

# **Reaching Before Teaching and Connecting Before Correcting A Restorative Practices Approach**

## **IIRP World Conference**

**October 26, 2018**

**Detroit, Michigan**

**Presented by Christopher Riddick**



**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT

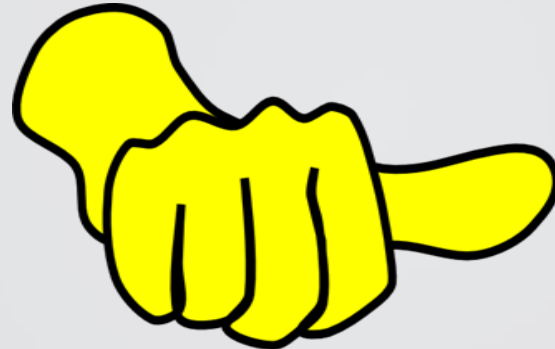


# Check In, Check Up, and Check Out

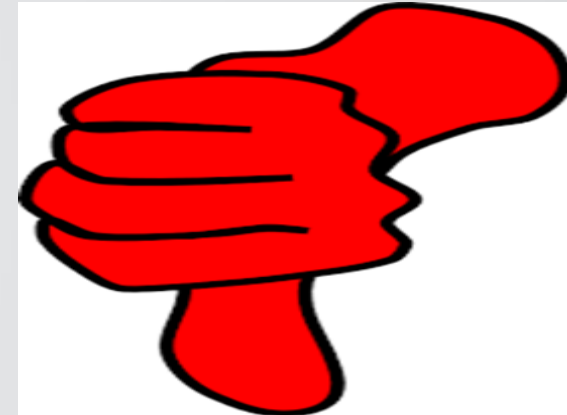
- How are you doing?



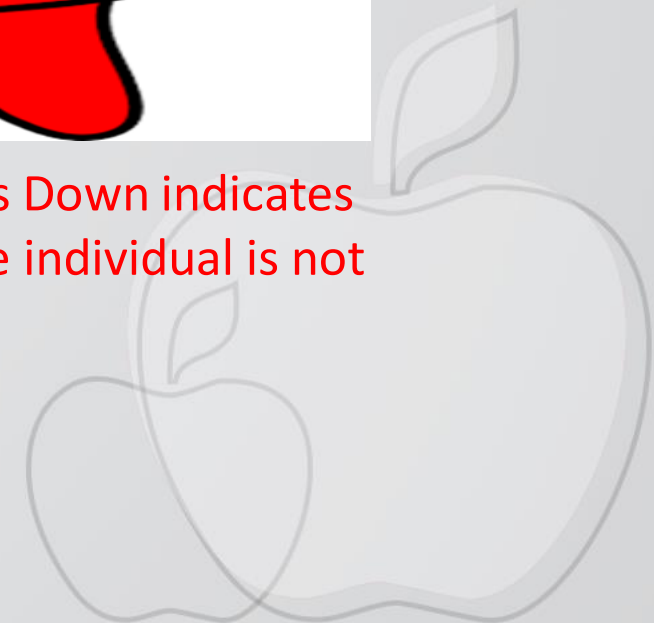
Thumbs Up - indicates that the individual is doing well.



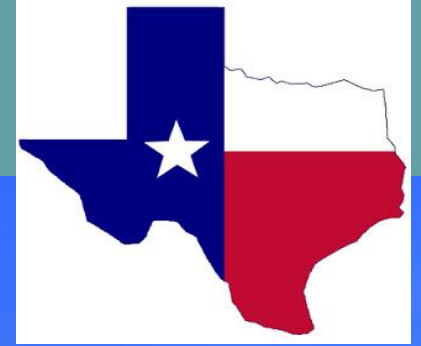
Thumbs Sideways - indicates that the individual is having a so-so day.



Thumbs Down indicates that the individual is not doing.



# Fort Worth, Texas



- ✓ Fort Worth ISD
- ✓ History
- ✓ What and Why
- ✓ Preparation/Expectations
- ✓ Training
- ✓ Growth/Lessons Learned
- ✓ Evaluation/Planning

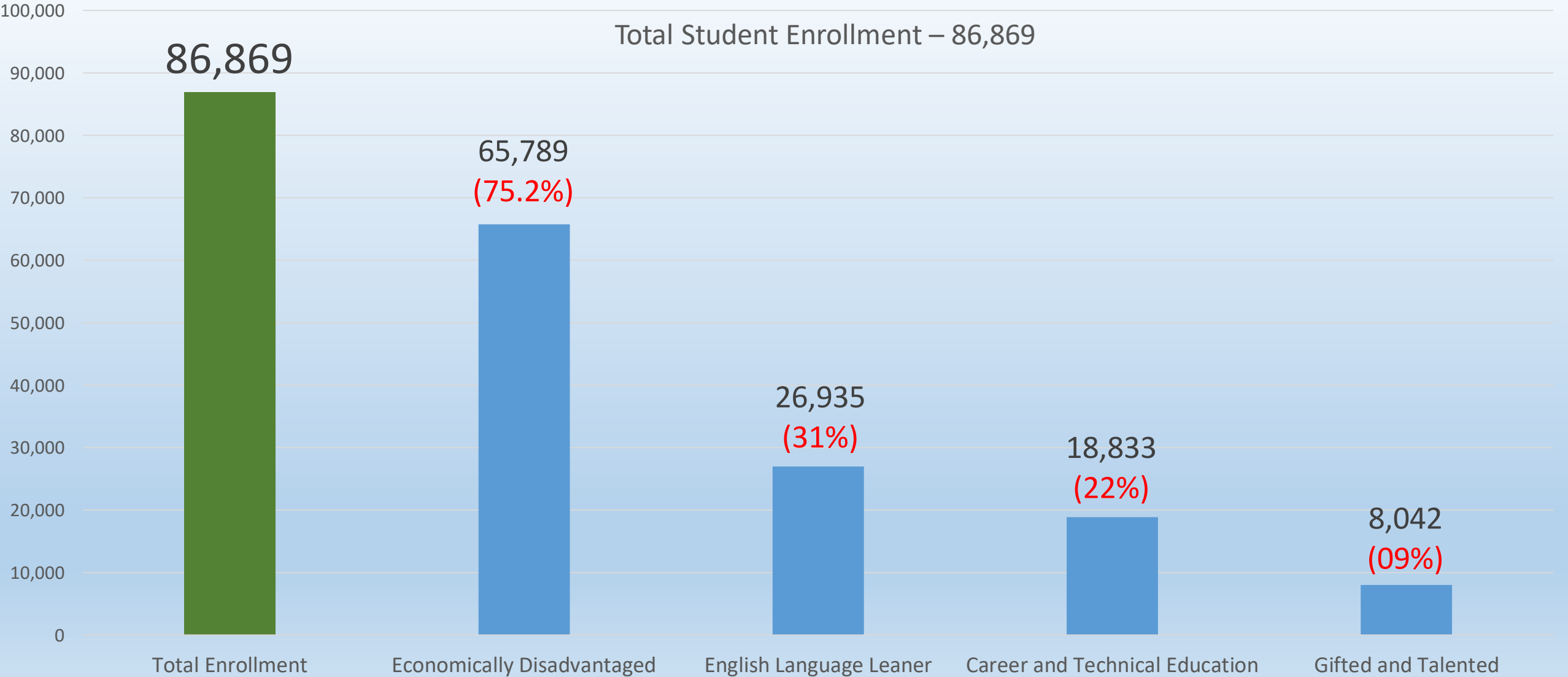


Fort Worth  
INDEPENDENT SCHOOL DISTRICT



# Fort Worth ISD – Student Data

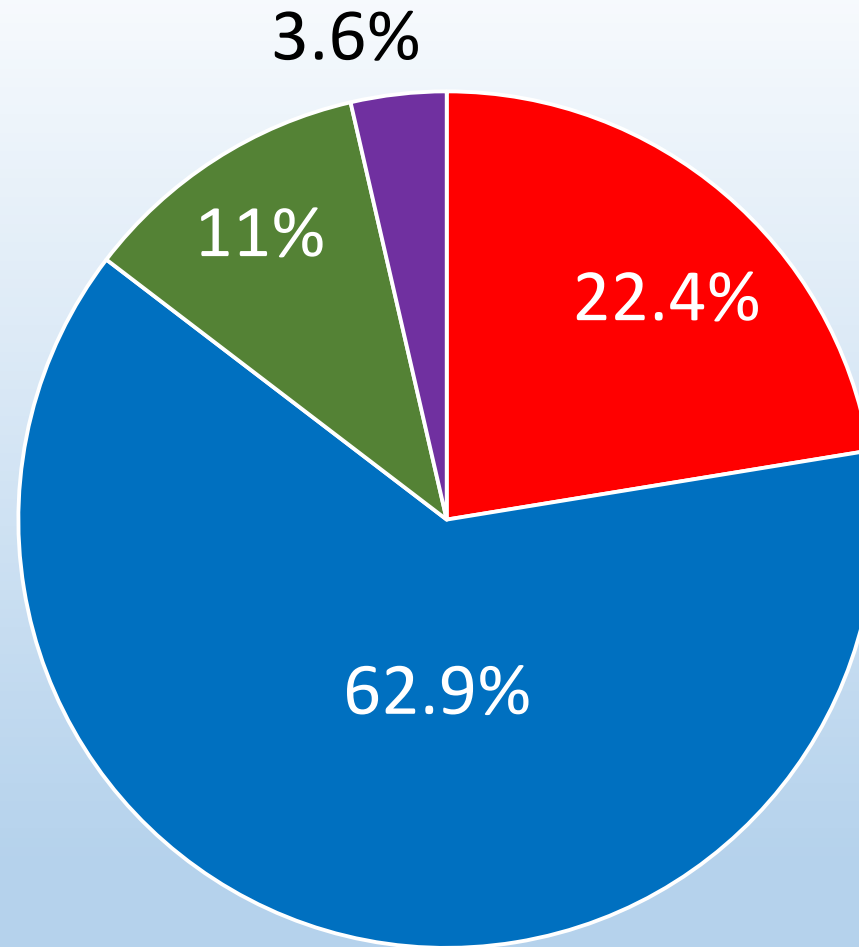
FWISD – Research and Evaluation Dept.



# Fort Worth ISD – Student Ethnicity

TEA Texas Academic Performance Report

Total Student  
Enrollment – 86,869

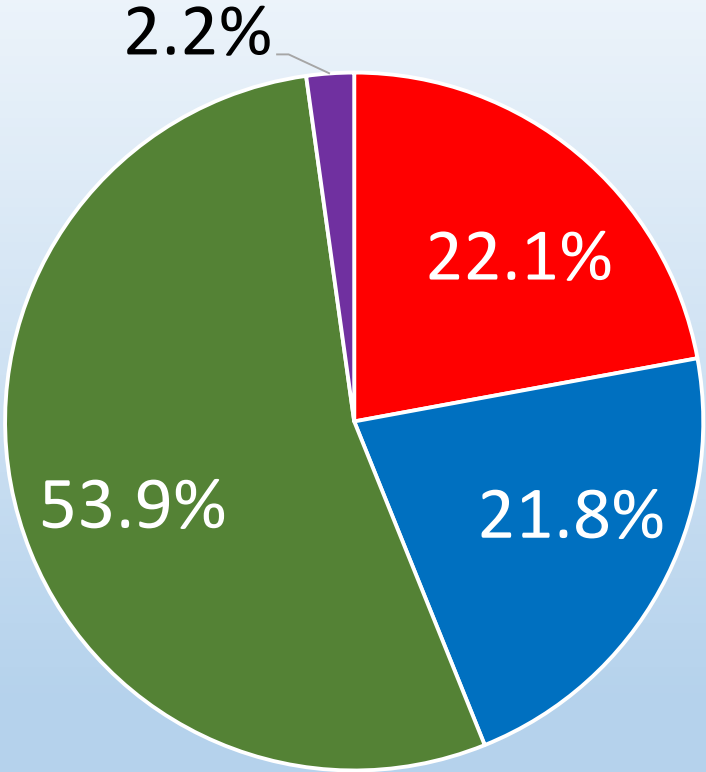


■ African American   ■ Hispanic   ■ White   ■ Other Race

# Fort Worth ISD – Teachers by Ethnicity

TEA Texas Academic Performance Report

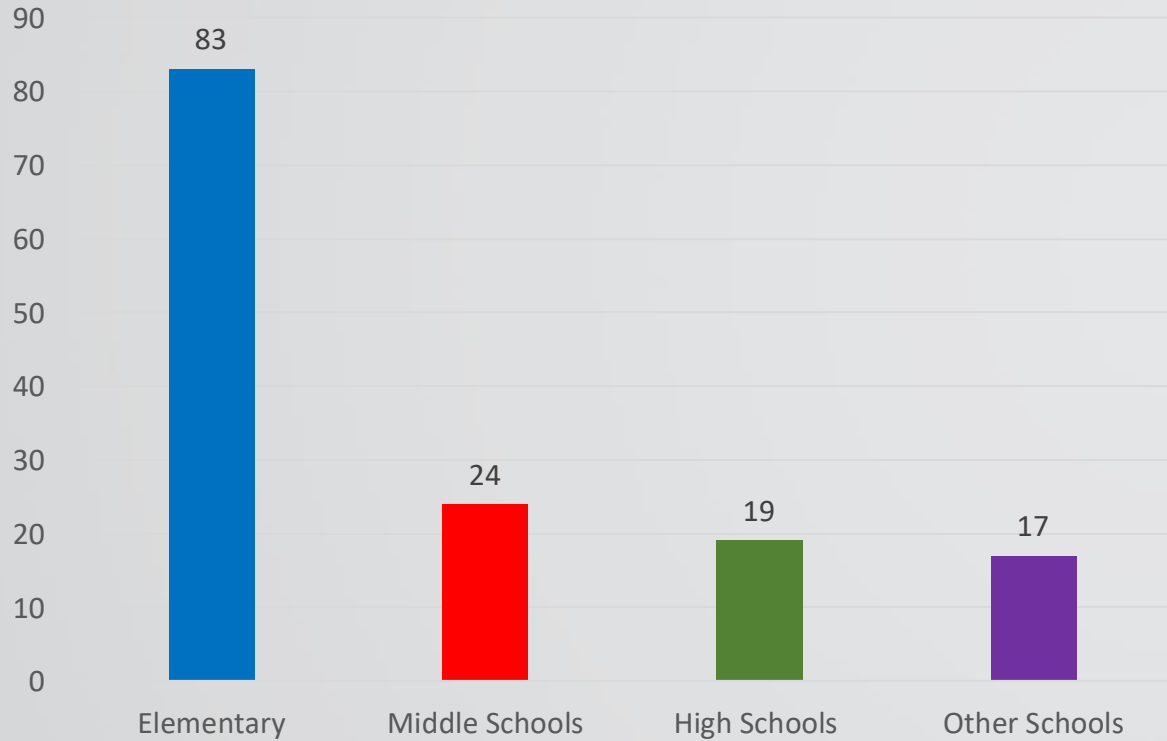
Teachers – 5,689



■ African American   ■ Hispanic   ■ White   ■ Other Race

# Fort Worth ISD

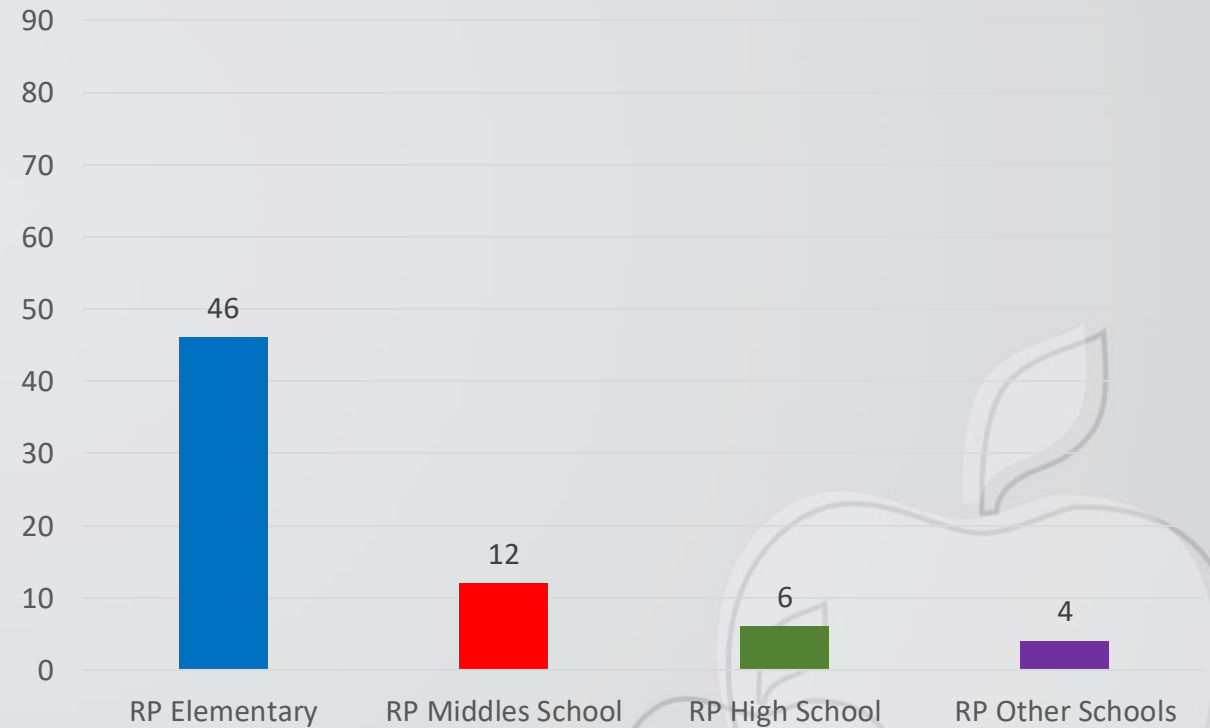
## Fort Worth Campuses - 143



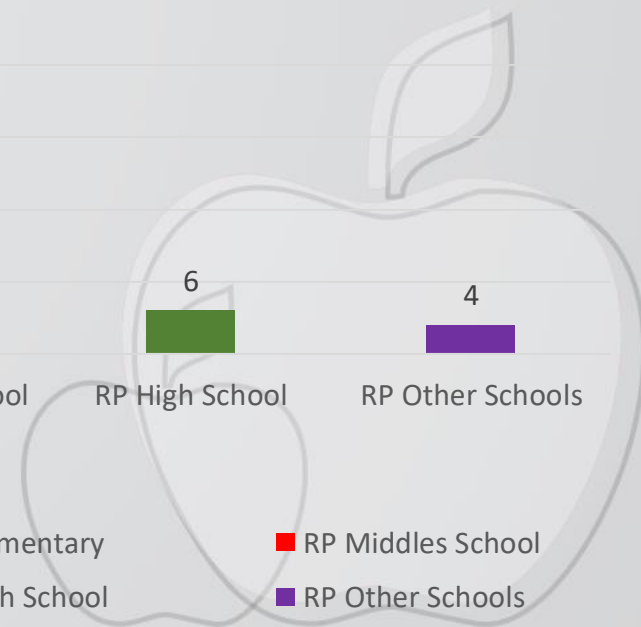
Fort Worth  
INDEPENDENT SCHOOL DISTRICT

■ Elementary  
■ Middle Schools  
■ High Schools  
■ Other Schools

## Restorative Practices Campuses - 73



■ RP Elementary  
■ RP Middles School  
■ RP High School  
■ RP Other Schools





# History – Fort Worth ISD

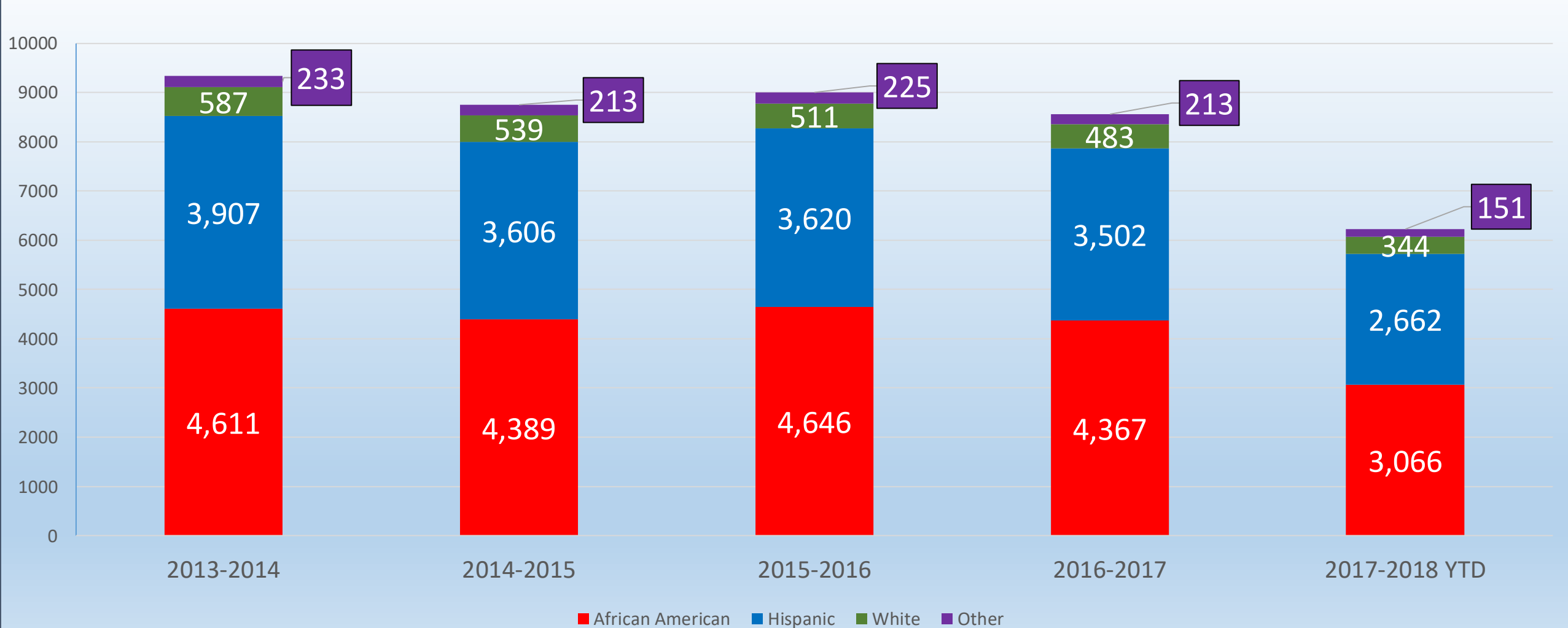
- Suspensions
- Disproportionality





# FWISD Unduplicated Count - Students Suspended by Race (Last Five Years)

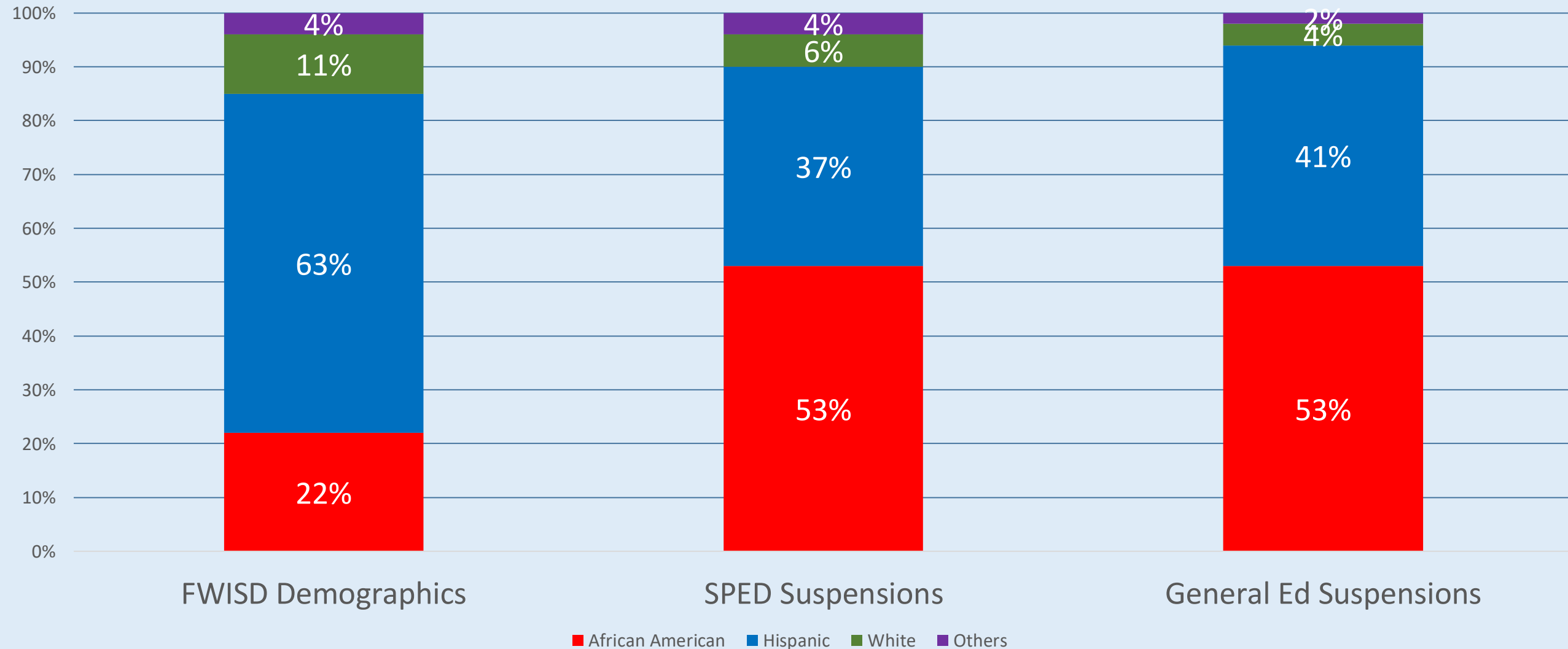
Unduplicated Count of Students Suspended by Race



# History – Fort Worth ISD (2017-2018 YTD)

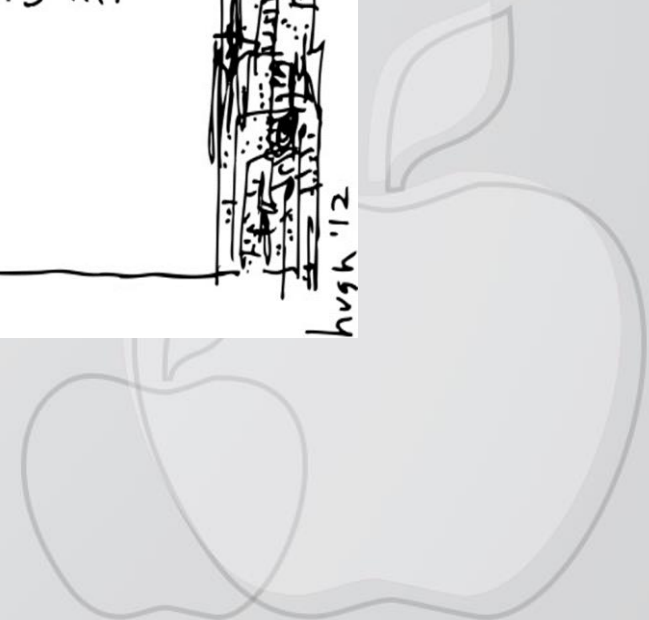
FWISD – Research and Evaluation Dept.

## Suspension Demographics



# Paradigm Shift

How do we shift an organizational culture from 'disciplining' behaviors to 'developing' student capacity to self-manage?



# Understanding Why?



# Restorative Practice - Expectations



# Preparation/Buy In



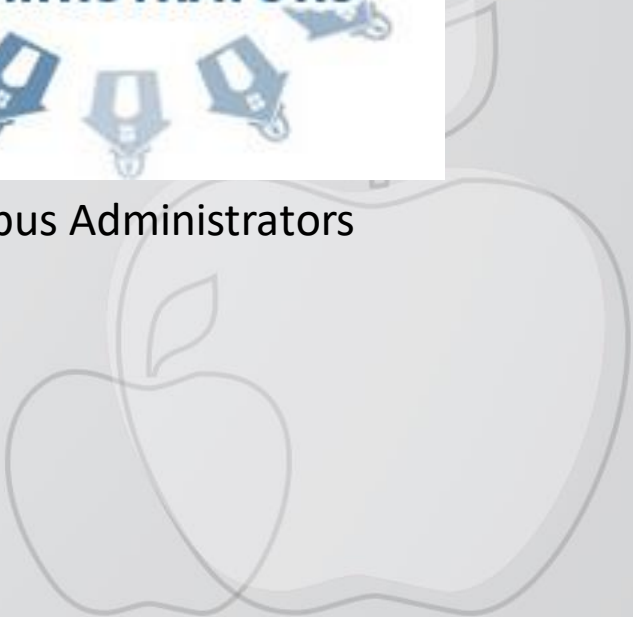
Fort Worth ISD - School Board



Central and Campus Administrators



National Educators for Restorative Practices



# Fort Worth ISD - Mission Statement

“The mission of Restorative Practices is to positively impact the culture and climate, in Fort Worth ISD. This is done by implementing restorative practices in a manner that is sustainable and designed with a focus on fidelity and intentionality; that fosters and grows relationships; which support the participants having a voice. The Restorative Practices initiative lends itself to engage social & emotional-wellness, restoration, repair, and the ability to manage conflict in a manner that is constructive.”



Fort Worth  
INDEPENDENT SCHOOL DISTRICT



*Mission Statement*



# Preparation/Expectations/Implementation

- Key Players (Student Support Services to Restorative Practices Staff)
- Districtwide Initiative (Respect/Relational Agreements and Repair and Harm Circles)
- Implementation:
  - ✓ Roles/Responsibilities (Director, Coordinator, and 5 Restorative Specialists)
  - ✓ Funding (General Funds, Title I – Training/Staff)
  - ✓ Roll Out (Identifying Teachers – Grade Level)
  - ✓ Cohort Campuses (Identify Campuses)
  - ✓ Commitment (Campus and District Administrators)
  - ✓ **Fidelity/Intentionality = Sustainability**



# Five Year Plan

Year 1 – Cohort 1 (8 campuses)

Year 2 - Cohort 1, 2, and 3 (46 campuses)

- Hired Restorative Practice Staff (1 coordinator and 5 specialists)
- Train all teachers at Cohort 1 and 2 Campuses

**Year 3 - Cohort 4 & 5 (74 Campuses)**

- **Complete training for all campuses teachers in Cohorts 2, & 3**
- **Identified Cohort 4 & 5 campuses to begin training in Fall 2018**

Year 4 - Cohort 6 (Additional Campuses #?)

Year 5 – Full Implementation

- Train remaining Cohorts campus teachers



# What is Restorative Practices?

“Restorative Practices are differentiated relational approaches to managing student behavior. The classroom environment intentionally focuses on building relationships, trust, empathy, respect and a sense of belonging and community in the classroom. The restorative process provides opportunities to acknowledge those who have been harmed and to repair the relationship by meeting the needs of the harmed. It serves as the platform for meaningful accountability, with an attempt to dismiss exclusionary consequences and avoid zero tolerance policies.”

-Kevin Curtis, National Educator for Restorative Practices, TEXRP

**Restorative Practices is a process not a program.**

**Relationship, Relationships, Relationships.**



Fort Worth  
INDEPENDENT SCHOOL DISTRICT



# Goals of Restorative Practices

1. **Accountability** - Students have an opportunity to be accountable for the harm caused as well as an opportunity to repair the harm.
2. **Community Safety** – Students are empowered to help resolve conflict and maintain an environment where the work of the school can happen. Focuses on all parties: the student who caused the harm, the person harmed, and the school community.
3. **Skill Development** – Restorative Practice works to address underlying factors that lead people to cause harm and give students tools for creating and maintaining community.

Is **not** a replacement for traditional discipline.



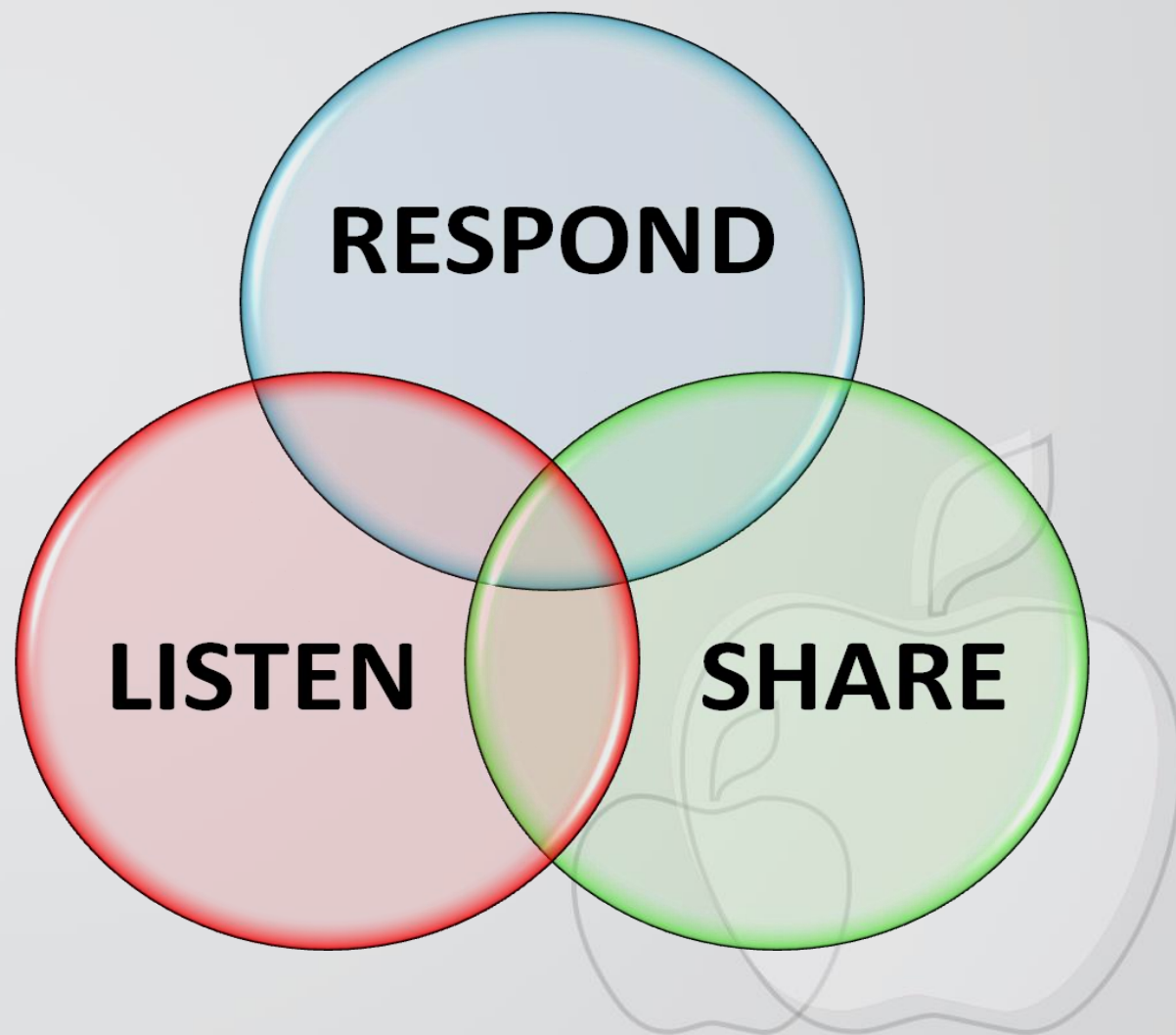
# Restorative Practices are...

- A framework for building the community and for responding to challenging behaviors
- Based on restorative principles instead of punishment
- An evolution in how we think about student discipline
- An additional and alternative way of dealing with discipline



# Restorative Practices are...

- Proactive Approaches
- Responsive Approaches
- ✗ Reactive Approaches





# How Does Restorative Practices Work?

✓ Builds Relationships



✓ Resolves conflict



✓ Restores relationships that have been broken





# Continuum of Restorative Practices (FWISD)

**Relational /Respect Agreements**

**Check-In, Check up, & Check out**

**Mood Meters**

**Affective Statements**

**“Be the SPARK”**

**Two Minute Connections**

**Restorative Conference (one on one)**

**Green Circles (Getting to Know You)**

**Yellow Circles (Getting to Know You w/ a Theme)**

**Red Circles Repair Harm Transitioning**



# “Why It Won’t Work on My Campus or in My District”

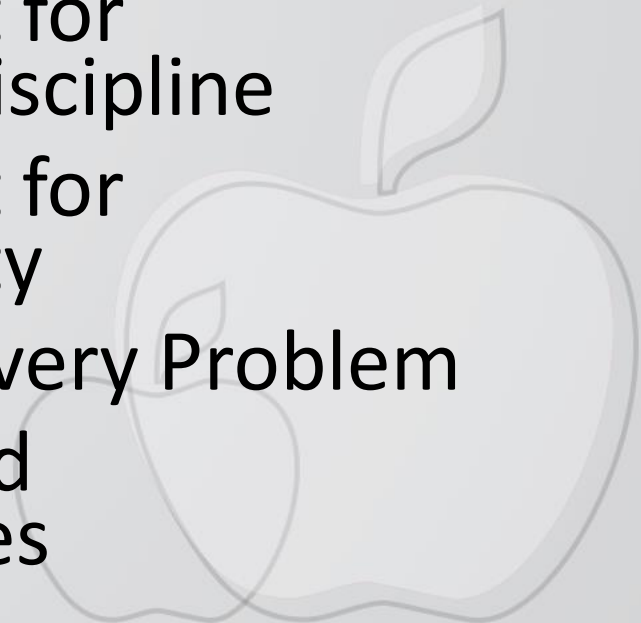
- × “Another Program”
- × “It Will Takes Too Much Time”
- × “It’s Complicated”
- × “I Am Not Comfortable.”
- × “I Would Not Know What To Do When...”
- × “There No Support To Do It”
- × “Students Won’t Respond”
- × “People Do Not Care”



# Expectations: What Restorative Practices is NOT...



- A Quick Fix
- Silver Bullet
- Counseling
- Substitute for Poor Classroom Management
- Replacement for Traditional Discipline
- Replacement for Accountability
- Solution to Every Problem
- A Way to Void Consequences



# Expectations: What Restorative Practices Can Do...

- Give everyone a voice. It's Listening
- Reduce Violence and Bullying
- Establish and Sustain Relationships
- Improve Human Behaviors
- Strengthen School Community
- Provide Effective Leadership
- Grow Relationships
- Restore Relationships
- Repair Harm
- Return Classrooms to the Teacher

(2013) IIRP Graduate School



# Participation in Restorative Practices must be....

**VOLUNTARY** - vol·un·tar·y 'välən,terē

Adjective: Done, Given, or Acting of one's own free will.

“Restorative Practices is a voluntary process”

synonyms: optional, discretionary, elective, noncompulsory, permissive





# Who should be Trained?

- Principals
- Assistant Principals
- Teachers by Grade Level and Specialty Teachers
- School Counselors
- School Social Workers
- Truancy Officers
- Special Education
- Front Office Personnel
- Cafeteria Staff
- Building Maintenance Staff
- Campus Monitors
- Bus Drivers
- SRO Officers
- Campus Support Staff
- All Other Campus Staff



# Cohort Campuses/Leadership

73 - Elementary, Middle, High School Campuses and all DEAP Campuses  
Leadership:

- Committed – fully trained in Restorative Practices
- Campus RP Orientation and Staff Respect/Relational Agreement
- Choose a grade level for gradual implementation
- Participant (in circle, campus visits and debriefing)
- Using all Restorative Practices Interventions
- Circling (schedule, permission)
- Model circling
- Attend monthly Restorative Practice Leadership meetings





# Lessons Learned

- A Need for a comprehensive vision/mission statement of Restorative Practices
- A Need for a dedicated administrators and district/school–wide planning
- Paradigm shifting requires “all in”
- Engage in capacity-building and long term sustainability from the beginning
- Fidelity and Intentionality = Sustainability
- Plan for Refresher Training
- Avoid stopping during testing season



# Lessons Learned

- Districtwide Respect/Relational Agreements (all campuses)
- Staff Respect/Relational Agreements (cohort campuses must have)
- Don't change students/staff feedback in Relational/Respect Agreements
- True fidelity - respect everyone's" voice
- Grade Level - choose wisely
- Not a tool for classroom management (affirm, challenge, or expose)
- Train Specialty Teachers for wrap around impact
- Use of Circles (green/yellow/red)
- Have ability and capacity to support what you are doing
- Share- videos, articles, resources, testimonials
- Allow for mistakes



# Lessons Learned

- Encourage the reaching out for help when needed
- Take off teacher's or administrator's hat when in circles
- Develop Restorative Practices Resource Manual
- Process before outcomes
- Give teachers permission to circle when needed
- Have to want it...
- Avoid fighting resistance
- Trust the process
- Be patient
- Address vulnerability/resistance issues
- Avoid grading or giving participation grades
- Consistent communication and updates



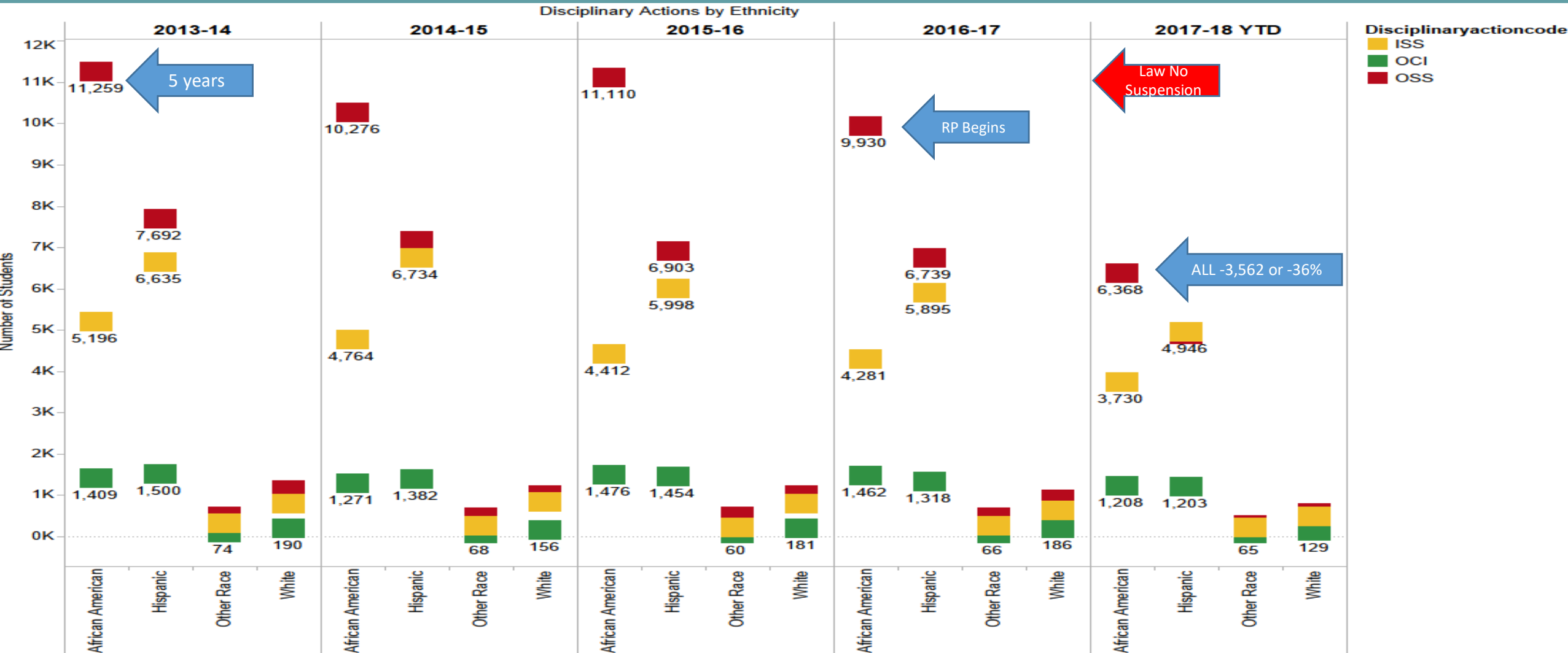
# Evaluation

- Evaluation (focus on Fidelity and Intentionality)
- Campus Visits (Restorative Practices and NEDRP Staff)
- Monthly Leadership Team Meetings (All Cohort Principals)
- Refresher Training (All Levels)
- Checklists (Respect/Relational Agreements, Circles, etc.)
- Survey (Respect/Relational Agreement and BOY, MOY, EOY Campus Information)
- Outcome of Pilot and RP Campuses Cohort (Evaluation)



# Disciplinary Actions by Ethnicity

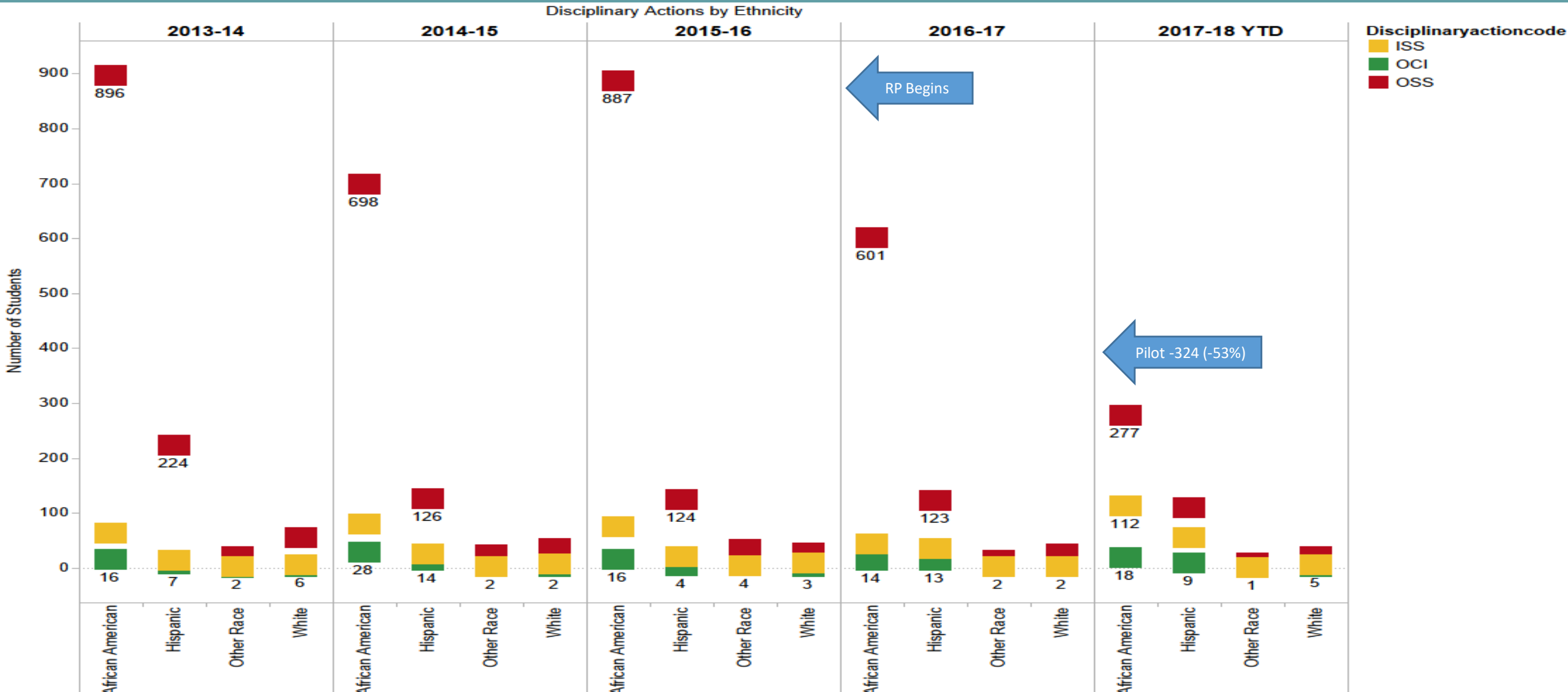
(All Campuses) FWISD – Research and Evaluation Dept.



This chart provides a breakdown of OSS, ISS, and OCI by Ethnicity across the last five years. Data can be viewed using filters on the left.

# Disciplinary Actions by Ethnicity

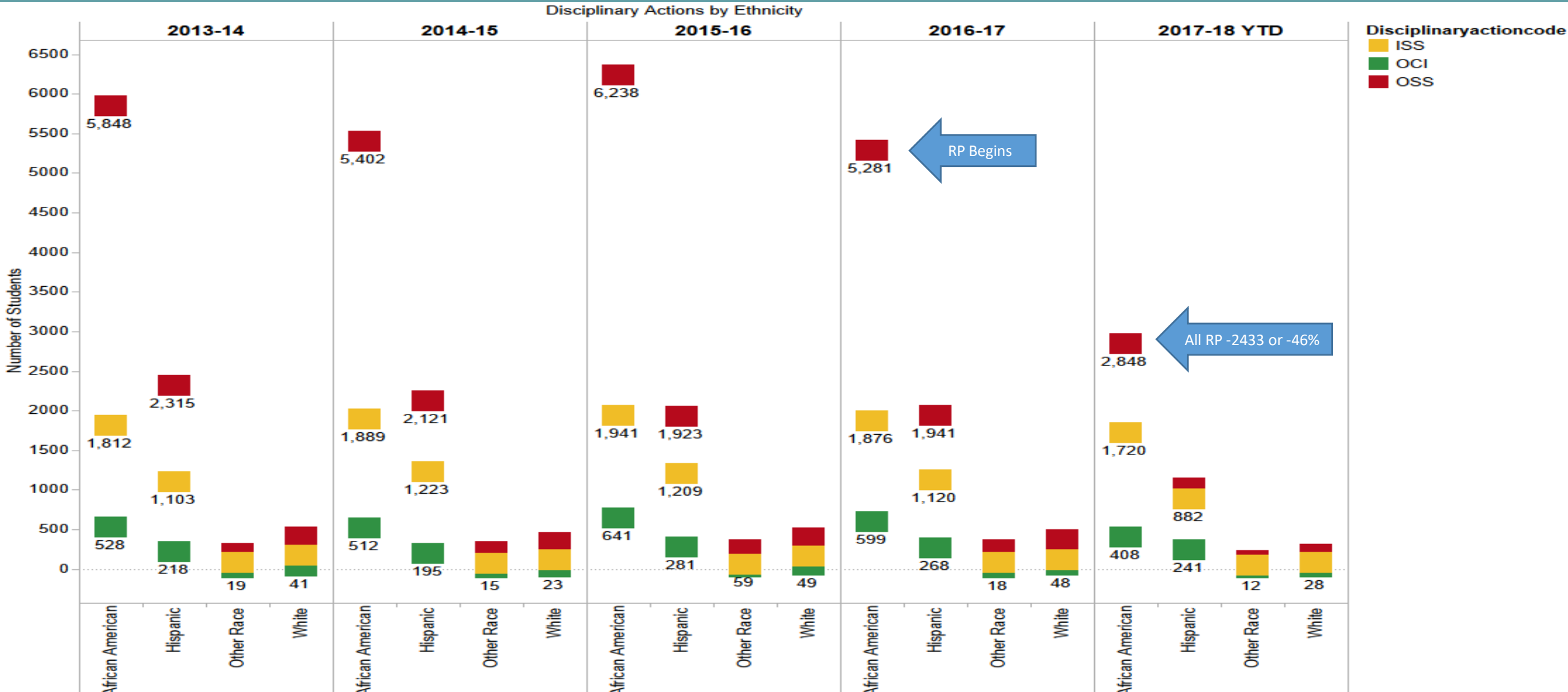
(Restorative Practices Pilot Campuses - 8) FWISD – Research and Evaluation Dept.



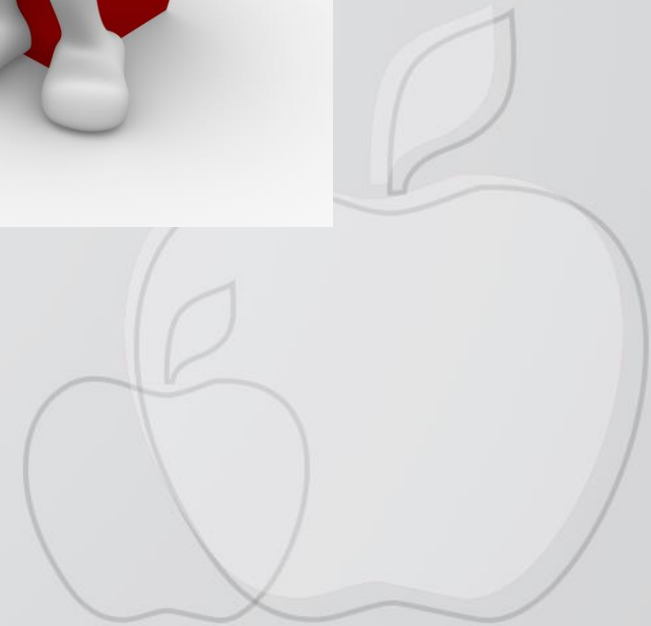
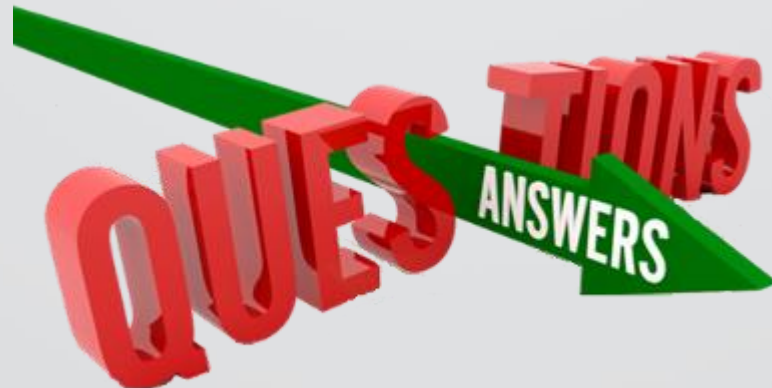
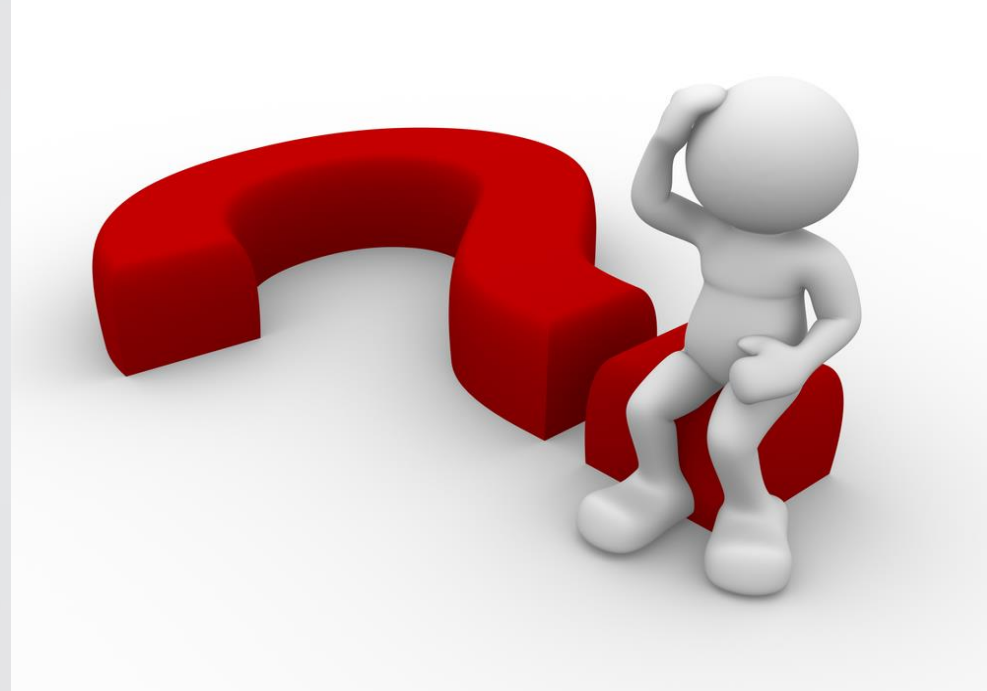


# Disciplinary Actions by Ethnicity

(Restorative Practices Campuses - 46) FWISD – Research and Evaluation Dept.



# Questions and Answers



# FWISD Restorative Practice Contact

Christopher Riddick – Director, Student Engagement and School Completion

100 North University Drive, Suite NE238

Fort Worth, Texas 76107

[christopher.riddick@fwisd.org](mailto:christopher.riddick@fwisd.org)

817-814-2930



Fort Worth  
INDEPENDENT SCHOOL DISTRICT

