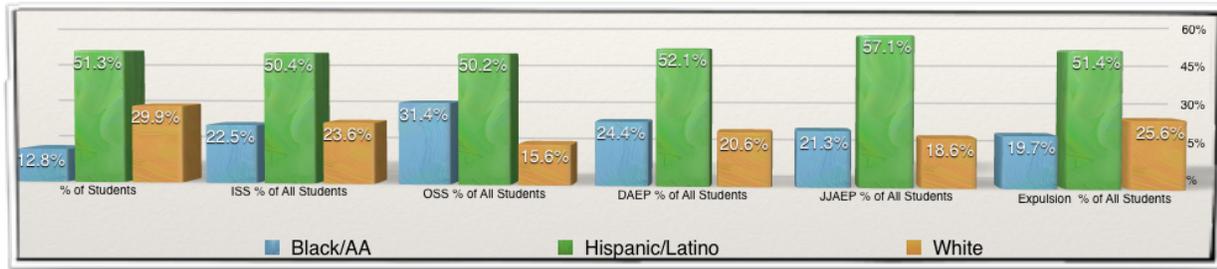


Restorative Discipline: A Whole School Approach

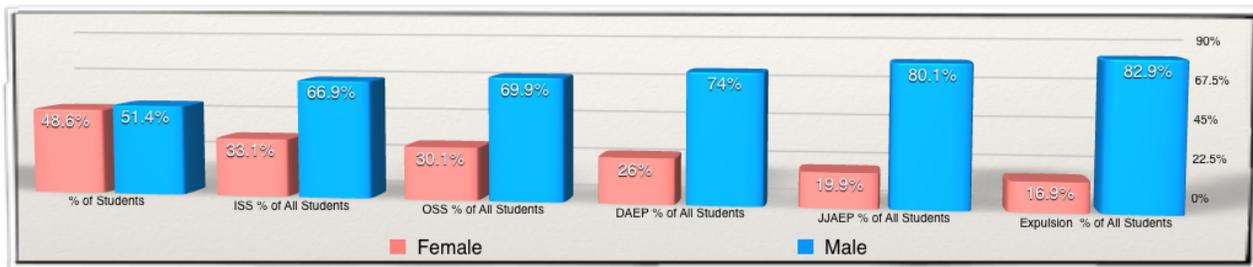
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Our Current System of Discipline (Texas Statewide Discipline Data from 2012-2013)

- African-American students are on average 1.9 times more likely to receive one of the below discipline consequences/placements.
- African-American & Hispanic students make up on average 76% of the students who receive the below discipline consequences/placements.



- Male students are on average 1.5 times more likely to receive one of the below discipline consequences/placements.
- The expulsion gap between genders is 66%.



- Special Education students are on average 1.8 times more likely to receive one of the below discipline consequences/placements.
- Economically Disadvantaged students are on average 1.5 times more likely to receive one of the below discipline consequences/placements.



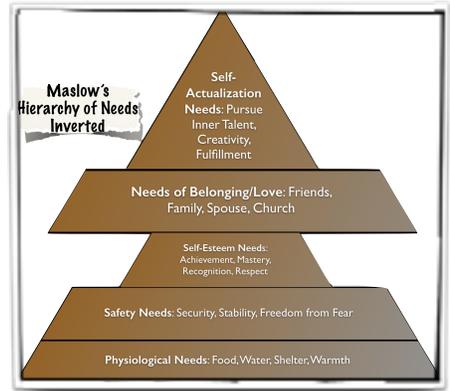
Source: http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Disciplinary_Data_Products.html

Restorative Discipline: A Whole School Approach

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The Process of Exclusion

- The vast majority of consequences are based on exclusion:
- Problems with exclusionary practices:
 - Who are we excluding?
 - Data shows that exclusion isn't working.



What is Restorative Discipline

- Restorative Discipline is a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.
- We are training students to make better behavioral choices through the use of restorative practices.

Traditional Discipline Practices	Restorative Discipline Practices
Focuses on the breaking of rules	Focuses on the needs of the victims, the community, and student(s) responsible for the harm
Considers wrongdoing to be an offense against the campus or district	Considers wrongdoing to be an action against an individual or the community
Assigns punishment to a student who commits the offense	The student responsible is held accountable and makes amends for the harm done to the victim or community

Traditional Discipline Asks	Restorative Discipline Asks
What rule was broken?	What happened?
Who broke it?	Who was affected?
What should be the punishment?	What needs to be done to make it right?

Restorative Discipline: A Whole School Approach

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Goals of Restorative Discipline

3 Goals of Restorative Discipline:

1. **Accountability** - Students have an opportunity to be accountable for the harm caused as well as the opportunity to repair the harm.
2. **Community Safety** - Students are empowered to help resolve conflict and maintain an environment where the work of the school can happen.
3. **Skill Development** - Restorative Discipline works to address underlying factors that lead people to cause harm and gives students tools for creating and maintaining community.

Paradigm Shift

- Violation of Rules to Violation of Relationships
- Troubled Students to Whole School Approach
- Punishment to Accountability
- Teaching Appropriate Behavior to Expecting Appropriate Behavior

Restorative Discipline at Ed White

- We have to change our goal
 - From: how to more efficiently **process** student misbehavior.
 - To: how do we **change** student behavior.
- Developed a Three-Year implementation plan:
 - 6th Grade (2012-2013)
 - 6th & 7th Grade (2013-2014)
 - 6th, 7th, & 8th (2014-2015)
- Voluntary for students
- Formed a Restorative Discipline Leadership Team
- Developed Partnerships with UT & UTSA for Program Evaluation, Training, and Consultant Services

Restorative Discipline: A Whole School Approach

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Three Applications of Restorative Practices at Ed White:

1. Restorative Circles / Restorative Chat
2. Victim / Offender Mediations
3. Family Group Conference

Successes and Challenges

- Successes:
 - Buy in from the students & parents
 - Change in student behavior
 - Improved relationships
- Challenges:
 - Time
 - Shifting from Reactive to Proactive approaches
 - Adult Mindset

Establishing a Foundation

Suggestions for Successful Implementation:

1. Develop a readiness for change.
2. Have an implementation plan.
3. Find individuals with a restorative mindset.
4. Build a team.
5. Establish a support system. (*Consultant or On-Site Coordinator*)

**THE INSTITUTE for RESTORATIVE JUSTICE
and RESTORATIVE DIALOGUE**

RESTORATIVE DISCIPLINE TRAINING FOR SCHOOL PERSONNEL

Two-Day School Administrator Training November 6-7, 2014 Austin, Texas, location TBA	40-Hour Restorative Coordinator Training November 12-16, 2014 & March 25-29, 2015 Austin, Texas, location TBA
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- Increase your school's readiness for implementation
- Learn about changing school climate
- Learn skills to provide onsite RD coordination and consultation
- Employ a variety of restorative justice practices
- Determine restorative responses and techniques for a variety of situations and settings

Participants will attend as school, district or regional teams

For information as it becomes available please email us at irjrd@utexas.edu or visit our website at www.irjrd.org

Restorative Discipline: A Whole School Approach

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Recommended Reading List

Amstutz, L. S., Mullet, J., 2005, *The Little Book of Restorative Discipline for Schools*, Intercourse, PA.: Good Books.

Holtham, J. (2009). *Taking Restorative Justice to Schools: A Doorway to Discipline*. Colorado Springs, CO: Homestead Press.

Hopkins, B. (2004). *Just Schools: A Whole-School Approach To Restorative Justice*. London: Jessica Kingsley Publishers.

Kidde, J. & Alfred, R. (2011). *Restorative Justice: A Working Guide for Our Schools*. Alameda County School Health Services Coalition. <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

Morrison, Brenda (2006). *School Bullying and Restorative Justice: Toward a Theoretical Understanding of the Role of Respect, Pride, and Shame*. *Journal of Social Issues*. 62(2): 371-392.

Morrison, B. (2007). *Restoring Safe School communities; A Whole School Response to Bullying, Violence and Alienation*. Federation Press.

Morrison, B., Thorsborne, M. & Blood, P. (2005). *Practicing Restorative Justice in School Communities: The Challenge of Culture Change*. *Public Organization Review: A Global Journal*. 5: 335–357.

Morrison, B.E. & Vaandering, D. (2012). Restorative justice: Pedagogy, praxis and discipline. *Journal of School Violence* 11, 138-155.

Pranis, K. 2005, *The Little Book of Circle Processes*, Intercourse, PA: Good Books.

Riestenberg, N. (2012). *Circle in the Square*. St Paul, MN: Living Justice Press.

Thorsborne, M. & Blood, P. (2013). *Implementing Restorative Practices in Schools*. Philadelphia, PA: Jessica Kingsley.

Important Websites

www.irjrd.org (RD in Schools—Assessing Your Readiness)

<http://www.safersanerschools.org>

<http://www.dignityinschools.org>

http://www.legalrightscenter.org/LRC_UMN_Report-Final.pdf

<http://www.healthiersf.org/RestorativePractices/>

http://sss.mpls.k12.mn.us/restorative_practices_in_schools