From Crime and Punishment to Harm and Healing

Dr. Lou Fletcher
Director of Culture and Services

Mr. David Watson
Director of Safety and Security

District 49

Colorado Springs

From Crime & Punishment to Harm & Healing

Defending Restorative Approaches to Discipline

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

QUOTEHD.COM

Carl Rogers
American Psychologist

You Don't Have to Erase Your Backstory, You Just Have to Grow From It.

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Five Principles of Restorative Practice	Rethinking Discipline
1. Participation achieved through cooperation rather than coercion.	1. Increase awareness of the prevalence, impact, and legal implications of suspension and expulsion;
2. Face-to-face participation of those directly affected.	2. Find basic information and resources on effective alternatives; and
3. Those directly affected determine the outcome.	3. Join a national conversation on how to effectively create positive school climates.
4. Fair process including equal access and informed consent.	
5. Best practices must be demonstrated through research.	

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Bottom Line Up Front…

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

…But Now Let's Make The Case

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District 49's Cultural Compass

RESPECT
We respect others for their abilities, qualities and achievements.

TRUST
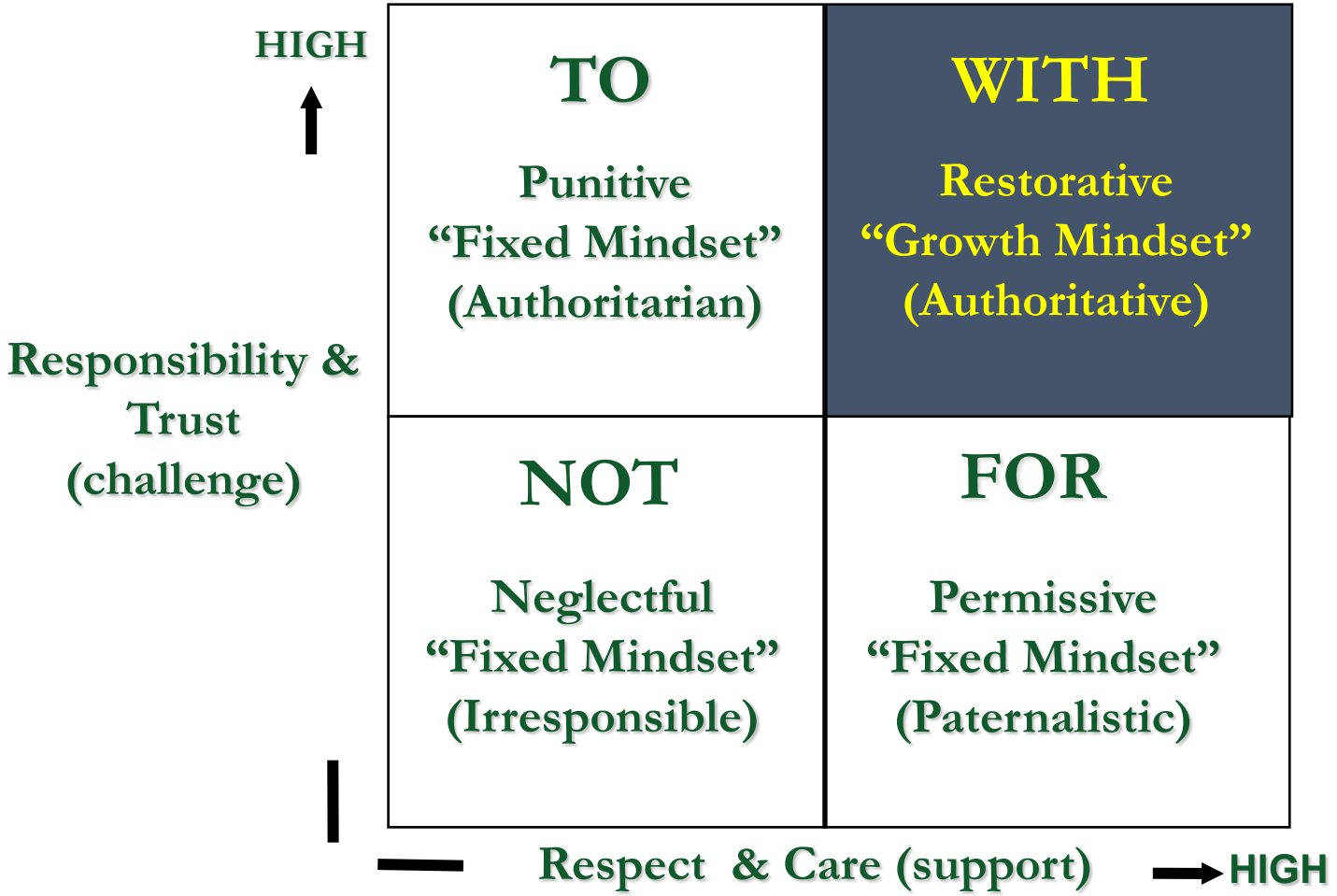We build positive relationships through honesty and openness with all stakeholders

CARE
We provide a safe and caring environment for students and staff
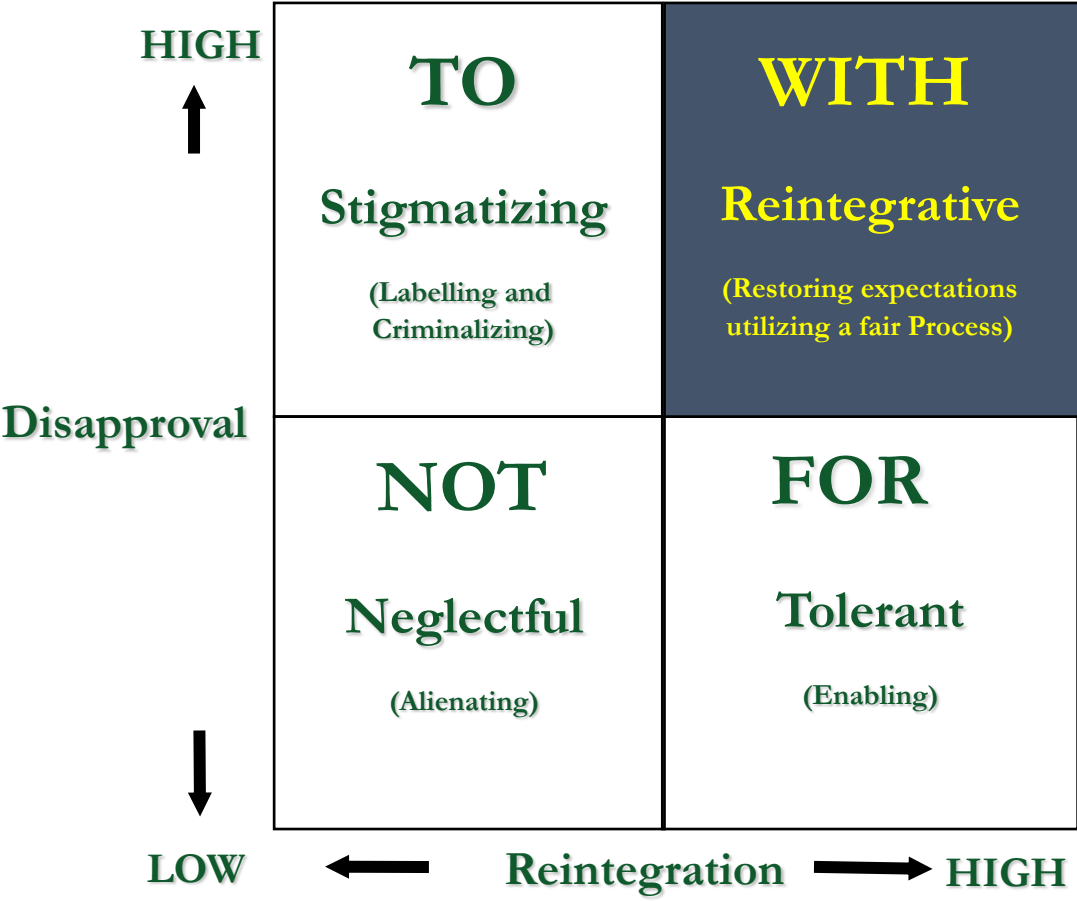
RESPONSIBILITY
We hold ourselves accountable for our actions

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HIGH

Responsibility & Trust (challenge)

TO **Punitive** **"Fixed Mindset"** **(Authoritarian)**	**WITH** **Restorative** **"Growth Mindset"** **(Authoritative)**
NOT **Neglectful** **"Fixed Mindset"** **(Irresponsible)**	**FOR** **Permissive** **"Fixed Mindset"** **(Paternalistic)**

Respect & Care (support) → **HIGH**

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

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Is Shaming Always Negative?

HIGH ↑	

Disapproval

TO Stigmatizing (Labelling and Criminalizing)	**WITH** Reintegrative (Restoring expectations utilizing a fair Process)
NOT Neglectful (Alienating)	**FOR** Tolerant (Enabling)

↓ **LOW**

← **Reintegration** → **HIGH**

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
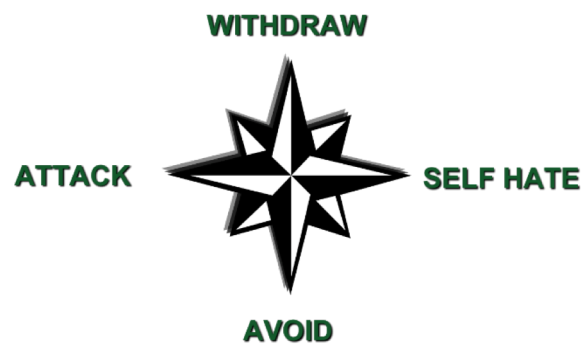
- **Reintegrative shaming:**

  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

Crime, shame and reintegration

John Braithwaite

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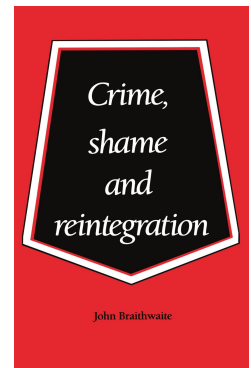
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Reintegration versus Stigmatization

WITHDRAW

ATTACK · SELF HATE

AVOID

Adapted from Nathanson's Compass of Shame - 1992

		SELF HATE	ATTACK	WITHDRAW	AVOID
TO Aggressive **Fixed**		Low Self-Esteem	Conflict Instigator	Addicted	Absent
		Low Self-Efficacy	Emotional Abuser	Dependent	Undependable
		Suicide Attempts	Physical Assaulter	Depressed	Deceptive
FOR Enabling **Fixed**		Negative Self-Talk	Entitled	Ungrateful	Tardy
		Deceitful	Manipulative	Hopeless	Unreliable
		Suicidal Ideations	Undermining	Despondent	Evasive
NOT Apathetic **Fixed**		Self-Neglect	Passive Aggressor	Loner	Dropout
		Unconfident	Neglectful	Helpless	Uncommitted
		Victim	Spiteful	Antisocial	Elusive
WITH Equipping **Growth**		Resilient	Peer-Mediator	Engaging	Dependable
		Confident	Protector	Positive	Reliable
		Motivated	Communicator	Hopeful	Committed

Stigmatization-Reintegration Affective Outcomes – Fletcher 2016

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Restorative Practices Continuum

informal				formal
affective statements	affective questions	small impromptu conversation	circle	formal conference

Page 12 in *Restorative Practices Handbook*

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Rethinking Expulsion
In Colorado Zero-Tolerance Was Outlawed by HB12-1345, February 1, 2013

Paradigm Shift

Traditional Discipline	Restorative Practices
School and rules violated	*People and relationships* violated
Justice focuses on *establishing guilt*	Justice identifies *needs and obligations*
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

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49 Pathways….

EVERY STUDENT

49 Pathways

D49.org/49Pathways

Your student's path to a meaningful future

49 Pathways provides D49 students a way to learn marketable skills and enter higher wage, in-demand jobs after graduation or to get a jump start on college!

49 Pathways combines career & technical education, real-world workplace training, and free college options to build confidence and a powerful resume to help students secure a great job, certifications, or admissions into college after high school!

49 Pathway Programs

Agriculture	Internships	IT/Cyber/A+
Biomedical	Teacher Cadet/Family Consumer	Para Professional
Engineering	Health Sciences	Concurrent Enrollment
ACE/Print Shop	Career Start (PPCC)	Marketing
Manufacturing	Construction	STEM
Industry Field Trips	Commercial Arts	Fine Arts
Peyton Woods/Automotive	Culinary	International Salon & Spa
Job Shadowing	Business	

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Expulsion Statistics

2015-2016

18 Hearings

- 2 Expelled (11%)
- 16 Deferred (89%)
  - **3 Deferred to expelled (19%)**
  - **13 In Compliance (81%)**

2016-2017

25 Hearings

- 11 Expelled (44%)
- 14 Deferred (56%)
  - **1 Deferred to expelled (7%)**
  - **13 In Compliance (93%)**

2017-2018

30 Hearings

- 12 Expelled (40%)
- 17 Deferred (56.6%)
- 1 Denied (3.3%)
  - **0 Deferred to expelled (0%)**
  - **17 In Compliance (100%)**

3-Year Pilot Study Snapshot

- 47 of 72 Students Restored To School W/ Safety Contracts (65.3%)
- 43 of 47 Yields A 91.5% Deferment Compliance Success Rate
  - 43 Fewer Students In the Expulsion Program
  - 43 Students Without An Expulsion On Their Record
- 29 Expelled Students Gained A Favorable Student/Teacher Ratio
- Hearings are FRCs for extreme behaviors (reintegrative shame)

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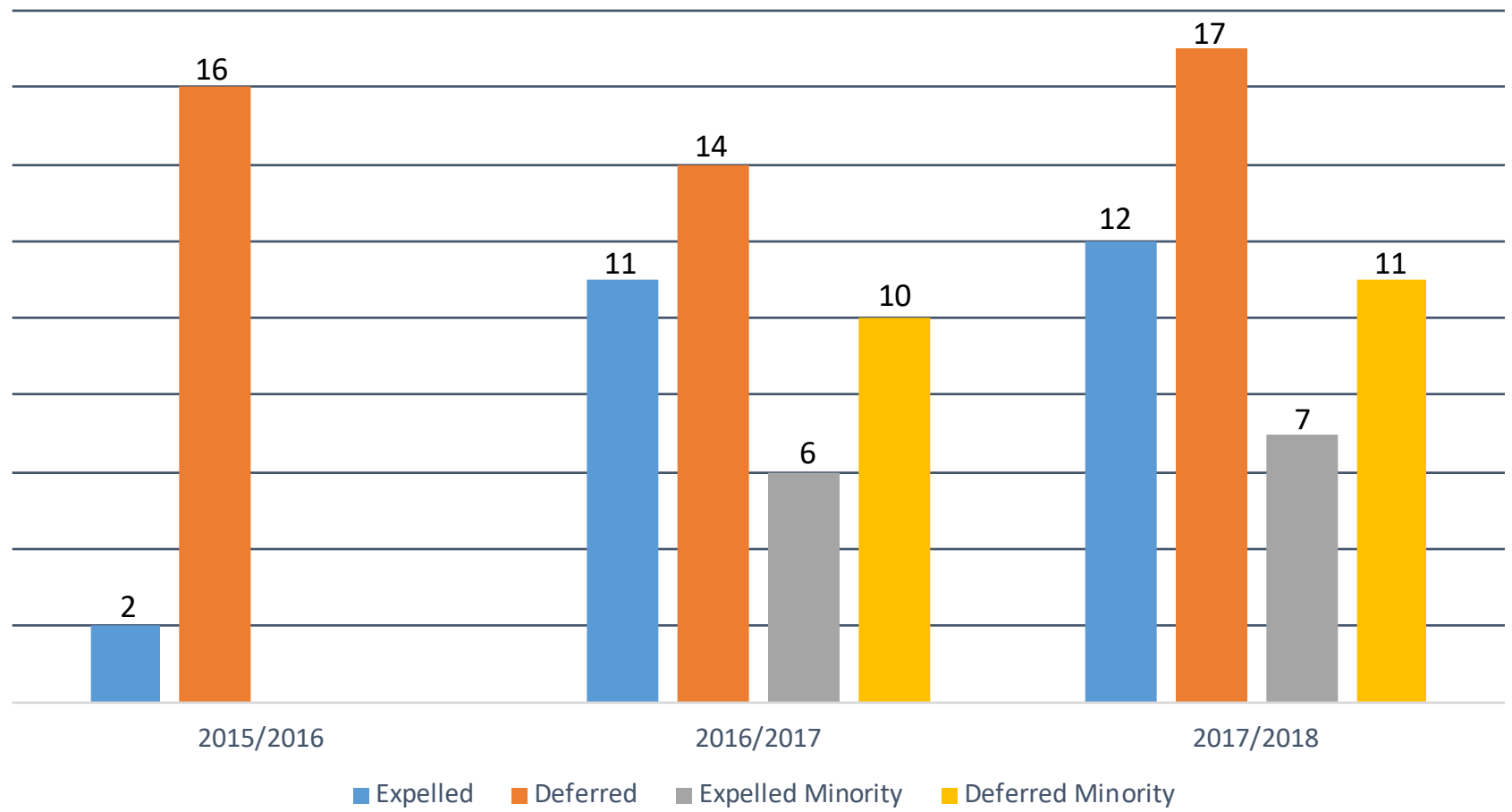
2016/2017 vs 2017/2018
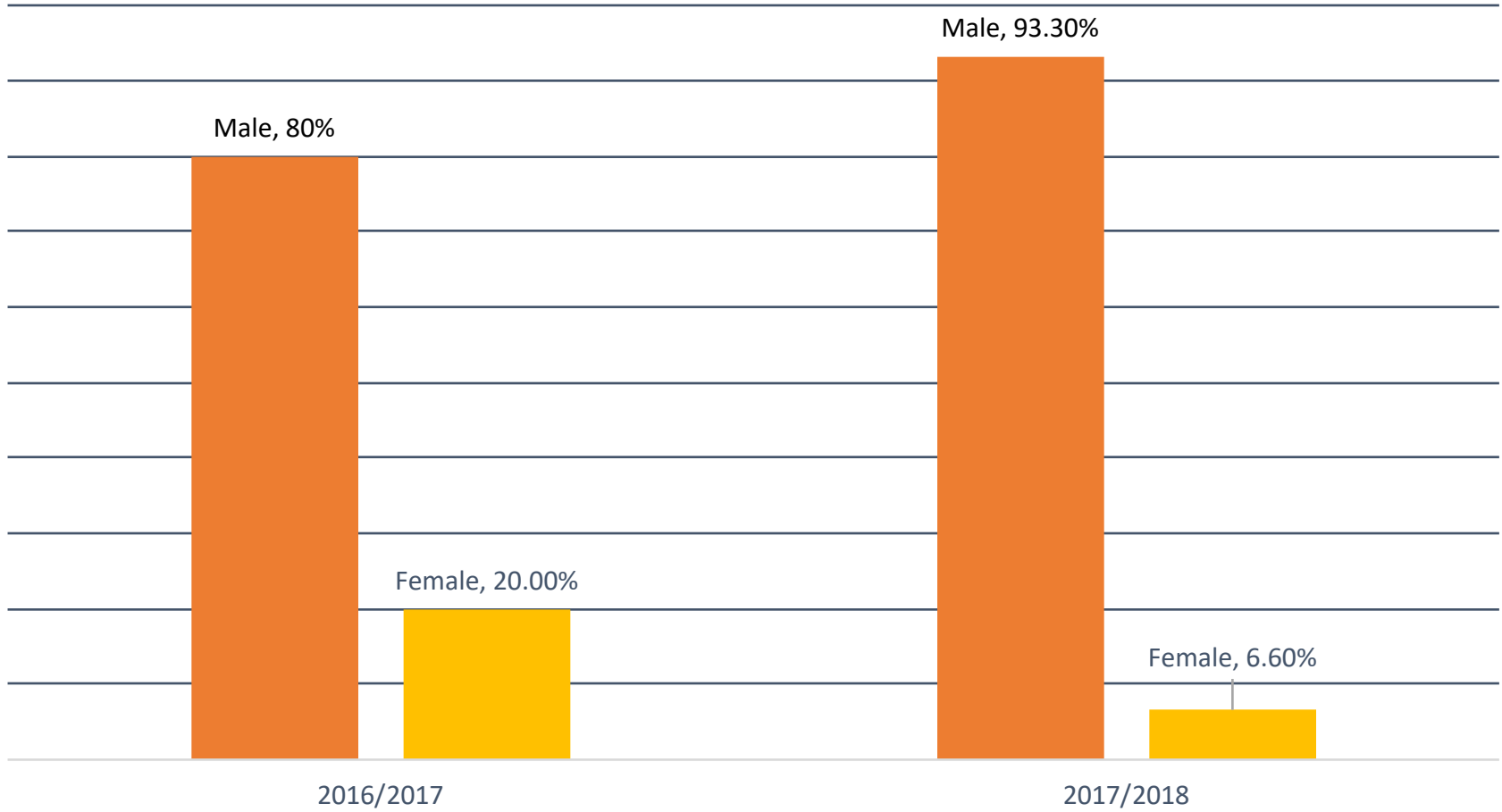
Male vs Female Expulsion Hearings

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Male, 93.30%

Male, 80%

Female, 20.00%

Female, 6.60%

2016/2017

2017/2018

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2016/2017 vs 2017/2018
Race or Ethnicity
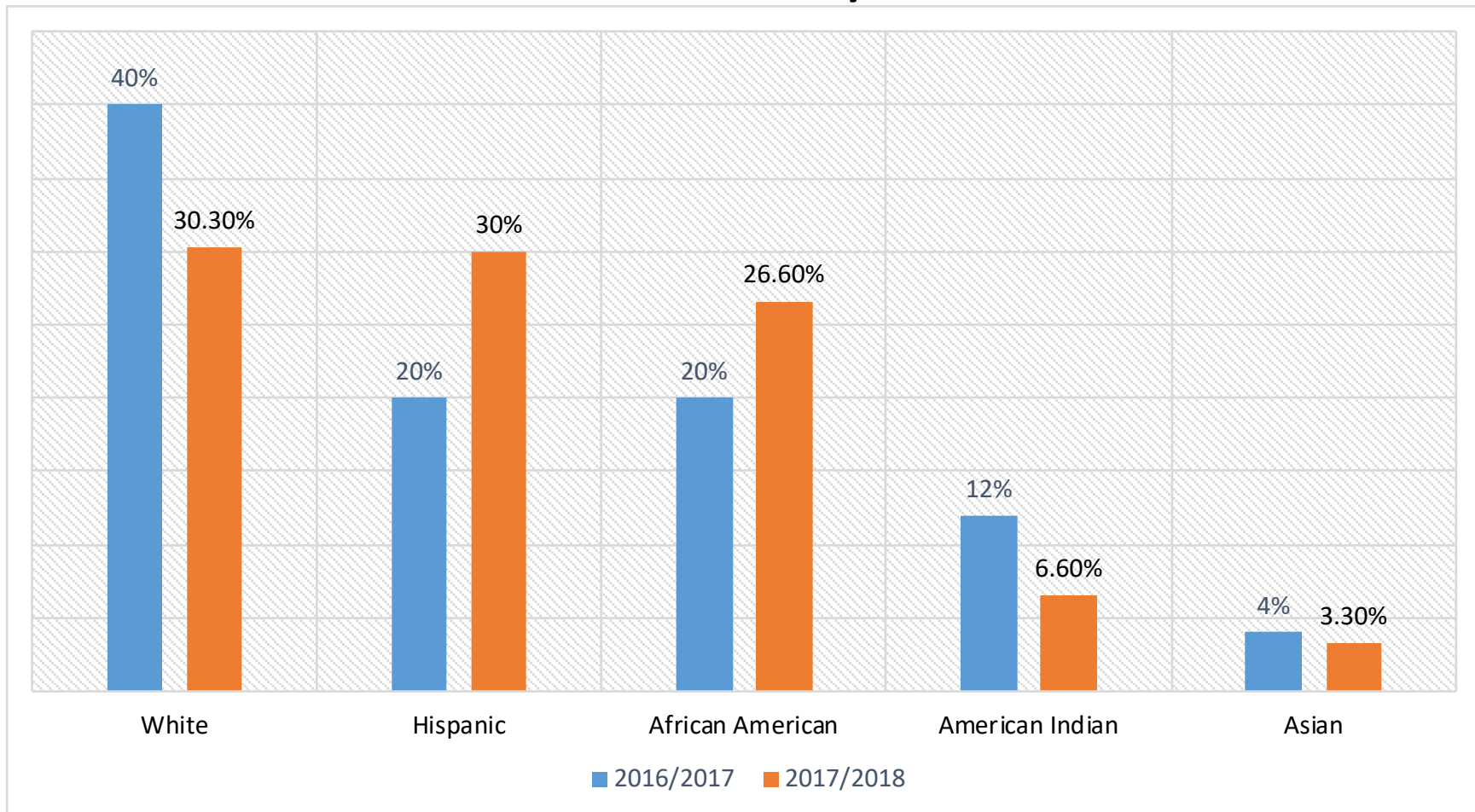
Know and work to eliminate your own biases

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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.

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Build a Healing 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)*

References

- Costello, B., Wachtel, J., Wachtel, T. (2010). *Restorative Circles in Schools.* International Institute for Restorative Practices. Pennsylvania.

- Obsuth, I. et al.(2016). Propensity Score Analysis of the Effects of Teacher-Student Relationships on Adolescent Problem and Prosocial Behavior, *Journal of Youth and Adolescence.* University of Cambridge.

- The International Institute for Restorative Practices. iirp.edu

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