

# Superintendent's District Restorative Justice Practices Task Force Committee Update and Recommendations

December 15, 2020

Presentation Report No. 3

Presented by:

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*Excelling Together with Endless Pathways for Success!*



## Purpose/Objectives

- Update the Board of Education on the work of the Restorative Practices (RP) Task Force since October 7, 2019
- Offer recommendations to the Superintendent and the Board for consideration



## Maximize Student Achievement

- Close the digital and equity gap
- Offer robust distance, hybrid, and in-person learning programs
- Address learning loss and improve attendance

## Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence
- Support culturally relevant curriculum that emphasizes inclusion
- Increase parent and family engagement opportunities

## Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs
- Develop proactive health and safety procedures
- Support physical, social, and emotional wellbeing

## Maintain District Financial Responsibility

- Ensure the fiscal health of the district
- Implement a fiscal plan to preserve the district resources
- Plan for the district's future educational and facility needs

# 2020-2021 Board Priorities



# Restorative Practices

Research shows that where students feel safe, connected, and that they belong, it is easier for them to learn.

## What are Restorative Practices?

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.



# District RP Task Force

## The Task Force Objectives

- To develop short-term goals and a common mission & vision;
- To advise on the development of a multi-year strategic plan, including research and planning; and
- To advocate for the work of Restorative Practices and seek out support and funding amongst community groups.

## Members

### 2-Year Commitment

- 2 High School Students
- 5 Parents
- 5 Teachers
- 5 Administrators
- 1 Community Member
- 1 Classified Staff Member

# First Meeting: March 14, 2019





# Restorative Practices Task Force Survey 12/2019

- 883 GUSD Employees Participated
  - 61.9% Teachers
  - 17.1% Classified Employees
- Types of Training
  - 397 Employees have received site-based training
  - 146 Employees have participated in the 2-Day IIRP Training
  - 72 Employees have participated in the 4-day NEA training, to date
- 17% reported facilitating circles once a week
- 13.2% reported facilitating circles once a month
- 51.4% are interested in more training, including Tier II training



# We envision a district in which...

Community members feel safe and empowered to share responsibility for the safety of their schools or work places

Those who have been harmed experience healing and are restored, as much as possible, to a state of wellbeing

Restorative Practices will be widely recognized as an effective, evidence-based alternative to retributive and punitive school discipline, capable of reducing violence and fostering public safety in which restorative practices will build empathy, restore dignity, enable healing, and strengthen communities as we strive toward a just society in which all lives have equal value.



Those who have caused harm learn to accept responsibility for their actions and Further develop the Skills needed to lead constructive lives; opportunities are provided to repair harm to the extent possible through involvement with those harmed and the community







# Long Range Plan

DRAFT – GUSD Implementation Action Plan for Restorative Practices (RP) – DRAFT

## Restorative Practices: Implementation Action Plan

**Create a Culture of Learning:** Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

- 3-5 Years
- Build Capacity
- Expand Practice
- Success Indicators
  - Panorama
  - Site Visits
  - Survey Data

GOAL #1				
<i>Implement Affective Language as the entry point toward empathy, trust, and relationship. Restorative Practices is not something adults do to students. Restorative Practices is a way of being that adults model and that students learn through example and grow to practice themselves.</i>				
GOAL 1 TASK	PERSON(S) RESPONSIBLE	TIMELINE	PD/RESOURCE/FUNDING	IMPROVEMENT MEASURES
Incorporate the language and concepts of RP into daily interactions with adults and students.	Teachers, Counselors, Staff, and Administration  Glendale Teachers Association  Craig Lewis Ago Eulmessekian Stepan Mekhitarian	2020 and Ongoing	The International Institute for Restorative Practices (IIRP) Introduction to Restorative Practices and Using Circles Effectively  The Collaborative for Academic, Social, and Emotional Learning (CASEL)	Panorama SEL Survey  Walkthroughs and brief interviews with students and staff



# Messaging Document\* for each school

## What is this?

- A summary of the progress of Restorative Practices in GUSD

## What is it for?

- To provide a one-sheet messaging document for schools to personalize, display and/or distribute to staff, families, and community
- To invite stakeholder buy-in and participation

***\*Pending adoption of Board Proclamation; will be translated***



Glendale Unified School District  
RESTORATIVE PRACTICES AT (SCHOOL NAME)



Annual Update 2020

On xxx, xx, 2020 the Glendale Unified School District committed to using the principals of Restorative Practices to honor diversity, treat all people with dignity and respect, show compassion and empathy, and ensure equality of voice amongst all members of the community where everyone is valued and everyone is heard.

### In the last five years we:

- Produced a foundational document and district video creating a common language regarding Restorative Practices
- Developed capacity of support personnel through professional development and training opportunities
- Invited all staff participation through an online survey
- Trained personnel at all 30 GUSD schools in PBIS

### In the last three years we:

- Began Restorative Practices trainings at school sites and the district level
- Conducted districtwide stakeholder meetings around Restorative Practices
- Convened the Restorative Practices District Task Force
- Wrote the Board approved mission, vision, values statements and Board Proclamation
- Conducted districtwide stakeholder meetings
- Added a full time TOSA for Restorative Practices at one high school

Being Restorative is a framework for building community and for responding to challenging behavior through authentic dialog, coming to understanding, and making things right. When used intentionally and with purpose, Restorative Practices work in conjunction with PBIS to provide a comprehensive approach to facilitate positive behaviors school-wide.

### This year we:

- Engaged over 340 participants in a 2 or 4-day experiential training in Restorative Practices
- Created a district handbook and on-line resources in Restorative Practices
- Dedicated a district webpage to PBIS and Restorative Practices
- Facilitated circles with students and staff across GUSD schools
- Included Restorative Practices language and funding in the District's Local Control Accountability Plan (LCAP)
- Continue to support relationship building with staff
- Refine and support implementation of PBIS and Restorative Practices
- Continue to train our site staff and parents in Restorative Practices

### At \_\_\_ (school name) \_\_\_ we:

- Trained \_\_\_ staff in Restorative Practices
- Established a site team that supports PBIS and Restorative Practices implementation and regularly looks at data to inform this important work
- Continue to promote and support the shift to a model on non-punitive discipline
- Refine and support implementation of PBIS and Restorative Practices

If you would like to be more involved please Contact Dr. Chris Coulter at [ccoulter@gusd.net](mailto:ccoulter@gusd.net)





# RP Practitioner's Guide\*\*\*

## **What is it?**

- Practitioner's guide
- A collection of resources
- Summary of the various trainings
- Contains live links to documents/resources

## **Who is it for?**

- Practitioners who **HAVE** been trained in Restorative Practices

## **Why was it created?**

- To create common language and understanding
- To serve as a reference guide.

## **Where to find it?**

- [District Website: GUSD.net>Programs>PBIS & Restorative Practices>Restorative Practices](http://GUSD.net/Programs/PBIS%20&%20Restorative%20Practices/Restorative%20Practices)

**\*\*\*The guide includes ways to support Restorative Practices through distance learning.**



Glendale Unified School District



## RESTORATIVE PRACTICES

A PRACTITIONER'S GUIDE



# Board Proclamation: December 15, 2020

## GLENDALE UNIFIED SCHOOL DISTRICT PROCLAMATION OF RESTORATIVE PRACTICES

**WHEREAS**, the Glendale Unified School District believes in cultivating safe, supportive and positive relationships within and among its schools and its community; and

**WHEREAS**, the Glendale Unified School District is committed to using the principles of Restorative Practices to honor diversity, treat all people with dignity and respect, show compassion and empathy, and ensure equity of voice amongst all members of the community where everyone is valued and everyone is heard; and

**WHEREAS**, the Glendale Unified School District believes in fostering self-discipline and personal responsibility while giving our students a high level of support in order to create an environment that is conducive to learning and belonging for all members of the school community; and

**WHEREAS**, the Glendale Unified School District is committed to using the principles of Restorative Practices to empower students, staff, and families by giving them proactive and responsive communication tools that promote a positive school climate and address conflict in ways that are respectful and equitable; and

**WHEREAS**, the Glendale Unified School District supports the initiative of using Restorative Practices by providing leadership, support, and ongoing training for all school community members to develop proficiency in its implementation and to further a clear vision that the entire school community practices and owns;

**NOW, THEREFORE BE IT RESOLVED**, on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, the Glendale Unified School District and the Board of Education, do hereby proclaim the Glendale Unified School District to be a "**RESTORATIVE PRACTICES DISTRICT**," and we encourage the Glendale Unified School District Community to join us in recognizing the outstanding efforts and initiatives being made, as well as, the valuable and life-long contributions these practices will provide to our students, staff, and community.



# The Work Continues...

- Continue Tier I and Tier II Professional Development Training, move into Tier III.
- Develop Cadre of In-House Trainers.
- Transition the work to the Superintendent's Parent Advisory Council and Culturally Relevant and Responsive Education Working Group.



# Website and More Information

For more information, visit the GUSD Website:

[GUSD.net>Programs>PBIS & Restorative Practices>Restorative Practices](#)

[Video: Restorative Practices – Community Building Circles](#)





**Questions?**