Objective

1. Define school climate and discuss the impact for district-wide adoption of restorative practices
2. Introduce you to the SaferSanerSchools Program
3. Implementation methods
4. Ongoing research and development
5. Questions
Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.
The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.
SCHOOL CLIMATE – BELOW THE LINE

Relationships – staff to students
Relationships – staff to staff
Relationships – district to staff
WHAT WE KNOW ABOUT SCHOOL CLIMATE

Students who are **highly connected** to school are:

- Much less likely to engage in risky sexual behaviors
- Much more likely to succeed academically
- Much less likely to experience stress and attempt or complete suicide
- Much less likely to abuse substances
- Much less likely to engage in violent or deviant behavior
- Much more likely to experience healthy relationships

*Improving the Odds: Healthy Child Development, 2010*

*Ontario College of Family Physicians in partnership with McMaster University Department of Family Medicine, Registered Nurses Association of Ontario, Public Health Units of Toronto and Niagara and the Government of Ontario.*
What does this look like in schools?

El Paso County School District
School climate refers to the quality and character of school life.

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.

- People are engaged and respected.

- Students, families and educators work together to develop, live and contribute to a shared school vision.

- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.

- Each person contributes to the operations of the school and the care of the physical environment.
Therefore...

Having a foundation in school climate gives adults the knowledge and road map to be able to "work below the line" and not just be relegated to intervening and "putting out fires."
PUTTING THINGS INTO CONTEXT

• What are schools about today?
• What has changed in teaching over the last 30 years?
• Why are schools today the most important public institutions?
• What are the challenges of teaching in this school?
• What do the most challenging students have in common?
• What’s going to make a difference in their lives?
WHAT IS THE WHOLE SCHOOL CHANGE PROJECT?

• This 2-year project, is a cost-effective way to achieve lasting changes that enhances and builds relationships between students, staff and parents.

• It improves student behavior, reduces violence and bullying and creates a sense of community

• Unlike piecemeal efforts that lack explicate focus, the IIRP helps school leadership develop a customized plan based on its own needs and goals.
IMPLEMENTATION PHASES - 6-9 MONTHS PRIOR TO LAUNCH

Readiness

- Strategic Plan Alignment
- Initial Baseline - School Climate Data
- Build a Restorative Leadership Team
- Orient District/School Leaders to the program
- Schedule Logistics and Ongoing Operations
IMPLEMENTATION PHASES - 6-9 MONTHS PRIOR TO LAUNCH

Restorative Leadership Team

- Site-Based Coaching
- Data Driven Planning
- Modeling Restorative Problem Solving
- Program Coordination and Support
### Year One (Summer 2017 – Summer 2018)

**Buxmont Goal I:** Plan for the successful implementation of restorative practices within Buxmont Academy by engaging administrators, teachers, counselors, and staff in the foundational elements of restorative practices to positively influence social-emotional wellness for students and staff.

**Buxmont Goal II:** Support the academic achievement of students by improving school climate with alternatives to exclusionary disciplinary practices.

**Buxmont Goal III:** Redefine and elevate the roles of all centralized discipline team members while empowering them to adapt a leadership mindset centered around restorative practices.

**RP Goal:** Provide training and coaching to implement restorative practices with fidelity by empowering teachers, counselors, and staff with the tools to cultivate whole-school change within discipline practices, social-emotional support, and overall school climate.

**RP Service Deliverables:**
- Readiness and logistic support to Buxmont Academy for successful launch of restorative practices
- Buxmont Cohort I of teachers, counselors and paraprofessionals will be trained in basic school climate, restorative practices and circles, while learning restorative responses to adversity and trauma
- Buxmont Cohort II of centralized discipline members will become proficient in basic school climate, restorative practices and circles, while developing restorative leadership skills
- Buxmont Cohort III of administrative staff will be trained in restorative practices and circles
- Use onsite coaching and consultations to model restorative leadership strategies with school administrators, teachers, paraprofessionals, counselors, and staff

<table>
<thead>
<tr>
<th>Cohort I: Teachers, Paraprofessionals, and Counselors (Summer 2017- Summer 2018)</th>
<th>Cohort II: Centralized Discipline Team and Admin Staff (Summer 2017- Summer 2018)</th>
<th>Cohort III: Administrative Staff (Summer 2017- Summer 2018)</th>
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</table>
| PD 1 | 2-Day Basic Climate Training - 45 Staff  
IIRP Instructor w/Cohort I Staff | PD 1 | 2-Day Basic Climate Training - 45 Staff  
IIRP Instructor w/Cohort II Staff | PD 1 | 2-Day Basic Climate Training - 45 Staff  
IIRP Instructor w/Cohort III Staff |
| PD 2 | Introduction to Restorative Practices - 45 Staff  
IIRP Instructor w/Cohort I Staff | PD 2 | Introduction to Restorative Practices - 45 Staff  
IIRP Instructor w/Cohort II Staff | PD 2 | Introduction to Restorative Practices - 45 Staff  
IIRP Instructor w/Cohort III Staff |
| PD 3 | Using Circles Effectively - 45 Staff  
IIRP Instructor w/Cohort I Staff | PD 3 | Using Circles Effectively - 45 Staff  
IIRP Instructor w/Cohort II Staff | PD 3 | Using Circles Effectively - 45 Staff  
IIRP Instructor w/Cohort III Staff |
| PD 4 | 2-Day Restorative Responses to Adversity & Trauma (24 Staff)  
IIRP Instructor w/Cohort I Staff | PD 4 | 2-Day Restorative Leadership Development: Authority with Grace (24 Staff)  
IIRP Instructor w/Cohort II Staff | 12 Total On-Site Coaching/Consultation Days |
DISTRICT-WIDE LAUNCH YEARS 1-2

Training and Facilitation

- Introduction to Restorative Practices
- Using Circles Effectively
- Restorative Leadership Development - Authority w/ Grace
- Restorative Responses to Adversity & Trauma
- Facilitating Restorative Conferencing
- Onsite Coaching Days

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ELEVEN ESSENTIAL ELEMENTS – Professional Learning Groups

School-Wide

• Affective Statements
• Restorative Questions
• Small Impromptu Conferences
• Fair Process
• Reintegrative Management of Shame
• Restorative Staff Circles
• Fundamental Hypothesis

Broad-Based

• Proactive Circles
• Responsive Circles
• Restorative Approaches with families

Targeted

• Restorative Conferences

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ONGOING MONITORING AND EVALUATION

- School Climate Reporting
- Staff/Student Self-Assessments
- Ongoing Coaching Sessions
- Ongoing Sustainability Planning
- Continuous PLG/Leadership Support
- Training of Trainers
SUSTAINABILITY AND TRANSITION

Sustainability Planning

- Leadership Recognition and Support
- Capacity Planning
- Continuing Education
Research and Development

National Research (Pittsburgh Public School, RAND Corporation under a DOJ grant)

Implementation Fidelity (Resources and Tools)

Restorative Practices and MTSS (Multiple Tier Support Systems)
Fundamental Components to Success

Readiness

Sustainability

Scalability
• Personalize your Master of Science degree and connect with colleagues across the globe.

• Earn your Graduate Certificate in one year - no application needed.

STAY CONNECTED

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