Restorative Practices
Interventions within a Tiered System of Support

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Chesterfield County Public Schools
The Humble beginning in 2008

An Alternative to Current School Discipline Practices

The mission of Chesterfield County Public Schools (CCPS) is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills, and core values necessary to achieve personal success and to enrich the community.

Further, the opening paragraph of the 2007-2008 Standards for Student Conduct and Attendance reads as follows:

A. Responsibilities
The Chesterfield County School Board expects a high standard of student conduct in an effort to ensure an atmosphere conducive to teaching and learning, free of disruption and threat to person or property, and supportive of individual rights. Students and staff have a primary responsibility for creating a climate of mutual respect, honesty, and trust in each school in order that the dignity of the individual is protected and the potential of each student may be realized (Regulation 401.1) (italics added).

In spite of this mission and charge, the discipline policies of CCPS do not appear to be fully consistent with building the stated core values nor creating a positive climate for all students. The word discipline comes from the Latin word “disciplina,” which means learning. Discipline, as codified in these standards has become to mean punishment, not learning. Over the years, the Standards for Student Conduct have been enhanced,
Monacan HS Implementation

• 2008-2009 SY
  ● RP questions with students in ISD

• January 2011
  ● 2-day Conferencing training for small school team & implemented formal conferencing

• 2011-2012 SY
  ● Formal conferencing used by admin & RP presented to school staff

• 2012-2013 SY
  ● RP training for 30 faculty members & classroom implementation

• 2013-2014 SY
  ● Faculty training & monthly teacher meetings
Restorative Practices +

- Active listening
- Cultural awareness, culturally responsive teaching
- Positive, respectful frame of mind
- Affective statements
- Restorative questions
- 1-1 conference
- Formal restorative conference
- Administrative restorative conference
- Responsive decision making
- Problem solving
- Proactive building connections
- Academic content
PBIS & Restorative Practices

- Responsive Circles
- Proactive Circles
- Restorative Questions
- Affective Statements
- Social Capital
- Intensive Tier 3
  - Administrative Restorative Conference
    - 1-1 Conference
    - Responsive Circles
    - Proactive Circles
- Targeted Tier 2
- Universal Tier 1
  - PBIS is the what.
  - RP is the how.
  - I.D. school-wide expectations/behaviors
  - Teach expectations as we teach academics
BIG Picture: What are Restorative Practices?

- **Accountability** - Restorative Practices strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused.

- **Community Safety** - Restorative Practices recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of all.

- **Competency Development** - Restorative Practices helps to increase the pro-social skills of those who have harmed others, address underlying factors that lead students to disruptive behavior, and build on strengths in each young person.
Implementation in CCPS – 2014 to Present

**Division Level Team**

- Obtained 4-year implementation grant
- Completed certified training from IIRP
- Provides PD for school implementation
- Provides ongoing support for school teams
- Created guidelines to maintain division level consistency
- Built a central library of support materials
- Included Restorative Practices interventions within current discipline practices

**Student Support Team**

Supervisor of Psychological Services
Inst. Spec for School Counseling
PBIS Coordinator
Implementation in CCPS

School Level Team

- Develops school level procedure for PBIS/RP interventions & supports
- Provides support materials & resources
- Facilitates school level PLC circles
- Co-facilitates Responsive Circles
- Co-facilitates Restorative Conferences
- Provides coaching to school staff
- Plans for further expansion among school stakeholders

Identified PBIS Schools
- Administration
- Teacher Leaders
- Counselors
- Psychologist
- Social Worker
- SRO
## Restorative Practices Training Opportunities

<table>
<thead>
<tr>
<th>Who</th>
<th>School Level Teams (4-days)</th>
<th>School Resource Officers</th>
<th>Tutor Monitor &amp; School Safety Officers</th>
<th>Teachers Part 1 (1-day overview)</th>
<th>Teachers Part 2 (1-day overview)</th>
<th>Circle Coach</th>
<th>Conference Facilitator/Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why</strong></td>
<td>Build &amp; sustain RP</td>
<td>Support SLT &amp; students</td>
<td>Support at risk students</td>
<td>Build Staff Foundation</td>
<td>Build Staff Foundation</td>
<td>Support Classroom Tier 1</td>
<td>Support Conferences Tier 3</td>
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</tbody>
</table>

**Teams**: (4-days)

- School Resource Officers
- Tutor Monitor & School Safety Officers
- Teachers Part 1 (1-day overview)
- Teachers Part 2 (1-day overview)

**Why** Build & sustain RP

Support SLT & students
Support at risk students
Build Staff Foundation
Build Staff Foundation
Support Classroom Tier 1
Support Conferences Tier 3
# Disciplinary Intervention Guide

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Referral to administrator with possible exclusion from school programs</th>
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<tbody>
<tr>
<td></td>
<td>To be used by administrators when Level 3 interventions do not work or severity of behavior warrants a more intensive response. Office referral and documented parent notification required.</td>
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<td>- Alternative to suspension (ISD with mentoring/counseling intervention component)</td>
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<td>- Behavior contract--monitored check ins, next referral will result in OSS</td>
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<td>- OSS (1-3 days)</td>
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<td>- Suspension from bus (3-10 days or for entire marking period)</td>
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<td>- Report to law enforcement authorities</td>
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<td>- Referral to outside services or agencies</td>
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<td></td>
<td>- Modified school day</td>
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<td>- Extended loss of privileges and or personal devices</td>
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<td></td>
<td>- <strong>Administrative Restorative Conference</strong>--may or may not involve parents. Harmed individual + perpetrator + supportive person for each + administrator + facilitator. (Restorative Practices training required)</td>
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<td></td>
<td>- <strong>Re-entry Support Administrative</strong> (Intervention session to address replacement behaviors /strategies, academic needs and social relationships harmed)</td>
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<td>- Referral to student activities director--long term (up to 30 day) exclusion from team/club/activity</td>
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<td>- FBA/BIP</td>
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<tr>
<th>Level 5</th>
<th>Referral to administrator with possible consequences beyond suspension</th>
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<td>Level 3 and 4 interventions do not work, student is severely disrupting the learning environment of the school or severity of behavior warrants a more intensive response. Office referral and documented parent notification required.</td>
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<td>- Behavior contract--next referral will result in 10 day OSS with requirement to see principal</td>
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<td></td>
<td>- <strong>Restorative Conference</strong> - requiring parent involvement. (Restorative Practices training required)</td>
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<td></td>
<td>- Loss of bus privileges</td>
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<td>- OSS (3-5 days)</td>
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<td></td>
<td>- Suspension from activities and sports for full year</td>
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FBA/BIP
Chesterfield County Public Schools (CCPS) is one of the 70 largest school divisions in the United States. More than 60,000 students attend our 63 schools, which include 38 elementary schools (grades PreK-5), 12 middle schools (grades 6-8), 11 high schools (grades 9-12), and 2 technical centers.

CCPS first implemented Positive Behavioral Interventions and Supports (PBIS) during the 2010-11 school year. The school division’s strategic innovation plan calls for countywide implementation by 2020. Initially, 17 schools participated in PBIS during the first year it was offered division-wide. This came after three schools piloted the initiative prior to the official starting date. During the last six years, 21 additional schools have joined. An additional eight school are in the initial implementation stages, meaning that nearly 75 percent of our schools soon will be participating next year.

**Academics**

CCPS on-time graduation rate of 91%.

CCPS student performance on state-mandated assessments routinely surpasses Virginia averages.
“CCPS uses a multi-tiered systems approach within the PBIS framework and integrates PBIS with restorative practices, trauma-informed care and socio-emotional learning.”
Virginia Discipline Crime and Violence Report

Number of Incidents per Academic Year:
- 2013-14: 25,215
- 2014-15: 11,583
- 2015-16: 7,174

Number of Students Involved in Incidents:
- 2013-14: 21,965
- 2014-15: 18,313
- 2015-16: 5,790
“Initial” Targeted High School

<table>
<thead>
<tr>
<th>School Year</th>
<th>2011-12 SY</th>
<th>2012-13 SY</th>
<th>2013-14 SY</th>
<th>% of Change 3 Year Trend</th>
</tr>
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<tbody>
<tr>
<td>Suspension Incidents SWD (ISD &amp; OSS)</td>
<td>158</td>
<td>102</td>
<td>71</td>
<td>-55.1%</td>
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<tr>
<td>Suspension Incidents NDS (OSS)</td>
<td>231</td>
<td>169</td>
<td>163</td>
<td>-29.4%</td>
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<tr>
<td>Total Suspensions</td>
<td>389</td>
<td>271</td>
<td>234</td>
<td>-38.9%</td>
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Data - Crime and Violence Report for CCPS
Chesterfield County Public Schools
2016-2017

- Fully integrated into PBIS @ secondary level
- Included in Division’s Design for Excellence
- 9 of 12 High Schools
- 8 of 11 Middle Schools
- SRO, SSO, IA, Tutor Monitors
- Chesterfield Juvenile Detention Home
Lessons Learned......

• Advocate for our students
• Change is a process, not an event
• Start small, allow others to promote value
• Fidelity is important, yet a challenge
• Model the restorative mindset
• Look for connections, not just one more “thing”