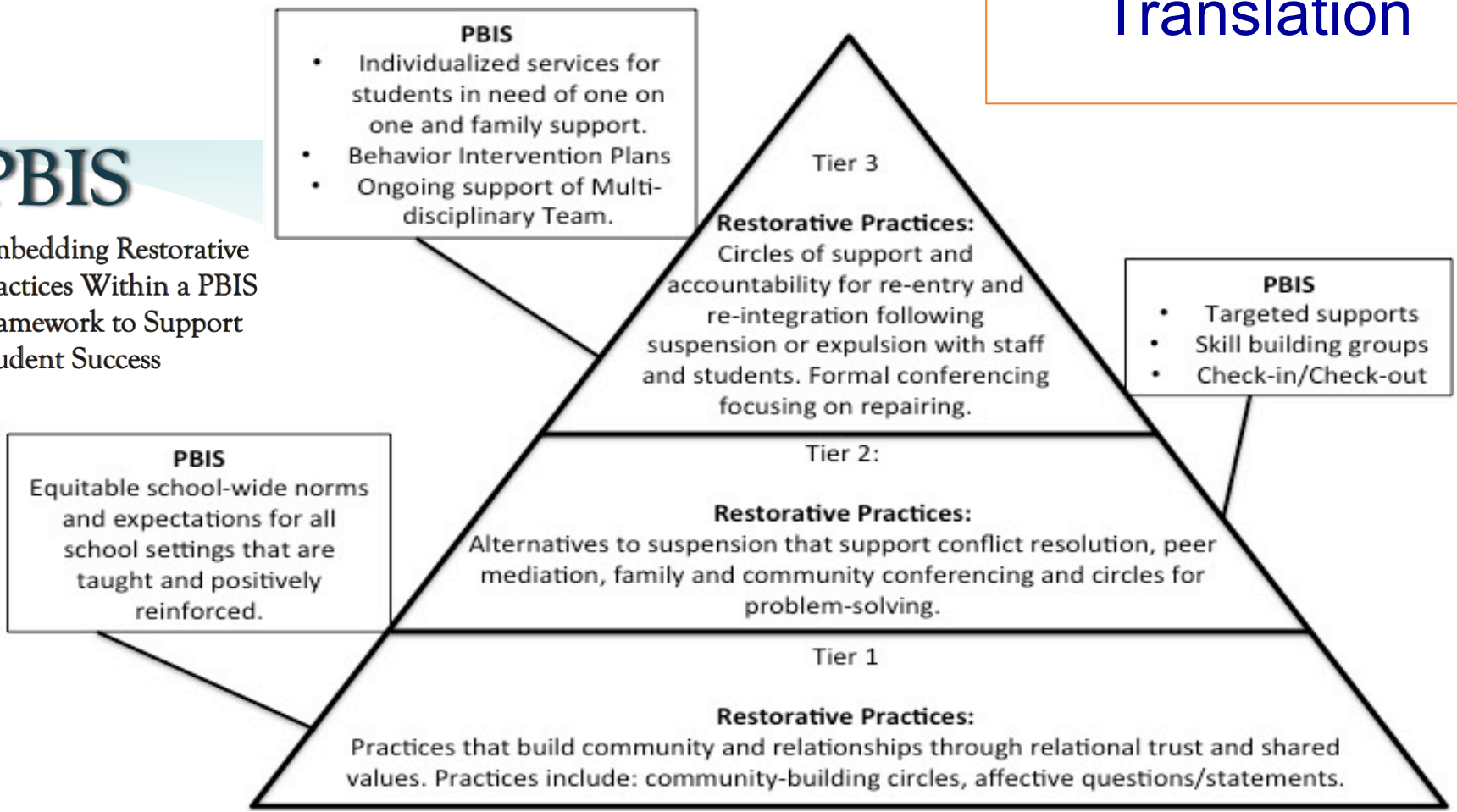
#### 2-Year Pilot Snapshot

- 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

# Creating a District that Cares

## Restorative-PBIS Translation

**PBIS**  
Embedding Restorative Practices Within a PBIS Framework to Support Student Success



# *Creating a District that Cares*

## 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*)

