

# Orange County Public Schools



## Restorative Response to Misbehavior



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Minority Achievement Office

Overview of OCPS  
RJP and District  
RJP and Schools  
Implementation Results  
Qualitative EOY Survey



# Goal

Participants will gain an understanding of how the 10<sup>th</sup> largest school district in the nation is implementing restorative practices to build relationships and a more positive school culture to ultimately reduce out-of-school suspensions.

## Demographics – OCPS At a Glance

10th largest district in the nation  
Fourth-largest district in Florida  
208,000 students (projected)  
23,929 employees  
200 countries represented  
167 languages spoken

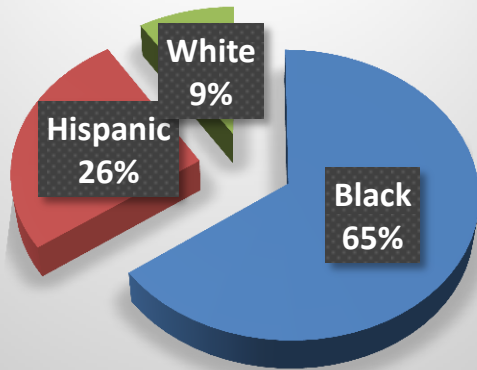
**OUR STUDENTS:** 40% Hispanic,  
27% White, 26% Black, 5% Asian,  
2% Multi-Cultural

125 elementary  
37 middle  
5 K-8  
20 high  
4 exceptional  
191 schools

## Why Implement RJP in OCPS?

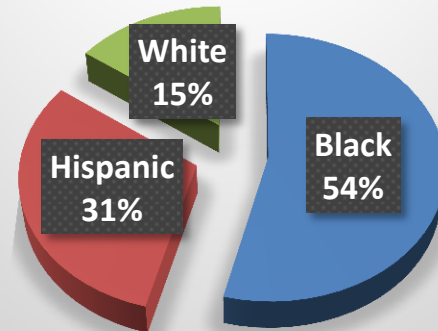
### 2014-2015 Suspension Data

#### Middle School



- 40% Hispanic
- 27% White
- 26% Black
- 5% Asian
- 2% Multi-Cultural

#### High School



## Why Implement RJP?

Higher suspension rates result in lower academic achievement and standardized test scores, even when controlling for factors such as race and socioeconomic status

*(Davis et al, 1994; Mendez, et al., 2003; Skiba 2006)*

Suspended/expelled students are more likely to ...

- be held back
- not graduate
- become involved in the justice system
- have additional suspensions, expulsions, and dropouts

*(Fabelo et al, 2011; Osher, 2010; Balfanz and Boccanfuso, 2007; Skiba and Rausch, 2006)*

## Why Implement RJP?

*Black students* are likely to be suspended and expelled...

- for minor infractions
- two to three times the rate of white peers, especially among those with learning disabilities
- four times more likely to be placed in correctional facilities


*(Advancement Project, 2005; Losen and Martinez, 2012; Fabelo et al. 2011; NAACP, 2005; Poe-Yamagata and Jones, 2000)*

## RJP Aligned With District Expectations/Evaluations

- Establishing and Maintaining Effective Relationships
- Communicating High Expectations for All Students
- Promoting a Positive Environment
- Promoting Exchange of Ideas and Strategies
- Promoting District and School Development




## 5 FACTORS NEEDED FOR CHANGE

<b>Vision</b> The need for the CHANGE is clearly articulated. Why ?	<b>Skills</b> Skills sets needed to implement change are identified and enhanced for those involved.	<b>Incentives</b> Reasons and advantages for the change are understood and “bought into”. Follow-up for accountability of ownership is in place.	 <b>Resources</b> Training, materials, time and occasion are provided to enact steps for change.	<b>Action Plan</b> Steps and strategies are defined to implement, monitor, and revise.	<b>Result:</b> The desired CHANGE is accomplished and sustained.
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(A Variation of Original Source: Knoster, T., Villa, R., & Thousand, J. (2000), National Association of School Psychologists)

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### RESULTS WHEN A FACTOR IS MISSING

?	Skills	Incentives	Resources	Action Plan	<b>Confusion</b>
<b>Vision</b>	?	Incentives	Resources	Action Plan	<b>Anxiety</b>
<b>Vision</b>	Skills	?	Resources	Action Plan	<b>Non-involvement or Sabotage</b>
<b>Vision</b>	Skills	Incentives	?	Action Plan	<b>Frustration</b>
<b>Vision</b>	Skills	Incentives	Resources	?	<b>False Starts</b>

# Restorative Justice Timeline

Phase I:  
Middle Schools  
2015-2017

Summer 2015  
RJP 3-day PD for middle schools 4-5 individuals: (Admin, deans, Guidance, PASS, SAFE)

2015-2016  
Roll out in all middle schools. Monthly trainings, school visits, and monitoring, and select demo schools

Summer 2016  
RJP Trainings to include teachers

Second Year (2016-2017):  
Monthly trainings and support. Include students, parents, and community.

Second Year (2016-2017):  
Introduce RJP to one high school and inform all high schools of upcoming summer trainings.

Phase II:  
High Schools  
2017-2018

# Building and Sustaining A Restorative Community

Develop a School RJP Team

Fair Process: Inclusive Decision Making

Engage

Explain

Expectation Clarification

## District Support to Schools

### District Office

- District coordinator/liaison
- Develop RJP collaboration site
  - Resources
  - Monitor Implementation
- Provide on going training and support

### Administrators of Discipline (Level 4)

- Facilitate quarterly meetings with schools
- Develop guidelines for assigning OSS

### District RJP Team (Liaison and Administrators of Discipline)

- Visit schools to offer support
- Monitor RJP logs on the collaboration site

## RJ Collaboration Site—Homepage

<http://districtcollaboration.ocps.net/team/mao/restorejustice>

Under survey, click on your learning community to complete the circle logs (ONLY CONTACTS HAVE ACCESS)

Under your learning community, click on your school to upload artifacts (pictures of circles, circle documents, etc.)

(ONLY CONTACTS HAVE ACCESS)

Restorative Justice - Home

ORANGE COUNTY PUBLIC SCHOOLS  
RJ COLLABORATION

Welcome, Restorative Justice Team!!

The goal of the Restorative Justice initiative is to reduce the suspension rate by building a school culture that focus on relationships, gives voice to all, engages in problem solving, enhances personal responsibility, and empowers change and growth.

Shared Documents - District RJ Team

Type	Name	Modified	Modified By
Document	1-Precircle Documents	9/15/2015 2:43 PM	Charles, Nancy D.
Document	2-During Circle Documents	9/15/2015 2:43 PM	Charles, Nancy D.
Document	3-Post Circle Documents		
Document	Classroom Circle examples and Vocabulary		

MAO - RJ Information and Articles  
Consultant - Dr. Mara Schiff

Calendar

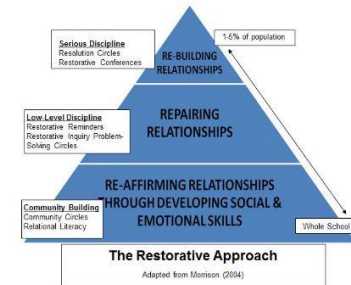
October, 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 11:00 pm - 11:00 pm Survey/Circle Log Due	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Links for circle forms, documents, and PowerPoints Videos (EVERYONE HAS ACCESS TO THE RESOURCES)



Learn Restorative Justice Circles  
A school replaces punishment with 'talking circles' / mp4  
greater light on what RJ is and how it is being implemented in other schools  
OCPS is trying to achieve. Please share with your staff!



# Schools

Implement restorative practices

Identify an RJP team

Visit the collaboration site

- Complete RJP logs
- Download resources (videos, forms, articles etc.)
- Upload artifacts (pictures, circle documents, etc.)

Attend quarterly District RJP Team meetings

Send Staff to new and follow up Trainings

## RJP Circles

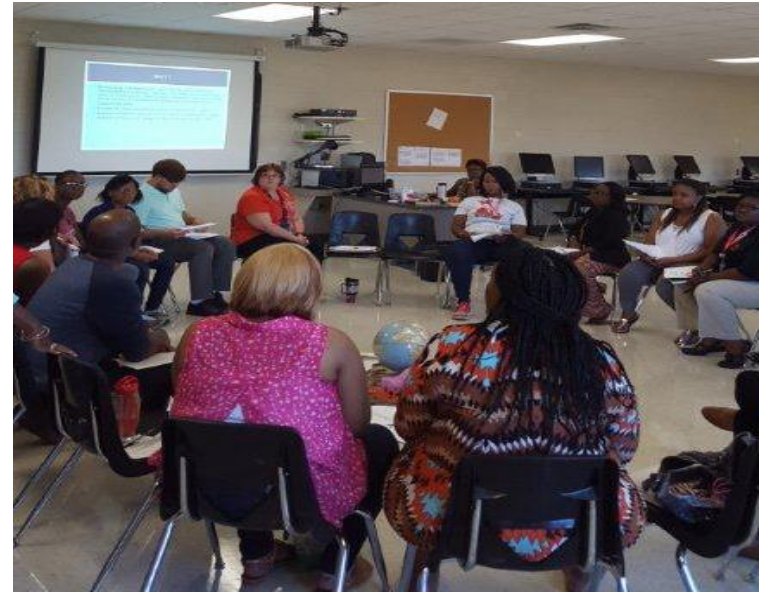
### Lockhart MS

(Peer mediation circle)



### Memorial MS

(Team building with staff)





# OCPS



<b>Learning Communities</b>	<b># of RJPs</b>
East	534
North	504
SEast	871
SWest	265
West	495
<b>Total #RJPs</b>	<b>2669</b>
<b># Of Educators Trained</b>	<b>554+</b>
<b># Of Students Impacted</b>	<b>2,000+</b>
<b>OSS Days Saved</b>	<b>7,000 +</b>

<http://districtcollaboration.ocps.net/team/MAO/RestoreJustice>

## What are the positives?

Conflict resolution is happening; decline in referrals; students/staff are expressing themselves better; better communication.

We experienced great success in restoring relationships and/or resolving deep seeded issues among students. We were also effective with conflict resolution with teachers and students.

During the conclusion of each session the participants truly see what they could have done differently to have avoided the situation that is being discussed.

Stops the drama before it gets serious.

Students have learned that talking about issues, and working them out is a good alternative to fighting! They have been trying to avoid problems, and have improved communication skills. Students here are very aware of RJ's and the benefits, and they ask staff members to complete circles all the time.

## What are the challenges?

Students are not the issue. We need to find more time for the entire school.

The challenge is having enough time to conduct RJP circles.

Need more sessions scheduled for training new staff.

Time would be the biggest challenge. To do them correctly, it is not a quick process. However, it is an effective one..

It has been a challenge getting parents involved.

Getting everyone to agree on it.

## What changes have you noticed in yourself, if any?

More students come to Admin with problems before it develops into a fight.

I am much more confident that we can find solutions to any conflict and I have learned and seen proof of the need for students to have a "safe" adult advocate in their lives.

After the initial training I was not convinced of the value or usefulness of RJP until we started seeing success after success throughout the school year.

Students were engaged and wanted teachers to conduct the meetings

I listen more, talk less. I feel better connected to all members of our school. I have a positive attitude that change can happen no matter what the issue. I am excited to start a new year and implement more of what I have learned.

# Next Steps

- Develop a model youth program
- Educate parents and the community on RJP
- Train a core of people to train

## SUMMARY

### **BUILD A RESTORATIVE SCHOOL CULTURE**

- Restorative leaders build and drive restorative cultures.
- Culture drives expectations and beliefs.
- Expectations and beliefs drive behavior.
- Behavior drives habits.
- Habits create the future.

Identify what you want your culture and organization to stand for. Once you know the values and principles that you stand for, every decision is easy to make; including the people you recruit and hire.

Restorative culture is what sustains restorative organizations.  
Shape your culture before it shapes you!!

**Thank you for your participation!  
Questions, Comments, or Concerns**

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