# San Mateo County: RESTORATIVE JUSTICE PRACTICES
## Strategic Recommendations for Implementation

Successfully implementing Restorative Justice Practices across San Mateo County requires an intentional and thoughtful strategic approach and plan; one that values and considers the unique needs, opportunities, and resources of the community with the goal of embedding and sustaining all aspects of the restorative principles and practices across all county-wide stakeholder groups over time.

**Implementation Readiness:** Prior to launching implementation rollout, taking the time to engage community stakeholders in strategic planning and selecting a model and structure for an implementation rollout that best meets the need of the community. Facilitating needs and implementation readiness assessments, Restorative Justice Practices (RJP) outreach to community stakeholders, introducing components of whole-school implementation and working with the site team to prepare for the launch of RJP school-wide utilizing implementation science and Multiple Tiered Systems Framework.

**Professional Development & Trainings**
All professional development opportunities encompass a multi-modal, experiential training delivery approach that strives to meet the unique learning needs of all participants while offering a careful balance of theory, practice and skill building. Participants will experience a variety of large and small group dialogue, interactive activities and simulation exercises. Training techniques such as role-playing, silent reflections, group brainstorming, scenario application, and cycle of inquiry will be utilized throughout.

**Implementation Support & Sustainability**
Coaching:  A critical component of successful implementation of Restorative Practices rests with the coaching support and strength of the Restorative Practices Implementation Team or external specialists to help reinforce, support and sustain the implementation across school sites.

Internal Capacity Building: Trainers of Trainers: Identifying a core group of individuals for internal capacity building to provide professional development (trainings, workshops and presentations), coaching supports, progress monitoring/data collection and implementation planning at a local level.

**Student Leadership:** Youth leadership is essential to successful of RJP initiatives in schools. It is highly recommended to establish student-led groups or classes at each site, including students in collaborative decision-making, providing students with in-depth training, and offering ample opportunities for students to design and facilitate circles and other RJP activities with their peers.

**Family Engagement:** Family members and guardians play an integral role in the success of RJP implementation rollout. Engaging parents and guardians as important members of the school community early in the implementation process results in the school/district working together with family members to co-create a positive and caring school environment grounded in authentic relationship.  It is critical for schools/district to promote and help educate parents in equitable discipline practices and clarify how they can proactively support building a strong school community and partner with the school when disciplinary actions may be required.

**Racial Equity Lens:** A deep commitment to equity is a guiding principle of RJP, which includes an understanding of the ways that racism and other forms of structural inequality underlie disparities in discipline that prevents academic achievement for all students and opens a pathway to the school-to-prison-pipeline. It is critical for RJP initiatives to accompany strategies that promote equity and inclusion, including training in cultural fluency and implicit bias.

**Social and Emotional Learning and Trauma-Informed Practices:** There are multiple points of connection between Social and Emotional Learning, Trauma-Informed and Restorative Justice Practices and it is highly recommended to align and integrate these initiatives into one comprehensive effort to build a strong school community where all members can flourish.

**Assessment and Accountability:** Tracking the ongoing impact of RJP on individual students and the school climate and help identify strengths and areas for improvement. Schools/districts develop systems for regular data analysis and ensure that districts/schools effectively utilize the data to improve the implementation of RJP.
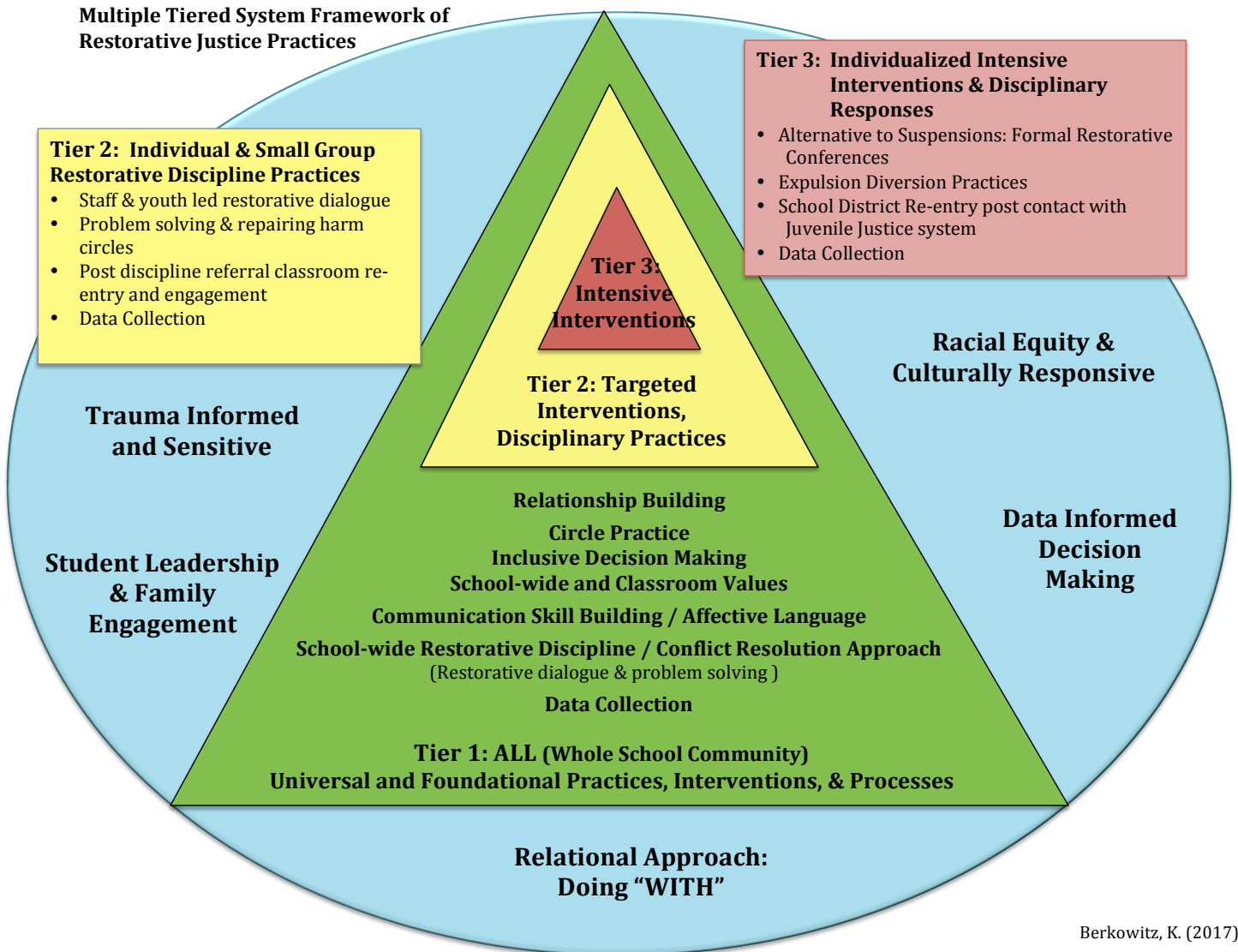
*Developed in collaboration with the Coalition for Restorative Schools, RJP Best Practices working group (2017)*

## Implementation Science
Implementation Science provides a useful evidence-based framework that allows organizations at any level (State, County, District, Schools) to create an infrastructure to build capacity for innovations to be scaled up and translated into practice

| Implementation Science Stage | Stage Description |
|---|---|
| 1. **Exploration** | • *Working "WITH" the school district community*<br>• Stakeholder engagement<br>• Making a commitment to the implementation of restorative practices with fidelity. |
| 2. **Installation** | • Building the infrastructure<br>• Training & professional development<br>• Preparing coaching support systems and structures. |
| 3. **Initial Implementation** | • Adoption of practices into all systems within the school.<br>• Staff, students, parents are actively engaged.<br>• Clear evidence of implementation is visible.<br>• Data collection is on going. |
| 4. **Full Implementation and Sustainability** | • Data has been collected and reviewed with all stakeholders.<br>• On-going professional development for all staff.<br>• Benefits are noticeable. Adjustments are made as needed. |

# Multi-Tiered System Framework
# Restorative Justice Practices

**Multiple Tiered System Framework of
Restorative Justice Practices**

**Tier 2: Individual & Small Group
Restorative Discipline Practices**
- Staff & youth led restorative dialogue
- Problem solving & repairing harm circles
- Post discipline referral classroom re-entry and engagement
- Data Collection

**Tier 3: Individualized Intensive
Interventions & Disciplinary
Responses**
- Alternative to Suspensions: Formal Restorative Conferences
- Expulsion Diversion Practices
- School District Re-entry post contact with Juvenile Justice system
- Data Collection

**Racial Equity &
Culturally Responsive**

**Trauma Informed
and Sensitive**

**Data Informed
Decision
Making**

**Student Leadership
& Family
Engagement**

**Tier 3:
Intensive
Interventions**

**Tier 2: Targeted
Interventions,
Disciplinary Practices**

**Relationship Building**

**Circle Practice**
**Inclusive Decision Making**
**School-wide and Classroom Values**

**Communication Skill Building / Affective Language**

**School-wide Restorative Discipline / Conflict Resolution Approach**
(Restorative dialogue & problem solving )

**Data Collection**

**Tier 1: ALL (Whole School Community)**
**Universal and Foundational Practices, Interventions, & Processes**

**Relational Approach:
Doing "WITH"**

Berkowitz, K. (2017)

# San Mateo County Restorative Justice Practices (RJP)
# Strategic Implementation- Planning Guide

| | **Stage 1: *Exploration*** |
|---|---|
| **Should we do it?** | • Working "WITH" the school district community<br>• Stakeholder engagement<br>• Making a commitment to the implementation of restorative practices with accountability. |

| County | Districts | Schools |
|---|---|---|
| **Countywide Stakeholder Engagement and Introduction to RJP**<br>• Education systems<br>• Health Systems<br>• Court & Corrections<br>• Behavioral Health & Recovery Services<br>• County Agencies & Community-based Organizations<br><br>**Assessing & Allocating Funding Sources**<br>Federal Funding Sources:<br>• Individuals with Disabilities Education Act (IDEA)<br>• CA Services for Technical Assistance and Training<br>• School Improvement Grants (SIG)<br>• Title 1, Part A<br><br>State Funding Sources:<br>• Mental Health Services Act, Prop 63<br>• Local Control Funding Formula (LCFF)<br><br>Local Funding Sources:<br>• Grant opportunities (ex. Get Healthy San Mateo County)<br>• Local Universities (ex. Stanford New Schools)<br>• Union Organizations (ex. AFT) | **Initial Introduction of RJP and District-wide Engagement**<br>• RJP framing: School climate improvement<br>• Determining the need for RJP<br>• Introduction to restorative concepts/ principles / paradigm/ practices<br>• Opportunities to participate<br><br>Stakeholder Groups:<br>• School Board members<br>• Central office leadership<br>• Site Administrators<br>• Union Leadership<br>• Parent Advisory Groups<br>• Student Advisory Groups<br>• Community Partners<br><br>**School District engagement and assessment of district-wide commitment and leadership.**<br><br>**Allocating Available Funds and Resources**<br>District Local Control Accountability Plan (LCAP) & other funding sources<br>• Supplemental & Concentration funds<br>• Improving School Climate (reducing suspension and expulsion rates) | **Initial Introduction of RJP and School Site Engagement**<br>• Faculty/Staff<br>• Students<br>• Families<br>• Community partners<br><br>**School community engagement and assessment of school site commitment and leadership.**<br><br>**Assessing Available Funds and Resources**<br>Local Control Accountability Plan (LCAP) & other funding sources |

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**Let's get ready to do it!**

# Stage 2: *Installation*

- Setting up infrastructure required to successfully implement. Involvement of students, staff and families.
- Training, professional development.
- Development of a core group/team to plan, implement and collect and data.

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**Implementation Infrastructure**
- Align RJP with other county-wide initiatives and current rollout strategies
  (Ex: Community Schools, Big Lift, trauma sensitive & racial bias strategies…etc)
- Establish or expand already existing county-wide steering committee
- Establish and hire at minimum two RJP County Trainer/ Coordinator positions (school and community)
- Identify current RJP implementation efforts across San Mateo schools and community organizations
- Establish a RJP County Collaborative
- Design strategy for stakeholder engagement
- Collaborate on a set of relational guidelines for county-wide dissemination & implementation

**Professional Development, Implementation, Evaluation Design & Launch**
- Establish centralized hub for RJP, training, implementation, evaluation, and oversight for districts, schools & county/ community agencies
- Provide individualized district & school strategic planning support (Implementation Science & the Multi-Tiered Systems)
  - *Introduce San Mateo Foster City RJP approach as a model district wide strategy.*

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**Implementation Infrastructure**
- Establish district-wide steering committee
- Develop clear school climate goals for LCAP to include RJP implementation
- Build district RP Team for implementation oversight, coordination, training, coaching, data collection & reporting.
- Utilize a Multi-Tiered Systems Framework in alignment with RTI/ PBIS, Trauma sensitive strategies, Social Emotional Learning & other district academic / school climate initiatives
- Identify approach and time-line for engaging schools and launching implementation
- Determine strategy for student RJP leadership opportunities.

**Professional Development & Skill Building Design & Launch**
- Establish training and coaching plan for district RP point person, trainers and coaching team.
- Develop and launch Professional Development training plan for:
  - Central office staff, identified district partners, Union leadership
  - School site Administrators
  - Participating school site staff

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**Implementation Infrastructure**
- Establish a school-site steering committee and implementation team representative of school community members
- Identify a specialized on-site staff support (such as a RJP coordinator or well trained school site staff leader to assist with the training and implementation support)
- Develop an implementation rollout plan utilizing a Multi-Tiered Systems Framework for implementation and training (including proactive and responsive practices)
- Introduce RJP in alignment with other current school-wide initiatives and strategies.
- Consider role of community based partnerships

**Professional Development & Skill Building Design & Launch**
- Develop and launch RJP training series for school site stakeholders within Tiered framework of implementation, starting with the proactive community and relationship building practices (Tier 1) & then introducing responsive restorative discipline practices.
  - Faculty/Staff (certificated & classified)

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- Create handbook of implementation readiness materials, fidelity tools, and data collection
- Partner with local community organizations that offer RJP services
- Target training to identified key county stakeholder groups with emphasis on building internal capacity for training and application of practice

**Establish Systems of Support:**
Establish a Community of Practice for county-wide RJP dialogue

**Countywide Commitment to a Restorative Discipline Paradigm and Addressing Root Causes of Disciplinary Disproportionality**

**Collecting Baseline Data**
School climate and student risk/outcome data points, including assessment of racial disparities in current discipline practices.

- Integrate restorative principles and processes into day-to-day practices. (ex. Pupil Services and Human Resources departments)

**Establish Systems of Support**
Systems of support peer coaching model for:
- o Central office staff
- o Participating school staff

**District-wide Restorative Discipline Approach & Response**
Adopt a district-wide restorative approach towards behavioral incidents (determine necessary stakeholder engagement, training and support systems necessary)

**Collecting Baseline Data**
Collect baseline district-wide school climate, student risk outcomes and disciplinary racial disparity data points

**Collect/Design Implementation Resources, Readiness and Data Collection Tools**

- o Students
- o Family
- o Community Partners

**Establish Systems of Support**
Systems of support peer coaching model for participating school staff and others interested.

**Collecting Baseline Data**
Collect school-site climate, academic, attendance and discipline disparities baseline data

**Collect/Design Implementation Resources:**
Books, videos, curriculum, materials to include:
- School site readiness assessment tools
- School site implementation commitment forms
- Implementation fidelity/integrity of practice tools

## Stage 3: Initial Implementation

**Let's do it!**

- Adoption of practices into all systems.
- Faculty/staff is actively engaged and students and families are knowledgeable of the practices and active participants in the process.
- Clear evidence of implementation is visible.
- Data collection is ongoing.

| County | Districts | Schools |
|---|---|---|
| **Application of Practice**<br>Restorative concepts, principles and practices are put into action<br>• Relational guidelines<br>• Restorative processes (circles, conferencing…etc)<br><br>**Intentional Relationship Building**<br><br>**Launch of Systems of Support**<br>Rollout Countywide Community of Practice (in person meetings and virtual video conferencing gatherings)<br><br>**Continued Stakeholder Engagement & Trainings**<br><br>**Policy Review**<br>Revising and/or establishing policies, structures and procedures to reflect restorative paradigm, principles and practices**.**<br><br>**Progress Monitoring & Data Collection**<br>Countywide implementation fidelity and impact data collection (qualitative and quantitative) | **Application of Practice**<br>Restorative concepts, principles and practices are put into action.<br><br>**Intentional Relationship Building**<br><br>**Launch of Systems of Support**<br>• Peer Coaching Professional Learning Communities (for district office staff & participating school site leaders and staff)<br>• Specialized observations, coaching offered to district departments and school sites<br><br>**Continued Stakeholder Engagement & Training**<br><br>**Policy Review**<br>Revising and/or establishing discipline policies, structures and procedures to reflect Restorative Justice principles and practices**.**<br><br>**Progress Monitoring & Data Collection**<br>• District-wide student risk data<br>• Participating school site implementation fidelity (self-assessments and site observations)<br>• Progress monitoring<br>• Evaluation | **Application of Practice:**<br>Restorative concepts, principles and practices are put into action.<br><br>**Intentional Relationship Building**<br><br>**Launch of Systems of Support**<br>• Professional and/or peer coaching for teachers/staff meet to dialogue and support one another's practice.<br>• Specialized observations, coaching offered to district departments and school sites<br><br>**Continued Stakeholder Engagement & Training**<br><br>**Policy Review:**<br>Revising and/or establishing discipline policies, structures and procedures to reflect Restorative Justice principles and practices**.**<br><br>**Progress Monitoring & Data Collection:** (Quantitative and qualitative)<br>• School climate data<br>• Implementation data (ex. type & frequency of practices)<br>• Implementation satisfaction<br>• Implementation fidelity<br>• Attendance, academic, discipline data and disproportionality trends |

| Let's make it better! | Stage 4: Full Implementation & Sustainability |
|---|---|
| | • Data has been collected and reviewed with all stakeholders. |
| | • On-going professional development for all staff. Benefits are present. |
| | • Adjustments are made as needed. |

| County | Districts | Schools |
|---|---|---|
| **Sustainability Planning**<br>• Trainer of trainers<br>• Trainer of coaches/ implementation support<br><br>**Continued Professional Development and Peer Coaching**<br><br>**Steering Committee Reporting to County wide Stakeholder Groups**<br><br>**Celebrating Successes** | **Sustainability Planning:**<br>Trainer of Trainers/Capacity Building<br><br>**Continued Professional Development and Peer Coaching** (Introducing new staff /students/ families to RJP)<br><br>**Continued Progress Monitoring & Data Collection & Decision Making**<br><br>**Steering Committee Reporting to District wide Stakeholder Groups**<br><br>**Celebrating Successes** | **Sustainability Planning:**<br>• Cycle of continuous improvement and data based decision making<br>• Trainer of Trainers/ Capacity Building<br>• Continued Professional Development and Peer Coaching<br>  o New and returning staff<br>• Site Implementation Team and Staff/Student reporting to school site stakeholder groups<br><br>**Celebrating Successes** |

*Implementation Science stage descriptions: Adapted from Los Angeles County Office of Education & Minnesota Department of Education & The National Implementation Research Network's Active Implementation Hub, http://implementation.fpg.unc.edu/