

NYSED
2019 Safe & Supportive Schools
Technical Assistance Webinar #2

CULTURE OF CARE :
PRE-IMPLEMENTATION AND
ESTABLISHING A BASELINE

LORI DECARLO, RANDOLPH ACADEMY SUPERINTENDENT



CULTURE OF CARE: STAGES OF IMPLEMENTATION

- ▶ Pre-Implementation
- ▶ Needs Assessment
- ▶ Building Capacity
- ▶ Sustainability



Pre-implementation

- ▶ **Create and train a Restorative Justice Team** of at least 5 members (may go by another name such as SEL Team, Culture of Care Team, MTSS Team, etc.)
- ▶ **Team represents a cross section of the school**, and must include administrators and school leaders
- ▶ Team drafts an **Action Plan**
- ▶ **Volunteers are recruited and trained** to implement Tier 1 Community Circles to build relationships, connectedness and sense of belonging

NEEDS ASSESSMENT



Defining the starting point is critical to mapping out the journey from the status quo to a Culture of Care.

- How great is the distance?
- What assets currently exist that we may build upon?

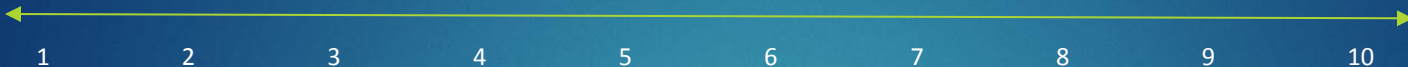
This session will introduce three types of needs assessments:

- ▶ Informal Reflection
- ▶ Focus Group Research
- ▶ Formal Quantitative & Qualitative Observational Tool



ENGAGEMENT ACTIVITY:

HOW RESTORATIVE IS YOUR SCHOOL?



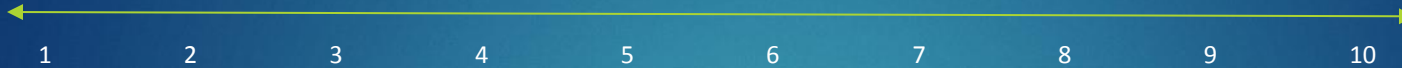
PUNITIVE

- ▶ Loss of privileges, eligibility for sports, etc.
- ▶ Detention afterschool
- ▶ In school suspension
- ▶ Out of School Suspension
- ▶ Legal Charges
- ▶ ***Consequence imposed by authority***

RESTORATIVE

- ▶ Student takes responsibility for behavior
- ▶ Brings together all those affected
- ▶ Student hears directly from others affected
- ▶ Student is given chance to make things right
- ▶ Student repairs harm caused to relationships
- ▶ ***Those affected & student decide what can be done to repair the harm***

What does JUSTICE look like in your school when...



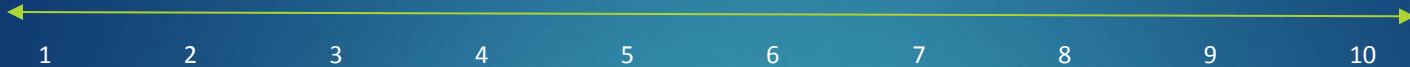
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A student puts his head down in class every day, refusing to engage.



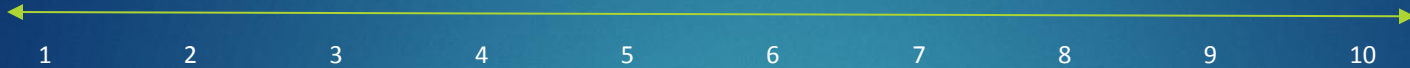
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Two teenage males get into a fist fight in the cafeteria.



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A student swears & makes vulgar remarks to a peer.



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A student is caught vaping in the lavatory.



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Two teenage girls have a loud verbal fight in the hallway to carry on a dispute that happened on social media over the weekend.



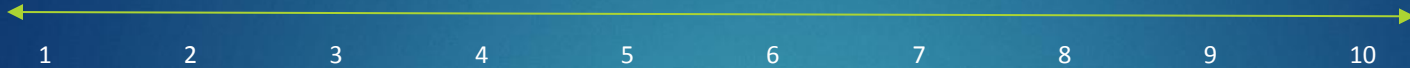
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A student with a disability threatens to bring a gun to school.



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The star of the football team is caught cheating on a test.



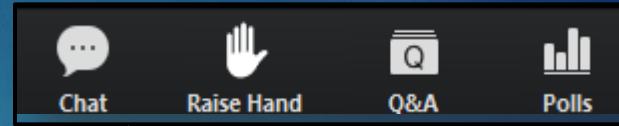
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Reflect and Share Out



- ▶ How restorative is your school? Let us know what you notice by typing in the **chat**, or by clicking the “**Raise Hand**” button on the toolbar at the bottom of your screen.
- ▶ What do you notice about the placement of the ‘x’s?
- ▶ What did you notice about the type of situation and the response? (e.g. *Are incidents of violence more often handled using punitive approaches?*)

HOW RESTORATIVE IS YOUR SCHOOL?



Reflection & Analysis:

The Restorative Justice Implementation Team uses the ratings from this self assessment to determine:

- ▶ What **current practices** are aligned with Restorative Justice principles?
- ▶ Identify, appreciate and build upon these current practices as **ASSETS**!
- ▶ Capture a **VISION** for the IDEAL!
- ▶ Determine how wide the **gap** is between the status quo and the ideal.

FOCUS GROUPS

► Purpose:

- Focus group research is used to develop or improve products or services. The main purpose is to provide data to enhance, change or create a product or service targeted at a key group.

► Who participates?

- VOLUNTEERS from ALL Stakeholder groups who are interested in school climate or discipline



<https://www.socialmediatoday.com/content/what-purpose-and-advantages-focus-group-interviews>

FOCUS GROUPS



- ▶ **How to Host a Focus Group:**
 - ▶ Ideal size is 8-10 people
 - ▶ Moderator encourages free flow of dialogues & ideas
 - ▶ Questions are drafted in advance
 - ▶ Plan to conduct 3 or 4 Focus Groups

<https://www.socialmediatoday.com/content/what-purpose-and-advantages-focus-group-interviews>

FOCUS GROUPS

SET THE STAGE FOR THE DIALOGUE:

SHOW A VIDEO THAT ILLUSTRATES RESTORATIVE JUSTICE PRINCIPLES:



PBS is an American public broadcast service. [Wikipedia](#)

Colorado high school replaces punishment with 'talking circles'



Restorative Justice | Laila Fakhoury | TEDxLSSC

FOCUS GROUPS

PRESENT INFORMATION ON RESTORATIVE JUSTICE PRINCIPLES:

- ▶ Focuses on relationships
- ▶ Focuses on repairing harm rather than punishing the offender
- ▶ Includes student voice in the process
- ▶ Identifies the needs of those who have been harmed or affected by wrong doing and who is obligated to meet the need
- ▶ Is implemented as a whole-school approach that builds positive climate
- ▶ Builds students' social & emotional skills such as communication skills, expressing feelings, building and maintaining relationships, solving problems and resolving conflict

Developed by Dr. Tom Cavanagh
www.restorativejustice.com

FOCUS GROUP QUESTIONS

- ▶ 1. What are we doing well to incorporate restorative justice principles and practices at our school?
- ▶ 2. What would restorative justice look like ideally in our school?
- ▶ 3. What steps can we take now to move from the present situation regarding implementation of restorative justice principles and practices to a more ideal state at our school?

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CULTURE OF CARE NEEDS ASSESSMENT OBSERVATIONAL TOOLS

► Quantitative

- Ratings on a four-point Likert scale

STATUS QUO

1 = all the time 2 = most of the time

CULTURE OF CARE

3 = most of the time 4 = all the time

► Qualitative

- Description of objective observation: exactly what you see and hear in the classroom
- Interpretation of what was observed: observers' thoughts & reflections about what is observed
- Feedback to Teacher being observed & Implementation Team based upon what was observed

Cavanagh, T. (2007) Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp.62-85.


Seven Dimensions of a Culture of Care:

- | | | |
|---|----|--|
| 1. Passive Receptors | vs | Co-Creators |
| 2. Rules & Regulations | vs | Relationships & Interactions |
| 3. Teacher in control | vs | Power is Shared |
| 4. Teacher is solely responsible | vs | Responsibility is Shared |
| 5. Misbehavior viewed as disruption | VS | Wrongdoing and Conflict viewed as a Learning Opportunity |
| 6. Consequences delivered by someone other than teacher | vs | Students & Teacher have to Solve Problems in Classroom |
| 7. Punishment & Retribution as Deterrents | vs | Focusing on Healing the Harm to Relationships |

Cavanagh, T. (2007) Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp.62-85.



As we explore the dimensions, consider the following:

- ▶ Which dimension is an area of **strength** for your school?
 - ▶ What dimension(s) capture your **curiosity** and/or **interest**?
 - ▶ What are the anticipated barriers in shifting staff mindset from “status quo” to “culture of care”?
- 

OBSERVE FOR DIMENSION #1:

In this classroom, students are treated like:

PASSIVE RECEPTORS

- ▶ Students are passive recipients of learning
- ▶ Students rarely have voice
- ▶ Students are not given the opportunity to express their needs without risking repercussions

CO-CREATORS

- ▶ Teachers encourage student self advocacy
- ▶ Co-creation of classroom policies and practices occurs with teachers and students
- ▶ Students & teachers co-create responses to conflict and wrongdoing
- ▶ Students have voice to express their needs
- ▶ Classroom is a safe environment to challenge the status quo

OBSERVE FOR DIMENSION #2:

The focus in this classroom is on:

RULES & REGULATIONS

- ▶ Reliance on rules to create norms for behaviors
- ▶ Students who do not follow rules are punished
- ▶ Punishment is viewed as a deterrent to wrongdoing

RELATIONSHIPS & INTERACTIONS

- ▶ Relationships are the foundation for how teachers and students think, talk & act
- ▶ Students relationships with peer/friends are a prime motivator for attending school
- ▶ Priority is place on helping students learn how to build & maintain healthy relationships

OBSERVE FOR DIMENSION #3:

In this classroom:

TEACHER WAS IN CONTROL

- ▶ Teachers have all the power
- ▶ Students have little or no power or agency
- ▶ Teachers are expected to maintain control in classrooms with little or no outside help

POWER WAS SHARED

- ▶ Teachers and students share power
- ▶ Students' need for self determination is recognized and honored
- ▶ Student dignity is respected

OBSERVE FOR DIMENSION #4:

In this classroom:

TEACHER IS SOLELY RESPONSIBLE

- ▶ Teacher bears responsibility for what is learned
- ▶ Teacher is responsible for classroom behavior management
- ▶ The burden on the teacher is great

RESPONSIBILITY IS SHARED

- ▶ Relationships are the foundation for how teachers and students think, talk & act
- ▶ Students relationships with peer/friends are a prime motivator for attending school
- ▶ Priority is place on helping students learn how to build & maintain healthy relationships

OBSERVE FOR DIMENSION #5:

The focus in this classroom is on:

MISBEHAVIOR IS VIEWED AS DISRUPTION TO LEARNING

- ▶ Curriculum is the primary focus
- ▶ Students who cause problems in classroom are removed so that learning can continue

WRONGDOING & CONFLICT VIEWED AS LEARNING OPPORTUNITIES

- ▶ Teachers and students actively participate in the response to problem behavior
- ▶ Both students and teachers learn to make good choices when conflict or wrongdoing occur
- ▶ Teachers and student learn how to make peaceful and nonviolent choices

OBSERVE FOR DIMENSION #6:

When discipline problems occur in this classroom:

CONSEQUENCES ARE DETERMINED BY SOMEONE OTHER THAN TEACHER

- ▶ Misbehaving students are sent out of the classroom to be disciplined
- ▶ Others who were harmed are not included in the process (no voice)
- ▶ When students return, relationships remain broken

TEACHERS & STUDENTS HAVE CAPACITY TO SOLVE PROBLEMS NON-VIOLENTLY

- ▶ Students and teachers know protocols for how to solve conflict non-violently within the classroom
- ▶ Students learn how to confront problems and solve conflict peacefully
- ▶ Wrongdoing is a learning opportunity

OBSERVE FOR DIMENSION #7:

In this classroom:

PUNISHMENT & RETRIBUTION ARE VIEWED AS DETERRENTS

- ▶ If the teacher determines that a behavior warrants further treatment, the student is sent out of the classroom
- ▶ Administrators provide treatment for behavior in the form of punishment

HEALING THE HARM TO RELATIONSHIPS IS THE FOCUS

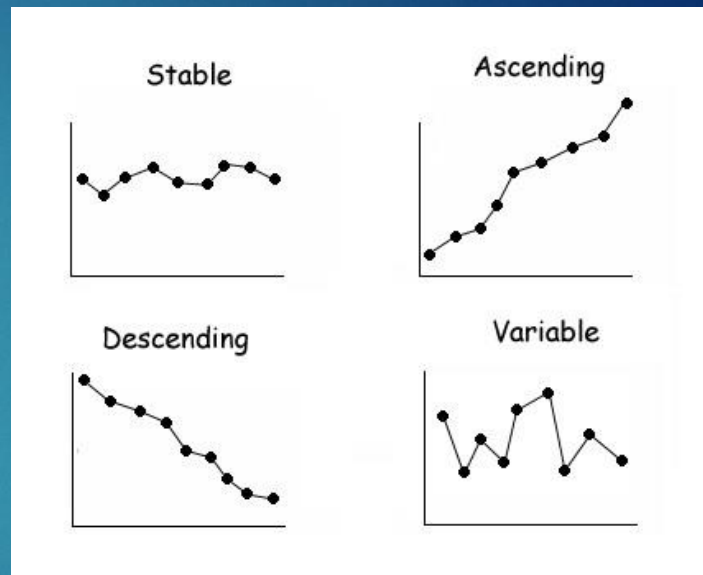
- ▶ Students are guided to heal the harm to relationships that have been broken by wrongdoing & conflict
- ▶ Students greatly value relationships with peer/friends are a prime motivator for attending school
- ▶ Priority is place on helping students learn how to build & maintain healthy relationships

Reflect and Share Out

- ▶ Which dimension is an area of **strength** for your school?
- ▶ What dimension(s) capture your **curiosity** and/or **interest**?
- ▶ What are the anticipated barriers in shifting staff mindset from “status quo” to “culture of care”?

OTHER BASELINE MEASURES...

- ▶ SCHOOL CLIMATE SURVEY
(STUDENTS, STAFF & PARENTS)
- ▶ ATTENDANCE RATE
- ▶ GRADUATION RATE
- ▶ INCIDENTS OF VIOLENCE, HARASSMENT,
BULLYING, AND DISCRIMINATION
- ▶ OFFICE DISCIPLINE REFERRALS
- ▶ SUSPENSION RATE
- ▶ TIER 1 & 2 RESTORATIVE CIRCLES
- ▶ TIER 3 RESTORATIVE CONFERENCES IN LIEU OF SUSPENSION
- ▶ RECIDIVISM AFTER TIER 2 OR 3 RESTORATIVE CIRCLES





Questions & Answers

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