Bullying: Past, Present & Future

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BULLYING
The Historical Landscape

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What IS "Bullying"…?

"BULLYING" and *"BULLY"* are *LABELS*

"BULLYING" and *"BULLY"* are *CONCLUSIONS OF INVESTIGATIONS*

THEY ARE NOT BEHAVIORS!
Any/all allegations need to be followed by, "What Happened?"

The Reason for Bullying Laws

*Honor the "**Spirit**" (point) of the law*, not merely the "**Letter**" of the law to create truly **physically, emotionally and intellectually safe and positive learning environments** for every single school community member, student and adult alike.*

* Standard IV of the NSCS

National School Climate Standard: IV

The school community creates an ***environment*** where all members are welcomed, supported, and ***feel safe*** in school: socially, emotionally, intellectually, culturally and physically.

Bullying Defined

- 50 States have (Anti-)Bullying Laws and define bullying

- There are 50 <u>different</u> definitions of bullying

- The only commonality "experts" agree about bullying is that is "an abuse of power"

- Pre-Columbine (4/20/99) dictionary definition: "One habitually cruel to others weaker than himself."

- Post-Columbine dictionary definition: "A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable."

Making Schools Safer by Passing State Anti-Bullying Laws: *Reactive* vs. Preventive

1999	2001	2002	2003	2005	2006	2007	2008	2009	2010	2011	2012
GA	CO	CT	AR	AZ	ID	DE	NE	AL	MA	ND	SD
	LA	NJ	CA	IN	SC	IA	KY	NC	WI	HI	
	MS	OK	RI	MD	AK	IL	UT	WY	NY	MI	
2000	OR	WA		VA	NM	KS	FL				
NH	WV		2004	TX		MN	MO				2015
			VT	TN		OH					MT
				ME		PA					
				NV							

Missouri's Law originally only pertained to "Cyber-Bullying"

CT and WY: Originally only two states that combine (the problem of) Bullying and (the solution of creating positive) School Climate in the same legislation

Dozens & Dozens (HUNDREDS!!!) of total amendments throughout the country!!!!

Definitions are <u>Blind</u> to Context until 2023

- The Context of the situation/issue, etc. does not matter…Cookie Cutter

- Situations/issues are held up to fixed (blind) factors…for example:
  - How many times/over what period did it happen?
  - What the action was

- Examples
  - Student/Parent Handbooks
  - Progressive Discipline Rubrics/Matrices
  - Classroom Expectations
  - Bullying, Tardy, Late or other pre-determined Definitions

Some students out of the starting gate will not be able to comply with classroom expectations because….

Their levels of trauma

and/or

Parents/guardians are the ones that keep them from being on time, prepared, etc.

and/or

Their ability to understand/speak English

and/or

Their individual challenges (Special Education/504)

and/or

Other reasons

The Reality (Failure)* of Progressive Discipline: Example

- **Abuse of Pass: Exceeding a reasonable time or failure to report to the designated location after receiving permission**

  1. Initial Warning
  2. Teacher Detention
  3. Administrative Detention
  4. Hallway Restriction
  5. In-School Suspension
  6. Home Suspension

*If this kind of discipline worked, there would not be any need for #2 - #6!

Context DEPENDENT

- The Context of the situation/issue, etc. MATTERS!

- There is authenticity
  - How old are the individuals involved?
  - What are their respective circumstances?
    - Special education/504 Plans in place
    - Trauma levels
    - Language difficulties
    - Social mobility
    - Family circumstances
    - Social/Relational skills
    - Other relevant factors

History: CT Bullying Statutes

- Public Act 02 – 119 (After the Daniel Scruggs Suicide)
- Public Act 06 – 115
- Public Act 08 - 160
- Public Act 11 – 232
- Public Act 13 – 3 (Sandy Hook Legislation)
- Public Act 14 – 172
- Public Act 14 – 232
- Public Act 14 – 234
- Public Act 19 – 166
- Public Act 21 – 95
- Public Act 23 – 167 (Sections 47 – 55, Pages 56 – 63)

2002 CT "Bullying" Definition

For purposes of this section, "bullying" means any overt acts by a student or group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity which acts are repeated against the same student over time.

2006 CT "Bullying" Definition

For purposes of this section, "bullying" means any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, [or] at a school-sponsored activity or on a school bus, which acts are repeated against the same student over time. Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school.

2008 CT "Bullying" Definition

For purposes of this section, "bullying" means any overt act by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are [repeated against the same student over time] committed more than once against any student during the school year. Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Not later than February 1, 2009. Each local and regional board of education shall submit the policy developed pursuant to this section to the Department of Education.

2011 CT "Bullying" Definition

"Bullying" means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics;

2014 CT "Bullying" Definition

"Bullying" mans (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. "Bullying" shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

2019 CT "Bullying" Definition

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. "Bullying" shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture base on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

CDC Uniform Definition of Bullying Among Youths, 2014

Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social or educational harm.

2023 CT "Bullying" Definition

"Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, *that involves a real or perceived power imbalance*. *

*Context Dependent

Playing "Whack-A-Mole"

With all of the changes to the legislation and definitions with each new amendment, eliminating Bullying has been a huge challenge

Currently, many principals spend well over 50% of their time investigating bullying allegations

So Much Wasted Time!

School Administrators want to create physically, emotionally, culturally, racially and intellectually safe schools

They would <u>much</u> prefer to spend time not on investigating bullying, but rather on the ultimate remedy: **Improving School Climate**

Only REAL Cure for Bullying

Create and Maintain
Positive School Climate…Classroom and School Environments that do not support **any form of mean-spirited behaviors** (physically, emotionally, culturally and intellectually)
Healthy and happy…*for* <u>*everyone*</u>
(not just for some)
"Climates of Respect"

CORRECTING THE LANDSCAPE
Our Dream

Change/Correct the Legislation

- 20+ years of anti-bullying has gotten CT no closer to the goal of creating safe places for children to learn and adults to work

- To correct these two + decades of good intentions, P.A. 23 – 167 (Sections 47 – 55, 71 & 74) now supports districts to focus primarily on improving the climates in all their schools, rather than focusing exclusively on eliminating bullying

- CT had a vetted School Climate Policy (2014) which operationalized the National School Climate Standards (NSCS), which articulated the *spirit* of these decades of statutory work (5131.914)

- CT has now updated the 2014 SC Policy and tailored the NSCS to become the CT School Climate Standards

The Essence of Our Dream

Although several districts have passed and are working under the 2014 CT School Climate Policy (5131.914), those districts have also had to balance those goals while simultaneously operating under their existing anti-bullying 2019 Policy (5131.911)

Our dream turned into reality with the passage of P.A. 23 – 167 by the CT Legislature on June 7, 2023, and is now codified in statute. This law allows districts to adopt the CT School Climate Policy as soon as possible but requires adoption by July 1, 2025. When so passed, they will no longer operate under standing district anti-bullying policy; The CT School Climate Policy (new 5131.911) replaces existing anti-bullying policy (old 5131.911).

This change will benefit children exponentially

P.A. 23 – 167
Requirements
The Best Landscape

CT P.A. 23 – 167

Sections 47 – 55, 71 & 74

Pages: 56 - 67

2023 CT Statutory Requirements: Section 47

- Outlines the relevant sections in P.A. 23 – 167
  - Sections 47 – 55, 71 & 74

- Defines sixteen words/phrases of key importance in the statute
  - Listed on next slide

Definitions In CT P. A. 23 – 167

- School Climate
- Social and emotional learning
- Emotional intelligence
- Bullying
- School environment
- Cyberbullying
- Teen dating violence
- Mobile electronic device
- Electronic communication

- School climate improvement plan
- Restorative practices
- School climate survey
- Connecticut school climate policy
- School employee
- School community
- Challenging behavior

2023 CT Statutory Requirements: Section 48

- Establishes the SEL Collaborative must finalize the CT School Climate Standards (by February 1, 2024)

- Create a Uniform Challenging Behavior Form (NOT mandatory to use the Collaborative issued form)

- Provide guidance on implementation of CT School Climate Policy (5131.911)

2023 CT Statutory Requirements: Section 49

- School districts *may* adopt the CT School Climate Policy (5131.911) between July 1, 2023 – June 30, 2025

- School districts *shall* adopt the CT School Climate Policy (5131.911) no later than July 1, 2025

- The *new* 5131.911 *replaces* the last 2019 version

2023 CT Statutory Requirements: Section 50

- No later than July 1, 2025, the Superintendent or administrator appointed by the Superintendent must serve as the District School Climate Coordinator (SCC)

- The duties of the SCC are:
    - District leadership for school climate improvement plan for each school
    - Collaborate and communicate with the School Climate Specialists (SCS) at each school
    - Oversee the collection and maintenance of data
    - Meet with SCSs at least twice a year to develop strategies, make recommendations and assist with surveying

2023 CT Statutory Requirements: Section 51

- No later than July 1, 2025, each school must have a School Climate Specialist (SCS). The principal or employee with professional certification will serve in this role

- The SCS must be trained in school climate improvement or Restorative Practices

- The duties of the SCS are:
  - Lead prevention, identification and responses to challenging behavior
  - Implementation of research/evidenced – based efforts including, but not limited to Restorative Practices
  - Scheduling (and leading) School Climate Committee Meetings
  - Lead the implementation of the School Climate Improvement Plan

2023 CT Statutory Requirements: Section 52 (I)

- No later than July 1, 2025, SCS appoint members to the School Climate Committee (SCCOM)

- The SCCOM must be/have:
  - Diversity
  - Teacher representative from the bargaining union (approved by the SCC in collaboration with the SCS)
  - Students
  - Family members
  - Others determined by the SCC and SCS

2023 CT Statutory Requirements: Section 52 (II)

- The SCCOM responsibilities are:
  - Implementation of the annual school climate survey (SURVEY)
  - Use data from the SURVEY to create the School Climate Improvement Plan (SCIP)
  - Assist with the implementation of the SCIP
  - Advise about strategies to improve school climate including Restorative Practices
  - Annually provide a Uniform Complaint Form
  - Meet at least twice each year

2023 CT Statutory Requirements: Section 53

- No later than the year beginning July 1, 2025, and biennially thereafter each school must survey three populations for school climate
  - Students
  - School Employees
  - Parents/Guardians

2023 CT Statutory Requirements: Section 54

- No later than the year beginning July 1, 2025, and annually thereafter the SCC and each SCS will:
    - Develop and update the SCIP
    - Submit the SCIP to the SCC for review and approval no later than December 31 of each year

- Each year the SCIP is made available to the school community and is used to prevent, identify and respond to challenging behavior

2023 CT Statutory Requirements: Section 55

- No later than July 1, 2024, training is made available to school employees in:
    - Social Emotional Learning (SEL)
    - School Climate Improvement
    - Restorative Practices
    - Other identified research/evidenced – based programs/efforts

2023 CT Statutory Requirements: Section 71 (I)

- SCIP must align with the CT School Climate Standards (SCSTDS) to enhance school safety, address challenging behavior by:
  - Provide contact information for SCSs
  - Providing the process for reporting and dealing with challenging behavior
  - Identifying the location(s) where students with challenging behavior are temporarily sent and the interventions used to meet student needs
  - Identifying the ways to address challenging behavior
    - De-escalation, improve SEL, Restorative Practices, mental health support

2023 CT Statutory Requirements: Section 71 (II)

- Provide safeguards for students with IEPs & 504 Plans

- Tiered responses for challenging behaviors (once, subsequent, multiple)

- Superintendent give annual report on number of incidents of challenging behaviors (aligned with FERPA) and supports and interventions with CSDE [ED 166]

- No retaliation for anyone reporting challenging behaviors

- Meetings held no more than two days after challenging behavior has been reported with those who witness it and administration; there is a process for doing so

2023 CT Statutory Requirements: Section 74

- No later than July 1, 2025, local BOE adopts Restorative Practices response policy (5131.911)

- Restorative approaches to challenging behavior do not include the SRO unless such behavior escalates to violence or criminal matters

The CT School Climate Policy
The Best Landscape

Policy Statement

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards.

Definitions In CT SC Policy

- School Climate
- **Positive Sustained School Climate**
- Social and emotional learning
- Emotional intelligence
- Bullying
- School environment
- Cyberbullying
- Teen dating violence
- Mobile electronic device
- Electronic communication

- School climate improvement plan
- Restorative practices
- School climate survey
- Connecticut school climate policy
- School employee
- School community
- Challenging behavior
- **Evidence Based Practices**
- **Effective School Climate Improvement**

SC Coordinator: Roles & Responsibilities

1) Providing district-level leadership & support for the implementation of the SCIPs

2) Collaborating with the SCSs to
   1) Develop a continuum of strategies to respond to challenging behavior, including but not limited to bullying and harassment
   2) Communicate such strategies to the school communities including but not limited to the district student handbook

3) Collecting and maintaining data regarding school climate improvement

4) Meeting with each SCS at least twice a year to:
   1) Identify strategies to improve school climate and respond to challenging behavior
   2) Propose recommendations for revisions to the SCIPs
   3) Assist with the completion of the SCSURVEY

SC Specialist: Roles & Responsibilities

1) Leading in the prevention & response to challenging behavior including but not limited to bullying and harassment

2) Implementing evidence/research-based interventions, including but not limited to restorative practices

3) Scheduling meetings for and leading the SCCOMM

4) Leading the implementation of the SCIP

SC Committee: Membership*

1) The SCS
2) A teacher selected by the exclusive bargaining representative for certified employees
3) A demographically representative group of students enrolled at the school, as developmentally appropriate
4) Families of students enrolled at the school
5) At least two members of the school community, as determined by the SCS

* Membership of the SCCOMM shall be annually reviewed and approved by the SCS in coordination with the SCC

SC Committee: & Responsibilities

1) Assisting in the development, annual scheduling & administration of the SCSURVEY and reviewing the data

2) Using the SCSURVEY data to identify strengths & challenges to improve school climate and to create or propose revisions to the SCIP

3) Assisting in the implementation of the SCIP & recommending any improvements or revisions

4) Advising on strategies to improve school climate & implementing research/evidence-based interventions, including but not limited to restorative practices to the school community

5) Annually providing notice of the uniform challenging behavior complaint form or similar complaint form used by the school, to the school community

School Climate Survey

"For the school year commencing July 1, 2025, and biennially thereafter, the SCCOMM, for each school, shall administer a SCSURVEY to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such students out of such SCSURVEY."

School Climate Improvement Plan*

For the school year beginning July 1, 2025, and annually thereafter, the SCS for each school in coordination with the SCC shall develop & update as necessary a SCIP. It shall be based on the results of the SCSURVEY, any recommendations from the SCCOMM (protocols & supports) & other data the SCS & SCC deem relevant. The SCIPs shall be submitted to the SCC no later than December 31st of each school year. Upon approval of the SCIP by the SCC, a written or electronic copy of the SCIP shall be made available to members of the school community; each SCIP shall be used in the prevention & identification of and response to all challenging behavior.

* Districts may place the SCIP into their district & school improvement plans

Training Requirements

For the school year beginning July 1, 2024, and annually thereafter, each local & regional BOE shall provide resources & training to school employees regarding:

1) Social and emotional learning

2) School climate and culture & research/ evidence-based interventions

3) Restorative Practices

Such resources & training may be made available at each school under the jurisdiction of the BOE & include TA in the implementation of the SCIP. Any school employee may participate in any such training offered by the BOE. The SCC shall select & approve the individuals or organization that will provide such training.

Funding

"The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance."

Accountability

"The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23 – 167."

The CT School Standards
The Best Landscape

55

CT School Climate Standard 1

The school district has a shared <u>vision and plan</u> for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to *all* challenging behavior.

CT School Climate Standard 2

The school district community adopts policies that promote:

a)   A sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

b)   A restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

CT School Climate Standard 3

The school community's <u>practices</u> are identified, prioritized, and supported to:

a) Promote learning and the positive academic, social, emotional, ethical, and civic development of students.

b) Enhance engagement in teaching, learning, and school-wide activities.

c) Address barriers to teaching and learning; and

d) Develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

CT School Climate Standard 4

The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
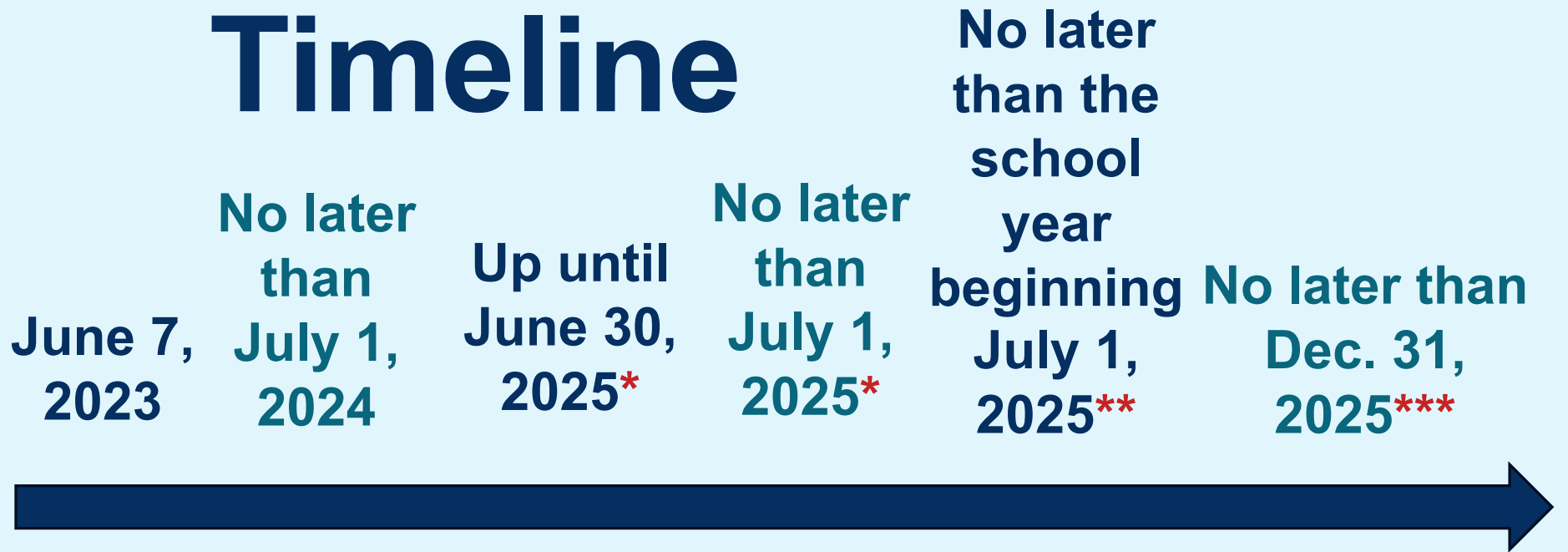
CT School Climate Standard 5

The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

P.A. 23 – 167 Timeline
The Best Landscape

Timeline

June 7, 2023	No later than July 1, 2024	Up until June 30, 2025*	No later than July 1, 2025*	No later than the school year beginning July 1, 2025**	No later than Dec. 31, 2025***
Passage of P.A. 23-167	School Districts *must* provide training & TA for SCIP implementation	School Districts *may* adopt new 5131.911	School Districts *must* adopt new 5131.911	School Districts *must* conduct SC Surveys	SCIPs due to SCC for approval & subsequent implementation

* Upon adoption, the provisions in the SC Policy apply

** Surveys must be conducted biennially thereafter

*** SCIPs are due annually by this date

The Landscape
Common Practice

Silos: Common Practice

LEARNING LOSSES

DEI (Inequities)

SOCIAL EMOTIONAL (& BEHAVIORAL) DEFICITS

TRAUMA

Silos: Common Practice

LEARNING LOSSES

DEI (Inequities)

SOCIAL EMOTIONAL (& BEHAVIORAL) DEFICITS
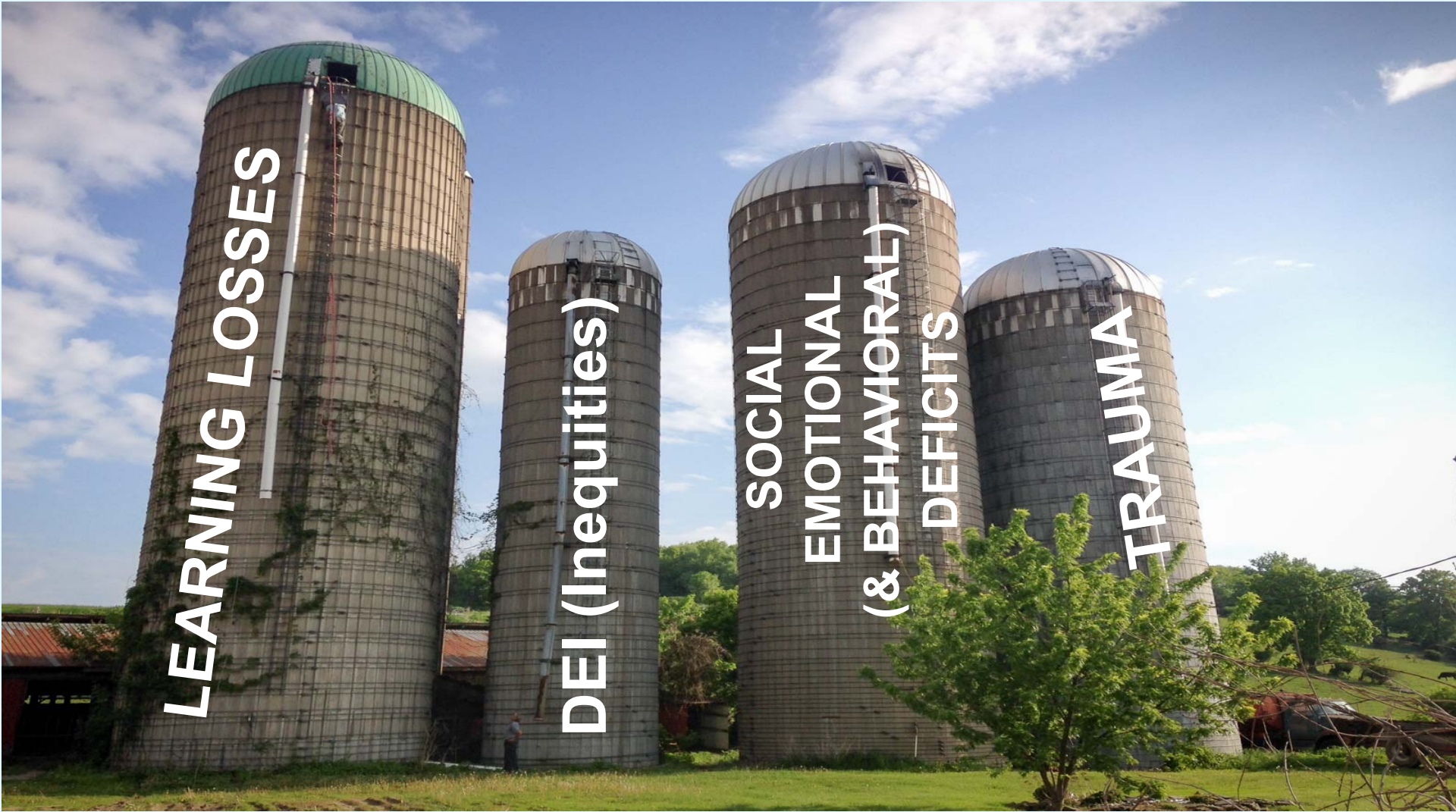
TRAUMA

Getting Everyone on the Same Page!

DEI, Trauma, SEL and Academic Efforts & Progress: Must Move Beyond Silos

***All of These Efforts*: Must Be Embedded into Day-to-Day Practice**
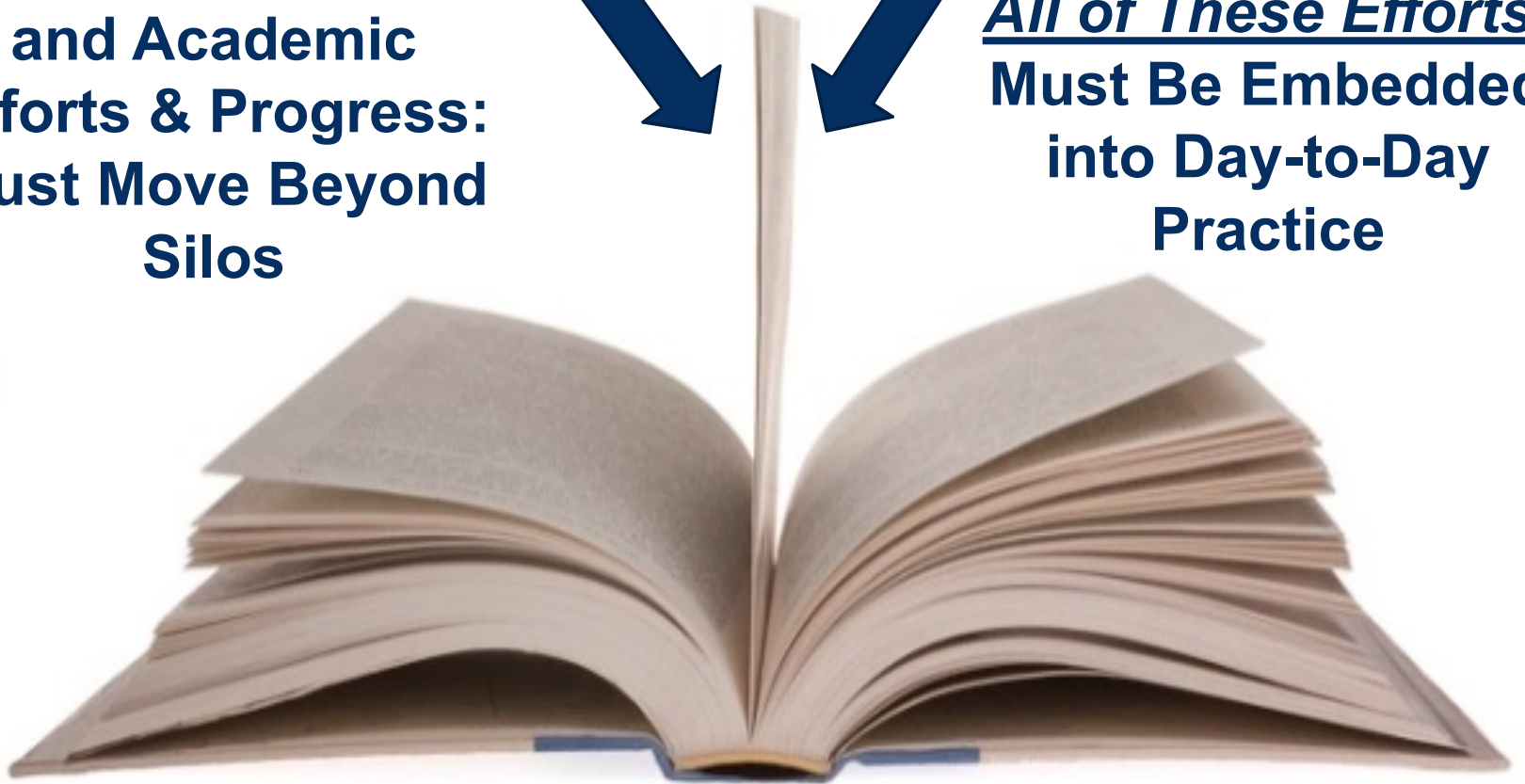
RESTORATIVE WORK IS THE <u>GLUE</u> THAT HOLDS EVERYTHING TOGETHER & Achieves Social Justice

The Only Pathway Out: RP

SUBIRA GORDON
Executive Director
Commission on Equity and Opportunity

CT
N
06/12/18

School administrators know that the educators who naturally and intentionally create wonderful relationships with their students (and their parents or guardians) and build and nurture a positive classroom community (climate) are the same educators who experience the highest academic achievement. It is the same group, a one-to-one correspondence.

It is this reality that provides the best 'Theory of Action' for overall student success and district and school improvement

<u>All</u> learning is relational! Students don't care about what you know until they know you care… The myth is that we either 'teach' or we focus on relationship building. This is wrong headed. All instruction should be conducted <u>through the lens of relationship building</u>

The Nexus: Converging Pathways

Theory of Action:
Restorative (DESTINATIONS)
RELATIONSHIPS FIRST!!!

EQUITY & HEALING

LEARNING GAINS

SOCIAL EMOTIONAL (& BEHAVIORAL) GROWTH

Restorative Practices
The Best Landscape

RESTORATIVE PRACTICES

Working Restoratively is:
How We Do What We Do!

It is HOW we practice in the day-to-day

Practice __Before__ Programs!
__It's all about the Environment!__
(__Climate__)

RESTORATIVE PRACTICES UNIFIES *EVERYTHING…*

Equity

Social Emotional Growth

Healing

Learning Gains

RESTORATIVE WORK IS THE <u>GLUE</u> THAT HOLDS EVERYTHING TOGETHER!!!

Confusing Label (at best)…Unfortunate (at worst)

"Restorative"* Practices* (RP)

Restorative = *Restore or Repair*

80% of RP is not about restoring anything! It is about *Building, Forming and Transforming the Climate*

* "*Healing*"

The Fundamental Hypothesis

"Human beings are happier, healthier, more cooperative and most likely to make positive changes in their own behavior when those in positions of authority do things *with them* rather than to them or for them."

Ted Wachtel, Founder
International Institute for Restorative Practices

The Nature of Restorative Practices

Restorative Practices *is not*:
- A program or a curriculum
- A discipline system
- (Knee-Jerk) Reactive

- Punitive
- A Behaviorist approach

Restorative Practices *ARE*:
- A way of thinking and being
- About changing school/ climate and culture
- Proactive and responsive
- A Relational approach

Paradigm Shift

From Punitive

- Rule broken
- Establish guilt or innocence
- Suppress misbehavior

- *Authority driven disciplinary action* (pre-determined & **blind to context)**
- Accountability = Punishment

- Using fear of punishment and exclusion to motivate positive behavior (or the use of "carrots")

➡

To Restorative

- Who has been harmed and how
- Address needs (context matters)
- *Recognize misbehavior as a learning opportunity*
- Those impacted determine resolution collectively in Circles
- Accountability =
  - Understanding the impacts
  - Taking responsibility
  - Suggesting & Implementing ways to repair harm
- Positive Behavior results from the opportunity to make amends and honorably reintegrate

This is the *Landscape/Environment* in which *Everything* We do Happens!

Not only do the practices work, but they align with the biology and psychology of being human…

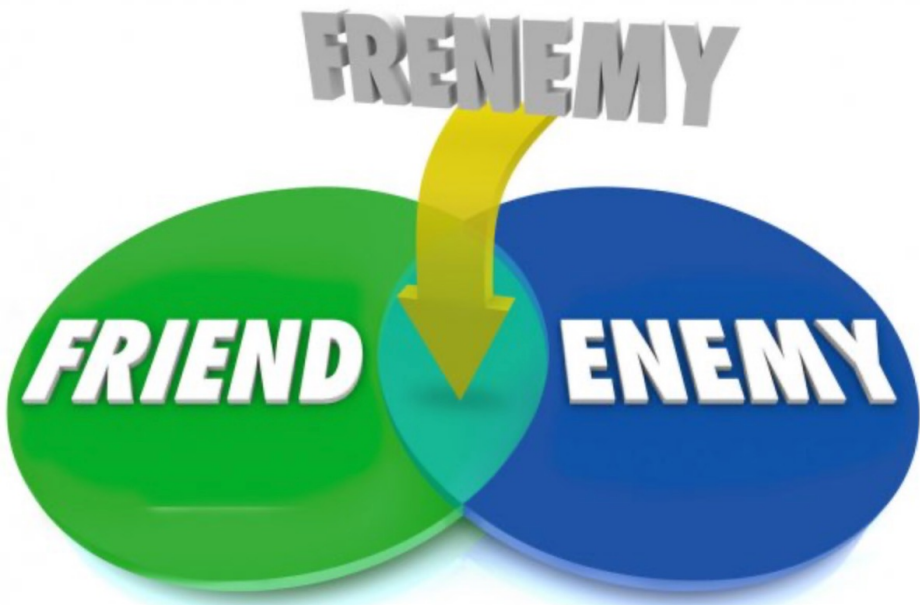**Restorative Practices is here to stay!! It is not just another fad!!**

Restorative Metaphors: Basic Ideas

Growing up to become restorative

© Chazdo

Building a strong house: Inclusive, safe community

FRENEMY

FRIEND ENEMY

FRIEND ENEMY

Working from the "Family Model"

Two Restorative Goals

Relationships *are* what are most important to people…we are

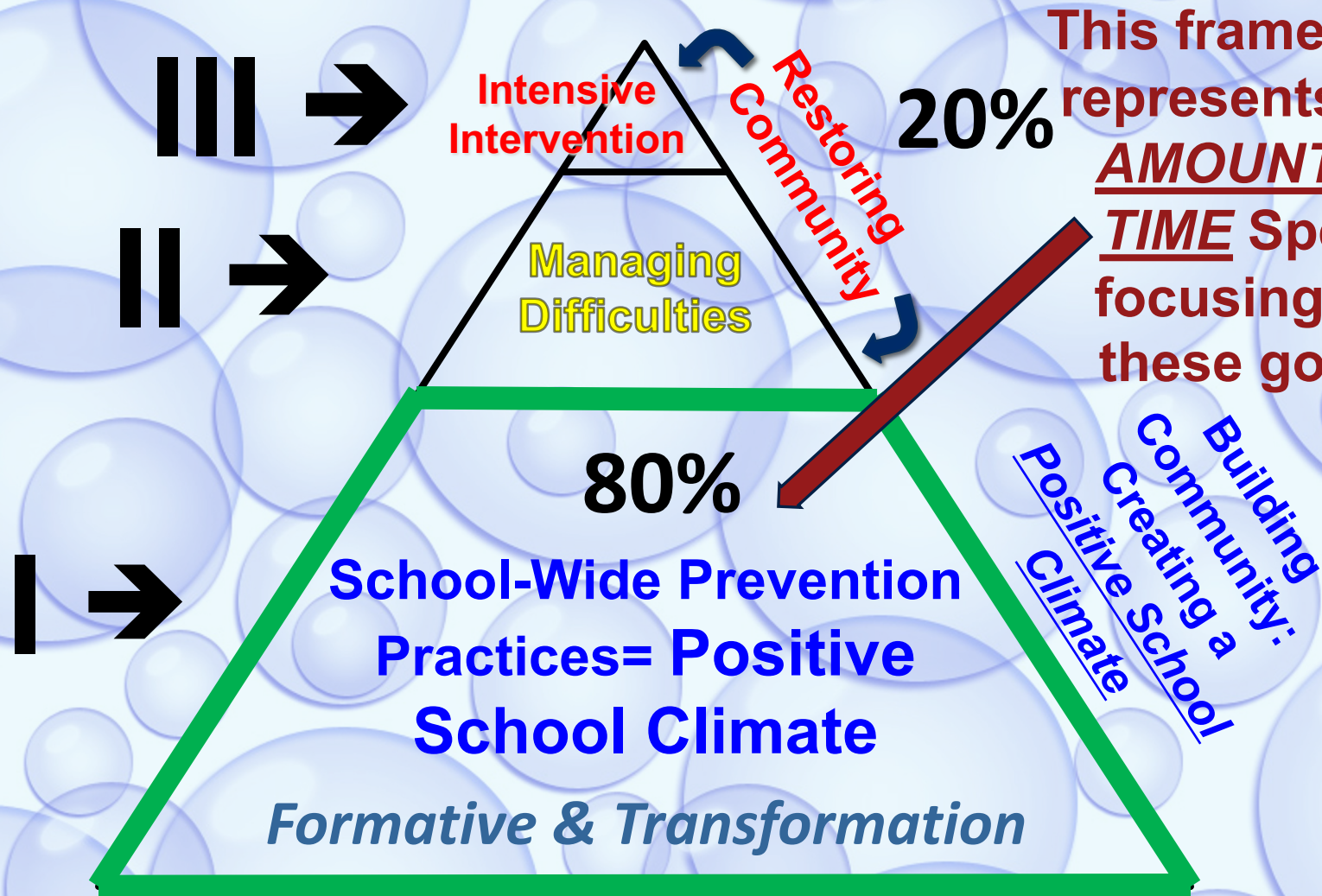'hard-wired' that way, so being restorative means there will be two tasks:

(1) *building and strengthening relationships & community,*

and

(2) *repairing relationships & the community when they've been harmed.*

Restorative Practices Framework

III →

II →

I →

Intensive Intervention

Restoring Community

20%

Managing Difficulties

80%

School-Wide Prevention Practices= Positive School Climate

Formative & Transformation

This framework represents the *AMOUNT of TIME* Spent focusing on these goals

Building Community: Creating a Positive School Climate

If you don't build it, there's nothing to repair!

SCHOOL CONNECTEDNES:
A Proxy for the

80%

School-Wide Prevention Practices= Positive School Climate

Formative & Transformation

Building Community: Creating a Positive School Climate

School Connectedness: Better Places to Learn

- **I feel close to people at this school**
  - Peers
  - Every student should have a caring adult

- **I am happy to be at this school**
  - A "destination"

- **I feel like I am part of this school**
  - A sense of belonging

- **The adults at this school treat students fairly** (not identically)
  - Fairness = Listening

- **I feel safe** (*physically, emotionally and intellectually, culturally, etc.*) **in this school**

Authenticity!!!!!

Working restoratively is NOT a "cookie cutter" approach!

This work enables each and every adult to be *strategic* in their own practice and adapt the "rules of the game" to their individual uniqueness & job
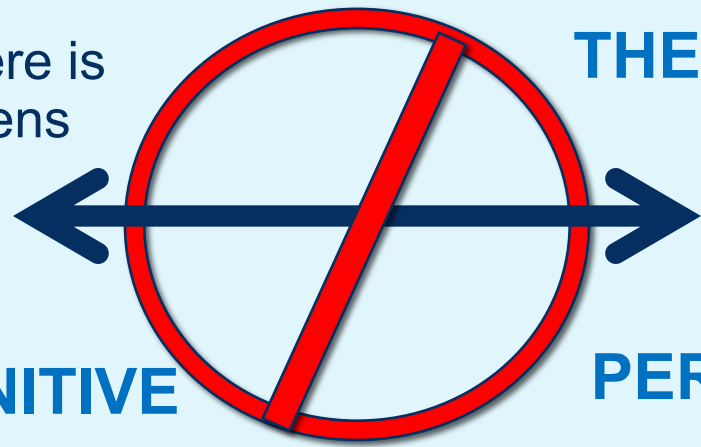
Trust the Process!!!

Filling Toolboxes
&
Getting *Off* The Island of Punishment!

Many (unfortunately) believe that if there is not a "punishment" then nothing happens

THE MYTH!!!

◦If no punishment, then it is permissive

PUNITIVE   **PERMISSIVE**

There are miles and miles of ***restorative*** *consequences* between the Island of Punishment and the Island of Permissive

Social/behavioral needs ***must*** be treated identically as academic skill needs

Educators ***never*** give up on academic skill learning

Behavior is almost always treated differently

It should NOT be!!!

ALWAYS Held Accountable

Students need *"chill time"*… they don't need to *"do time!"* *Schools & After School Programs* are *educational institutions*…not criminal institutions

Accountability = Amends, Repair, Restoration, etc.

(Doing THIS is much harder & *educational* than "doing time")

CIRCLES!!!

Communication

How information is received
◦ 55% body language and eye contact
◦ 38% Voice
  ◦ Tone
  ◦ Volume
  ◦ Pitch
◦ **7% Verbal**
  ◦ What you actually say

Just putting people in Circles fosters a sense of belonging and community…no matter the reason or topic!

Types of Circles

Circle Configurations

Sequential Circles

Non-Sequential Circles

Concentric Circles

Fishbowl Circles

(Talking Pieces)

Circle Topic Areas

○**Adults & Children**

Problem Solving Circles

Serious Situation Circles

Game Circles

Academic Circles

Get To Know You Circles

○**Check-In Circles**

Reflection Circles

Compliment Giving Circles

Educator Testimonial Video

Why Aren't Care Givers & Teachers Restorative???

Habit…we've always done it this way…it was good enough for me

The worry about losing control of the classroom

The thought that it's harder…but it isn't!

The misconception that Restorative Practice *is exclusively about restoration*

The myth that being restorative takes more time
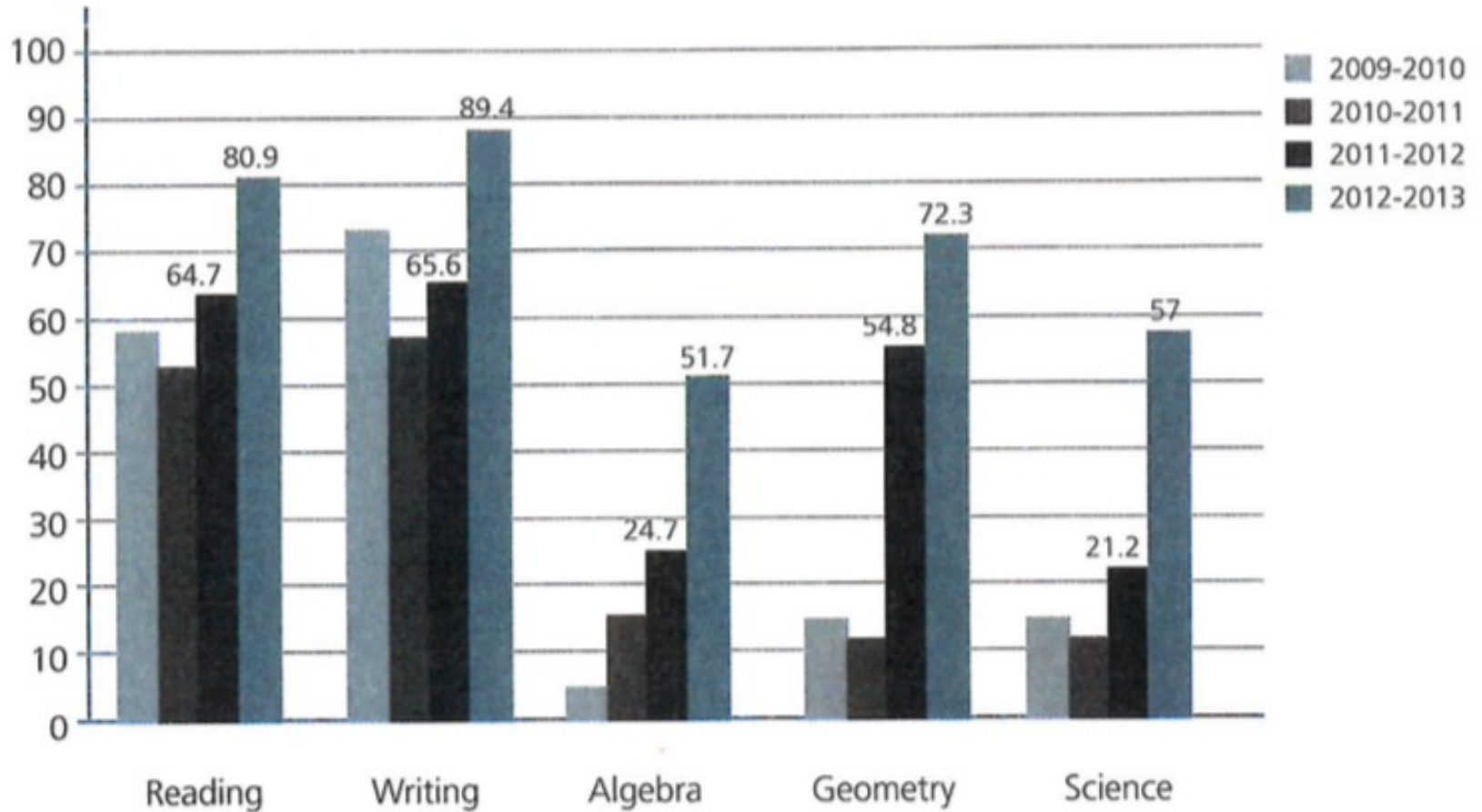
Don't have the skills to be restorative!!!

Data Doesn't Lie!
The Best Landscape

93

High School Success: WA

LINCOLN HIGH SCHOOLS ACADEMIC GROWTH THROUGH RELATIONSHIPS

Northwestern Regional HS, Winsted, CT

"In 2011-2012 our high school had chronic absenteeism of **23.7%**. With intention, we focused our efforts on improving our school climate and implementing restorative practices in our way of being. Positive relationships were at the heart of everything we did, and we focused on people over problems. Our administrative and school counseling offices became areas of refuge; places where students came to proactively problem solve situations. This shift had a major effect on our attendance and learning. Because of this shift, our chronic absenteeism dropped to **3.1%** and in 2017 – 2018, our high school was honored as a **school of distinction [for academics]** in the state."

East Lyme High School

2021 – 2022   2022 – 2023

Incidents by Grade   **Incidents by Grade**

1208   **871**

Grade 9:	**400**	**Grade 9:**	**153**
Grade 10:	**336**	**Grade 10:**	**359 ***
Grade 11:	**249**	**Grade 11:**	**186**
Grade 12:	**223**	**Grade 12:**	**173**

* These were 9th graders the year before, so _every_ grade cohort dropped.

Total Incident Decrease: 337

East Lyme High School

2021 – 2022

Location of Incident
Participant Count

Lavatory/Restroom	49
Hallway	97
Cafeteria	121
Classroom	847
Total Participants:	1,114

2022 – 2023

Location of Incident
Participant Count

Lavatory/Restroom	17
Hallway	77
Cafeteria	96
Classroom	626
Total Participants:	816
Decrease of…	298

Stamford Alternative Education

As a result of focusing on Restorative Practices and School Climate…in one school year from 2017 – 2018 to 2018 – 2019, there was a **55% *decrease*** in the number of days students were absent from school…increasing the number of days students were in attendance!!!

Rippowam MS, Stamford

Fall 2019: Not Connected- As Reported by Teachers:

6th Grade: 38

7th Grade: 63

8th Grade: 56

Total: **157**

Winter 2020: Not Connected- As Reported by Teachers:

6th Grade: 16

7th Grade: 11

8th Grade: 13

Total: **40**

Rippowam MS, Stamford

Chronic Absenteeism:

2018-2019 - 16.5%

2019-2020 - 9.7% (at the mid-point of the year)

Out of School Suspension (OSS) # of incidents

2018-2019 - 275

2019-2020 - 35 (at the mid-point of the year)

Success Stories: Washington State

Thurston County

- Substance abuse treatment *instead* of incarceration
- Teen arrests for drugs down by 39%

Walla Walla County

- Increasing youth support programs and common awareness of Trauma and Relationships
- Youth suicide rate down 59%

Kitsap County

- Increasing nurse home visiting and parenting programs for young families
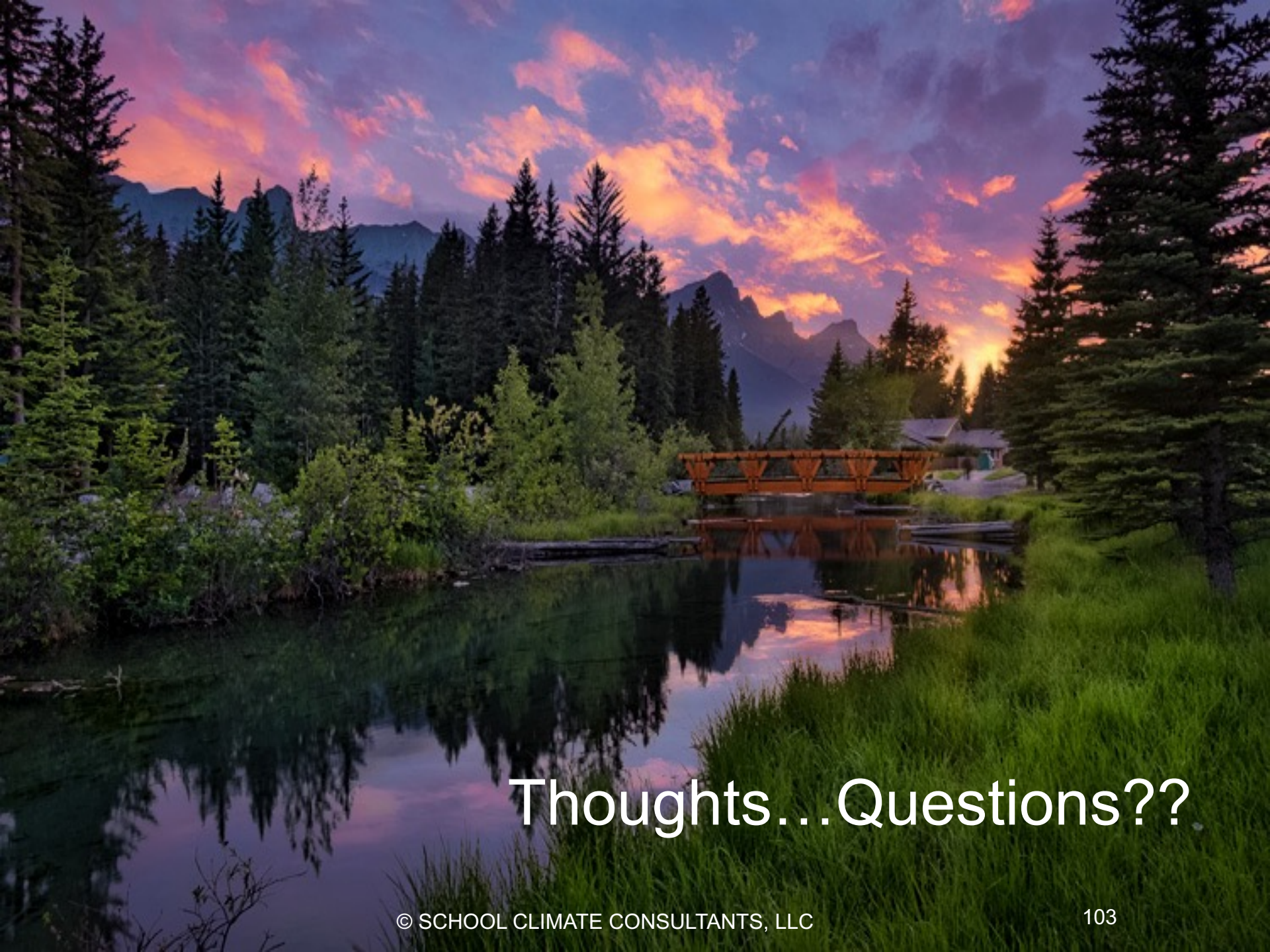- Domestic violence incidents down 37%

Success Stories: Washington State

Okanogan County

◦Since training ALL teachers and students about trauma and the importance of relationship building

◦Youth arrests for violent crimes are down 66%

All saving Washington more than 1.4 billion dollars over ten years

Thoughts…Questions??

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