

*From Crime and Punishment
to Harm and Healing*

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*Colorado
Springs, Colorado,
USA*

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.**

Carl Rogers

American Psychologist

QUOTEHD.COM

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



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Five Principles of Restorative Practice

- 1. Participation achieved through cooperation rather than coercion.*
- 2. Face-to-face participation of those directly affected.*
- 3. Those directly affected determine the outcome.*
- 4. Fair process including equal access and informed consent.*
- 5. Best practices must be demonstrated through research.*

Rethinking Discipline

- 1. Increase awareness of the prevalence, impact, and legal implications of suspension and expulsion;*
- 2. Find basic information and resources on effective alternatives; and*
- 3. Join a national conversation on how to effectively create positive school climates.*



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Bottom Line Up Front...

“Restorative
Practices
keep students **in** school,
learning, rather than
removing them for
suspension or expulsion...”

Albemarle-PSD-Charlottesville, VA

...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

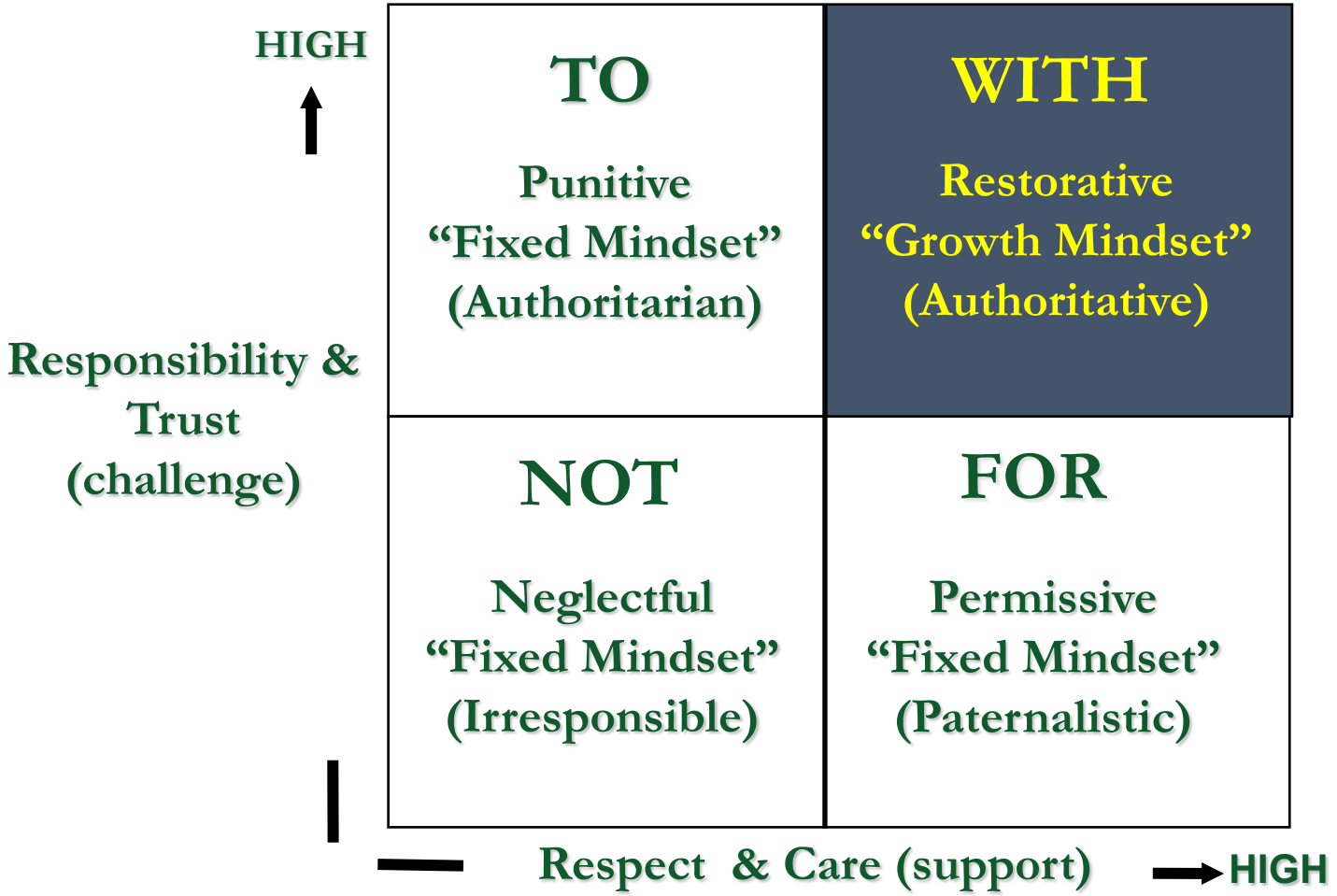
We provide a safe and caring environment for students and staff

RESPONSIBILITY

We hold ourselves accountable for our actions



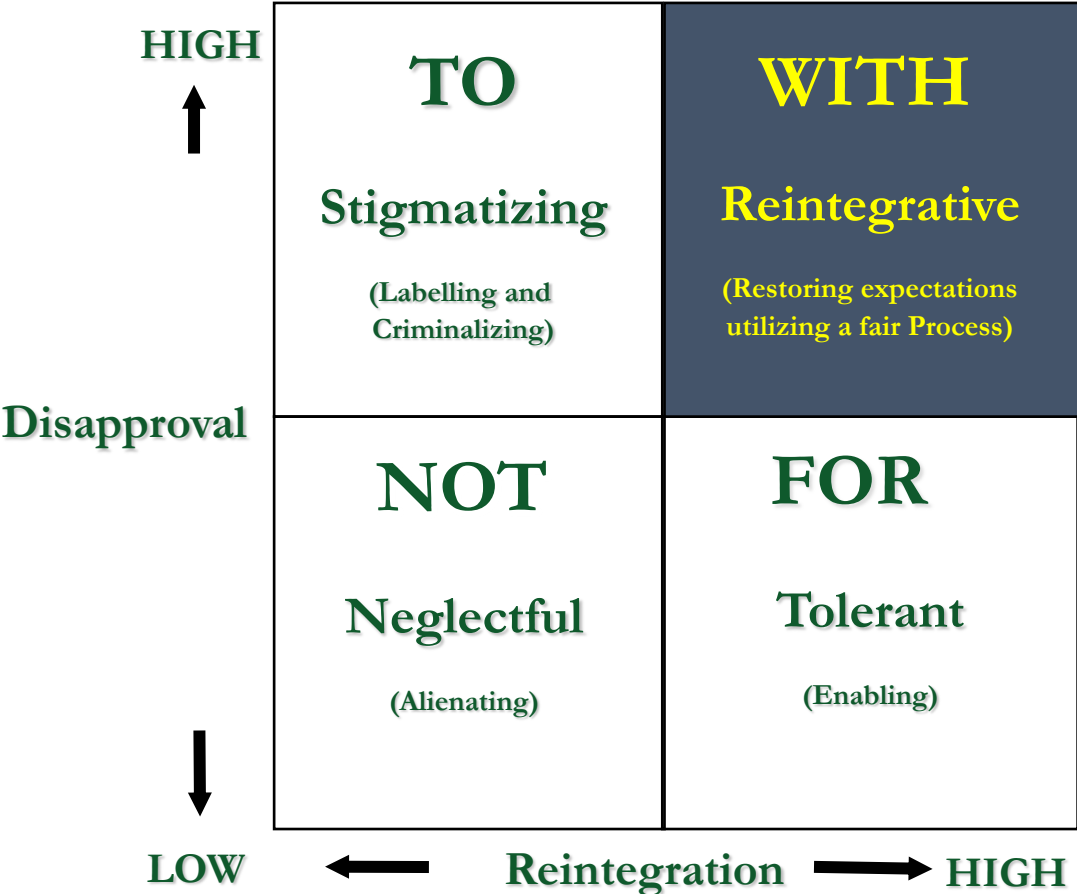
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Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

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Is Shaming Always Negative?



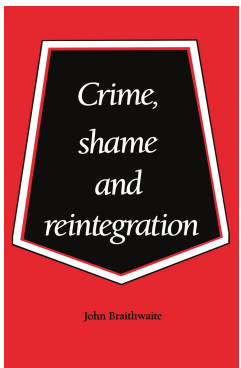
Reintegrative Shame Matrix – Fletcher 2017

- **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



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Reintegration versus Stigmatization



Adapted from Nathanson's Compass of Shame - 1992

TO
Aggressive
Fixed

FOR
Enabling
Fixed

NOT
Apathetic
Fixed

WITH
Equipping
Growth

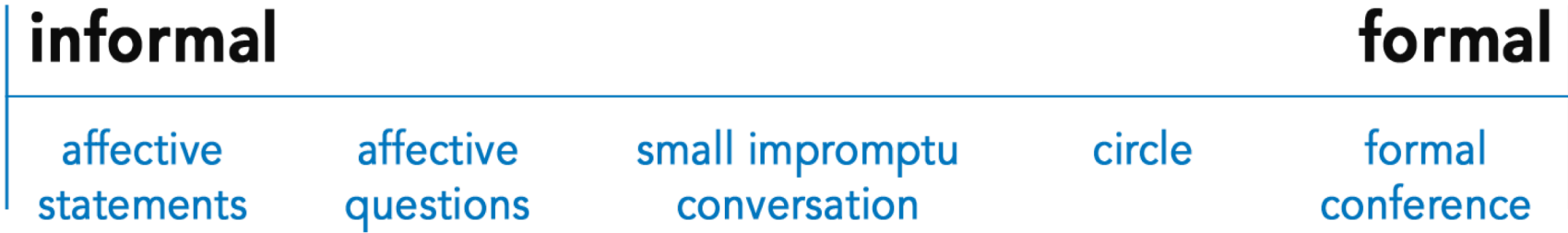
SELF HATE	ATTACK	WITHDRAW	AVOID
Low Self-Esteem	Conflict Instigator	Addicted	Absent
Low Self-Efficacy	Emotional Abuser	Dependent	Undependable
Suicide Attempts	Physical Assaulter	Depressed	Deceptive
Negative Self-Talk	Entitled	Ungrateful	Tardy
Deceitful	Manipulative	Hopeless	Unreliable
Suicidal Ideations	Undermining	Despondent	Evasive
Self-Neglect	Passive Aggressor	Loner	Dropout
Unconfident	Neglectful	Helpless	Uncommitted
Victim	Spiteful	Antisocial	Elusive
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



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Rethinking Expulsion

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

Paradigm Shift

Traditional Discipline	Restorative Practices
<i>School and rules violated</i>	<i>People and relationships violated</i>
Justice focuses on <i>establishing guilt</i>	Justice identifies <i>needs and obligations</i>
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....

Your student's path to a meaningful future

EVERY STUDENT



D49.org/49Pathways

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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Expulsion Statistics



2018-2019

20 Hearings

- 8 Expelled (40%)
- 12 Deferred (60%)
 - **2 Deferred to expelled (16.6%)**
 - **10 In Compliance (83.3%)**

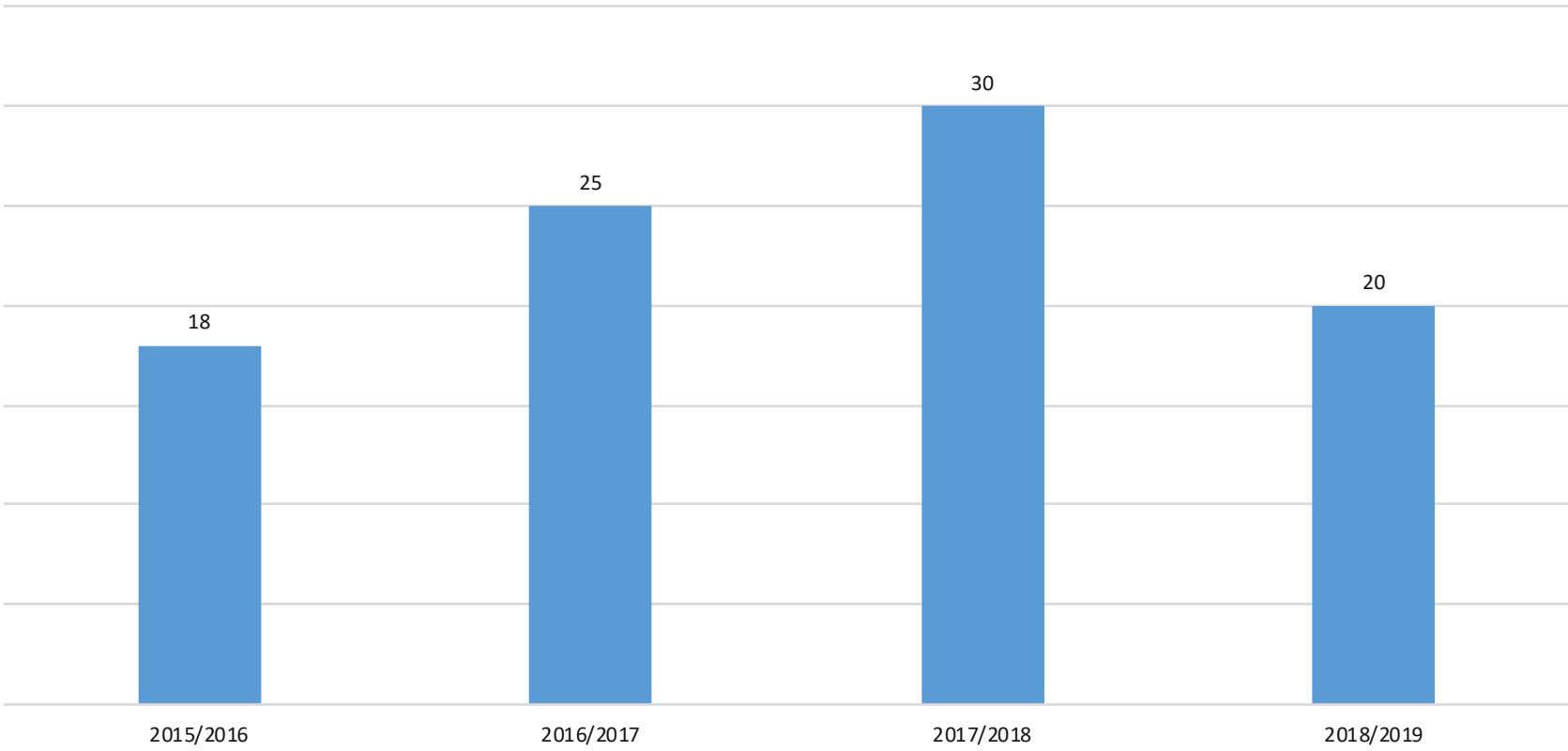
Post-Pilot Data

- Number of hearings trending down (as predicted)
- Restoration is growing as a cultural value
 - 60% of the hearing resulted in deferments
 - Approximately 16% of the deferred became expelled
- Approximately 83% of the deferred students return to school and remain compliant (Remained successful in the school environment)

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Annual Number of Hearings

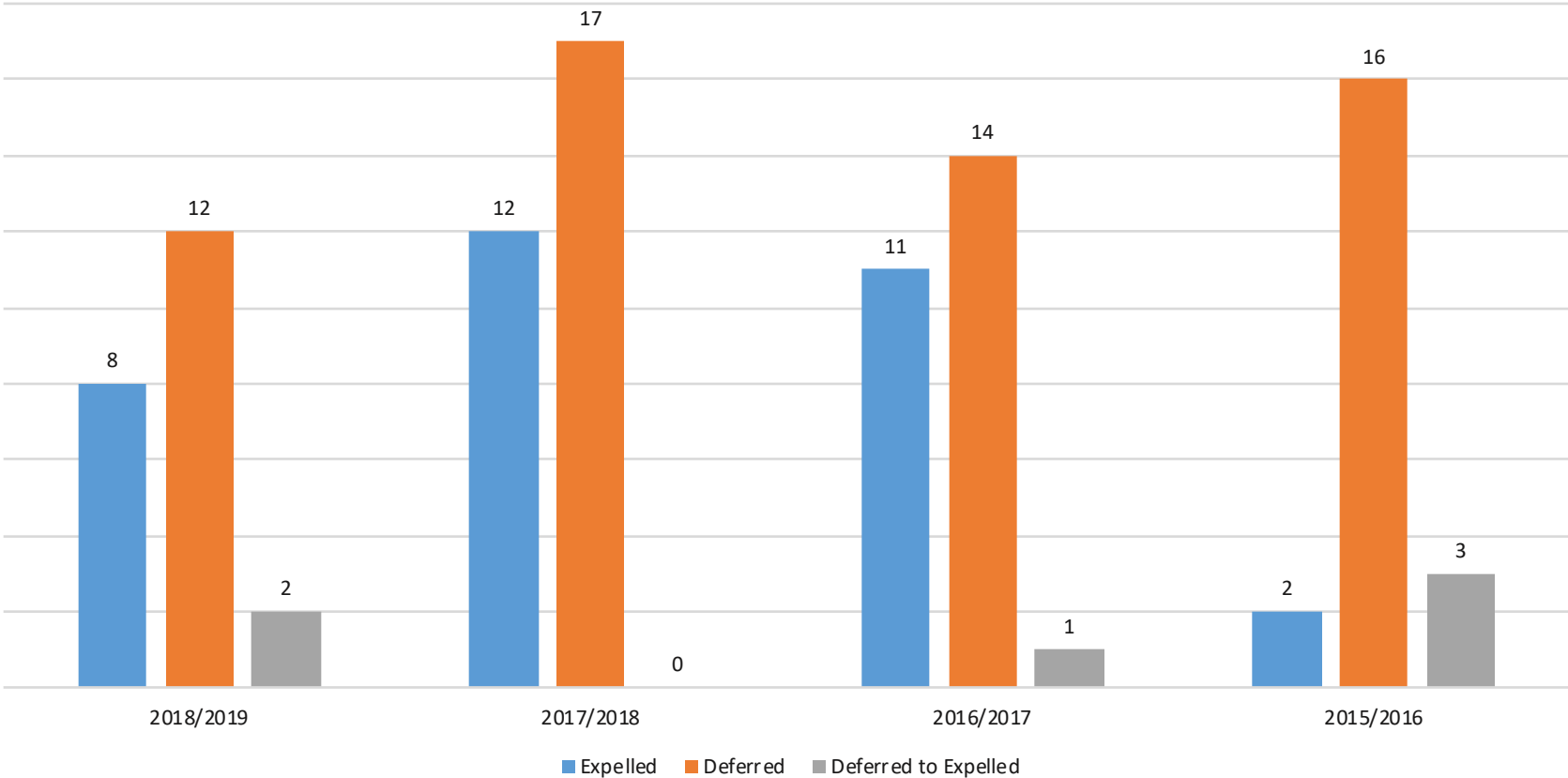
Annual Number of Hearings



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Expelled vs Deferred

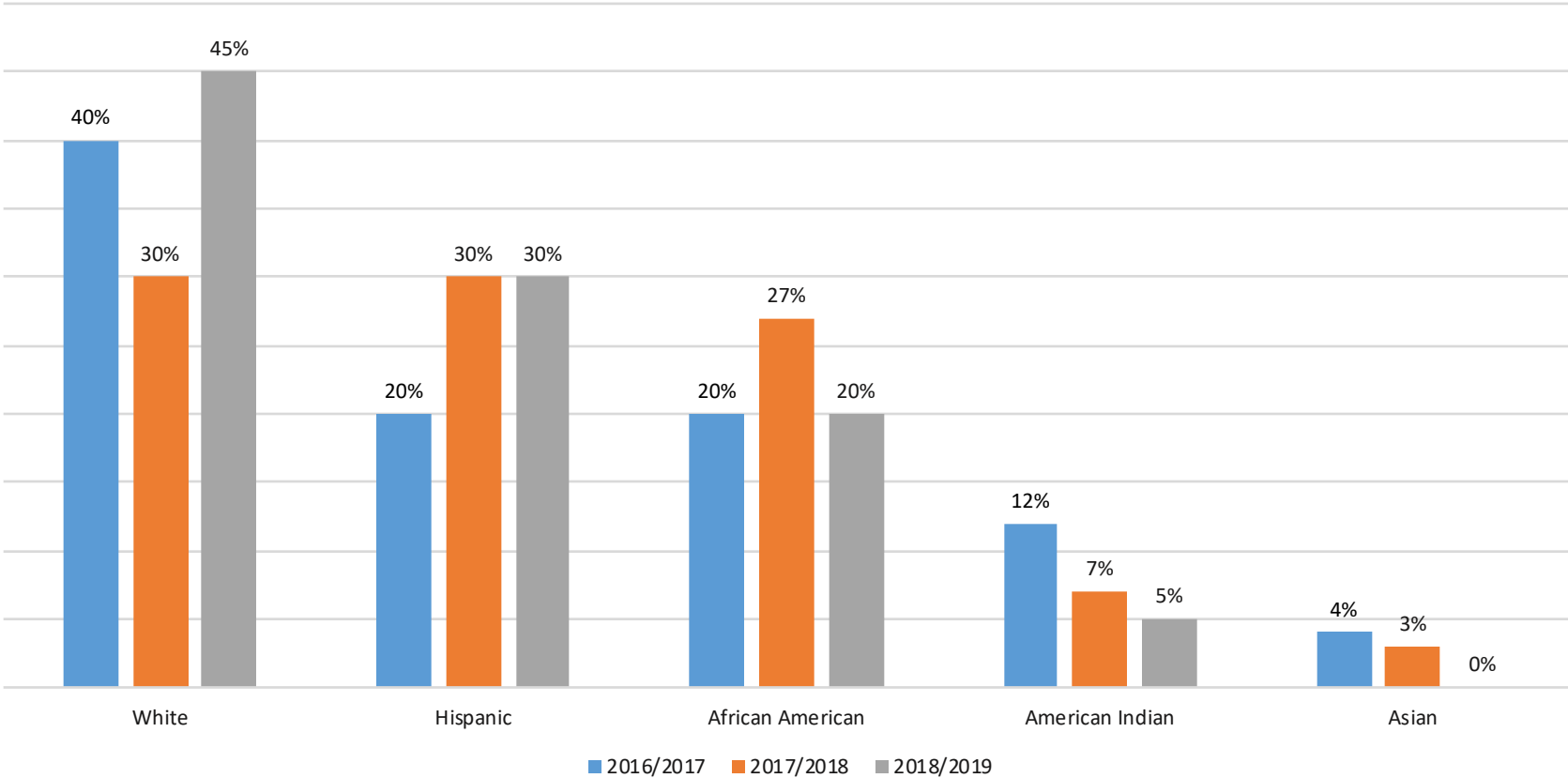
Expelled vs Deferred



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Ethnicity Comparison

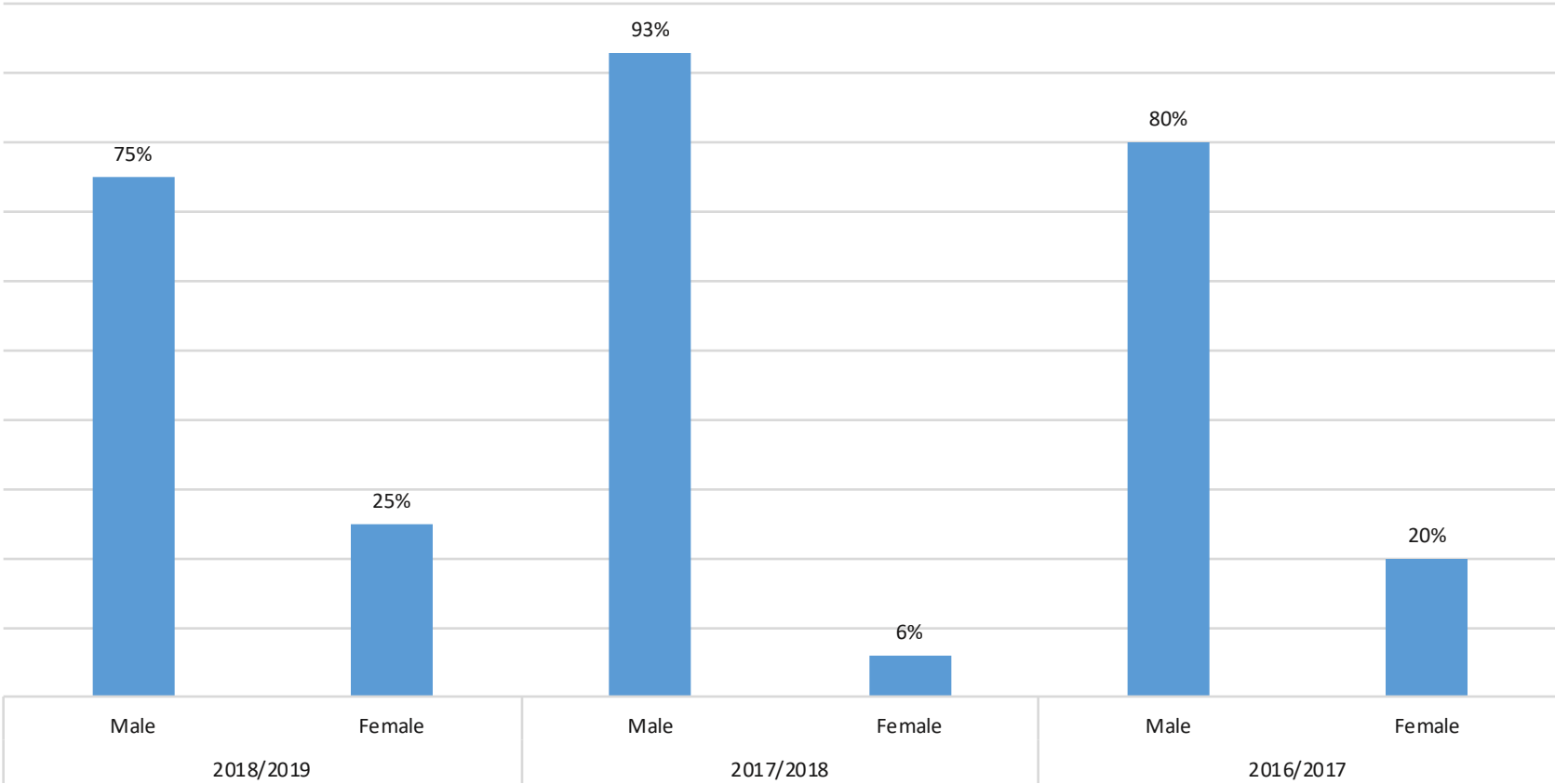
3 Year Ethnicity Comparison



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Male vs Female Expulsions

3 Year Comparison - Male vs Female Expulsions



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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*)

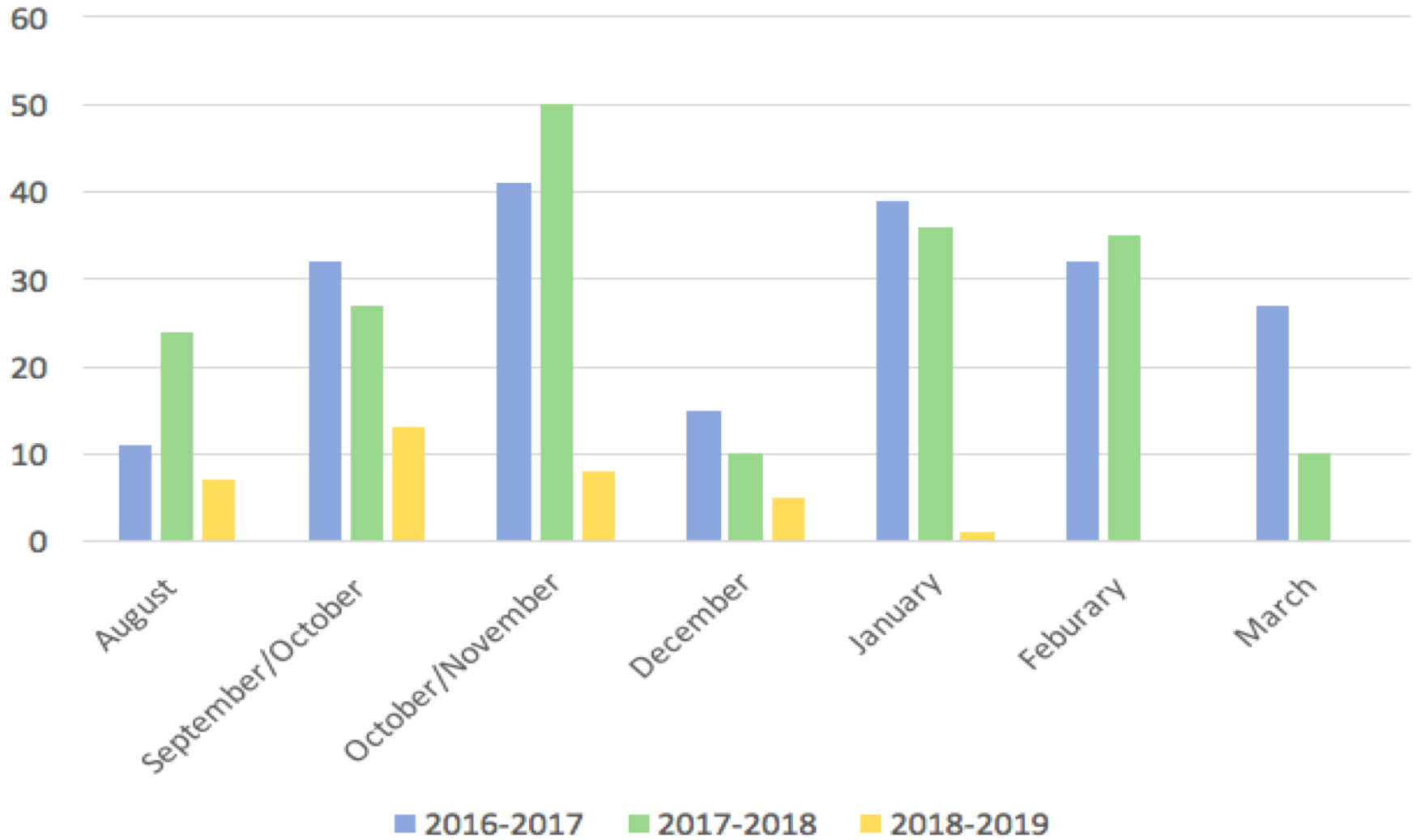


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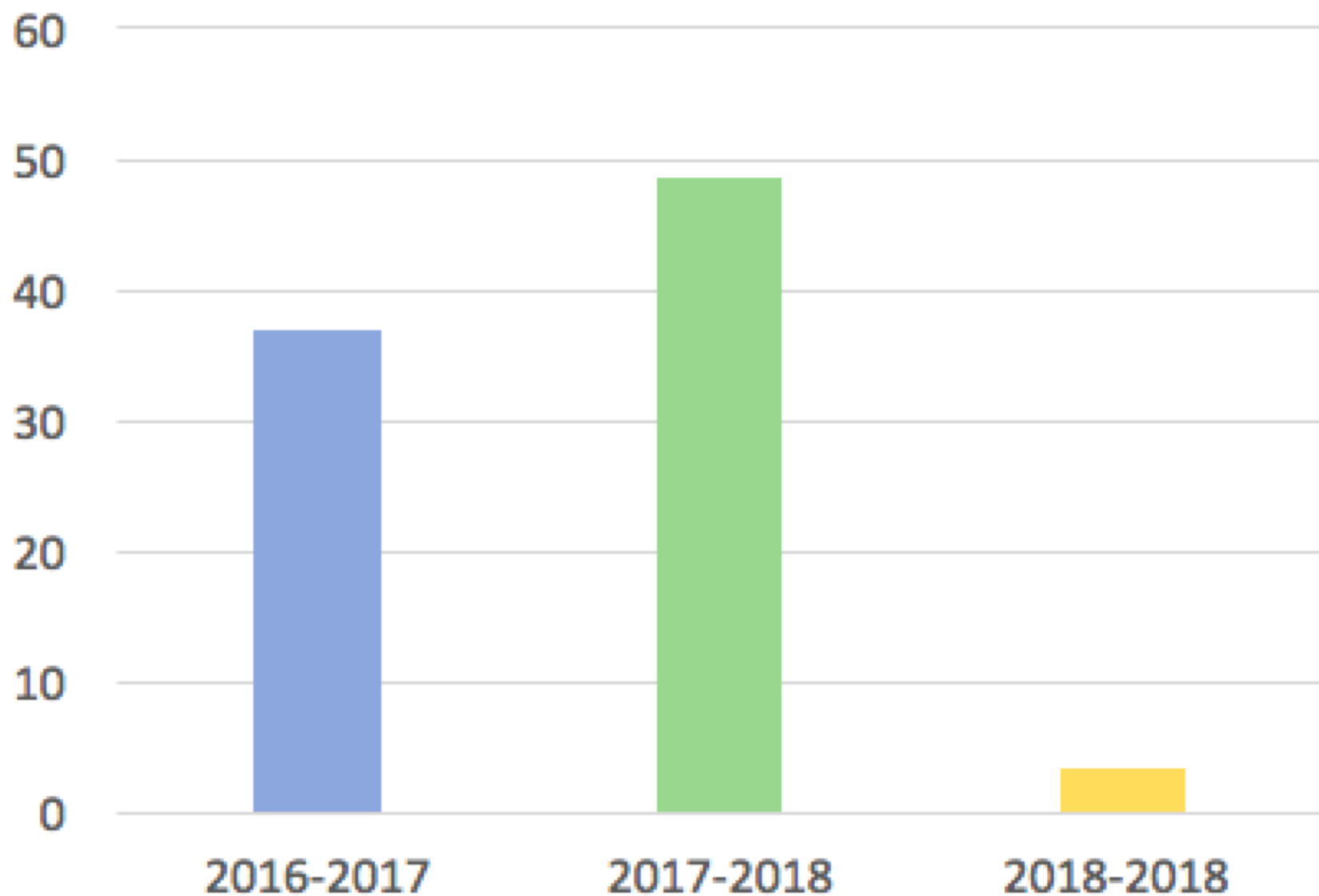
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- Costello, B., Wachtel, J., Wachtel, T. (2010). *Restorative Circles in Schools*. International Institute for Restorative Practices. Pennsylvania.
- Obsuth, I. et al.(2016). Propensity Score Analysis of the Effects of Teacher-Student Relationships on Adolescent Problem and Prosocial Behavior, *Journal of Youth and Adolescence*. University of Cambridge.
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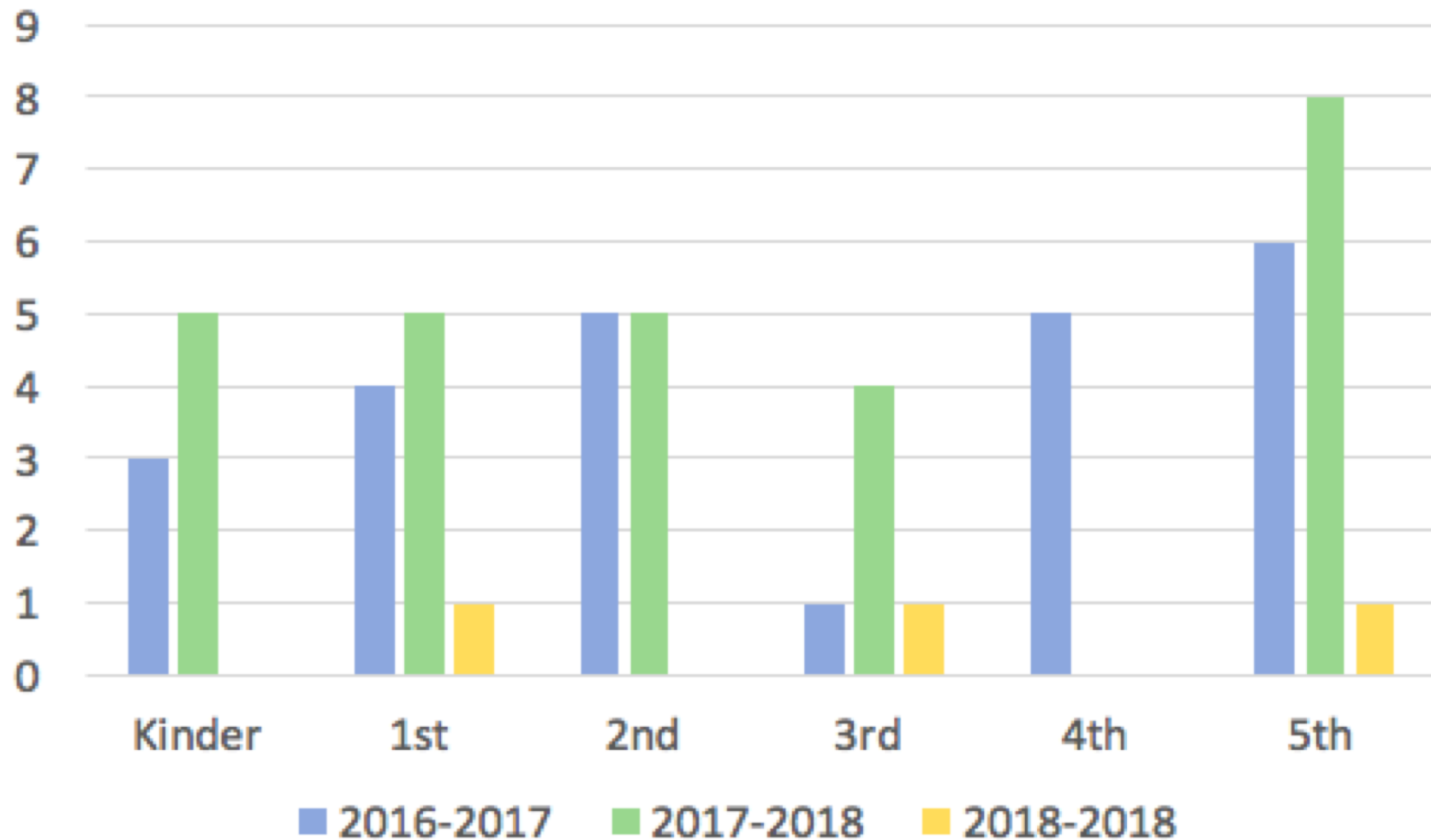
Office Referrals per Month for Three School Years



Total Days of Suspension for Three School Years



Total Number of Students with Suspendable Office Referrals for Three School Years



Total Office Referrals from Aug.-Jan. per Grade Comparing Three School Years

