

# Enhancing School Safety Through Restorative Justice Practices

Idaho State Prevention & Support Conference

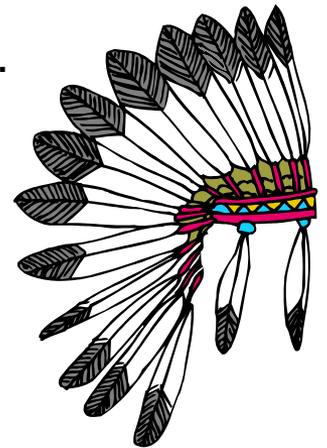
April 9-10<sup>th</sup>, 2015

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Honorable Mark A. Ingram - Juvenile Magistrate  
Brandi Clough-Kolka – Ada County Victim Advocate  
Bev Ashton – IDJC District Liaison

Lakota tribal wisdom says that when you discover you are riding a dead horse, the best strategy is to dismount. However, in systems, we often try other strategies, including the following:

- Buy a stronger whip.
- Change riders.
- Say things like “This is the way we always have ridden this horse.”
- Appoint a committee to study the horse.
- Arrange to visit other sites to see how they ride dead horses.
- Create a training session to increase our riding ability.
- Harness several dead horses together for increased speed.
- Declare that “No horse is too dead to beat.”
- Provide additional funding to increase the horse’s performance.
- Declare the horse is “better, faster, and cheaper” dead.
- Study alternative uses for dead horses.
- Promote the dead horse to a supervisory position.



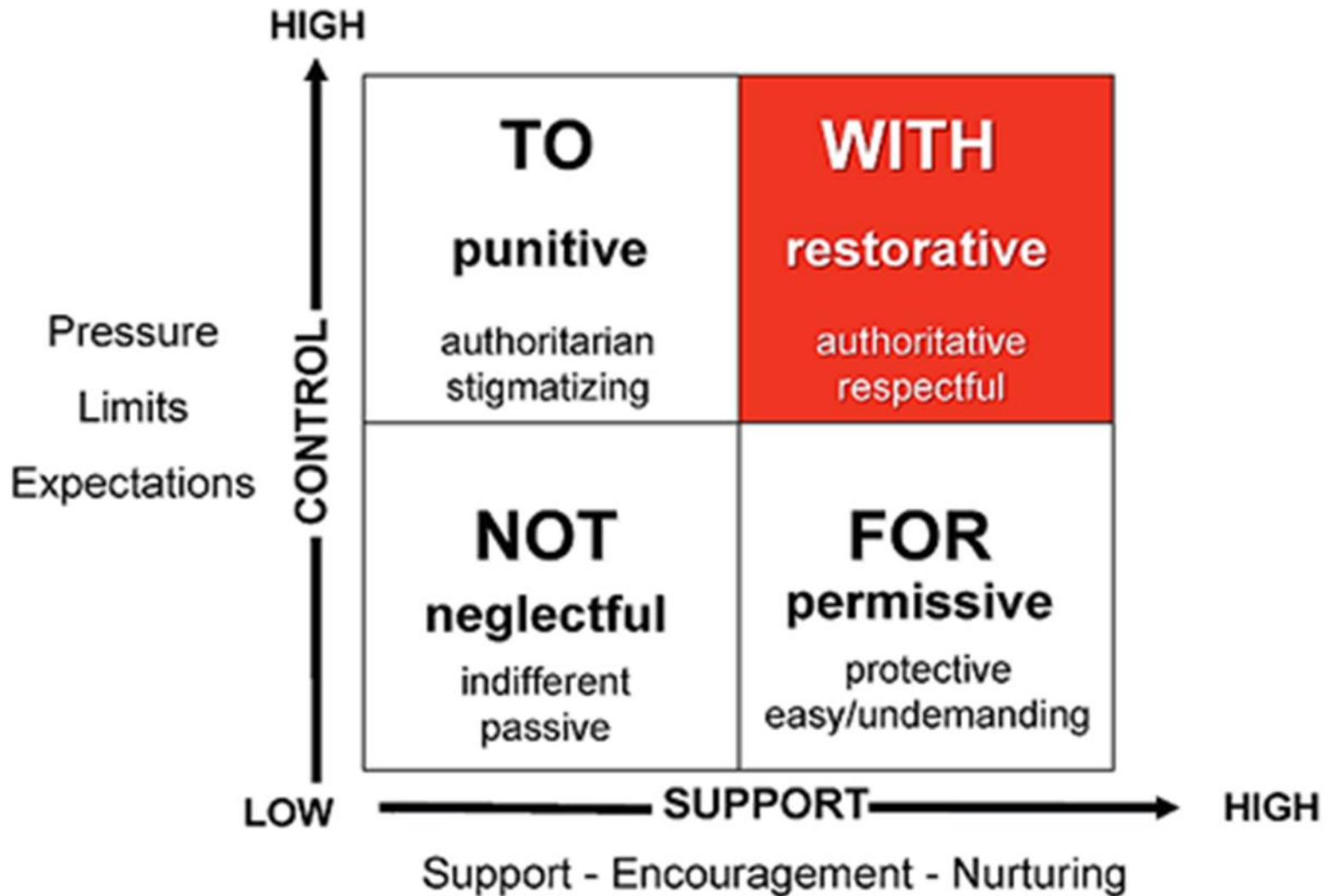
# Learning Objectives

- Define Restorative Practices
- Restorative Practices connection to:
  - Stronger Community
  - Competency Development
  - Social Capital
- School Connectedness
  - Improves relationships, attendance and academic performance
  - Reduces disruptive behaviors (bullying, social conflict)

# Restorative Practice

A social science that studies how to build social capital and achieve social discipline through participatory learning and decision making

# SOCIAL DISCIPLINE WINDOW



# Restorative Accountability

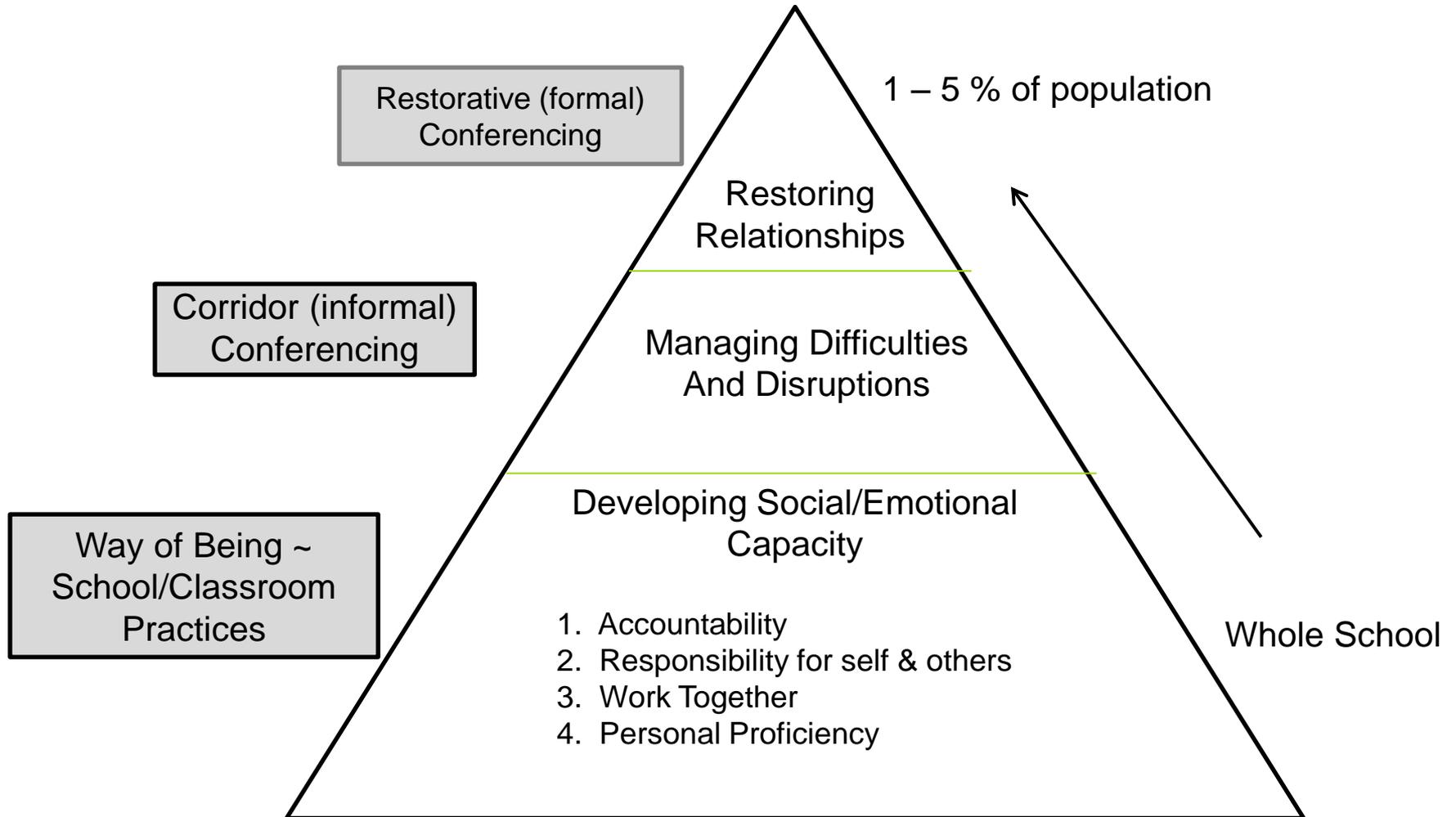
*NOT* “taking the punishment” or obeying the rules.

Taking *responsibility for & action* to make amends to those who have been harmed by wrong doing.

Student, staff, and school community have active roles in the process.



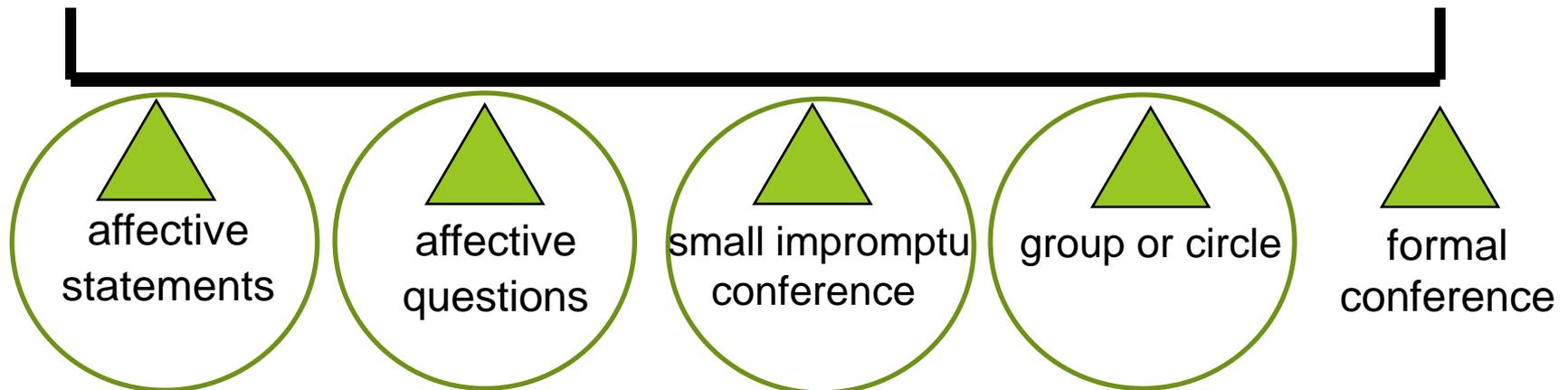
# Building Social Capital



# Restorative Practices Continuum

Informal

Formal



\* Green circles represent most common restorative practice used in school settings

# What about Zero Tolerance & School To Prison Pipeline?

- A “**zero-tolerance**” policy in schools is a policy of punishing any infraction of a rule, regardless of accidental mistakes, ignorance, or extenuating circumstances. In schools, common zero-tolerance policies concern possession or use of illicit drugs or weapons
- The term “**school-to-prison pipeline**” is a phrase that is used by education reform activists and organizations such as the American Civil Liberties Union (ACLU), the Justice Policy Center, Advancement Project, and the New York Civil Liberties Union to describe what they view as a widespread pattern in the United States of pushing students, especially those who are already at a disadvantage, out of school and into the American criminal justice system. They argue that this “pipeline” is the result of public institutions being neglectful or derelict in properly addressing students as individuals who might need extra educational or social assistance, or being unable to do so because of staffing shortages or statutory mandates. The resulting miseducation and mass incarceration are said to create a vicious circle for individuals and communities.

# School Connectedness

- Students are more likely to succeed when they feel connected to school.
- Critical requirements for feeling connected include students experiencing:
  - High academic expectations and rigor coupled with support for learning
  - Positive adult-student relationships
  - Safety: both physical and emotional

# Critical Accountability Measures for School Connectedness Are ~

- Improved Academic Performance
- Reduced incidence of fighting, bullying, and disruptive behaviors
- Reduced absenteeism
- Higher school completion rates

# School Connectedness Results In ...

- Educational Motivation
- Classroom Engagement
- Improved School Attendance

These three things increase  
*academic achievements* and apply across  
racial, ethnic and income groups

# Evidence shows that students who feel connected to school are less likely to have ....

- Disruptive Behaviors
- School Violence
- Substance & tobacco use
- Emotional Distress
- Early age of first sex



# In a restorative school. . .

- Young people become use to relational language and are honest about their behavior
- All are accountable to those they have hurt and seek ways to make things right
- Emotional literacy and social curriculum is explicit
- Everyone is taught to manage their emotions, articulate their needs, and resolve their conflict
- The classroom and whole school becomes a truly safe, supportive learning environment

# Examples of Restorative Practices in Schools

- **Circle Processes (individual classroom & whole school)**
  - Daily circle time
- **Restorative Conversations**
  - Informal chat in hallways, cafeteria, recess areas
- **Restorative Dialogues / Discussions**
  - Classroom conferences – problem solving circles, no-blame conferences, starting a new topic, evaluating a topic, reflecting on work or progress, planning tool, etc.
- **Restorative Discipline Conferences**
  - Restorative meetings for bullying, damage to property, continued disruption to the learning of others, etc.
- **Restorative Discipline Conferences & Re-Entry Conferences**
  - Community conference – very formal, involves parents, supports and persons impacted

# Restorative Resources – Restorative Justice in Schools

<http://www.youtube.com/watch?v=9pYuA3o6WuU>

- Published April 2013
- Testimonials from:
  - Administrators & Educators
  - Students & Parents
  - Law Enforcement
  - Volunteers
- Facts on stats & financial impacts
- Approximately 11 minutes in length

# Magic Valley High School

## Practical Restorative Practices

**Circles** utilized to engage all students in discussions, and provide a safe platform for difficult or sensitive subjects

**Restorative Questions** formulate the language used to address issues, which focuses on thought process, consequences of actions, and “righting the wrong”

**Restorative Meetings** can be facilitated to address the bigger issues, and involve parents, teachers, and others as needed.

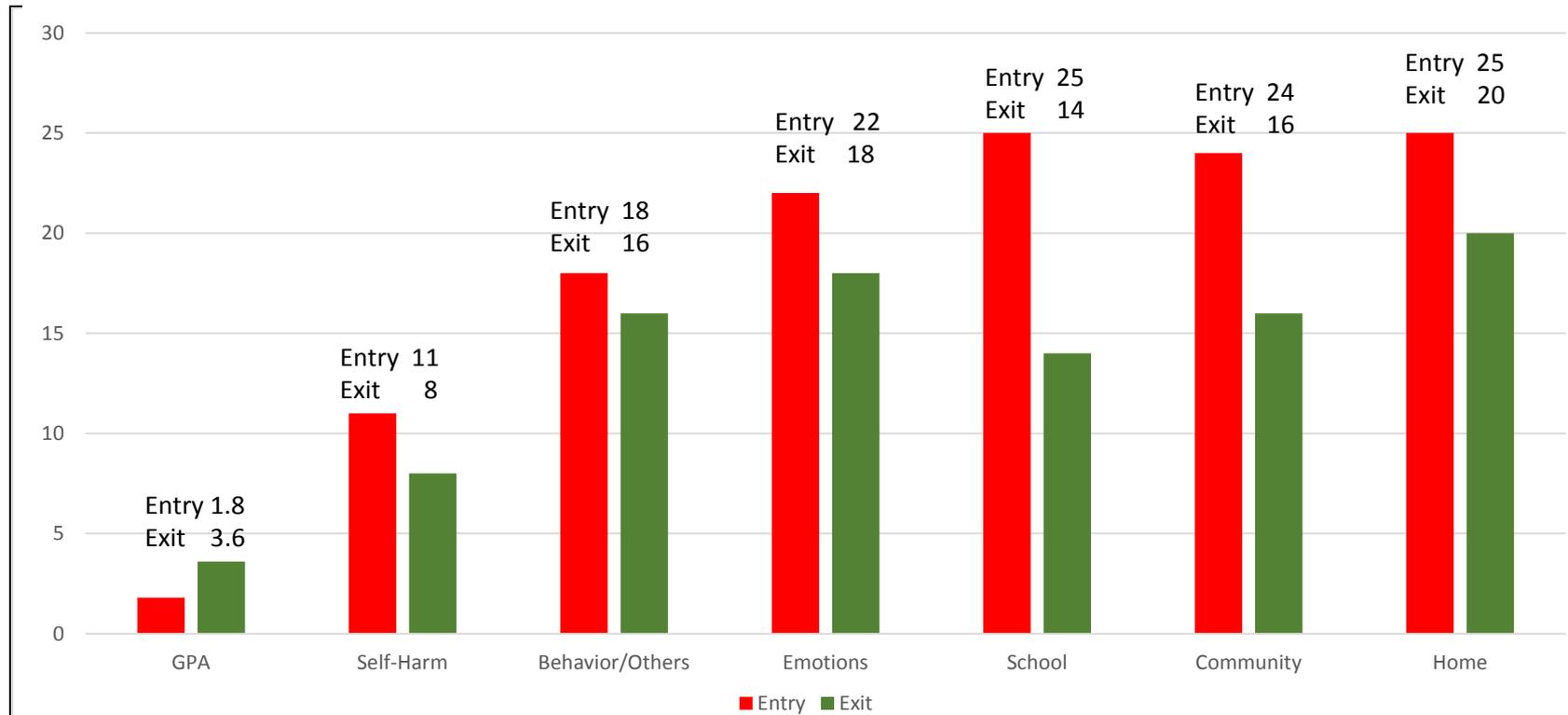
Contact: Amy Rothweiler - School Counselor

[RothweilerAm@tfdsd.org](mailto:RothweilerAm@tfdsd.org)

# Proactive Behavioral Health

Child & Adolescent Functioning Scale (CAFAS)

Scores for Restorative Alternative Program (RAP - alternative to detention)



## Edward Byrne Grant Recent Outcomes March – August 2014

			Grant	RAP
GPA	Increase / Decrease	School attendance with no further JJ incidents	70%	87%
0-10	Mild Impairment	Enrollment expectations for first year of grant	15	19
10-15	Moderate Impairment	MH Dx students given CAFAS at entry & 90 days	15	16
20-30	Severe Impairment	Participant grades showed improvement	16	16

Contact: Dr. Ryan Fenderson PhD Email: ryanfenderson@hotmail.com

# Community Service Foundation

## Buxmont *an IIRP program*

### Comparisons in ART when delivered with Restorative Practices

- Aggression Replacement Training®
  - Reduced – aggression, overt aggression, covert aggression, cognitive distortions
  - Improved – social skills

Collections period Jan 2012 – April 2014. Data source Penn State EPIS Center.

CSF Buxmont programs include six schools and five foster group homes, as well as in-home services, in eastern Pennsylvania. CSF Buxmont has been operating programs for youth since 1977.

All CSF Buxmont programs employ restorative practices.

# Research Studies Over 7 Years with 4,000 Delinquent and At-Risk Youth Discharged from CSF Buxmont Programs Shows Offending Rates Reduced by More than Half

- **1st Research Evaluation, 1999-2001 — Offending Reduced 58% »»**
- Total Population Measured: 919 Youth
  - Evaluation Protocols by Temple University's Crime and Justice Research Center
  - Additional findings found program effect of enhancing pro-social attitudes and raising individuals' self-esteem
- **2nd Research Evaluation, 2001-2003 — Offending Reduced 50% »»**
- Total Population Measured: 858 Youth
  - A scientific replication of the original study's findings with a new population
  - A follow-up of the 1999-2001 population two years after discharge demonstrates lasting program effect
- **3rd Research Evaluation, 2003-2006 — Offending Reduced 62% »»**
- Total Population Measured: 2,151 Youth
  - 3, 6 & 12 month post-discharge offending rates reduced
- Proven consistent empirical results of positive program effect

# Supportive School Discipline

[www.ssdcop.neglected-delinquent.org](http://www.ssdcop.neglected-delinquent.org)

**Supportive School Discipline**  
COMMUNITIES OF PRACTICE

HOME RESOURCES EVENTS COMMUNITIES ABOUT

**DID YOU KNOW?**  
One Out of Every Nine Secondary School Students Was Suspended at Least Once During the 2009-10 School Year

**Featured Events**

- [Making the Case for Positive Approaches to Discipline](#)  
January 16, 2013 - 04:00 to 05:30
- [Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework](#)  
January 23, 2013 - 16:00 to 17:30
- [Addressing Truancy: Innovative Approaches to Systemically Increasing Attendance and Reducing Chronic Truancy](#)  
February 27, 2013 - 04:00 to 05:30
- [Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices](#)  
March 20, 2013 - 04:00 to 05:30
- [At the Intersection of School Safety and Supportive Discipline: Navigating the Roles and Responsibilities of School Resource Officers](#)  
April 24, 2013 - 04:00 to 05:30

**Materials from the National Leadership Summit on School Discipline and Climate Have Been Posted**

On October 6 and 7, 22 state and local teams of educators, judicial and court staff, child welfare

1:37 PM

# Office of Justice Programs

[www.JUVJUST@usdoj.gov](mailto:www.JUVJUST@usdoj.gov)



# JUVJUST

an OJP news service



## OJP Awards \$1.9 Million for OJJDP School Justice Partnership Program

The [Office of Justice Programs](#) has awarded a \$1.9 million grant to the [National Council of Juvenile and Family Court Judges](#) (NCJFCJ) to participate in the [School Justice Partnership Program: Keeping Kids in School and Out of Court](#). OJJDP is coordinating with the Department of Education and the [Substance Abuse and Mental Health Services Administration](#) to implement this collaboration among schools, mental and behavioral health specialists, law enforcement, and judges to reform school zero-tolerance discipline policies to divert youth from the juvenile justice system. NCJFCJ will establish a National Resource Center on School Justice Partnerships to provide research, training, and technical assistance to respond to student behavioral needs.

### Resources:

[Learn more](#) about the impact of zero-tolerance policies.



The [Office of Juvenile Justice and Delinquency Prevention](#) is a component of the [Office of Justice Programs](#) in the [U.S. Department of Justice](#).

[Subscribe](#) or [unsubscribe](#) to JUVJUST and OJJDP News @ a Glance. Browse past issues of JUVJUST and OJJDP News @ a Glance.



# Training Resources

- Idaho Training
  - Idaho Juvenile Justice Commission
    - Introduction to RP, Circles & Facilitating Restorative Conferencing
    - <http://www.ijjc.idaho.gov/RestorativeJustice/RCFacilitators/tabid/88/Default.aspx>
  
- National Training
  - International Institute for Restorative Practices
    - <http://www.iirp.edu/events.php> (Events Calendar)
  - SaferSanerSchools – Free Webinars
    - <http://www.saferanerschools.org/>

# Questions/Comments ?

## Resources:

- Defining Restorative, 2012, International Institute for Restorative Practices, [www.iirp.edu](http://www.iirp.edu)
- Connecting Restorative School Practices to Brain Research and Bullying Prevention, 2012, [www.safeschoolsforall.com](http://www.safeschoolsforall.com)
- Restorative Practices – Building Connectedness and Fostering Emotional Literacy, 2004, Peta Blood
- Journal of School Health, 2004, Wingspread Declaration on School Connectedness

# Thank you for your interest in Restorative Justice Practices

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