

# Restorative Practices: Three Year Implementation Plan 2022-2023 SY to 2024-2025 SY



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## CCSD Restorative Practices Vision/Mission statement:

Looking at CCSD through a restorative practices lens leads to the vision of every child being in an academic community that embraces who they are by allowing them to freely learn and grow in an inclusive environment while teaching them how to effectively communicate and problem solve when issues arise. Thus helping them to build and sustain healthy relationships.

Restorative Practices complements the work in CCSD around Cultural Competence and social emotional learning (SEL). The implementation of RP can and should incorporate these elements. It is the goal that by implementing Restorative Practices, CCSD will reduce suspension rates and reduce racial disparities in suspension and harsh disciplinary practices. Collectively, these elements establish conditions for academic success.

Restorative practices within CCSD will not just positively impact our students and teachers at school, but also enrich how students show up in all spaces, including their home lives, social settings and their community!

### **What is Restorative Practices:**

***Restorative Practices is a social science that looks at building social capital by developing relationships in your communities, while learning how to effectively resolve conflict and repair relationships when harm has been done!***

## CCSD's "Why" Restorative Practices

Charleston County School district believes strongly in the benefits of Restorative Practices. As a whole, CCSD currently has more than 30 IIRP trained facilitators that are on staff within the district prepared to facilitate trainings on a regular basis. We desire to bring restorative to CCSD with fidelity and with the integrity of what restorative practices truly is, the social science of relationships. With that being said we offer training on a monthly basis to include Intro to Restorative practices and Circles training. Also within the 30 plus facilitators, we have seven who are also trained in Facilitating conferences which is days 3 and 4 of the restorative practice series. Days 3 and 4 are offered primarily to staff members that are not responsible to teach a class on a daily basis.

With the current plan we strive to make ourselves available so that all staff members have access to Restorative Practices training!

Next we will discuss the implementation plan that makes CCSD stand out from all other surrounding school districts.

## Restorative Practices Whole-School: Implementation Overview

Over the next three years, the Charleston County school district will support the implementation of Restorative Practices in several ways.

- *CCSD District Leadership will support the implementation of Restorative Practices (RP) by participation in the Fundamentals of Restorative Practices training and sharing the benefits with school teams and community members.*
- *An overview of Restorative Practices as well as an invitation to attend training will be provided to the Board of Trustees and all Constituent Board members.*
- *The district will provide intentional opportunities for school leaders and staff to learn about the benefits and importance of Restorative Practices in addition to the pathways to implementation in their school.*
- *Once schools have expressed interest in utilizing Restorative Practices, the RP Team will coach schools through best practices implementation.*
- *The RP Team will move 70% of schools up one phase in the implementation process per level, per year.*
- *The district will recognize and incentivize schools who have reached benchmarks in implementation:*
  - *Whole School Implementation*
  - *Demonstration School*
  - *School of Distinction*
- *Lastly, the RP Team will create and facilitate “refresher training” to re-engage, re-teach, and extend the learning of those who have been trained but are in need of more support prior to and during the implementation process.*

There are **6** phases to restorative practices implementation within the Charleston County School district. Working with the 6 phases, the 3 year implementation plan will show the progression of phases from Exploring to School of Distinction through Benchmarks. Some schools may progress more quickly than three years. The following guide will give the school leadership team steps to take to move forward and guidance on how to work through any unforeseen challenges.

At the end of the first year of implementation with restorative practices, a school should at least meet the benchmarks of the **exploring, planning, and implementing** phase which were created by CCSD RP Trainers Summer Project Team.

**Link to School List : Phases of Implementation**

**SIX PHASES of Implementation:**

Exploring (Phase 1)	Planning (Phase 2)	Implementing (Phase 3)
Principal or School Leadership Team (SLT) express interest in learning more about RP.	All items from Exploring Phase completed	All items from Exploring and Planning Phase completed
RP Team meets with SLT to provide an overview of RP and discuss data points the team wants to affect.	1-5 people attend RP (Day 1/2) training	School staff attend 2 Day training as aligned to Implementation Plan
Whole staff overview of RP (RP team) - allowing school team to provide feedback to SLT	<a href="#">CCSD RP team creates implementation plan with SLT:</a> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Training plan</li> <li>Guiding Team</li> <li>Progress Monitoring data</li> <li>School focus area</li> </ul>	Evidence: <ul style="list-style-type: none"> <li>School team: focus on data</li> <li>Shared expectations (Why RP?)</li> <li>RP posters and cards evident in school</li> </ul>
SLT determines if school moves to Planning Phase		Quarterly check in with District RP Team to review progress

**Whole School Progression: Phases 4-6**

Whole School (Phase 4)	Demonstration School (Phase 5)	School of Distinction (Phase 6)
Successful completion of Phases 1-3	Obtains Whole School Status	Obtains Demonstration School Status
Identify RP Guiding Team	RP trainers on staff (1-2)	School specific discipline goals show significant growth
All employees trained in Day 1/2	80% proactive (Tier 2)	Academic data improves
Team (3-5) of Employees trained in Day 3/4	Change in disciplinary processes/practices to include RP	School specific Attendance goals demonstrated significant growth
80% proactive (Tier 1) Plan in place with monitoring	Evidence of RP embedded into Staff meetings, training, etc. and	School climate data improves in the areas identified in the school plan
Data Reviews Established aligned to Implementation Plan	Allow others to observe daily processes of RP implementation	Evidence of Stakeholder involvement in school decisions through the use of Fair Process.
Training plan for new hires	Families have been informed about RP, and schools utilize Fair Process with families.	Families and community are involved in the RP processes and activities

### Pathway to Exploring phase

1. School Principal and Leadership team initiates contact with the Department of Alternative Programs and Services to gain information about Restorative Practices.
  - a. 1 hour overview presentation is given to leadership team and data points are reviewed
  - b. The District Restorative Practices team schedules a meeting with faculty and staff (Whole school staff) to discuss the “why” behind pursuing Restorative Practices using Fair Process (engagement, explanation and expectation clarity). Data points are reviewed.
  - c. School Leadership and the whole school team decides whether or not to move forward to the Planning phase.

### Pathway to Planning phase

1. All items from Exploring Phase completed
  - a. 1-5 staff have attended either NEDRP or IIRP RP Day 1 & 2 training
  - b. School team works on [implementation plan](#) which includes:
    - i. Curriculum, Training Plan, Guiding Team, Data for monitoring, Focus Areas for whole school

**The following benchmark would have been met to determine how to proceed towards the “Implementing” phase.**

### **Benchmark 1-2: Exploring and Planning Phase**

The school’s leadership team’s purpose behind the change to restorative practices can begin to be communicated by teachers and staff. Teachers/Staff communicate an understanding of the purpose of restorative practices implementation. Teachers/Staff understand the importance of establishing positive relationships with students. Teachers/staff understand how ineffective exclusionary discipline practices are and how harmful this impact is on students overall, but specifically towards students of color and students at risk. There is an evident shift towards Restorative communication practices and a change in the mindset from punitive to restorative. 1-5 staff have attended either NEDRP or IIRP RP Day 1 & 2 training. Implementation plan has been created. School team to determine what data points will be addressed (**e.g. discipline, attendance, Panorama**).

### Pathway to “Implementing” Phase

1. All items from Exploring and Planning phase completed
  - a. School staff attend training as aligned with implementation plan
  - b. Evidence of beginning implementation: -
    - i. School focus on data / expectations shared (The Why behind doing RP) -
    - ii. RP posters and cards evident in school
  - c. Quarterly check in with District RP Team to review progress

**The following benchmark would have been met to determine how to proceed towards the “Whole School” phase.**

### Benchmark 3: Implementing

The leadership team and school staff are moving towards having all staff attend district wide training or planning school specific trainings. All faculty begin to understand the “why” behind implementation. There is a display of posters and evidence of restorative language beginning to be used.

**As we conclude the first 3 phases and move into the next, the leadership team, school staff and the district Restorative Practices team will reflect on the progress towards benchmark mastery with the use of a fidelity tool. Collectively the teams will consider appropriate next steps to help move the school toward successful implementation of the next three phases.**

### Appendix A [Fidelity Check for Phases 1-3](#)

### Pathway to Whole school

1. All items from “Exploring, Planning and Implementing” phases have been met.
  - a. A Restorative Practices Guiding team has been identified
    - i. 3-5 school staff that will guide the implementation process in the building
  - b. All school staff trained in Day 1 & 2 of Restorative Practices
  - c. 3-5 school staff trained in Days 3 & 4 of Restorative Practices (staff members that do not teach classes daily)
  - d. 80% proactive tier 1 plan in place to be used with all students (i.e affective statements, affective questions, proactive circles) as indicated in the Implementation Plan.
  - e. Data Reviews are established and aligned to Implementation Plan
  - f. Training plan in place for new hires
2. Celebration for school team on success of reaching **Whole school status**

The following benchmark would have been met to determine how to proceed towards the “Demonstration School” phase.

#### **Benchmark 4: Whole school**

The school has identified who their guiding Restorative Practices team members will be. The team members will be responsible for spearheading implementation in the building and ensuring the fidelity of the practices. The identified RP team meets consistently and has open dialogue with the entire staff. Team identify 3-5 people to attend days 3 and 4 of restorative practices (Facilitating Conferences). The team is responsible for coordinating professional development with the RP district team while utilizing staff input to increase buy-in. The team will frequently collect and analyze data aligned to the goals on their Implementation plan. Examples could be discipline data, chronic absenteeism, Panorama (e.g., sense of belonging for teachers and or students).

Staff will know how the data will be collected, the indicators to be tracked, the goals to be achieved, and the protocols for analysis. Those data are used to inform changes to the discipline system and future goals, as well as illustrate to staff and community members the effectiveness of restorative practices in creating a positive school climate, reducing exclusionary disciplinary practices and reducing disproportionality.

***As with the first 3 phases the school team members will be provided with a fidelity tool observed and measured by the RP district team to ensure implementation is taking place with success. It will also offer next steps if a team finds themselves at an impasse that prevents them from moving forward in implementation.***

\*[Link to Fidelity tool for Restorative Practices Implementation](#)\*

#### **Pathways to Demonstration School**

1. All items from the first 4 phases have been completed
  - a. 1-2 Restorative Practices trainers are on staff within the school who provide coaching and training support as needed to school staff.
  - b. Identified RP team on site. This team would be instrumental in helping to identify a good match between identified needs and practices along the restorative practices continuum, especially when there is need for repair..
  - c. 80% Tier 2 (Affective statements, affective questions, Proactive/**Responsive** Circles) practices indicated in the Implementation Plan.
  - d. Change in Disciplinary process to include RP (PDP process)
  - e. Evidence or RP happening in staff meetings, classrooms and shared spaces.
  - f. Families informed about Restorative Practices
  - g. Possible walkthroughs by other school staff to observe RP implementation process.



2. Celebration for school team on success of reaching Demonstration School

The following benchmark would have been met to determine how to proceed towards the “School of Distinction” phase.

#### **Benchmark 5: Demonstration school**

- Leadership team and school staff, both new and returning, are trained in restorative practices. This training is both intentional and ongoing. Leadership team and school staff are provided with coaching and resources to assist with implementation from the District RP training team. Observation and frequent feedback is provided on how restorative practices is used in each classroom and throughout the building. Tier 1 of 80% proactive engagement is actively in place (**affective statements, affective questions, small impromptu conversations, proactive circles**). Data that is collected is being reviewed to ensure it aligns with the implementation plan. School leadership team has sent 1-2 people to attend the Train the Trainer event.
- [Restorative Practice Refreshers](#) are used to re-engage those who have been trained but need more support **prior to and during** the implementation process.
- Restorative language and culture have been established.
- Restorative questions are used, not only in formal conferences, but in the hallways, classrooms, and staff meetings to develop relationships and to address conflict.
- There are visible posters in the building that encourage the use of restorative language in all settings.
- School leadership uses restorative language, not just with students, but with staff and families.
- Staff members from other schools have scheduled walk-throughs to observe RP daily use as a deciding factor in their next steps.
- Families and students are well informed of the shift to restorative practices.
- Students and families have been introduced to the new philosophy of restorative versus punitive discipline.

As part of this new culture, educators should be having proactive conversations around climate and culture to include adult behavior and its impact on adult-student interactions. Ongoing training is made available to students and family members to promote understanding of the vision and use a common language. Student and family voice is valued in the school decision-making process through Fair Process.

Link to [Fidelity tool for Restorative Practices Implementation](#)

### **Pathway to becoming School of Distinction:**

1. Demonstration School phase has been achieved
2. Discipline, Academic and Attendance improves
3. Overall positive climate change in the building
4. Celebration for school reaching School of Distinction phase.

### **Benchmark 6: School of Distinction**

There is evidence of 80% proactive measures being used across tier 1. including proactive circles, affective language/statements, and evidence that affective questions are being used proactively and in response to challenging behavior. Data is starting to show improvement by addressing the initial target area identified by that specific leadership and school teams. By the end of the first year, the restorative team is able to respond to incidents and conflicts proactively, while focusing on putting preventative measures in place (**i.e including restorative practices in discipline decisions**). Leadership and school teams work to proactively build relationships with all students. This change of focus is proof that restorative practices are reducing the use of exclusionary disciplinary practices as well as buy-in from the school community.

[Restorative Practice Refresher](#) are utilized to ensure understanding of restorative practices

***\*Evidence that stakeholders are involved in school decisions through Fair Process.\****

### **The following portion of the Implementation Guide includes gaining parent/community involvement and student buy-in**

Have informational meetings with parents to introduce Restorative Practices after moving from Planning to Implementing phase. This would help to explain the desired outcome of Restorative Practices and the benefits the school seeks from implementing it. Continue the discussion as the school travels through all 6 phases. Develop various forms of communicating with parents and families about the transition to restorative practices such as informational pamphlets at PTO meetings, immersing Restorative Practices into back to school activities offered district wide. Utilizing social media platforms and school websites to announce the changes made and again outline the benefits that Restorative Practices would bring to the school community. Send home pamphlets and letters detailing restorative practices and the proposed benefits. Also share the concrete research that has been gathered from other school districts across the country using restorative practices.

Each school could begin by holding class meetings to discuss restorative practices, what it is, and how beneficial it is to developing and maintaining relationships. Use time during homeroom or advisory period to share how school climate and culture will be impacted. Provide examples of circles used to get to know each other, and other engaging activities that make learning course content exciting. Begin to model proactive and responsive affective statements with students on a regular basis so that it becomes a part of the everyday language spoken. Engage

students in the process by utilizing student led affective statements, small impromptu conversations with peers, and responsive circles when there is a conflict to show the pathway to resolution using restorative conflict language and techniques. Begin to build in or use current student ambassadors to assist with student buy in. Also allow restorative practices to become a part of the onboarding of new students and returning students during summer enrichment camps.

We believe that each of the techniques listed above would help to shed light onto restorative practices and how it could significantly impact the lives of students, faculty and staff, communities and stakeholders. When we, as a community, begin to have intentional conversations about the direction the school is taking, individual ownership takes place. We begin to hold ourselves accountable for our own actions and true relationships can be developed. Used correctly, Restorative Practices would be the tool that allows us to become the change we want to see!

## Appendix A

### Incentives for reaching Whole School status

The goal is for a school to have reached this phase after a year of carefully and successfully following their implementation plan. Reaching this level has allowed for staff members to begin changing their mindset as well as how they are communicating with each other and students. The desire is to celebrate the hard work of staff members that have taken on the radical shift of Restorative practices. Listed below are ways that a “Whole School” would be celebrated and incentivized for this change:

- Presenting the school with personalized talking pieces with their school logo and name for all staff members and for students.
- Also presenting school with personalized wristbands again that displays the schools name but also states their current phase of “Whole School”
  - Ex. “Charleston Middle School goes Whole school for RP”
- Recognition by Charleston County School District (CCSD) communication team

Showing school leadership and staff members that they are appreciated for taking the necessary steps to ensure that all staff members are trained will serve as an extrinsic motivator to continue the work.

## Appendix B

### Incentives for reaching Demonstration School status

The goal is for a school to have reached this phase after about 2 years of carefully and successfully following their implementation plan to include reaching Whole school status first and sustaining the momentum to move forward. This phase allows for vulnerability by the school team to allow others (teams from other schools) access to their building in order to see the daily process used to be successful at implementation. Reaching this level speaks to the school community's willingness to ensure that relationships are built and maintained within the community and conflict is resolved when it arises. Becoming a Demonstration School is one to be celebrated and revered by the school's community. Listed below are ways that a “Whole School” would be celebrated and incentivized for this change:

- Everything received within the Whole school phase but with updated language changed to reflect “Demonstration School”
- Social Media recognition
- Identifier in communication packets and flyers
- Placard stating “Demonstration School” located in the front office
- Yard signs and banners placed in front of school

Continuing to show appreciation for working tirelessly at becoming a Demonstration School will continue to excite school teams on the journey towards becoming a School of Distinction.

## Appendix C

### Incentives for reaching School of Distinction

The goal is to achieve this phase after 3 years of active implementation of Restorative Practices. In this last and final phase of implementation we will see a complete radical shift within the school community, students, parents and community stakeholders. Attendance data will have improved because students will want to come into an environment where they feel valued and have relationships. Academic data will have improved because students are in the building learning. Allowing us the ability to catch any learning deficiencies presented and address them at the onset. Discipline data will improve because students will hopefully gain an intrinsic motivation to do the right thing and when wrong occurs they will see value in making things right. When a school has reached this status it is to be acknowledged not only by their local community, but the entire district and celebrated for such an achievement. Listed below are the ways that a school will be incentivized and recognized for such an accomplishment!

- Everything received within the Whole school and Demonstration school phase but with updated language changed to reflect “School of Distinction”
- Television and Media coverage
- T-shirts and lanyards made with school name and “School of Distinction” listed
- School email signature listing them as an RP “School of Distinction”
- District representatives presenting them with a banner that reads “School of Distinction”

## Appendix D

### CCSD Restorative Practice Training Plan

Summer 2022	2022-2023 SY	Summer 2023	2023-2024 SY	Summer 2024	2024-2025 SY
<b>Community Summit:</b> <ul style="list-style-type: none"> <li>• focused on D23</li> </ul>	<b>Fundamentals of RP Training:</b> <ul style="list-style-type: none"> <li>• Monthly (Sept to May)</li> </ul>	<b>Community Summit:</b> <ul style="list-style-type: none"> <li>• Focus _____</li> </ul>	<b>Fundamentals of RP Training:</b> <ul style="list-style-type: none"> <li>• Monthly (Sept to May)</li> </ul>	<b>Community Summit:</b> <ul style="list-style-type: none"> <li>• Focus _____</li> </ul>	<b>Fundamentals of RP Training:</b> <ul style="list-style-type: none"> <li>• Monthly (Sept to May)</li> </ul>
<b>School Training:</b> <ul style="list-style-type: none"> <li>• Carolina Park</li> <li>• Zucker Middle</li> <li>• Ladson Elem</li> <li>• Northwoods</li> </ul>	<b>School Training:</b> (as requested)	<b>School Training:</b> (as requested) <ul style="list-style-type: none"> <li>•</li> </ul>	<b>School Training:</b> (as requested)	<b>School Training:</b> (as requested) <ul style="list-style-type: none"> <li>•</li> </ul>	<b>School Training:</b> (as requested)
<b>Open Training:</b> <ul style="list-style-type: none"> <li>• June</li> <li>• August</li> </ul>	<b>Restorative Conferencing:</b> <ul style="list-style-type: none"> <li>• October 2022</li> <li>• January 2023</li> <li>• April 2023</li> </ul>	<b>Open Training:</b> <ul style="list-style-type: none"> <li>• June</li> <li>• August</li> </ul>	<b>Restorative Conferencing:</b> <ul style="list-style-type: none"> <li>• October 2022</li> <li>• January 2023</li> <li>• April 2023</li> </ul>	<b>Open Training:</b> <ul style="list-style-type: none"> <li>• June</li> <li>• August</li> </ul>	<b>Restorative Conferencing:</b> <ul style="list-style-type: none"> <li>• October 2022</li> <li>• January 2023</li> <li>• April 2023</li> </ul>
<b>Train the Trainer:</b> <ul style="list-style-type: none"> <li>• Fundamentals (2)</li> </ul>	<b>Exploring School Meetings:</b> (as requested)	<b>Train the Trainer:</b> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Restorative Conferencing</li> </ul>	<b>Exploring School Meetings:</b> (as requested)	<b>Train the Trainer:</b> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Restorative Conferencing</li> </ul>	<b>Exploring School Meetings:</b> (as requested)

## Appendix E

### CCSD Progression Targets by Phases: Number of schools per phases at the end of the school year

Implementation Phase	2021-2022 SY	2022-2023 SY	2023-2024 SY	2024-2025 SY
0 = No Interest	42	9	3	1
1 = Exploring	18	41	18	7
2 = Planning	7	14	33	23
3 = Implementing	5	4	11	26
4 = Whole School	7	6	5	9
5 = Demonstration School	0	5	5	5
6 = School of Distinction	0	0	4	8
Other = Charter	8	8	8	8

## Appendix F

### Contracted Partners to support Implementation Plan

1. *International Institute of Restorative Practices (IIRP)*
  - a. Facilitate Train the Trainer
  - b. Provide Training as needed
  - c. Materials
  - d. Provide guidance as needed for implementation
  
2. *National Educators for Restorative Practices (NEDRP)- Transitioning to Relationship Centered Learning (RCL)*
  - a. Provide Training for school teams
  - b. Provide on site coaching for school teams
  
3. *Restorative Resolutions*
  - a. Coaching for school teams
  - b. Coaching for trainers
  - c. Assist in creation of refresher training and additional materials
  
4. *Circle Up*
  - a. Coaching for school teams
  - b. Coaching for trainers
  - c. Assist in creation of refresher training and additional materials

## Appendix G

### Funding to support Implementation Plan

Various funding sources are available and utilized to support the implementation and sustainment of Restorative Practices.

1. ESSER Funds (2021-2024): \$400,000
  - a. Materials
  - b. Contracted Training
  - c. Contracted Coaching
  - d. Stipends for staff to attend Summer Training
2. Title II Funds:
  - a. Previously \$100,00 a year, moved to ESSER currently.
  - b. Will move back after ESSER expires
3. Title IV Funds:
  - a. Potential for sustainable funding source post ESSER based on needs assessment.
4. At Risk Funds:
  - a. Stipends for Trainers to work during the summer
5. General Operating Funds:
  - a. Salary of Coordinator of Restorative Practices