

CHCCS Restorative Practice Implementation Plan 2017-2018

This plan outlines how restorative practices will be rolled-out and implemented in the Chapel Hill-Carrboro City Schools during the 2017-2018 school year. This plan lays out year one of a planned three-year implementation to bring restorative practices to all 20 of our district's schools.

What are Restorative Practices?

"Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harms and restores relationships."

*"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive change when those in positions of authority do things **with** them, rather than **to** them or **for** them. The aim of Restorative Practices in school communities is to develop community and to manage conflict and tensions by repairing harm and restoring relationships."*

-International Institute of Restorative Practices website: www.iirp.org/what-we-do/what-is-restorative-practices

Why Implement Restorative Practices?

The foundation of Restorative Practices is the building of community and the honoring and development of relationships. In Chapel Hill, we are successful at most aspects of education, and the implementation of Restorative Practices will help transform CHCCS into a holistic, more inclusive school district. With the implementation of Restorative Practices, we can achieve this in a way that allows all stakeholders to have a seat at the table, where all voices are welcomed and encouraged.

It is said that we do not presume to give answers to questions that we do not have. Yet, CHCCS has cultural needs and questions that Restorative Practices can address. We aim to celebrate culture and community, foster Administrator - Teacher relationships, Teacher - Student relationships, and School - Community relationships. We seek to understand and then be understood. In doing this, we embrace diversity and encourage equity. We have the relationships and tools necessary to further understand and address the achievement gap. When we empower student voice, we empower teachers, and that empowers the community. Restorative Practices begin where all education initiatives should, with the children.

"It is easier to build strong children than to repair broken men." -Frederick Douglass

What are the Specific Goals of Implementation?

Long Range Plan Goals:

- 1.5 - Provide clarity with regard to teacher expectations within PLCs and the school community.
- 2.1 - Embed and provide clarity regarding connections among culturally proficient instructional practices, growth mindset, principles of learning, and common core standards.
- 2.6 - Conduct a review of current discipline protocols and procedures with a focus on the disproportionate representation of minority groups.

Specific Data Driven Goals

- Increased results from baseline to end of year 1 on school climate survey (survey is yet to be designed)
- Phase 1 schools or grades see at least a 10% decrease in office referrals over the previous year or previous comparable data. As measured by total major referrals, referrals per student, and referrals per day.
- Phase 1 schools or grades see at least a 20% decrease in referral disproportionality measured by the ratio of referrals per student within a group as compared to the ratio of referrals per student for the school on average. For example:
 - In the previous year a school of 500 students has 250 office referrals, or a 2:1 ratio of students per referral, however the 80 black students at the school received 120 of those referrals. A ratio of .67:1. This means the difference in the ratio of referrals per student for black students and the overall student body is 1.33, a 20% reduction in this ratio would mean that at the end of the first year of implementation the difference in ratios should be no more than 1.07 (down .26 from the previous year).

How will Restorative Practices be Implemented Across the District?

This Implementation Plan is designed to roll-out in three phases. Phase 1 is during the 2017-2018 school year and involves select schools or grade levels. Phase 2 occurs during the the 2018-2019 school year and expands implementation to more schools and/or grade levels. Phase 3 occurs during the 2019-2020 school year and brings the remaining schools or grade levels on board. Details are provided in the table below.

Year 1 2017-2018	Phase 1 Elementary Schools	Phase 1 Middle School	Phase 1 High School	Non-Phase 1 Schools/Grade Levels
Scope of Implementation	4-6 schools, school wide, PreK-5, implementation at each selected school	6th Grade at all district MS	9th grade at all district HS (through World History and English 9, Health and PE	

			teachers and classrooms)	
Professional Learning	All instructional staff, administrators, and student support staff, including TAs, trained in RPC 102 during the year with majority of training happening in August 2017	All 6th grade Core teachers, support teachers, teachers who co-teach in 6th grade classes, teachers who teach 6th grade electives, administrators, and all student support personnel will be trained in RPC 102 during the year with the majority of training happening in August 2017	All English 9, World History, and Health/PE teachers, teachers who co-teach or collaborate with English 9 and WH classes, support teachers working with 9th graders, administrators, and all student support personnel will be trained in RPC 102 during the year with the majority of training happening in August 2017	5-6 Open enrollment opportunities for RPC 102 throughout the year with 30 seats available at each training.
RPC Trainer	One staff member trained as a RPC trainer.	At least one staff member trained as RPC trainer	At least one staff member trained as RPC trainer	Some trainers may be selected from non-Phase 1 schools
District Support Provided	<ul style="list-style-type: none"> ● Updated Code of Conduct ● Updated discipline referral form to include RPC ● Training for certified trainer and ongoing meetings for trainers ● RPC 102 training for all staff listed above ● Organize Family and Community information, training, and sharing. Following recommendations from: Five keys for gaining parent and family buy-in for restorative practices and including: <ul style="list-style-type: none"> ○ Public PR video ○ Work with Parent U to provide parent training in RPC that will review the theory, practice, and data around RPC ● Provide overview information and possible training to Boomerang staff or other community organizations as needed. 			<ul style="list-style-type: none"> ● Available PL sessions ● Central office RPC trainers available to work with admin

Schoolwide Implementation	<ul style="list-style-type: none"> ● Include description of RPC in parent and student handbooks or communications to grade levels included in the roll-out ● Adjust any school based discipline forms to include possibility of using RPC ● Conduct faculty circles at least 1x/month 			
Classroom Implementation	<ul style="list-style-type: none"> ● Student participate in at least 2 circles each week** ● Teachers will begin to utilize Restorative Practice tools, such as affective statements, to build their classroom culture. *** (Examples cited below) 	<ul style="list-style-type: none"> ● Student participate in at least 2 circles each week** ● Teachers will begin to utilize Restorative Practice tools, such as affective statements, to build their classroom culture. *** ● Students are taught and encouraged to use affective statements in peer to peer conflicts 	<ul style="list-style-type: none"> ● Student participate in at least 2 circles each week** ● Teachers will begin to utilize Restorative Practice tools, such as affective statements, to build their classroom culture. *** ● Students are taught and encouraged to use affective statements in peer to peer conflicts ● Students are presented with basic research backing behind RPC including social discipline window and compass of shame. 	<ul style="list-style-type: none"> ● Trained teacher may implement circles within their classrooms as they see fit. ● Trained Teachers may choose to use affective statements in classroom management
Discipline Implementation	<ul style="list-style-type: none"> ● Teachers, TAs, Student Support, and Admin will use restorative questions and informal conferencing when dealing with minor, non-violent, peer to peer conflicts. 	<ul style="list-style-type: none"> ● Teachers, TAs, Student Support, and Admin will use restorative questions and informal conferencing when dealing with minor, non-violent, peer to peer conflicts. ● Students within the phase 1 grade who are assigned In-School Suspension (ISS) will be asked to complete a reflection form including the restorative conference questions. ● Students within the phase 1 grade who are assigned Out-of-School Suspension will participate in a re-entry conference that will include answering the restorative questions. NOTE: this does not need to be a formal restorative conference, but it can be if all parties agree and trained staff are available to 		<ul style="list-style-type: none"> ● Teachers, TAs, Student Support, and Admin MAY use restorative questions and informal conferencing when dealing with minor, non-violent, peer to peer

		facilitate.	conflicts.
Other Implementation Steps	<ul style="list-style-type: none"> • Schools or portions of schools in phase one conduct a survey on culture to establish baseline data • All staff included in phase one will adopt one PDP goal related to the implementation of RPC. District staff will provide example possible PDP goals relating to different aspects of RPC implementation. • School admin will give teachers feedback on their implementation based on formal and informal observations 		

**** - Student participate in at least 2 circles each week. Circles could be social emotional, academic, or designed to focus on a particular topic. Examples of circles could include:**

- Check-in circles at the beginning of the week
- Goal setting circles for classroom expectations (PBIS)
- Circle for setting and then building classroom norms (PBIS)
- Check out circles at the end of the week
- Addressing positive or negative classroom culture-solution focused circles
- Activating circles at the start of a unit during which students share what they know or what questions they have about the unit.
- Summarizing circles at the end of a unit or after a project during which students share what they learned, what questions they still have, and any struggle points of points of confusion.
- Current event circles in which students share their thoughts and feelings around events of local, national, or international note.
- Student social groups
- Mediation Training
- Restorative Student Leaders

***** - Examples of Restorative Practices Tools Include:** greeting students at the door individually, using affective statements when talking with students, engaging with each student briefly to encourage intimacy and trust, check-in circles to build social capital and encourage dialogue, and employ “I” and “You” statements referring to the class community specifically to create a bond and sense of ownership.