

## What are Restorative Practices?

Restorative Practices (RP), which has its roots in Restorative Justice, is a new field of study that is being used in schools to improve student's accountability, repair harm, and restore relationships.

### Year 1: Foundation of RP

This innovative and dynamic 3-day seminar equips school site staff to implement RP that typically increase student responsibility and decrease suspensions and expulsions. Consultants also conduct a site visit and schedule follow-up to facilitate the sites' implementation plans. Year 2 & 3 trainings follow.

### Training Goals

- Introduce the concepts of Restorative Practices and its application in schools
  - \* Be didactic rather than punitive
  - \* Restore relationships
- Offer new tools that can reduce the need for school exclusion and juvenile justice system involvement regarding school misconduct
  - \* Keep students in school
  - \* Significantly reduce suspensions and expulsions
- Provide strategies to enhance the school environment, change the school culture, and restore relationships after conflict arises.
  - \* Decrease interruptions
  - \* Increase school safety

## Session Topics

- \* Session 1: Introduction to Restorative Practices in Schools
- \* Session 2: Restorative Relationships in Schools
- \* Session 3: Implementing Restorative Practices in Schools

### 3 Session Summary

Consultants combine their education and professional experiences with real-life, practical examples that educators can understand, apply, and use the next day. A wide variety of interactive and engaging multi-modality teaching methods accommodate various learning styles, such as reflection, concrete team activities, and active planning. By the end of the three full-day sessions, participants will possess a solid foundation in RP and the tools and strategies necessary to begin implementation.

### Consultants & Follow-up

- Consultants schedule a site observation and interview before the first session to learn about the school site's culture, leadership, successes, and how RP benefits the school.
- After all sessions are completed, each site schedules ten follow-up hours to foster implementation.



## Who's On A Site Team?

Each school site chooses a dynamic cross-section of seven to nine participants for their restorative practices seminars and implementation team.

Although there is interaction amongst all schools in attendance, site teams work together. This allows teams to process information, compile strategies, and create an individualized school site, six-step implementation plan. Because school-wide implementation is ideal, sites are asked to consider a wide representation, such as:

- Office & Support Staff
- Community Liaison
- Paraprofessionals
- Yard Duty or Campus Supervisors
- Custodians
- Preschool Staff
- After-school Program Staff
- Parent/Parent Liaison
- Special Education
- Teachers at Various Grade Levels
- Administrators
- Counselors

### Participants' Quotes

*"I used to think mainly about providing consequences for the offender. Now I think that giving a voice to the victim and allowing the offender to have the opportunity for RP is equally important."*

*"Listen to the entire story: both what the victim and the offender have to say. Come up with a compromise on what the consequences should be."*

## ENDORSEMENTS

**Mike Henderson**, Associate Superintendent, Modesto City Schools

*“Releasing teachers from their classrooms for professional development can be delicate. If they are going to spend the time, they want it to be relevant, engaging, delivered by competent trainers, and include some practical take-aways they can apply in their classrooms the next day. All of these were true of the Restorative Practices training provided to MCS by Youth For Christ. It has been a valuable experience that I would not hesitate to repeat. Positive approaches to student discipline are critical pieces in changing schools and communities. I can think of few training topics that hit so close to the core of having the potential to change the educational trajectory of our youth.”*

**Mark Herbst**, Associate Superintendent, Modesto City Schools

*“When the District decided to begin training our sites on Restorative Practices, it was important we found a contractor who was knowledgeable, engaging, and able to persuade our staff to see the importance of using an alternative approach to school discipline. Youth for Christ exceeded our expectations in all of these areas. Their trainings were of top quality, activity-oriented, and they used a collaborative coaching model to assist our sites in moving forward. I would highly recommend contracting with Youth for Christ to any District interested in implementing Restorative Practices.”*

## OUR TRAINERS

### Dr. Marian Fritzeimer, Ed.D.

Marian is an author, speaker and educator. She's a former college child development professor and high school teacher. Marian is passionate about training educators.



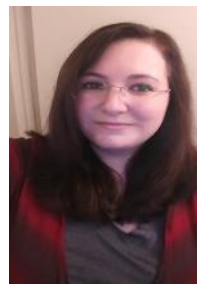
### Kourtney Kauffman, MS, LMFT

Kourtney is Managing Director of Family Concern Counseling. She counsels and mentors youth. Kourtney has a solid background leading circles.



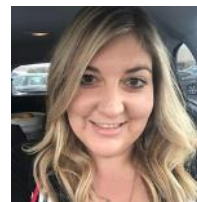
### Samantha Tallon, M.S., LMFT

Sam is a Family Concern counselor, providing counseling for families, couples, adolescents, and adults. She's also a school-based clinician at multiple school sites.



### Christina Soto-Trindade, M.S., MFT Associate

Christina is a Family Concern counselor, providing counseling for families, couples, adolescents, and adults. She's also a school-based clinician who services multiple Central Valley school sites.



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**Restorative Practices in Schools**