



*implementing*

# RESTORATIVE APPROACHES

A Start-Up Guide for Schools in New Orleans

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AN ALTERNATIVE DISCIPLINE APPROACH TO PROMOTE POSITIVE SCHOOL CLIMATE

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# *executive* SUMMARY



In 2012, the State of Louisiana passed legislation, RS 17:416.2, which encouraged schools to utilize Positive Behavior Interventions and Supports (PBIS), in order to create a more positive school climate, and to increase the overall on-time graduation rates for students who may have behavior infractions. Restorative approaches allow for schools to improve school climate in alignment with the states PBIS legislation.

Restorative approaches, also called restorative practices, are processes used in workplaces, schools, and the justice system to build, strengthen, and repair relationships. Restorative approaches are guided by the understanding that relationships are central to learning, growth, and a healthy community. Restorative approaches focus on methods that help students to cooperate, to take responsibility for their behavior, to resolve conflict, and to improve communication. Instead of focusing on blame and doing things “to” people, restorative approaches work “with” people to build problem-solving skills that result in better connections and a healthier community.<sup>1</sup>

In order to support the adoption of positive school climates, schools are seeking non-exclusionary methods for holding students accountable that will truly allow them to understand the nature of their actions. Restorative approaches include both preventative, community-building processes and incident-focused responsive interventions through the use of circles. The foundation for building a restorative approaches program in schools is based on circles. Circles not only allow for students to repair harm done, but they provide students with important relationship building skills that are easily transferrable to their own communities.

This guide will give an overview of restorative approaches by providing:

- The impact of school discipline injustice and use of restorative approaches to combat exclusionary discipline practices;
- The relationship between restorative approaches and youth mental health;
- The success of restorative approaches in New Orleans schools;
- An understanding of the process and the multiple ways to implement restorative approaches; and
- Feedback from New Orleans students, youth advocates, teachers and faculty members on their experiences with restorative approaches, including direct quotations from interviewees.

This guide is a product of the collaboration between the Center for Restorative Approaches, Kids Rethink New Orleans Schools, and the New Orleans Health Department. A special thank you to students and staff who volunteered to have their voices heard.

<sup>1</sup> Introduction to Restorative Approaches in Schools. Center for Restorative Approaches.



## CENTER FOR RESTORATIVE APPROACHES

The Center for Restorative Approaches (CRA) provides communities with tools to both build relationships and offer constructive frameworks for dealing with crime and conflict. The Center provides team-building tools and circle-processes to build relationships between community members, allowing community members to develop their own solutions and repair harm. When crime or conflict severs community connections, CRA helps community members uncover their natural wisdom for responding to destructive behavior in constructive ways. Through open dialogue and collaboration, communities are strengthened.

CRA also provides training and consulting services to schools, organizations, and businesses interested in using restorative approaches to improve communication, foster more productive school and work environments, and to effectively prevent and resolve conflicts.

## RETHINK

The Rethinkers are a group of students dreaming big about the changes they want in their schools and taking action to make those dreams a reality. The idea is simple: students are experts on their school experiences and deserve a voice in education reform. Rethinkers are mostly middle schoolers, but they have high school interns and eight year old “prethinkers.” They’re now in their eighth year rethinking New Orleans schools.

Since its inception in 2006, Rethink has grown to include a six-week summer program, year-round committees, and Rethink Clubs in six public schools. They have led campaigns to change school bathrooms, food and cafeterias, and discipline policies. Having held eight news conferences, written four reports, and forged major agreements with school officials throughout the years, the Rethinkers are influencing school policies across the city.

## NOLA FOR LIFE PLAYbook

Developed by the New Orleans Health Department in collaboration with community partners and with the support of the National Forum on Youth Violence Prevention, *The NOLA FOR LIFE PLAYbook: Promoting Life for all Youth* is a strategic plan to prevent youth violence. Nested within the existing framework of NOLA FOR LIFE, Mayor Mitch Landrieu’s comprehensive murder reduction strategy, the *PLAYbook*’s aim is to coordinate resources for youth and to build new partnerships to improve youth safety.

With the ultimate goal of stopping violence from happening before it occurs, the *PLAYbook* seeks to promote positive school climates by supporting practices such as restorative approaches.



## PURPOSE

*This guide is designed to serve as an informational resource to schools on the use of restorative approaches as an alternative discipline practice and a method of creating a more positive school climate.*

# WHY

## *restorative approaches?*

### RESTORATIVE APPROACHES HELP PROMOTE POSITIVE SCHOOL CLIMATES AND CAN REDUCE DISPARATE IMPACT OF DISCIPLINE POLICIES

As part of the Supportive School Discipline Initiative, the Obama Administration recently released a guidance package to support the use of school discipline practices that foster safe, supportive, and productive learning environments while keeping students in school. In response to the overrepresentation of students of color, particularly African Americans, in suspension, expulsion, and school-related arrests, the Administration has released a series of recommendations to promote positive school climates.

For example, the report recommended involving students and student advocates in maintaining a safe inclusive and positive education environment through programs such as peer mediation and restorative justice.<sup>2</sup>

### THE IMPACT OF SUSPENSION

Suspensions are among the leading indicators of whether a child will drop out of school.

According to the Juvenile Justice Project of Louisiana:

- Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system
- 31% of 10th graders who dropped out of school had been suspended
- Two thirds of the 9th graders who went to prison had been suspended at least once in eighth grade.

Utilizing restorative approaches promotes positive climate change within schools, has been proven to reduce suspension rates and overall improve outcomes for outcomes for students.<sup>3</sup>

<sup>2</sup> Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline. Retrieved from: <http://www.justice.gov/crt/about/edu/documents/dcl.pdf>

<sup>3</sup> Juvenile Justice Project of Louisiana. Suspensions Matter. Retrieved from: <http://jjpl.org/suspensions-matter>

*“I thought it was going to just be another little talk to tell us not to worry about it and go our separate ways. But [the circle] made us talk and work out our differences. Without [it] we would have never talked to each other again.”*

*-New Orleans 8th Grade Student*

## RESTORATIVE APPROACHES CREATE SUPPORTIVE ENVIRONMENTS FOR ALL STUDENTS

New Orleans schools face the major ongoing challenge of serving students with mental health needs. While restorative approaches are not a mental health treatment, they help create supportive learning environments for all children and do not require mental health professionals to implement.

A 2013 evaluation of restorative approaches comparing the outcomes of restorative justice and PBIS to traditional discipline found that applying a restorative approach leads to:

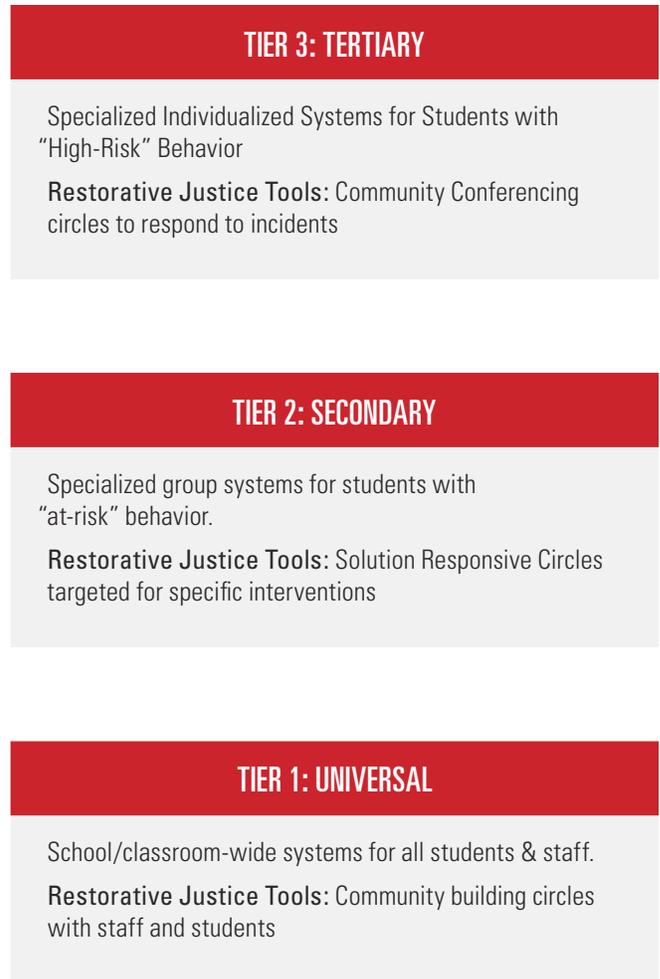
- Fewer instances of harmful and disruptive behavior;
- Reduction in suspensions and expulsions; and
- Fewer referrals to law enforcement.

## RESTORATIVE APPROACHES CAN BE INTEGRATED IN A PBIS FRAMEWORK

While PBIS provides the framework for creating a more positive environment in schools, restorative approaches can be used to enhance the school’s PBIS efforts. Both restorative approaches and PBIS are school-wide approaches that seek to:

- Engage parents, students, teachers, school staff, and administrators
- Enforce positive behavior
- Avoid labeling of students
- Uplift students’ strengths

Restorative approaches achieve this by utilizing circles that support PBIS’ three-tiered approach at each level as seen in *Figure 1*.



*Figure 1: Three-tiered Approach to Integrating Restorative Approaches and PBIS*



# *successes around* **THE NATION**

**BALTIMORE** The public school system CEO Andrew Alonso spearheaded a five-year initiative to lower suspension rates across the district. About half the schools in the district embraced a comprehensive system of restorative practices for both preventative programs and alternative discipline strategies. According to Alonso's office, suspension numbers went from 26,295 in 2003-2004 to 11,068 in 2010-2011, almost a 58 percent decrease.<sup>4</sup>

**CHICAGO** The 2013-2014 school year was the safest on record since the city began tracking student safety data. The Mayor's Office, Chicago Public Schools and the Chicago Police Department have implemented a comprehensive strategy to improve school climate, which included the incorporation of a restorative approaches to student misconduct.<sup>5</sup>

<sup>4</sup> Addressing Exclusionary Discipline in Louisiana's Schools. Retrieved from: [http://lacharterschools.org/images/Documents/lapcs\\_whitepaper\\_discipline\\_in\\_schools.pdf](http://lacharterschools.org/images/Documents/lapcs_whitepaper_discipline_in_schools.pdf)

<sup>5</sup> City of Chicago. Improving Student Safety and School Climates in Chicago Public Schools. Retrieved from: <http://www.cityofchicago.org/content/dam/city/depts/mayor/Press%20Room/Press%20Releases/2014/July/07.02.14SafeCpsreport.pdf>

# successes in NEW ORLEANS

Restorative approaches have seen early success in the schools that have implemented the whole school restorative approach or utilized community conferencing referrals through CRA. They have demonstrated promising results, including the following:

- Between 2009 and July 2013 CRA facilitated a total of 264 restorative circles (community conferences and solution circles combined) as an alternative to suspension and expulsion in schools and as a means for neighbors to address incidents in their communities themselves.
  - 72% of circles that were requested were convened
  - 93% of circles reached an agreement
  - 86% of circles were successfully resolved <sup>6</sup>
- Over 90% of participants in restorative circles facilitated by CRA have indicated that they are satisfied with the process
- 86% of agreements created have been resolved.
- 95% of youth said that they learned new ways to handle conflict.
- CRA's pilot program at the former Walter L. Cohen High School resulted in nearly a 40% reduction in behavior referrals over two years of implementation.
  - 25% of requests for conflict resolution circles came from students themselves
- At CRA's pilot K-8 school, Langston Hughes Academy, there was a 76% reduction in suspension and a 75% reduction in violent behavior between the 2011-2012 and 2012-2013 school year.

CRA TOTAL RESTORATIVE CIRCLES (Community Conferences and Solution Circles)		
	Total	
Incidents Referred	<b>492</b>	
Referrals Convened	<b>355</b>	70.9%
Agreements Created	<b>336</b>	93.7%
Agreements Compliant	<b>292</b>	85.9%
Number of Participants	<b>2299</b>	

Figure 2: 2009-2014

	LHA	WILSON	KIPP MC15	THE NET	KARR
Referrals for Restorative approaches	9	62	18	3	10
Referrals Convened	8	49	11	2	7
Agreements Created	8	49	10	2	7
Agreements Compliant	8	45	9	2	7
# of Participants (students, family, and school community members)	33	205	48	9	31

Figure 3: Center for Restorative approaches Top Referral schools 2013-2014

<sup>6</sup> A conflict is considered successfully resolved when all parties complete their portion of the agreement that was created and signed by them after a restorative circle.

# *program* BACKGROUND

The use of restorative approaches in a school setting evolved from the concept of restorative justice, an alternative way of viewing the criminal justice system that focuses on rebuilding relationships and rehabilitating offenders instead of focusing only on punishing them. Even beyond criminal justice, the premise of restorative approaches is that people, including students, can be more productive, cooperative, and content, and make better decisions when those in positions of authority do things with them rather than to them or for them. With restorative approaches, students are encouraged to reflect on their behaviors “in the moment” and are taught communication strategies, including how to use “I” statements and how to listen empathetically.<sup>7</sup>

There are currently two options for implementing restorative approaches; school-wide, which involves the complete transformation of a school’s discipline system and climate, and broad-based, which utilizes the basic principles of restorative approaches and utilizes outside facilitators to conduct restorative circles.

## PEER FACILITATORS CLUB

*The peer facilitators club is a program in which students can volunteer to assist their peers in problem solving and working through differences. The clubs meet each week and go through a training program in order to better understand restorative approaches and help their peer through restorative conversations when issues arise.*

## SCHOOL-WIDE IMPLEMENTATION

The Center for Restorative Approaches has already partnered with schools in New Orleans to do a whole-school implementation program utilizing restorative approaches:<sup>8</sup>

- Walter L. Cohen High School (2 Years)
- Akili Academy (1 Year)
- Langston Hughes Academy (Complete)
- The NET Charter School (2<sup>nd</sup> Year)
- Andrew H. Wilson Charter School (2<sup>nd</sup> Year)

In order for this process to work, school staff are provided with ongoing training and fully adopt the restorative model in order to maintain the integrity of the process. This includes regular community meetings to intentionally build relationships between and amongst students and teachers – as well as the adoption of a non-punitive discipline system that uses restorative circles to resolve conflicts and repair harm. By the third year, school administrators and teachers should be skilled enough to begin self-maintaining the restorative approaches without significant outside assistance.

*Figure 4* lists the elements that are necessary for successful whole school implementation of restorative approaches. School-wide implementation is a multi-year process and is defined as a high level of proficiency being developed and institutionalized by members of the school community.

<sup>7</sup> Addressing Exclusionary Discipline in Louisiana’s Schools. Retrieved from: [http://lacharterschools.org/images/Documents/lapcs\\_whitepaper\\_discipline\\_in\\_schools.pdf](http://lacharterschools.org/images/Documents/lapcs_whitepaper_discipline_in_schools.pdf)

<sup>8</sup> NOTE: The terms “school-wide” and “whole-school” restorative approaches are used interchangeably in this guide to describe the implementation of restorative approaches across the entire school.

## BROAD-BASED IMPLEMENTATION

A school can request a trained facilitator to meet with the responsible youth, family members, school administrators, and teachers in order to “repair harm” and come to a consensus on appropriate consequences. Community conferences can be used instead of suspension or expulsion, or in addition to suspension to help reintegrate students into the school culture. *Figure 4* shows how community conferences, along with the education on restorative approaches with families, make up the broad-based implementation.

## TARGETED IMPLEMENTATION

Targeted implementation, which includes the use of community conferences, is included within both school broad-based and school-wide implementation.

<b>SOCIAL EMOTIONAL LEARNING</b>	Social Emotional Learning (SEL) instructs students in the skills and processes that are prerequisites to meeting behavior expectations and developing positive social skills for daily life.	School-Wide
<b>COMMUNITY BUILDING (PRO-ACTIVE) CIRCLES</b>	Community building circles use team building games and group conversations to build relationships within the classroom and establish positive processes for regular communication. Classroom circles build empathy, help to prevent misbehavior, and provide regular practice in relationship-building and problem-solving skills.	School-Wide
<b>AFFECTIVE COMMUNICATION</b>	Affective communication is composed of two components: 1) empathic listening skills and 2) appropriate expression of emotion that personalizes the impact of both positive and negative behavior.	School-Wide
<b>RESTORATIVE ACCOUNTABILITY</b>	Restorative Accountability provides a non-adversarial method of assisting students who are involved in conflict or behavior in understanding the impact of their actions and repairing harm done.	School-Wide
<b>RESTORATIVE STAFF COMMUNITY</b>	Staff consistently use and model restorative approaches with each other.	School-Wide
<b>RESTORATIVE ETHOS</b>	Restorative language, approach, and processes are integrated into everyday life at school.	School-Wide
<b>SOLUTION (RESPONSIVE) CIRCLES</b>	Used for low-level incidents of misbehavior or conflict as an alternative to other behavior interventions or consequences. All parties involved are brought together.	Broad-Based
<b>RESTORATIVE APPROACH WITH FAMILIES</b>	Parents are informed and educated about the use of restorative approaches at school, and provided with resources to continue the practices at home. They are also included in circles.	Broad-Based
<b>COMMUNITY CONFERENCES</b>	Used for incidents where serious harm occurs as a tool to repair harm and prevent it from reoccurring. This involves everyone in the community who is affected. <sup>9</sup>	Targeted

*Figure 4: Restorative Approaches Implementation*

<sup>9</sup> Introduction to Restorative Approaches in Schools. Center for Restorative Approaches

# how does it WORK?

*“The restorative process is all about kids changing over the time versus kids getting or not getting particular consequences. So the fact that they stay in school, are able to graduate, and are able to eventually articulate that the behavior has changed are really the things that we look at.”*

– New Orleans High School Administrator

## GUIDING PRINCIPLES

The CRA has developed a list of guiding principles for the implementation of restorative approaches in schools:

1. Create a safe space.
2. Separate the deed from the doer.
3. Build community.
4. Address the needs of those affected.
5. Invite participants to tell stories and to listen in a heartfelt way. Participation is voluntary.
6. Promote equality. Participants have an equal opportunity to speak and be heard. Leadership is shared.
7. Support shared responsibility. Give community members the opportunity to access their strengths, support each other, and resolve issues themselves.
8. Decisions are made through consensus by the community of people impacted.
9. Foster expression of emotions.
10. In order to participate, wrong doers must be willing to speak about what happened and acknowledge their part in the incident.
11. Everyone involved in and affected by conflict or wrongdoing is invited to attend a circle to discuss and problem-solve together. Anyone who will be discussed during the circle should have an opportunity to be there to address what is said about them.
12. Restorative conversations follow a specific order. It is important to talk about what happened in the past and to understand how it has impacted people in the present before making decisions about how to move forward in the future.<sup>10</sup>



Figure 5: The Process

<sup>10</sup> Introduction to Restorative Approaches in Schools. Center for Restorative Approaches.

# WHAT CRA DOES

## 1. DIRECT SERVICES

- Community Conferencing: CRA brings together everyone impacted by a crime or conflict to talk about what happened, how it affected them, and how to repair the harm.
- Circles: CRA facilitates community-building and solution services

## 2. TRAINING AND CONSULTING

- For schools, neighborhoods and the work place: Trainings focus on using restorative approaches to improve communication, problem solve, and prevent and resolve conflicts.

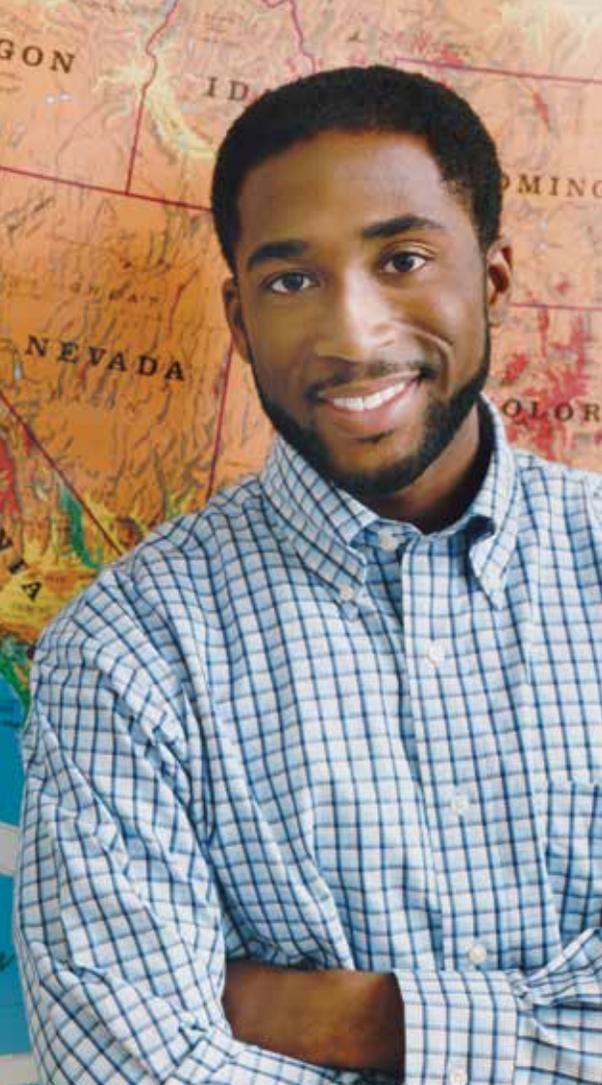
## 3. SCHOOL PARTNERSHIPS

- A whole school approach to school climate change: CRA offers ongoing professional development and coaching in the use of restorative approaches to both prevent and address conflict and misbehavior.
- Peer Facilitator Club: CRA assists in the creation of a peer facilitator’s club consisting of students who will be used in implementing restorative approaches amongst their peers at school. This includes ongoing meetings in which selected students are trained in restorative approaches and participate in role play.

RESTORATIVE PRACTICES	INVOLVES:	RESPONDS TO:
Restorative Discussions	Peer mentors Teachers and other school staff Members of the school community	Minor student worries Minor disruptions Need to debrief and discuss issues Worried parents Disruptions Interpersonal conflicts Challenging situations
RESTORATIVE PROGRAMS	INVOLVES:	RESPONDS TO:
Circles	Class groups School council Whole staff	Class issues/harm within class Problems affecting students Staff issues
Mediation & Conferencing	Peer mediators Teachers and other school staff Trained facilitators Family members	Student conflicts Staff conflicts Staff-student conflicts Staff-parent conflicts Concerns about a student or behavior Minor issues involving harm caused in a group of students Minor issues involving harm/ disruption in a group of students Issues needing parental involvement Exclusion issues <sup>11</sup>

Figure 6: Comparison of school restorative approaches practices and programs

<sup>11</sup> Implementing Restorative Justice: A Guide for Schools. Retrieved from: <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEB000K.pdf>



# getting STARTED

## PREPARATION

The number of referrals to restorative circles is the best predictor of a school's readiness to adopt a school-wide restorative approaches program. The referral process is a good way to begin to see the impact of the program within your school and is a great tool to prepare faculty and staff for a school-wide approach. You can also prepare your school for successful implementation of restorative approaches by taking the following steps:

### PRIOR TO CONTACTING CRA

- Identify an implementation team at your school that includes disciplinarians, teachers, administrators, etc.
- Set up a meeting with your team and decide on the commitment level (*Figure 7*) most appropriate for your school.
- Look at available funding for the program
- Gather school data reports for use as comparison data to assess implementation success
- Decide who will be the point of contact for CRA's communications
- Be prepared to give an overview of current discipline tracking software

### AFTER CONTACTING CRA

- Set-Up Meeting to discuss selected commitment level
- Work together with CRA and your team to discuss scheduling. Make sure to have a comprehensive calendar that includes:
  - Student/Teacher special event dates
  - Time/Class period schedules
  - Already planned professional development days and trainings
  - Breaks and school closure dates
- Also decide:
  - Best days of the week to hold trainings
  - Best class period or time slot to have ongoing community building circles (if doing whole school implementation)
  - How often class time can be utilized for such circles
- Communicate with school staff about restorative approaches implementation and set up a staff meeting to provide an overview of the changes that are to come.

*"Restorative approaches are really new for me, but I've realized that if kids can calm down and just talk it out, it can really help. Before I knew about restorative practices I wasn't quick to implement it, but when I saw how it worked, I was really quick to say we need to have a circle. Because the kids know each other, they really are open to talk about it. They want to talk about it."*

*- New Orleans Middle School Teacher*

# SCHOOL COMMITMENT LEVELS

Research demonstrates that restorative approaches reliably reduces violence and misbehavior, and effectively improves the overall climate for learning. By making an investment in restorative approaches to school culture, you are helping students develop the skills they will need to be successful in work and life and keeping them engaged and connected to school.

INTRODUCTORY LEVEL	
Facilitating up to five Restorative Circles as alternatives to suspension/expulsion	
BASIC LEVEL	
Up to four staff receive Restorative Discipline Professional Development	Stipends for staff to attend Peer Learning Group
<ul style="list-style-type: none"> <li>Assessment, Coaching, Modeling, and Support</li> <li>Resources and Materials</li> </ul>	One-3 hour full- faculty professional development session
	Up to six restorative circles
VANGUARD LEVEL	
Up to four staff receive Restorative Discipline Professional Development	Phone Consultation
<ul style="list-style-type: none"> <li>Assessment, Coaching, Modeling, and Support</li> <li>Resources and Materials</li> </ul>	Stipends for up to four of the above staff to attend Peer Learning Groups
	One-3 hour full-faculty professional development session
Up to six teachers receive Community Building Circle Professional Development	Two Scholarships to a CRA summer training
<ul style="list-style-type: none"> <li>Assessment, Coaching, Modeling, and Support</li> <li>Resources and Materials</li> </ul>	Up to twelve restorative circles
INTENSIVE LEVEL	
Up to six staff receive Restorative Discipline Professional Development	Fourteen hours of full-faculty training (up to 60 staff) in the use of Restorative Approaches
<ul style="list-style-type: none"> <li>Assessment, Coaching, Modeling, and Support</li> <li>Resources and Materials</li> </ul>	CRA Facilitation of a ½ day Implementation Planning Retreat
Up to 20 hours of Community Building Circle Assessment, Coaching, Modeling, and Support	Two Day- Implementation Team Training
Up to four Staff trained as Professional Development Instructors to ensure sustainability	Quarterly Implementation Meetings facilitated by CRA Staff
Stipends for up to four Professional Development Instructors to attend Peer Learning Groups	Phone Consultation
	Up to twenty restorative circles

Figure 7: School Commitment Levels

## POSSIBLE FUNDING

Financial support for implementing restorative approaches programs may be available through Title IV Safe and Drug Free Schools, Title I, U.S. Department of Education, school discretionary funds, fundraising, and partnerships with local social service agencies. See Appendix A for more information.

# *keep in* **MIND**

Records on restorative approaches should be kept to measure progress and success. Schools should maintain data on referrals made, cases heard, agreements developed, and participants' academic performance, and, as a point of comparison, information on disciplinary actions, such as suspensions, expulsions, and truancy. Tangible data and records are important to secure support and funding.

Here are some tips to support the implementation and sustainability of restorative approaches in schools:

- Offering regular professional development in restorative approaches philosophy and practices for all staff, including those in non-teaching roles.
- Developing and maintaining a cohort of highly skilled facilitators.
- Using restorative approaches to deal with incidents of inappropriate behavior and high-level conflict.
- Supporting the restorative approaches philosophy and practice through teacher education.<sup>12</sup>



<sup>12</sup> Implementing Restorative Justice: A Guide for Schools. Retrieved from: <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEB000K.pdf>



*"Being a peer facilitator was fun because I got to understand other people's emotions really well and I got to help them out so they can become friends again."*

*-Peer Facilitator*

# appendix

## APPENDIX A *Possible Funding Opportunities\**

AGENCY	FUNDING OPPORTUNITY
Office of Juvenile Justice and Delinquency Prevention	Justice Collaboration Program: Keeping Kids in School and Out of Court
National Institute of Justice	Comprehensive School Safety Initiative
U.S. Department of Education	School Climate Transformation Grants Safe and Drug-Free Schools and Communities: State Grants School Improvement Grants (Title I, Section 1003(g))
Health and Human Services	Safe Schools Healthy Students Initiative (Title IV of ESEA, Part A, Subpart 2)

\*NOTE: This list is a sampling of recent federal funding opportunities related to restorative approaches and is not intended as an exhaustive listing of possible funding opportunities. Check [grants.gov](https://www.grants.gov) for updated listings of federal funding opportunities.

## APPENDIX B *Important Contacts*

If you are interested in implementing restorative approaches at your school, or would like more information on the work youth are doing in the community to around this cause, please feel free to contact:

ORGANIZATION	PHONE	POINT OF CONTACT	E-MAIL
Center for Restorative Approaches	(504) 899-5900 ext. 115	Troi Bechet	tbechet@thecra.net
ReThinkers	(504) 302-2888	KG Marshall	kg@therethinkers.org
New Orleans Health Department	(504) 658-2590	Chris Gunther	cjgunther@nola.gov

## APPENDIX C *Further Reading and Resources*

1. *Implementing Restorative Justice: A Guide for Schools*. Illinois Criminal Justice Information Authority.
2. *Just Schools: A Whole School Approach to Restorative Justice*. Belinda Hopkins.
3. *School Discipline and Climate Change Package*. U.S. Department of Education.
4. *Growing Fairness*. Documentary by Teachers Unite.
5. *Circle in the Square: Building Community and Repairing Harm in Schools*. Nancy Riestenberg
6. *Justice as Healing: Indigenous Ways*. Wanda D. McCaslin
7. *Creating Positive School Culture: How Principals and Teachers can Solve Problems Together*. Marie-Nathalie Beaudoin, Maureen E. Taylor
8. *Restorative Community Justice: Repairing Harm and Transforming Communities*. Gordon Bazemore, Mara Schiff



