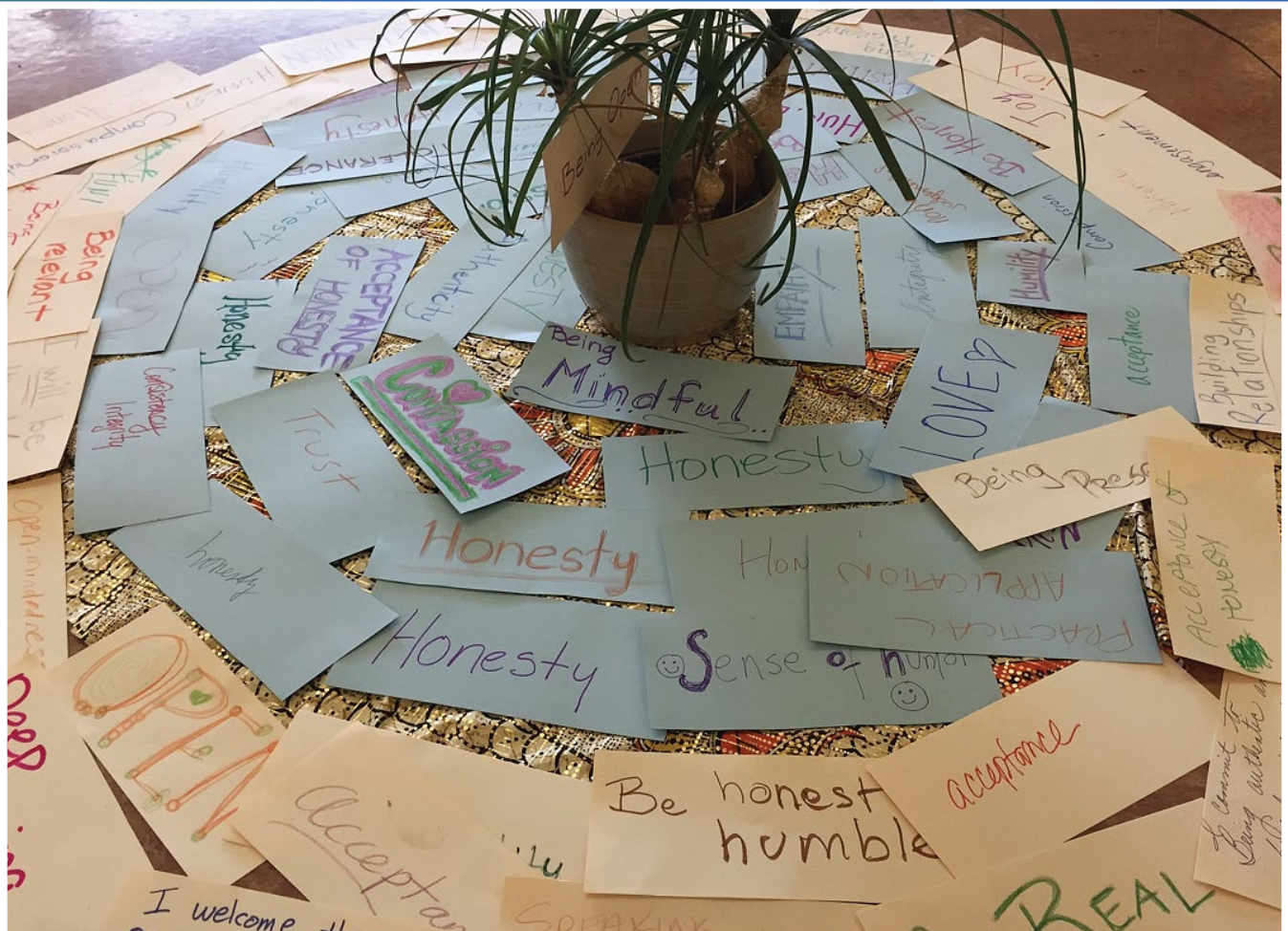


Implementing Restorative Justice Practices:

Multi-tiered System of Support to Improve School Climate and Health in San Mateo County



GET HEALTHY SAN MATEO COUNTY

GET HEALTHY SAN MATEO COUNTY (GHSMC) is a collaborative of community-based organizations, cities, schools, hospitals, and leaders working together to advance healthy, equitable communities. GHSMC focuses on work that helps advance place-based primary prevention, health equity, and collaboration.

The ten key components for creating healthy, equitable communities build on the great work of our partners and were identified through analyzing local health data and research and gathering extensive community feedback.

Within these ten components, four areas were identified as key priorities for healthy, equitable communities: healthy housing, healthy neighborhoods, healthy schools, and a healthy economy. [Find more in our Strategic Plan for 2015-2020.](#)

Acknowledgements

Special thanks to the local community organizations that supported the development of this report, including the Daly City Partnership, Redwood City 2020, and Puente de la Costa Sur for their general support, coordination, and community outreach assistance for the Restorative Justice Practices community conversations held throughout the county. In addition, we would like to acknowledge Claudia Anderson for her contributions to the introduction's literature review.



CONTENTS

| | |
|----------------------------------------------------------------------------|----|
| ABOUT THE AUTHORS | 4 |
| BACKGROUND | 5 |
| How Restorative Justice Practices (RJP) Can Make a Difference | 6 |
| Restorative Justice Practices Overview | 8 |
| IMPLEMENTATION FRAMEWORK | 11 |
| Multi-tiered System of Support | 11 |
| Implementation Science | 12 |
| Strategic Recommendations for RJP Implementation | 13 |
| SAN MATEO COUNTY RJP STAKEHOLDER ENGAGEMENT | 19 |
| Key Findings: STUDENT VOICE | 19 |
| Key Findings: COMMUNITY VOICE | 20 |
| Current San Mateo County RJP Implementation: SURVEY KEY FINDINGS | 21 |
| Current San Mateo County RJP Implementation: MODEL DISTRICTS/SCHOOLS | 22 |
| WORKS CITED | 26 |
| NOTES | 27 |

ABOUT THE AUTHORS

Kerri Berkowitz

Restorative Justice Practices Trainer & Implementation Specialist

A school social worker and educator by training for the past decade, Kerri has partnered with multiple public school systems in the successful transformation of school climate and equitable disciplinary practices through the implementation of Restorative Justice Practices. As the Restorative Practices Program Administrator for San Francisco Unified School District, Kerri designed a thoughtful and inclusive strategic plan, an implementation model, and highly engaging professional development series, and cultivated a strong community of restorative practitioners across San Francisco schools. Kerri has since expanded into the larger field of Restorative Justice Practices to assist other schools and districts to move forward with the implementation of these powerful practices. She currently partners with school systems throughout the state of California and Alaska.

Anne Hipskind Roberts

Positive Youth Development & Restorative Justice Practices

Anne Hipskind Roberts has worked in the Bay Area since 1995. Positive youth development is the foundation of her work and she understands that youth are vital resources to overcoming the challenges they face. She has demonstrated that when youth have the right supports and opportunities, they will thrive. Through her years of work in schools, she has created equitable, inclusive communities for youth by way of peer education, peer mediation, and alternative-to-suspension programs. Anne served on the school-based committees for San Mateo County's Health Disparities Initiatives, generating key recommendations for the Alcohol, Tobacco and Other Drugs Roadmap and the Childhood Obesity Blueprint. She served in multiple capacities for the Community Schools Initiative rollout and revitalized the San Mateo County Youth Commission by developing a strategic scope and sequence. She currently leads the Diversity Working Group for the San Francisco School Strategic Planning Committee.

BACKGROUND

Where we live, work, play, and go to school shapes our health. While San Mateo County can be a healthy place to live, not everyone has the same opportunity to live a healthy life. Health equity requires that all people have the opportunity for health and well-being and the root causes of poor health, such as the social, economic, and physical conditions around us (1) are addressed. The Health Policy and Planning team at San Mateo County Health facilitates the [Get Healthy San Mateo County Collaborative](#) (GHSMC), which consists of community-based organizations, county agencies, cities, schools, and hospitals working together to advance policy change to prevent diseases and ensure everyone has equitable opportunities to live a long and healthy life.

Through a community-identified strategic planning process, high-quality education in healthy school environments was identified as one of [four key priorities](#) for achieving healthy, equitable communities and advancing GHSMC's mission. This is consistent with extensive research that demonstrates that higher educational attainment creates pathways to better health (2). Restorative Justice Practices (RJP) were identified by community partners and staff as effective mechanisms to improve education outcomes, create a healthier school climate, and improve health equity by ensuring all students have the opportunity to connect to their peers, teachers, and school, and that students of color were not overrepresented in disciplinary actions. In the Fall of 2015, San Mateo-Foster City School District (SMFCSD) secured GHSMC competitive funds to support RJP training and implementation for its four middle schools.

Restorative Justice Practices in schools refers to a range of community-based discipline and conflict-resolution strategies, which provide accountability and redress without removing students from the community. Traditional suspension and expulsion measures, while sometimes appropriate, remove students from the learning environment and too often target students of color (3). Restorative Justice Practices encourage facilitated dialogue and repairing harm, instead of relying solely on punishment. Studies have shown that students who

are engaged and accountable in their school communities suffer less absenteeism and achieve higher academic success. The goal is to keep kids in school and give them the tools to mediate conflict.

Due to early results that indicated promise in SMFCD's implementation of RJP, GHSMC and the San Mateo County Office of Education (SMCOE) were interested in taking RJP to scale in San Mateo County schools. SMCOE sought and secured GHSMC funding in 2016 to expand RJP trainings for teachers and staff from schools across the county. In addition to providing the trainings, SMCOE contracted with a dedicated staff person to provide technical assistance to support RJP implementation in schools across the county, including classes held at Hillcrest School. With growing interest in RJP implementation, GHSMC brought on expert RJP consultants in April of 2017 to partner closely with SMCOE, local school districts, and community leaders to engage stakeholders countywide and develop strategic guidance for successful RJP implementation.

Focus groups, interviews, surveys, and community conversations were utilized to provide community stakeholders an opportunity to authentically shape implementation efforts of RJP in the county's education system. Stakeholders included district and school leadership, union representatives, certificated and classified educators, students, parents, and community members. *The intention of including a wide range of stakeholders was for the following:*

- Learn about current implementation efforts already in place across the county
- Raise awareness of restorative principles and practices
- Identify the need and level of interest in RJP
- Elicit feedback about recommendations for effective implementation of RJP in schools and districts

Strategies to support these efforts included providing resources to local districts for implementation, offering professional development opportunities, hiring RJP-trained personnel, and facilitating stakeholder engagement

and community outreach efforts. RJP is an important component of a multi-tiered system of support (MTSS) model that embeds an inclusive culture of reciprocal relationships and shared responsibility, and emphasizes the use of a tiered framework of evidence-based practices to enhance the academic and behavioral performance of all students.

How Restorative Justice Practices Can Make a Difference

Zero tolerance policies and practices, which emphasize specific harsh punishments in our schools, are failing to create safer schools while resulting in lost instructional days for students most in need (3). A [Center for Disease Control and Prevention study](#) confirmed the negative impact on health outcomes for youth who are not in school. The study found that students are more likely to become involved in a physical fight, carry a weapon, use drugs, and engage in sexual intercourse if they are not in school (4). The loss of instructional days increases student disengagement, truancy, and the likelihood of dropping out, all of which have a detrimental impact on education and health outcomes for students and families.

Research demonstrates the negative consequences of exclusionary, zero tolerance school discipline policies such as out-of-school suspensions, expulsions, and police referrals. Such practices have a disproportionate impact on African American and Latino students, as well as students with disabilities (5). A movement toward educational policies and practices based on a restorative model is gaining attention and momentum at local and national levels as an alternative to punitive disciplinary practices. Restorative Justice Practices (RJP) is a powerful discipline approach that focuses on creating a positive school climate to proactively reduce the need for punitive discipline and on repairing harm through inclusive processes that engage all impacted stakeholders. RJP shifts the focus of discipline from punishment to learning and from the individual to the community.

It is imperative that policymakers and education practitioners continue to support evidence-based

practices that not only extend beyond a punitive discipline model, but are part of a more comprehensive initiative to improve school climate. State legislative changes such as [AB 420](#), which eliminated K-3 suspension and all expulsions for disruption and willful defiance, is an example of state legislators working to address the disproportionate rate of suspensions and expulsions that students of color and students with disabilities face in the current education system.

Restorative Justice Practices combine the preventative community-based approach of restorative practices to improve school climate with the responsive, non-punitive, approach to school discipline of restorative justice. It is essential to place RJP within a larger framework based on a set of guiding principles and a continuum of authentic relationship-based practices designed to transform the culture of school and workplace communities to ensure successful implementation. With RJP, the focus is on consistently fostering and nurturing healthy, bias-conscious and equity-centered relationships and organizational structures (6). Implementing RJP within this larger context can result in the reduction of exclusionary discipline practices and an increase in reading levels and graduation rates, while supporting positive social, emotional, and academic outcomes for students (3)(6).

An individual's academic achievement is closely linked to their health outcomes. The higher level of education a person attains, the more likely they are to live a longer, healthier life (2). In order for students to succeed at school, they need to be able to attend class regularly. Yet students of color, specifically African American and Latinx¹ males, are being suspended and expelled from school at higher rates than their white counterparts (3). Research suggests that it is not that these students are more likely to misbehave; instead it is the implicit bias of school staff that leads to the disproportionate rates of suspension and expulsion (7). The Kirwin Institute defines implicit bias as "the attitudes or stereotypes that affect our

¹ Latinx is a gender-neutral term sometimes used in lieu of Latino or Latina (referencing Latin American cultural or racial identity).

understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control” (7).

When students are kept out of school, they fall behind their peers academically. Furthermore, students who are suspended or expelled are more likely to become disconnected from adults and peers at school and eventually become involved with the juvenile justice system. Once involved in the juvenile justice system, young people are more likely to eventually enter the criminal justice system, thus depriving these students of the opportunity of academic success and a healthy lifestyle (5).

Restorative Justice Practices provide an opportunity for a broader preventative approach to interrupt the cycle of implicit bias while building a positive school climate. The full implementation of RJP requires proactively building relationships and community through restorative circles, which require students to address issues in a public format with their peers. This tool prevents infractions and interpersonal conflicts. Participating in restorative circles can help to build trusting relationships

between students and teachers and heighten teacher sensitivity to the perspective of students. Improving student-teacher relationships increases the likelihood that students who are regularly subjected to discipline measures will remain in the classroom, thus allowing them to stay up to speed academically with their peers.

Schools and districts across the nation are turning to RJP as an approach and method to proactively strengthen school climate while addressing school discipline trends. Data reveals that millions of students are removed from their classrooms and receive out-of-school suspensions each year, often times for minor behavior infractions. These punitive school disciplinary policies disproportionately impact students of color, English language learners, and students with disabilities. When it comes to committing serious offenses, such as bringing a weapon to school, research shows little difference between black and white students, but when the infraction is subjective, that is, in the eye of the beholder, black students are significantly more likely than white students to be suspended (8).

“The widespread overuse of suspensions and expulsions has tremendous costs. Students who are suspended or expelled from school may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students also often fails to help them develop the skills and strategies they need to improve their behavior and avoid future problems. Suspended students are less likely to graduate on time, and more likely to be suspended again, repeat a grade, drop out of school, and become involved in the juvenile justice system.”

—Former Secretary of Education Arne Duncan,
U.S. Department of Education, 2014

Research has shown that in schools where students perceive structure, fair discipline, and positive student-teacher relationships, the “probability and frequency of subsequent behavioral problems” is lower (16).

Suspension and School Drop Out

Research shows that students who are suspended and expelled are less likely to graduate from high school, and the likelihood diminishes with every subsequent disciplinary action (3).

Out of School Suspensions Contribute to the Dropout Crisis

Florida longitudinal study: All 9th grade students in Florida were tracked for more than 6 years.

Data revealed:

- 16% likelihood for dropping out if NOT suspended
- 32% likelihood for dropping out if suspended ONCE in 9th grade. The likelihood increases by 10% with additional suspensions
- 42% risk for dropping out if suspended TWICE in 9th grade

.....
Balfanz, R., Byrnes, V., & Fox, J. (2014). *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade*. In D. Losen (Ed.), *Closing the School Discipline Gap*. New York, NY: Teachers College Press.

Suspension and Contact with Juvenile Justice Department

The Council of State Governments Justice Center’s study tracked all Texas students who were 7th graders in 2000, 2001, or 2002 through one year past the date when they would have graduated with their original class (15).

Out of School Suspension Increases Contact with Juvenile Justice Department

Texas Longitudinal Study: Students who were suspended or expelled were three times more likely to have contact with the juvenile justice system the following year than similar students (controlled for more than 80 characteristics) who were not suspended or expelled.

.....
Fabelo, Tony, Thompson, Michael, and Plotkin, Martha. (2011). *Breaking Schools’ Rule: A Statewide Study of How School Discipline Relates to Students’ Success and Juvenile Justice Involvement*. New York, NY: The Council of State Governments Justice Center.

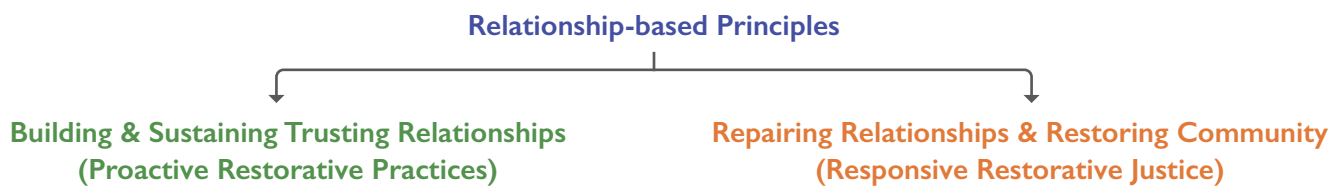
Restorative Justice Practices Overview

In schools, Restorative Justice Practices (RJP) are multifaceted. The approach is grounded in the traditional practices of indigenous communities around the world and underscores the values of respect, compassion, dignity, and inclusion of all members of the community. Talking circles are a way of life for many indigenous communities and have been used often to address harms in the community. This approach of inclusive dialogue became the foundation of the current RJP approach that is being used as a non-punitive approach to discipline (6)(9).

RJP promotes a positive school culture and enhances positive, social relationships within the school community. It is used as an alternative to traditional punitive disciplinary practices, which are known to lower academic achievement, widen the achievement gap, and disrupt cohesion within the school community (6).

RJP is based on principles and processes that emphasize the importance of trusting relationships as central to building community, and repairing and restoring relationships when harm has occurred (6). There are two components of Relationship-based Principles that complement each other in practice: Proactive Restorative Practices and Responsive Restorative Justice.

Proactive Restorative Practices can create a positive school climate that reduces behavior infractions, while Responsive Restorative Justice is used to repair relationships and restore community when behavioral infractions occur.



RJP is an alternative to the traditional punitive approach to discipline. RJP creates a positive school climate through the use of interventions after harm has occurred, as well as practices that help to prevent harm and conflict by building a sense of belonging, safety, and shared social responsibility throughout the school community. **Behavior infractions are viewed through the lens of a restorative justice philosophy. It brings all parties affected by an incident together in an inclusive process to discover the root causes of challenging behavior and determine resulting impact/harms with the intention to repair relationships and restore the community.** The process provides opportunities for true accountability, learning, personal growth, and healing. With this approach, behavior infractions are viewed as an offense against individuals and the greater community. It places greater emphasis on the harm caused and reparation of relationships and community above the need for assigning blame and dispensing punishment.

The underlying premise of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them rather than TO them or FOR them.

—Ted Wachtel, The International Institute for Restorative Practices

Proactive Restorative Practices
(Prevention- and Relationship-based Principles)

Relational Skill Building

- Establishing community-wide values
- Cultivating a culture of listening and authenticity
- Inclusive decision-making practices
- Reflection

Affective Communication

- Genuine expression of feelings and emotions in relation to specific behaviors and actions
- Affective language provides a structure for reinforcing desired behaviors and challenging/redirecting unwanted behaviors

Community Circles

- Intentionally create a space that lifts barriers between people
- Circles open the possibility for connection, collaboration, problem solving, and mutual understanding by creating a safe space for open dialogue

Proactive Circles:

- Foster relationship building
- Establish values and expectations
- Provide check-ins and check-outs
- Include celebrations
- Offer relevant content instruction

Responsive Restorative Practices Implementation (Restorative Discipline)

Restorative Discipline is a structured process for addressing behavioral incidents and harm in a way that meets the needs of those impacted by promoting accountability and responsibility for the offenders. Restorative dialogue provides a common, consistent language among all members of the school community that reinforces the core values of building and sustaining trusting relationships, high expectations, responsibility taking, and offers opportunities for high levels of accountability.

The following set of questions lays the foundation for all forms of restorative processes that aim to discover the root cause(s) of challenging behavior, determine impact, repair harm, and restore fractured relationships and community.

Restorative Questions:

1. What happened and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected and how?
4. What about this is/has been hardest for you?
5. What needs to happen to make things as right as possible moving forward?

Mechanisms to Implement Responsive RJP

1. Restorative Dialogue

On the spot or scheduled meetings to respond to minor incidents of conflict, wrongdoing, or unwanted behavior.

2. Classroom Responsive Circles

Circles to address incidents or patterns of disruptive behaviors that negatively impact the class learning environment and relationships. (Adult and student led)

3. Brief Restorative Interventions

An office referral-based, problem-solving process utilizing restorative dialogue to engage all parties involved in an incident. Used where the harm is significant enough not to be resolved informally, but not so great that it requires a formal conference. (Adult and/or student led)

4. Formal Conferencing

A structured formal process involving all members of the community affected by a particular incident. Those who cause harm are held accountable for their actions, those harmed are given a voice in the process, and agreements are made to address needs, repair harm, and prevent future wrongdoing.

5. Re-entry Conferences

A restorative process aimed to reintegrate students back into the school and classroom community after a classroom or out-of-school suspension/school transfer to re-establish or build a connection with the community. (Informal or formal depending on severity of incident)

IMPLEMENTATION FRAMEWORK

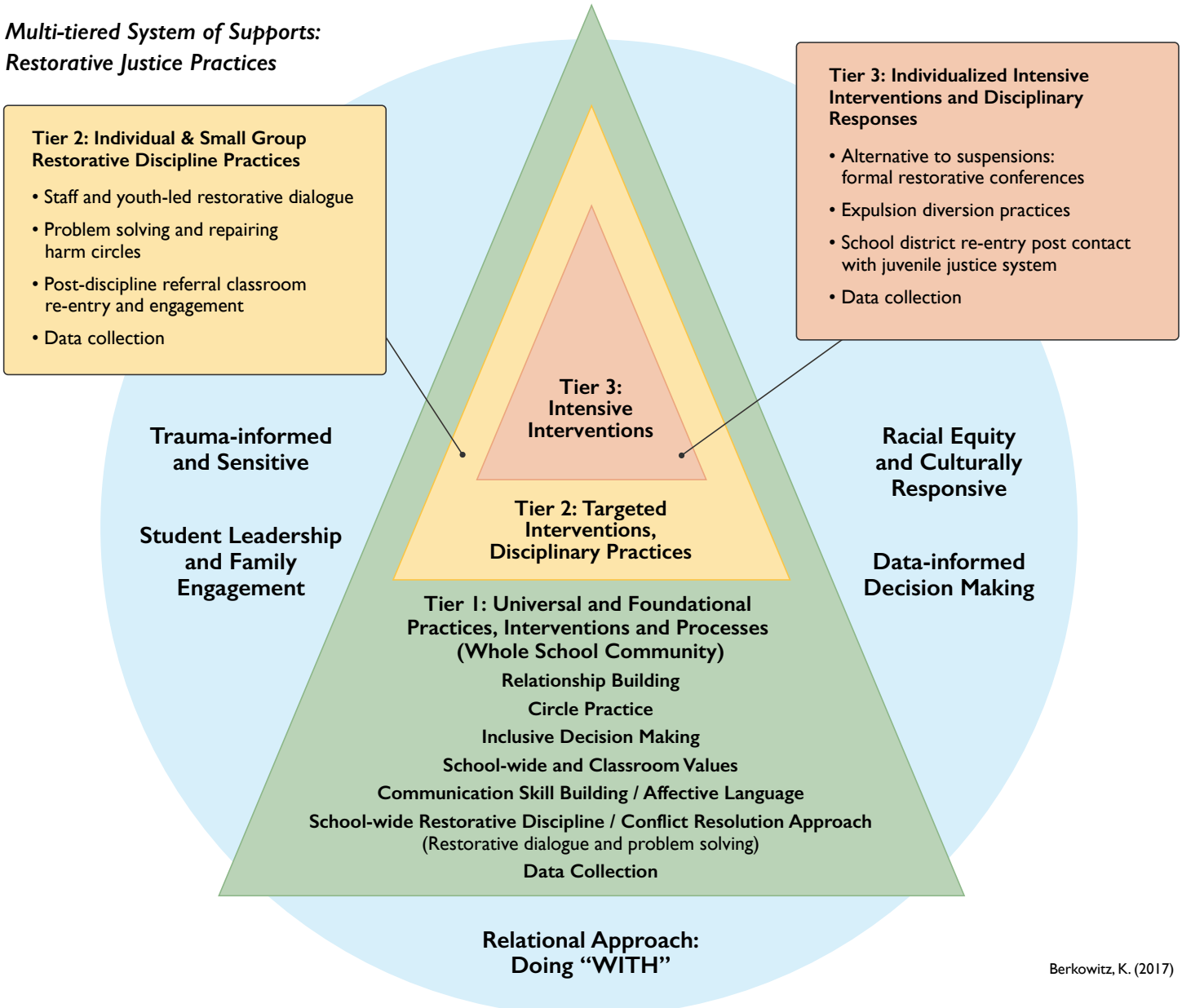
The Strategic Implementation Planning Guide outlined in this report utilizes the evidence-based frameworks of implementation science and Multi-tiered System of Support to build a solid infrastructure for implementation. It also incorporates research-based RJP implementation recommendations from the field and San Mateo County stakeholder implementation insights and recommendations.

Multi-tiered System of Support

A Multi-Tiered System of Supports framework (MTSS) is a proactive, prevention-based approach that allows schools to highlight and reinforce the importance of establishing a positive environment for all members of the school community. It systematically delivers needed supports, interventions, and disciplinary responses to the students as needed.

A MTSS model embeds an inclusive culture of reciprocal relationships and shared responsibility. It emphasizes the use of evidence-based practices to enhance the academic and behavioral performance of all students. This intentional effort to build strong community as well as the emphasis on early identification and intervention helps to reach students in a preventative rather than reactive mode (10).

Multi-tiered System of Supports: Restorative Justice Practices



Berkowitz, K. (2017)

The MTSS framework is typically presented as a triangle divided into three tiers of practice and intervention responses. Tier 1 lays the foundation of school-wide and classroom universal practices that are intended for all students (and adults in a whole school model). Tier 1 Restorative Justice Practices encompass a set of relational and problem-solving strategies that affirm trusting relationships and provide opportunities for social emotional learning and empathy development. The underlying premise of the MTSS framework is that when a strong school culture is established as a foundation for all students, approximately 80% of student needs will be met (10).

While Tier 1 will meet the relational and behavioral needs of most students across the school, some students will require more targeted interventions and disciplinary responses at the Tier 2 and Tier 3 levels. Therefore, an additional set of restorative practices is available for use at Tiers 2 and 3 and involves a more formal response to behavior infractions and harm through the use of small

groups and intensive individualized behavior supports. Formal Conferences for School Attendance Review Board (SARB) process to address truancy is an example of a Tier 3 intervention.

Implementation Science

Successful implementation of Restorative Justice Practices across San Mateo County schools will require a strategic approach and plan. The approach must value the unique needs, opportunities, and resources of the community with the goal of embedding all aspects of the restorative principles and practices across all county-wide stakeholder groups over time.

From Theory to Practice: Implementation Science

Implementation science provides a useful evidence-based framework that allows organizations at any level (state, county, district, or school) to create an infrastructure to build capacity for innovations to be scaled up and translated into practice (11).

| Implementation Science Stage | Stage Description |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Exploration | <ul style="list-style-type: none"> • Working “WITH” the school district community • Stakeholder engagement • Making a commitment to the implementation of restorative practices with fidelity |
| 2. Installation | <ul style="list-style-type: none"> • Building the infrastructure • Training and professional development • Preparing coaching support systems and structures |
| 3. Initial Implementation | <ul style="list-style-type: none"> • Adoption of practices into all systems within the school • Staff, students, parents are actively engaged • Clear, visible evidence of implementation • Data collection is ongoing |
| 4. Full Implementation and Sustainability | <ul style="list-style-type: none"> • Data has been collected and reviewed with all stakeholders • Ongoing professional development for all staff • Benefits are noticeable • Adjustments are made as needed |

Strategic Recommendations for RJP Implementation

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 inequities underlie disparities in discipline which prevent academic achievement for all students and make the school-to-prison-pipeline possible. It is critical for RJP initiatives to accompany strategies that promote equity and inclusion, including training in cultural fluency and implicit bias.

Implementation Readiness: Prior to implementation, take the time to engage community stakeholders in strategic planning and select a model and structure for a rollout that best meets the need of the community. Facilitate needs and implementation readiness assessments, conduct Restorative Justice Practices (RJP) outreach to community stakeholders, introduce components of whole-school implementation, and work with the site team to prepare for the launch of RJP school-wide, utilizing implementation science and Multi-tiered System of Supports Framework.

Professional Development & Trainings: All professional development opportunities shall 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. 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 success of RJP initiatives in schools. It is highly recommended that student-led groups or classes are established at each site. These should include students in collaborative decision-making, provide students with in-depth training, and offer 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 a RJP implementation rollout. Engaging parents and guardians as important members of the school community early in the implementation process allows schools/districts to work together with family members to co-create a positive and caring school environment grounded in authentic relationships. It is critical for schools and districts 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.

Social and Emotional Learning and Trauma-informed Practices: There are multiple points of connection between social and emotional learning, trauma-informed practices, and restorative justice practices and it is highly recommended that these initiatives are aligned and integrated 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 will 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.

**San Mateo County Restorative Justice Practices (RJP)
Strategic Implementation – Planning Guide**

*Should
we do it?*

Stage I: Exploration

- Working with the school district community
- Stakeholder engagement
- Making a commitment to the implementation of restorative practices with accountability

| County | Districts | Schools |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center">Countywide Stakeholder Engagement and Introduction to RJP</p> <ul style="list-style-type: none"> • Education systems • San Mateo County Health • Hillcrest School • Community-based organizations <p align="center">Assessing and Allocating Funding Sources</p> <p><i>Federal Funding Sources:</i></p> <ul style="list-style-type: none"> • Individuals with Disabilities Education Act (IDEA) • CA Services for Technical Assistance and Training • School Improvement Grants (SIG) • Title I, Part A <p><i>State Funding Sources:</i></p> <ul style="list-style-type: none"> • Mental Health Services Act, Prop 63 • Local Control Funding Formula (LCFF) <p><i>Local Funding Sources:</i></p> <ul style="list-style-type: none"> • Grant opportunities (e.g., Get Healthy San Mateo County) • Local Universities (e.g., Stanford New Schools) • Union Organizations (e.g., AFT) | <p align="center">Initial Introduction of RJP and District-wide Engagement</p> <ul style="list-style-type: none"> • RJP framing: School climate improvement • Determining the need for RJP • Introduction to restorative concepts/principles/paradigm/practices • Opportunities to participate <p align="center">Stakeholder Groups:</p> <ul style="list-style-type: none"> • School board members • Central office leadership • Site administrators • Union leadership • Parent advisory groups • Student advisory groups • Community partners <p align="center">School District Engagement and Assessment of District-Wide Commitment and Leadership</p> <p align="center">Allocating Available Funds and Resources</p> <p>District Local Control Accountability Plan (LCAP) and other funding sources</p> <ul style="list-style-type: none"> • Supplemental and Concentration funds • Improving school climate (reducing suspension and expulsion rates) | <p align="center">Initial Introduction of RJP and School Site Engagement</p> <ul style="list-style-type: none"> • Faculty/Staff • Students • Families • Community partners <p align="center">School Community Engagement and Assessment of School Site Commitment and Leadership</p> <p align="center">Assessing Available Funds and Resources</p> <p>Local Control Accountability Plan (LCAP) and other funding sources</p> |

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 data

| County | Districts | Schools |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Implementation Infrastructure</p> <ul style="list-style-type: none"> • Align RJP with other county-wide initiatives and current rollout strategies (e.g., Community Schools, Big Lift, trauma-sensitive and racial bias strategies, etc.) • Establish or expand already existing county-wide steering committee • Establish and hire a minimum of 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 and implementation <p>Professional Development, Implementation, Evaluation Design and Launch</p> <ul style="list-style-type: none"> • Establish centralized hub for RJP, training, implementation, evaluation, and oversight for districts, schools and county/community agencies | <p>Implementation Infrastructure</p> <ul style="list-style-type: none"> • Establish district-wide steering committee • Develop clear school climate goals for LCAP to include RJP implementation • Build district RJP Team for implementation oversight, coordination, training, coaching, data collection, and reporting • Utilize a Multi-tiered System Framework in alignment with RTI/PBIS, trauma-sensitive strategies, social-emotional learning and other district academic/school climate initiatives • Identify approach and timeline for engaging schools and launching implementation • Determine strategy for student RJP leadership opportunities <p>Professional Development and Skill Building Design and Launch</p> <ul style="list-style-type: none"> • Establish training and coaching plan for district RJP point person, trainers, and coaching team • Develop and launch professional development training plan for: <ul style="list-style-type: none"> ▪ Central office staff, identified district partners, union leadership ▪ School site administrators ▪ Participating school site staff | <p>Implementation Infrastructure</p> <ul style="list-style-type: none"> • 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 training and implementation • Develop an implementation rollout plan utilizing a Multi-tiered System 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 <p>Professional Development and Skill Building Design and Launch</p> <ul style="list-style-type: none"> • Develop and launch RJP training series for school site stakeholders within Multi-tiered System Framework of implementation, starting with the proactive community and relationship building practices (Tier 1) and then introducing responsive restorative discipline practices. <ul style="list-style-type: none"> ▪ Faculty/Staff (certificated and classified) ▪ Students ▪ Family ▪ Community partners |

Stage 2: Installation (continued)

| County | Districts | Schools |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Provide individualized district and school strategic planning support (implementation science and Multi-tiered System Framework) <ul style="list-style-type: none"> ▪ Introduce San Mateo-Foster City RJP approach as a model district-wide strategy • 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 <p style="text-align: center;">Establish a Community of Practice for County-Wide RJP Dialogue</p> <ul style="list-style-type: none"> • Countywide commitment to a restorative discipline paradigm and addressing root causes of disciplinary disproportionality <p style="text-align: center;">Collecting Baseline Data</p> <ul style="list-style-type: none"> • School climate and student risk/ outcome data points, including assessment of racial disparities in current discipline practices | <ul style="list-style-type: none"> • Integrate restorative principles and processes into day-to-day practices (ex. pupil services and human resources departments) <p style="text-align: center;">Establish Systems of Support</p> <p>Systems of support peer coaching model for:</p> <ul style="list-style-type: none"> • Central office staff • Participating school staff <p style="text-align: center;">District-wide Restorative Discipline Approach and Response</p> <ul style="list-style-type: none"> • Adopt a district-wide restorative approach towards behavioral incidents (determine necessary stakeholder engagement, training and support systems necessary) <p style="text-align: center;">Collecting Baseline Data</p> <ul style="list-style-type: none"> • Collect baseline district-wide school climate, student risk outcomes and disciplinary racial disparity data points <p style="text-align: center;">Collect/Design Implementation Resources, Readiness and Data Collection Tools</p> | <p style="text-align: center;">Establish Systems of Support</p> <ul style="list-style-type: none"> • Systems of support peer coaching model for participating school staff and others interested <p style="text-align: center;">Collecting Baseline Data</p> <ul style="list-style-type: none"> • Collect school-site climate, academic, attendance, and discipline disparities baseline data <p style="text-align: center;">Collect/Design Implementation Resources:</p> <ul style="list-style-type: none"> • Books, videos, curriculum, materials to include: <ul style="list-style-type: none"> ▪ School site readiness assessment tools ▪ School site implementation commitment forms ▪ Implementation fidelity/ integrity of practice tools |

*Let's
do it!*

Stage 3: Initial Implementation

- 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
- Evidence of implementation is visible
- Data collection is ongoing

| County | Districts | Schools |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Application of Practice Restorative concepts, principles and practices are put into action</p> <ul style="list-style-type: none"> • Relational guidelines • Restorative processes (circles, conferencing, etc.) <p>Intentional Relationship Building</p> <p>Launch of Systems of Support</p> <ul style="list-style-type: none"> • Rollout of county-wide community of practice (in-person meetings and virtual video conferencing gatherings) <p>Continued Stakeholder Engagement and Trainings</p> <p>Policy Review Revising and/or establishing policies, structures and procedures to reflect restorative paradigm, principles, and practices</p> <p>Progress Monitoring and Data Collection County-wide implementation fidelity and impact data collection (qualitative and quantitative)</p> | <p>Application of Practice Restorative concepts, principles, and practices are put into action</p> <p>Intentional Relationship Building</p> <p>Launch of Systems of Support</p> <ul style="list-style-type: none"> • Peer coaching professional learning communities (for district office staff and participating school site leaders and staff) • Specialized observations, coaching offered to district departments and school sites <p>Continued Stakeholder Engagement and Training</p> <p>Policy Review Revising and/or establishing discipline policies, structures, and procedures to reflect restorative justice principles and practices</p> <p>Progress Monitoring and Data Collection</p> <ul style="list-style-type: none"> • District-wide student risk data • Participating school site implementation fidelity (self-assessments and site observations) • Progress monitoring • Evaluation | <p>Application of Practice Restorative concepts, principles and practices are put into action</p> <p>Intentional Relationship Building</p> <p>Launch of Systems of Support</p> <ul style="list-style-type: none"> • Professional and/or peer coaching for teachers/staff; meetings to dialogue and support one another's practice • Specialized observations, coaching offered to district departments and school sites <p>Continued Stakeholder Engagement and Training</p> <p>Policy Review Revising and/or establishing discipline policies, structures and procedures to reflect restorative justice principles and practices</p> <p>Progress Monitoring and Data Collection</p> <ul style="list-style-type: none"> • School climate data • Implementation data (e.g., type and frequency of practices) • Implementation satisfaction • Implementation fidelity • Attendance, academic, discipline data and disproportionality trends |

*Let's
make it
better!*

Stage 4: Full Implementation and 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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sustainability Planning</p> <ul style="list-style-type: none"> • Trainer of trainers • Trainer of coaches/ implementation support <p>Continued Professional Development and Peer Coaching</p> <p>Steering Committee Reporting to County-wide Stakeholder Groups</p> <p>Celebrating Successes</p> | <p>Sustainability Planning</p> <p>Trainer of trainers/capacity building</p> <p>Continued Professional Development and Peer Coaching</p> <p>Introduction of new staff, students, and families to RJP</p> <p>Continued Progress Monitoring, Data Collection, and Decision Making</p> <p>Steering Committee Reporting to District-wide Stakeholder Groups</p> <p>Celebrating Successes</p> | <p>Sustainability Planning</p> <ul style="list-style-type: none"> • Cycle of continuous improvement and data-based decision making • Trainer of trainers/ capacity building • Continued professional development and peer coaching • New and returning staff • Site implementation team and staff/student reporting to school site stakeholder groups <p>Celebrating Successes</p> |

*Note: Additional implementation testimonials and insights can be found in the accompanying document titled **San Mateo Countywide RJP Stakeholder Engagement Findings**. The Findings document provides a detailed summary of the Stakeholder engagement process and results. It can be found on the Get Healthy San Mateo County Website at www.gethealthysmc.org.*

SAN MATEO COUNTY RJP STAKEHOLDER ENGAGEMENT

Key Findings: STUDENT VOICE

The student’s perception of bias in the traditional school system surfaced during the discussions. Some students shared that they were getting harsher punishments than others for reasons they did not understand.

| Discipline that is fair | Discipline that is not fair |
|--------------------------------------------------------------------------------------------|------------------------------------------|
| More understanding | Picking off the weak from the strong |
| Everyone can contribute equally, and everyone gets the same respect | Favorite students or teacher’s pets |
| Schools are clear about what they want to see from students and teach them what that means | People feel isolated |
| Second chances and opportunities to learn from mistakes | You’re targeted or looked at differently |

Multiple students shared that their challenges in education began in elementary school. They discussed having problems either at home or with other students that were not sufficiently addressed, and therefore continued unresolved for years, culminating into a series of negative behaviors.

When the basic restorative principles were introduced to the students, one young woman shared:

“I was expelled in my ninth grade year for skipping class and fighting. No one knew that I was skipping class every day to avoid another older student who I had fought in middle school.

When she and I fought again in 9th grade, I got expelled. If we would have had a chance to talk it out in middle school, I don’t think I would be here right now. I would be at my previous high school.”



When the students were asked what made a positive difference for them, they identified caring relationships with adults who can empathize with their individual experiences and offer support. Students described their ideal school environment on an interpersonal level in terms of strong relationship with teachers and their peers.

Key Findings: COMMUNITY VOICE

Three community conversations were held across San Mateo County in May and June of 2017. These conversations were organized in partnership with local community-based organizations: the Daly City Partnership, Redwood City 2020, and Puente de la Costa Sur. The purpose of the dialogue was to engage community members in conversation, to discuss the basic premise and principles of school-based Restorative Justice Practices, gauge community interest, and gather feedback about RJP implementation across San Mateo County.

Community members recognized RJP as a new way of thinking about student behavior, replacing blame and the polarity of labeling a child or incident as “good” or “bad” with effective, solution-oriented ways for students to learn from their mistakes. They expressed a desire for RJP to be applied beyond the school as a way to improve communication among school staff, parents, and students, ultimately making communities safer.

.....

Community members voice their interest in seeing RJP continue to grow in San Mateo County and express a desire to bring more information to school staff, students, and parents not only in the context of schools, but in the greater context of community.

.....

The strong turnout for all community conversations indicates a level of interest across the county. All communities can be served well by the principles of RJP which emphasize equity and inclusion.

School administration was present at all community conversations, which indicates support and buy-in for RJP implementation by school leadership.



San Mateo County educators implementing RJP in classrooms speak out about the benefits:

In addition to improved relationships with students, I've never felt so connected to the faculty at Bowditch Middle School, some of which I might not have connected with otherwise.

—Anonymous survey respondent

I have been using restorative circles regularly and practicing mindfulness with my students this year. I have seen more community-minded behaviors and more trust built than previously. It also gives students a safe space to hear different perspectives; it breeds understanding and builds community quickly. A wonderful way to create and maintain a safe space!

—Anonymous survey respondent

Current San Mateo County RJP Implementation: SURVEY KEY FINDINGS

A survey was designed in collaboration with Get Healthy SMC and San Mateo County Office of Education leadership to elicit feedback from educators so they could authentically shape implementation efforts of school-based RJP moving forward across the county. The overall goal of the survey was to engage educators from across the county and capture a wide range of information regarding familiarity with RJP, current implementation, outcomes, and implementation recommendations.

The survey was launched on May 1, 2017, and was conducted online using a convenience sample. The survey was sent to district and site administrators through the County Office of Education with a request to forward the survey to all school and district educators. Survey responses were collected from multiple school districts across the county, with the highest number of responses coming from Jefferson Elementary, Cabrillo Unified, San Bruno Park, San Mateo Union High, San Carlos, Jefferson Union High, Belmont-Redwood Shores, and Sequoia Union High. A total of 238 survey responses were received. The highest number of survey stakeholder subgroup responses came from certificated and classified staff, followed by school support staff and school site administrators.

1. County-wide Familiarity with School-based Restorative Justice Practices

- 48% of all respondents report having a strong familiarity with RJP
- District leaders (76%), school administrators (71%), and school support staff (67%) report strong familiarity with RJP

2. School Climate Needs and Initiative Priorities (School and District Level)

- 74% of respondents indicated growth in relational and problem-solving skills as an area of need in their school
- Almost all respondents report their school/district community implementing at least one school climate initiative

3. Perceived Evidence of Current Implementation Impact and Outcomes

In schools and districts where RJP was identified as a school climate initiative priority, the following outcomes were reported by survey respondents:

- Improved relationships between students and adults in the community (schools: 73%, district: 64%)
- Reduction in aggressive student behavior (schools: 73%, district: 79%)
- Reduction in overall suspensions/expulsions (schools: 68%, district: 77%)
- Growth in relational and problem-solving skills among students and adults (schools: 64%, district: 67%)
- Reduction in behavioral office referrals (schools: 63%, district: 79%)
- Increased student engagement and learning (schools: 58%, district: 58%)

Current San Mateo County RJP Implementation: MODEL DISTRICTS/SCHOOLS

The following tables present a snapshot of the RJP practices actively in place at a few model school sites. Information was gathered from interviews with staff in schools from across San Mateo County.

| San Mateo-Foster City School District | | Pacifica School District | Sequoia Union High School District |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bowditch Middle School | Borel Middle School | Ingrid B. Lacy Middle School | East Palo Alto Academy |
| <ul style="list-style-type: none"> • Proactive circles • Content circles (most commonly with English department) • RJP language • RJP questions used frequently • RJP used in counseling • RJP conferences in individual classrooms and school-wide discipline • Circles to address attendance concerns • Restorative conferences are provided as an alternative to out-of-school suspension option | <ul style="list-style-type: none"> • Community circles occurring on a regular basis (frequency differs according to teacher) • Community Circles at staff meetings • Student-led circles • Restorative processes for reading assessments • Restorative questions • Impromptu conferencing • School counselor using affective language regularly with the students • Vice Principal actively facilitates restorative conferencing and re-entry | <ul style="list-style-type: none"> • Community circles in advisory • Reflection narratives for discipline • In-school consequences rather than suspensions • Restorative circles • Re-entry conferencing | <ul style="list-style-type: none"> • Builds relationships for students to feel connected to the community and take responsibility for one’s actions • RJP coordinator helps students manage relationships with teachers • Embeds restorative principles into all aspects of the community • Convenes restorative mediations and conferences • Organizes classroom circles • Public apologies are made common practice for the student to make things right and re-integrate into the student community |

| San Mateo Union High School District | | San Mateo County Office of Education | | Jefferson Elementary and Jefferson Union High School Districts |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Capuchino High School | San Mateo High School | Hillcrest School | Gateway Court and Community School | |
| <ul style="list-style-type: none"> • Circles for students and staff • Alternative-to-suspension • Restorative conferencing • Re-entry conferencing | <ul style="list-style-type: none"> • Assistant Principal of Discipline facilitates RJP circles in Saturday School (an alternative to suspension intervention) • Facilitates RJP circles and discipline conferences | <ul style="list-style-type: none"> • RJP lead for SMCOE facilitates RJP circles for newly incarcerated students as part of the orientation program • Facilitated classroom circles as requested • RJP conferencing student/ student and student/ teacher | <ul style="list-style-type: none"> • RJP lead facilitates weekly RJP community-building circles for students, faculty, and staff | <ul style="list-style-type: none"> • Moving away from zero-tolerance policies • Community conversations about race and equity and institutional discrimination • Community building • Classroom circles • Repairing harm circles • Administrator professional development in community building, addressing institutional discrimination, and microaggressions. |

In addition, 40% or 94 of the stakeholder engagement survey respondents reported implementing RJP at the school-site level, and 45% or 107 respondents reported implementing RJP at the district level.

San Bruno Park School District, San Carlos School District, Capuchino High School, Westmoor High School, East Palo Alto Academy, American Federation of Teachers 3267, and American Federation of Teachers of Jefferson Union High School District were all explicitly mentioned in the survey for their RJP implementation efforts.

STAKEHOLDER IMPLEMENTATION INSIGHTS

Throughout the stakeholder engagement data collection process, stakeholders consistently raised the following themes:

County-wide Implementation Strategy

Consistently, the preferred starting point for implementation funding and support was

1. School site (52%), 2. District (39%), and 3. County level (27%)

- All subgroup stakeholder respondents (aside from school support staff and district leadership) felt that the initial starting point of implementation supports should be at the site level
- School support staff and district leadership identified the district as the ideal starting point

In addition, stakeholders report

- “A focus on individual schools and districts is important as each community and student population is very different.”
- “Consistency and focused goals must be put in place so that this district can move in a single direction with a strong focus on students’ academic, physical, and mental well-being. Support from SMCOE for our Superintendent and district office in bringing this district together is paramount to our future success and ability to implement PBIS and restorative practices and programs.”

Staff Buy-in

Present RJP in a way that shows how it connects with what is already being done or other priorities in place (ex. community schools, Positive Behavior Intervention and Support (PBIS), social emotional learning (SEL), trauma, racial and gender equity)

- “The more you can help implementers talk about how it already exists and/or how it fits with other priorities, the easier the “sell” will be.”

Varied beliefs regarding the implementation approach of RJP as mandatory vs. voluntary were expressed.

- “Find a way to create buy-in while making the RJP initiative mandatory. I have become vexed on multiple occasions when I see students receive disciplinary action for minor behavior issues; the students in these scenarios requested a circle, and the teacher(s) have responded with “I don’t do restorative practice.”
- “Voluntary implementation is better in terms of buy-in. Possibly we do more within our staff, circles to connect, discuss issues, opportunities to talk about what this looks like in our classes, more might then be willing to try. With near 100% participation at a school site, marvelous increases in school climate will occur.”

Implementation Approach

Need to include all members of the community in the trainings and implementation planning, including classified staff (such as campus security and office administrative staff).

- “I am campus security and none of these practices/programs are ever discussed with us. We are expected to carry them out in theory but we aren’t trained or told what is expected to come out of it.”

Professional Development

Multiple requests for additional on-site RJP training

- “Although I have only had a brief introduction to RJP, it seems to me to be a critical need at my site and beyond. I think it would be helpful if it were initiated district wide and/or county wide to make the biggest and most consistent impact.”
- “I would love to have more PD around restorative justice. Our school counselor has brought back her learnings and shared them with those who are interested but there should be opportunities for teachers to attend such trainings as well.”

Request to include historical education on the roots of RJP and desire to see the cultural roots honored in the practice.

- “Please include historical education on the roots of RJP. These are strong Native American cultural practices. Please help to ensure that the cultural roots are implemented in the classroom.”

Resources

Administrative support and dedicated time and resources are needed to implement RJP with fidelity. In addition to training, there needs to be ongoing follow-up support and coaching, something that is often lacking when new initiatives are introduced.

- “I would like to have training at our site, but we also need follow-up support as well. This is something that often is lacking with our district. We get one day of training and are given no extra support or training. We have been told that we are implementing it, but no one actually explained it to us or provided us with any resources other than this survey.”
- “Many times great ideas come from the district or county office, however, the resources to implement those ideas are rarely provided. We receive almost no monetary support from the district or county office either. Restorative Justice Practices are a great idea, but is this new system going to come with resources? Or will it be just another great idea?”

Concerns

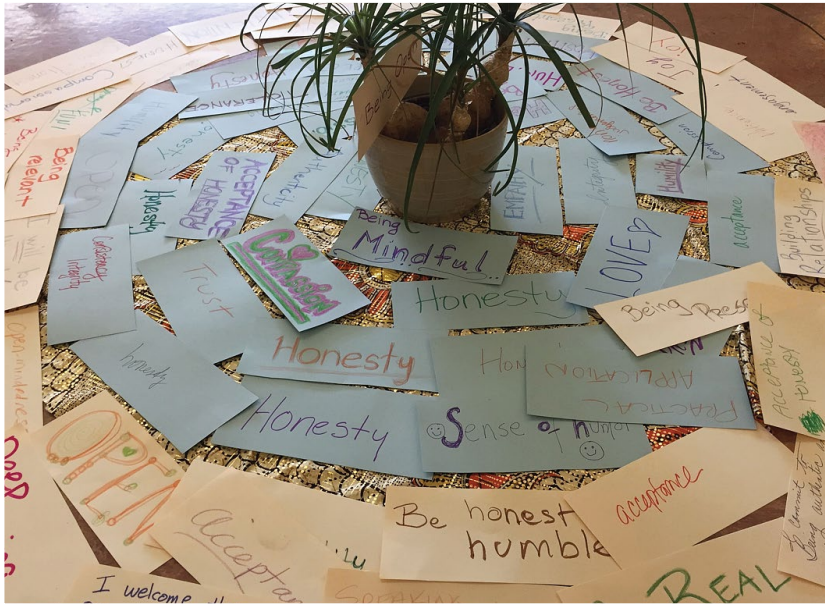
A few survey respondents raised the importance of implementing RJP with fidelity and other concerns.

- “Restorative practices increase the quality of relationship within schools and lower the incidence of behavioral problems. I strongly support them when implemented properly, but worry about poor implementation reflecting badly upon the practice rather than simply poor leadership and implementation.”
- “The repeat offenders think it’s funny and that nothing else is going to happen so they don’t take it seriously.”
- “Emphasis on Restorative Justice Practices and SEL has been and will be taking away valuable time from subject area professional development and instruction time. As a result, student academic performance will suffer.”

WORKS CITED

1. **Braveman, Paula and Gruskin, Sofia.** (2003). *Defining Equity in Health*. s.l. : Journal of Epidemiology and Community Health. Vol. 57, pp. 254-258.
2. **Telfair, Joseph and Shelton, Terry L.** *Educational Attainment as a Social Determinant of Health*. North Carolina Medical Journal. Vol. 73(5), pp. 358-365.
3. **Balfanz, Robert, Byrnes, Vaughan and Fox, Joanna.** (2, 2014). *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in Ninth Grade*. Journal of Applied Research on Children: Informing Policy for Children at Risk. Vol. 5: Iss. 2, Article 13.
4. **Prevention, Center for Disease Control and.** (1992). *MMWR: Health Risk Behaviors Among Adolescents Who Do and Do Not Attend School*. pp. 43:129-132. United States : CDC.
5. **Martinez, Stephanie.** (Spr 2009). *A System Gone Berserk: How Are Zero-Tolerance Policies Really Affecting Schools?* 3, s.l. : Preventing School Failure, Vol. 53. pp. 153-158.
6. **Morrison, B., and Thorsborne, M.** (2005). *Practicing Restorative Justice in School Communities: Addressing the Challenge of Culture Change*. Public Organization Review. pp. 5(4) 335-357.
7. **Staats, Cheryl, et al., et al.** (2017). *State of the Science: Implicit Bias Review*. Columbus, OH : The Ohio State University: Kirwin Institute for the Study of Race and Ethnicity.
8. **U.S. Department of Education, Office for Civil Rights.** (March 21, 2014). *Civil Rights Data Collection: Data Snapshot (School Discipline)*.
9. **Gonzalez, Thalia.** (2, 2012). *Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline*. Journal of Law and Education. Vol. 41, pp. 281–335.
10. **Lynass, Lori and Berkowitz, Kerri.** (2015). *Santa Rosa City Schools Multi-Tiered Systems of Support BEST Plus Handbook*. Santa Rosa : Santa Rosa City Schools
11. **Riestenberg , Nancy.** (2015). *The Restorative Implementation: Paradigms and Practices*. Albany, NY : New York State Permanent Judicial Commission on Justice for Children, Restorative Practices in Action: Journal for School and Justice Practitioners. pp. 1-21.
12. **Rudd, Tom.** (2014). *Racial Disproportionality in School Discipline: Implicit Bias Heavily Implicated*. Columbus, Ohio: Kirwin Institute.
13. **Armour, Marilyn.** (2014). *Ed White Middle School Restorative Discipline Evaluation: Implementation and Impact, 2013/2014 Sixth and Seventh Grade*. Austin, TX : The University of Texas at Austin.
14. **(APA), American Psychological Association Zero Tolerance Task Force.** (2008). *Are Zero Tolerance Policies Effective in the Schools?* s.l. : American Psychologist 63 (9). pp. 852-862. doi: 10.1037/0003-066x.9.852.
15. **Fabelo, Tony, Thompson, Michael and Plotkin, Martha.** (2011). *Breaking Schools' Rule: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. New York, NY : The Council of State Governments Justice Center.
16. **Gregory, Anne and Cornell, Dewey.** (2009). *"Tolerating" Adolescent Needs: Moving Beyond Zero Tolerance Policies in High School*. 2, Theory Into Practice, Vol. 48. pp. 106-113. 10.1080/00405840902776327.

NOTES



For more information, please visit:
www.GetHealthySMC.org

Follow us on social media:
www.facebook.com/GetHealthySMC
www.twitter.com/GetHealthySMC

Contact us:
hpp@smc.gov
 Health Policy and Planning Division
 San Mateo County Health System
 225 37th Avenue, 1st Floor
 San Mateo, CA 94403

