

Utilizing Restorative Circles in Response to School Misbehavior Final Implementation Report – July, 2018

John P. Walsh PhD
Principal Investigator

Patrick M. Gerkin PhD
Principal Investigator

Jaclyn Cwick PhD
Co-Principal Investigator

Robert Joseph
Co-Principal Investigator



ACKNOWLEDGEMENTS

The Dispute Resolution Center of West Michigan (DRCWM) wishes to acknowledge a number of individuals and entities who helped make the implementation of restorative circles and this evaluation possible.

The Steelcase Foundation, the Wyoming Community Foundation, and the Michigan Department of Education's RP3 Pilot Program for their financial support of this program, including this evaluation.

David Britten, Kathryn Curry, Brett Lambert, and Betty Killoran at Godfrey-Lee Public schools for opening the door to this program and Damary Lofgren and so many others for their daily support of our efforts.

Tammy Savage, Jim Alston, Beth Travis, Michelle Barrows, and Laura Kuperus at Kelloggsville Public Schools.

Tom Reeder, Nate Robrahn, Joshua Baumbach, Jon Blackburn, Monte Cross, and the staff and supporters at Wyoming Public Schools.

Kailey Deurloo and so many more who have really embraced the process and partnership with the the DRCWM.

George Grant Jr., Dean of the College of Community and Public Service (CCPS).

A special thanks goes to our circle facilitators Marilyn Booker, Tina Murua, and Ellen Stroo. This program simply would not be possible without your hard work and dedication to restorative practices.

Table of Contents

Executive summary.....	1
Literature Review.....	3
Program synopsis.....	12
Methodology.....	14
Final Results.....	15
Wyoming High School.....	19
Wyoming Junior High School.....	28
Kelloggsville Middle School.....	36
Godfrey-Lee Middle School.....	45
Godfrey-Lee High School.....	54
Discussion/Recommendations.....	61
Appendices.....	66
References.....	74

Tables:

Table 0.1: Restorative circles Across all Implementation Sites.

Table 1: Race Ethnicity Across all Implementation Sites.

Table 2: Gender Across all Implementation Sites

Table 3: Agreements Reached Across all Implementation Sites

Table 4.1: Race/Ethnicity of Circle Participants at Wyoming High School

Table 4.2: Gender of Circle Participants at Wyoming High School

Table 4.3 Rate of Agreements reached at Wyoming High School at Wyoming High School

Table 4.4: Result of Post Circle Survey Item (A) on Satisfaction at Wyoming High School

Table 4.5: Result of Post Circle Survey Item (B) on Satisfaction at Wyoming High School

Table 4.6: Result of Post Circle Survey Item on Fairness at Wyoming High School

Table 4.7: Result of Post Circle Survey Item on Accountability at Wyoming High School

Table 4.8: Result of Post Circle Survey Item on Personal Transformation at Wyoming High School

Table 4.9: Analysis of school data provided by Wyoming High School

Table 5.1: Race/Ethnicity of Circle Participants at Wyoming Junior High School

Table 5.2: Gender of Circle Participants at Wyoming Junior High School

Table 5.3 Rate of Agreements reached at Wyoming Junior High School

Table 5.4: Result of Post Circle Survey Item (A) on Satisfaction at Wyoming Junior High School

Table 5.5: Result of Post Circle Survey Item (B) on Satisfaction at Wyoming Junior High School

Table 5.6: Result of Post Circle Survey Item on Fairness at Wyoming Junior High School

Table 5.7: Result of Post Circle Survey Item on Accountability at Wyoming Junior High School

Table 5.8: Result of Post Circle Survey Item on Personal Transformation at Wyoming Junior High School

Table 5.9: Analysis of school data provided by Wyoming Junior High School

Table 6.1: Race/Ethnicity of Circle Participants at Kelloggsville Middle School

Table 6.2: Gender of Circle Participants at Kelloggsville Middle School

Table 6.3 Rate of Agreements reached at Kelloggsville Middle School

Table 6.4: Result of Post Circle Survey Item (A) on Satisfaction at Kelloggsville Middle School

Table 6.5: Result of Post Circle Survey Item (B) on Satisfaction at Kelloggsville Middle School

Table 6.6: Result of Post Circle Survey Item on Fairness at Kelloggsville Middle School

Table 6.7: Result of Post Circle Survey Item on Accountability at Kelloggsville Middle School

Table 6.8: Result of Post Circle Survey Item on Personal Transformation at Kelloggsville Middle School

Table 6.9: Analysis of school data provided by Kelloggsville Middle School

Table 7.1: Race/Ethnicity of Circle Participants at Lee Middle School

Table 7.2: Gender of Circle Participants at Lee Middle School

Table 7.3 Rate of Agreements reached at Lee Middle School

Table 7.4: Result of Post Circle Survey Item (A) on Satisfaction at Lee Middle School

Table 7.5: Result of Post Circle Survey Item (B) on Satisfaction at Lee Middle School

Table 7.6: Result of Post Circle Survey Item on Fairness at Lee Middle School

Table 7.7: Result of Post Circle Survey Item on Accountability at Lee Middle School

Table 7.8: Result of Post Circle Survey Item on Personal Transformation at Lee Middle School

Table 7.9: Analysis of school data provided by Lee Middle School

Table 8.1: Race/Ethnicity of Circle Participants at Lee High School

Table 8.2: Gender of Circle Participants at Lee High School

Table 8.3 Rate of Agreements reached at Lee High School

Table 8.4: Result of Post Circle Survey Item (A) on Satisfaction at Lee High School

Table 8.5: Result of Post Circle Survey Item (B) on Satisfaction at Lee High School

Table 8.6: Result of Post Circle Survey Item on Fairness at Lee High School

Table 8.7: Result of Post Circle Survey Item on Accountability at Lee High School

Table 8.8: Result of Post Circle Survey Item on Personal Transformation at Lee High School

Table 8.9: Restorative Justice Experiences

Table 8.9a: Effect of Restorative Justice Experiences on Agreements

Figures:

Figure 1: Incident Types Across all Implementation Sites

Figure 2: Incidents by Race at Wyoming High School

Figure 3: Incidents by Gender at Wyoming High School

Figure 4: Fairness by Participant Role in Restorative Circles at Wyoming High School

Figure 5: Incidents by Race at Wyoming Junior High School

Figure 6: Incidents by Gender at Wyoming Junior High School

Figure 7: Fairness by Participant Role in Restorative Circles at Wyoming Junior High School

Figure 8: Incidents by Race at Kelloggsville Middle School

Figure 9: Incidents by Gender at Kelloggsville Middle School

Figure 10: Fairness by Participant Role in Restorative Circles at Kelloggsville Middle School

Figure 11: Incidents by Race at Lee Middle School

Figure 12: Incidents by Gender at Lee Middle School

Figure 13: Fairness by Participant Role in Restorative Circles at Lee Middle School

Figure 14: Incidents by Race at Lee High School

Figure 15: Incidents by Gender at Lee High School

Figure 16: Fairness by Participant Role in Restorative Circles at Lee High School

Executive summary

The purpose of this evaluation is to understand the impact of the implementation of restorative practices on school misbehavior and school truancy and to assess participant satisfaction with the restorative process and outcomes. Restorative practices seek a peaceful resolution to harm and emphasize accountability, fairness, recognition, reintegration, and lowering the incidence of recidivism in school misbehavior. Restorative practices are inclusive and utilize a relationship perspective that views conflict as violations of people and relationships. The restorative circles utilized within this study rely heavily on student participation for resolving student conflict and misbehavior. Restorative responses to conflict and harm stand in stark contrast to the highly exclusionary and stigmatizing policies currently in use in many districts.

This report highlights the findings of data collected across five schools in Kent county, Michigan. The five sites where data was collected include Godfrey-Lee Middle & High School, Wyoming Junior High & High School, and Kelloggsville Middle School. At the time of this report Wyoming High School is in year three of implementation. All other sites are in year two of implementation. The findings presented in the Final Report includes all data collected since the start of implementation.

Data collected for this evaluation includes school records for attendance, and various forms of school misbehavior. Additional data was collected on all participants of restorative circles, and surveys of restorative circle participants' perceptions were also collected. Overall, 576 RJ circles were utilized across a range of problematic behaviors including but not limited to verbal conflicts (29.4%), friendship issues (19.1%), physical altercations (13.9%), and staff/student conflicts (11.6%). Eighty-eight percent of the 576 restorative circles ended with an agreement being reached.

Table 0.1: Restorative circles Across all Implementation Sites.

	Restorative Participants	Restorative Circles
Wyoming Public High School	393	101
Wyoming Junior High School	525	180
Kelloggsville Middle School	417	153
Godfrey-Lee Middle School	377	130
Godfrey-Lee High School*	30	12
Total	1742	576

Across the 576 RJ circles processed between the 2016-2018 school years 88.3% of participants perceived the process as fair, 82.3% perceived the process as transformative toward learning new skills, 75.9% perceived the *other* conflicting party took responsibility for their behavior and 82.2% found satisfaction in the overall process, 77.9% claimed they felt better after the RJ circle and, 80.7% stated that they would participate in the RJ process again. These outcomes provide an indication of the power of restorative principles in alleviating conflict. Specific outcomes disaggregated to each particular school are located within the full report.

Literature Review

In recent years, the punitive and exclusionary aspects of the criminal justice system have carried over into the educational system and have been normalized over the past thirty years (Armour, 2013). Student misbehavior, such as classroom disruptions, disrespect, and truancy has shifted from being viewed as relatively benign behavior of children to a sign of uncontrollable and dangerous youth. Criminalizing youth behavior justified the paradigm shift. Schools are pressured into ensuring the safety of students, while adhering to national and state testing requirements with a limited number of available resources. Punitive and exclusionary policies offer a short-term solution. Despite punitive and exclusionary policies and procedures for school discipline appearing increasingly ineffective, they are engrained into American culture and are assumed to be the correct way of handling misbehavior at school. Despite zero tolerance policies unjustly furthering the disenfranchisement of minorities through racial disparity in punishment and educational regression through exclusion, punitive-centric policies still dominate the educational system (Fronius, Persson, Guckenburger, Hurley, & Petrosion, 2016; Losen, 2014; Skiba, Shure, & Williams, 2011). Zero tolerance school disciplinary policies welcome the presence of the criminal justice system and created the infamous school-to-prison pipeline. Restorative practice is an alternative disciplinary approach that American schools have slowly been implementing to address school misbehavior, to repair the harms of exclusionary policies, and to set the educational system on a path to humanization and connectedness. Further evaluation is necessary, but restorative practices have been shown to produce promising results in academic outcomes, discipline, attendance, and other crucial aspects of the educational system (Fronius et al., 2016). This review of the literature begins with exploring the impact of punitive/zero tolerance policies. Next we review the literature on restorative practices in the school setting and we conclude with recommendations for successful implementation of restorative practices in schools.

Zero-Tolerance Policies & the School-to-Prison Pipeline

Zero-tolerance policies increased in popularity within the American educational system by the late 1980s and early 1990s (González, 2012; McKenna & White, 2017; McMorris, Beckman, Shea, Baumgartner, & Eggert, 2013). By 1997, about seventy-nine percent of American schools adopted zero tolerance policies in response to drugs, weapons, and violence (Armour, 2013; Madfis, 2016; Monterastelli, 2017; Wilson, 2014). The original intent of zero-tolerance policies was to address serious behavioral incidents in the school environment, but have become a normative reaction to a broad range of deviant behavior (McMorris et al., 2013). Heavily influenced by the American criminal justice system, zero-tolerance policies rely on the underlying theoretical nature of general and specific deterrence, retribution, and incapacitation through exclusion (González, 2012; McMorris et al., 2013). The punitive punishments dished out by schools is intended to send out a strong deterrent message to both the offender and peers. Supporters of zero-tolerance policies see value in suspensions and expulsions because of the theoretically implied deterrent value, as well as the improvement of the learning environment due to the removal of the misbehaving student (González, 2012; Sumner, Silverman, & Frampton, 2010). Removing the perceived problem child out of the classroom or school is believed to ensure a safe school environment that is beneficial to learning (Freiburger & Jordan, 2016; McMorris et al., 2013). Exclusionary punishments that stem from zero-tolerance policies have short-term benefits; they are inexpensive, swift, and simple to enact.

The number of suspensions from school has nearly doubled from 1974 to 2000 (González, 2012; McMorris et al., 2013). However, youth crime has steadily declined over the last two decades but measures

of violent crimes in schools have remained relatively stable (González, 2012). Skiba and Peterson (2000) note that there is no indication that higher rates of exclusionary policies are due to higher rates of misbehavior (Sumner et al., 2010). Furthermore, González (2012) suggests there is little evidence to show that high rates of suspension or expulsion lead to any improvement in school safety or future student behavior.

Schools have redefined *misbehavior* of students; they impose harsher sanctions on tardiness, disrespect, noncompliance, and other minor disruptive behavior, which increased the number of students suspended from 1.7 million in 1974 to 3.1 million in 2000 - this concept has been labeled as school criminalization (González, 2012; Hirschfield & Celinska, 2011; Madfis, 2016). The criminalization of school produced a net-widening effect because a wider range of student behavior was labeled as misbehavior and sanction worthy (Sumner, Silverman, & Frampton, 2010). Wilson (2014) explains that, “students with one suspension event were five times more likely to drop out. And, students who were suspended as a disciplinary action were nearly three times more likely to have a juvenile justice contact in the following year,” (p. 51). Students that have been expelled or suspended have an increased risk of being referred to the juvenile justice system; they are removed from the learning environment, have increased opportunities to get in trouble due to lack of supervision, and have less accessibility to resources that can assist in school performance and reducing deviant behavior (Fronius, Persson, Guckenburg, Hurley, & Petrosino, 2016; McMorris et al., 2013; Monterastelli, 2017; Sumner et al., 2010). Despite these critiques zero-tolerance policies remain prevalent and popular.

The existing literature does suggest that zero tolerance/punitive policies have created a school-to-prison pipeline and contributed to the deepening of racial inequality in the United States. The educational system’s zero-tolerance policies that stem from punitive-centric, normalized ideologies of the criminal justice system share similar flaws regarding the reinforcement of racial disparities. González (2012) argues that zero-tolerance policies within schools have contributed to the tripling of the prison population from 1987 to 2007, despite the decline of youth crime over the last two decades (Wilson, 2014). Losen and Skiba (2010) report that minority youth, specifically African American and Hispanic students experience exclusionary punishment more often than white students (Armour, 2013; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Fronius et al., 2016; González, 2012; Sumner et al., 2010). Research has not found evidence supporting African Americans being more likely to commit serious offenses when compared to students of other races (Armour, 2013). Students with unaddressed mental health issues are also at risk of becoming increasingly more disenfranchised through exclusionary sanctions. Monterastelli (2017) reports that students with unaddressed mental health issues are at a higher risk to receive disciplinary action while attending schools that utilize zero-tolerance policies. An educational environment that is unable to affect student behavior equally exacerbates the problems created by exclusionary policies. A number of researchers have speculated that an increase of surveillance increases the chances of receiving sanctions from the educational system and/or the criminal justice system. Highly populated schools in urban geographical areas tend to have increased means of surveillance, such as metal detectors or security guards. As a result, misbehavior is more likely discovered and punished, therefore increasing the chances of future legal, academic, and disciplinary problems for the student. (Fronius et al., 2016; González, 2012; McKenna & White, 2017; Sumner et al., 2010).

Education is a powerful agent of youth socialization and youth undergo numerous critical periods of development while they are school aged (González, 2012). Students who commit a non-violent harm and are

punished by exclusionary measures lose the accessibility of a major contributor to socialization. This creates a social handicap for the student who is no longer exposed to an influential agent of socialization (McMorris et al., 2013; Sumner et al., 2010). Research has shown that high drop-out rates, difficulty in obtaining employment, difficulty in progressing to the next grade, and other academic problems are the latent consequences of zero-tolerance and exclusionary procedures (Armour, 2013; González, 2012; McMorris et al., 2013; Sumner et al., 2010).

Introducing restorative practices as the institution's main disciplinary method aims to promote empathy, accountability, fairness, equity, and humanization. Furthermore, it contributes to a dismantling of the school-to-prison pipeline and facilitates a shift towards a more tolerant mindset as a society. In the next two sections we explore the scholarly research on the theoretical and practical impact of implementing restorative practices in schools.

Benefits of School-Based Restorative Justice

Research on restorative practices in the educational system are limited but promising. Published literature lacks internal validity, but preliminary evidence suggests positive results with disciplinary problems, reduced suspensions and expulsions, attendance and graduation, school environment, and academic outcomes (Fronius et al., 2016; Sumner et al., 2010). Anecdotal success has been reported by many schools within the United States (McMorris et al., 2013).

Research on non-specific programs have more empirical support. According to Humes (1996) programs that address misbehavior in younger children approximately aged eight years old proved effective in 75% of cases. However, the rate of success decreased to 25% for children who averaged 13 years of age. Reiman and Leighton (2010) explain how programs might contribute to reducing crimes if they can prevent child abuse and neglect, enhance children's mental and social development, provide support and guidance, and work continuously and consistently with juvenile offenders; they added how early interventions that targeted disadvantaged children lead to decreased criminal activity and reduced future spending. Gottfredson and Hirschi (1990) concluded that effective child-rearing helps instill self-control, which is crucial to decreased future criminal activity. Effective child-rearing includes supervision, recognition of deviant behavior when it occurs, and punishing the deviant behaviors. Implementing restorative practices within the educational system can help ensure successful aspects of these empirically supported, non-specific programs are being upheld.

Restorative philosophies represent a shift away from the criminal justice system's reliance on deterrence theory; it shifts the theoretical framework towards reintegrative shaming theory (Fronius et al., 2016). Braithwaite's reintegrative shaming theory is part of the theoretical foundation of restorative practices. Reintegrative shaming is a mixture of labeling, subcultural, opportunity, control, differential association, and learning theories (Bernard, Snipes, & Gerould, 2010; Mongold & Edwards, 2014). Understanding reintegrative shaming will help with understanding restorative practices. Symbolic interactionism is the backbone of reintegrative shaming – the focus is on the interaction between potential offenders and society (Mongold & Edwards, 2014). Symbolic interactionism assumes an individual's definition on a matter dictate their actions towards it. A goal of reintegrative shaming, and therefore restorative practice's goal, is to build consciousness and informal social control by communicating to an individual that their behavior is unacceptable but does not define them as a person. In doing so, reintegrative shaming sends the message that the behavior is bad but spares the individual the stigma often assigned to the individual actor. The goal is to reintegrate the offender

with the law-abiding community, and prevent future offending (Mongold & Edwards, 2014; Sumner et al., 2010). The process of shaming helps achieve this goal.

Shame has the potential to be a powerful source of control. According to Harris (2009), “shame involves a social dynamic that occurs when a person feels that a threat to the social bond has occurred. [...] Thus, the potential of feeling shame becomes a self-monitoring force that leads to norm reinforcement and conformity in societies,” (p. 380). Reintegrative shaming theory distinguishes between two types of shaming: stigmatizing and reintegrative. Stigmatization is when the community isolates the offender through sanctions; it has a risk of creating a rebellious reaction where the offender accepts and normalizes their new outcast status (Fronius et al., 2016; Mongold & Edwards, 2014). Shaming the offender’s action as opposed to the offender helps avoid this rebellious reaction (Harris, 2009). Reintegration requires this focus on the offender’s action; it requires punishment and integration back into the community through forgiveness. Reintegrative shaming is most effective before the offender accepts their deviant status and begins to follow deviant subcultures (Mongold & Edwards, 2014). The concept of “moralizing” (Harris, 2009, p. 381) is an essential aspect in reintegration. Moralizing involves communicating to the offender the harms of their actions in order to instill guilt, shame, responsibility, and conformity.

The normalized goals of punitive punishment are challenged through reintegrative shaming theory. Restorative practices call for reconciliation, reparation, and transformation (Madfis, 2016). Punishment is still an important aspect of reintegration in restorative practices, but it does not stop there.

Restorative practices are based on the core principles of repairing harm, stakeholder involvement, and promoting communal empathy through nurturing and growth (Fronius et al., 2016; González, 2012; Sumner et al., 2010). Harm will not be minimized; instead it will be humanized. Restorative practices encourage the participation of all members affected by the harm and uses communication to explore and understand subjective experiences. Stakeholders are encouraged to participate in the problem-solving process in order to remediate the harm and strive for the desired outcomes of strengthening and reinforcing relationships within the community to decrease the occurrence of future harm (Fronius et al., 2016; Sumner et al., 2010). Restorative practices move beyond seeking only retribution and deterrence; it seeks accountability through what McMorris et al. (2013) call an “authoritative and participatory” process (p. 7). Through authoritative and participatory measures, an authority figure responds to misbehavior by doing something *with* the offender rather than *to* them (McMorris et al., 2013).

Implementation of restorative philosophy is promising in the school environment. The school environment offers uniquely supportive opportunities to its members compared to other institutions; it is a crucial source of socialization and social control of youth (González, 2012). González (2012) explains students and the school community are entwined by a social contract. An underlying assumption of restorative practices is the educational system’s responsibility to restore the harm caused by a student due to the binding societal agreement. Zero-tolerance policies rely on the punitive nature of the criminal justice system. This interferes and disrupts the social contract between the educational system and the students.

School-based restorative justice relies on a whole-school approach in creating a safer environment (González, 2012). Under a restorative philosophy excessive use of exclusionary sanctions is inappropriate. Reliance on punitive-centric, exclusionary policies mute stakeholders’ voices in the decision-making process, and hinders progression in compliance and social control (Fronius et al., 2016). Inclusion is crucial in the

implementation of restorative practices. Researchers argue that allowing students to participate in the problem-solving process will increase perceived legitimacy and fairness in institutional power and control. The shift in perception could lead to an improvement in self-regulation and compliance (Fronius et al., 2016; Tyler, 2006; Zehr, 2002). Inclusion of stakeholders in the problem-solving process promotes an environment that strives for a stronger community, improved relationships, increased empathy, and proactive interventions. School-based restorative justice teaches students problem-solving and de-escalation skills (Sumner et al., 2010).

School-based restorative justice procedures create social sub-contracts amongst members of the school environment to resolve dilemmas. Stakeholders in a conflict mutually agree to specific obligations they establish in their social sub-contract to repair harm within the community (Sumner et al., 2010). The terms of agreement define the harm caused, humanize involved stakeholders, help develop problem-solving skills, establish accountability, and offers support for the victim (McMorris et al., 2013). Reliance on mutual agreements between stakeholders will reserve exclusionary sanctions for the most serious offenses, potentially amending the school-to-prison pipeline (Sumner et al., 2010).

Restorative Practice in Schools

School-based restorative justice is not a new concept. Implementation of restorative practices occurred during the 1990s in Minnesota and Pennsylvania (McMorris et al., 2013). Restorative practices comprise of a variety of procedures to adjust to the differing needs of each school environment. Restorative mediation, conferences or circles, daily informal restorative meetings, and restorative youth courts are a few examples of procedures used (Armour, 2013). Restorative practices share the core principles of accountability, building communal empathy, and inclusion. Numerous schools have implemented restorative practices and a solid base of empirical research on the impact of restorative practices has ensued.

Michigan

The Lansing School District began implementation of a restorative justice program in 2004. Initially, the restorative justice program was piloted in one elementary school but expanded to include nineteen schools in 2009. Since then the Lansing School District reported an involvement of 1500 students in the program. Long-term surveys were used to measure the beneficial aspects of restorative practice. Significant findings include saving 1600 days of student suspension, a 15% decrease in suspensions measured by the pilot study in 2005, and 90% participants reporting learning new skills that will aide in solving or avoiding conflicts after restorative intervention (González, 2012).

Oregon

In 2008 the Department of Community Justice collaborated with Parkrose School district to implement a three-year pilot program for restorative discipline practices. The goals of the pilot program were to reduce student referrals to the juvenile justice system and decrease suspensions and expulsions, especially for minority students in particular. For the 2008 through 2009 school year, eighty-nine percent of cases resulted in agreements, ninety-one percent of cases closed with no further incidents 90 days after the agreement, eighty-nine percent of students felt confident in their ability to complete the agreement, eighty-five percent of students felt satisfied with the process, and seventy-five percent of students felt the harm has been repaired. For the 2009 through 2010 school year, 175 cases were processed. Eighty-six restorative meetings were facilitated, 105

agreements were reached, 101 agreements were completed, and 71 days of suspension were avoided (González, 2012).

Due to success, the pilot program continued for a third year. From September to February 132 students were referred to the pilot program, 98 cases were facilitated with ninety-five percent resulting in agreements, and 108 days of suspension avoided. The pilot program was planned to expand in 2010 through 2011. The expansions include adding a full-time school-based restorative justice staff, new implementation in Portland Public Schools District, and teacher training (González, 2012).

Missouri

The Community Conflict Services of St. Louis implemented restorative practice at Long Middle School. Long Middle School consists of 46% non-native English speakers; 89% of its student body receives free or reduced prices for lunch. In 2007 Long Middle School implemented a whole school approach. Faculty were trained to lead circles, and students participated in a six week curriculum intended to increase student understanding of restorative philosophy. Long Middle School carried out bi-weekly talking circles that were led by teachers. The Community Conflict Services of St. Louis identified and assisted teachers that have a history of high referral rates. Long Middle School offered special circles for students with repeated disciplinary problems, and re-entry circles for suspended students and their parents. Significant findings include a 27% decreases in severity of suspensions, and an 18% reduction in affinity group-based violence after two years of restorative implementation. Over four years, compliance rates of restorative agreements averaged 90.5%. Surveys filled out by parents reported 98% satisfaction with re-entry circles. Teachers leading special circles for students with disciplinary problems reported an increase in attendance, timeliness, and accountability for behavior (González, 2012).

Minnesota

During early 1990s Minnesota's statewide expulsion rates increased from about 100 to more than 300 as a result to the implementation of zero-tolerance policies. In response the Department of Children, Families, & Learning implemented and evaluated restorative programs within four districts in 1998. The districts that were able to implement restorative practices measured the program's impact on suspensions, expulsions, attendance, academics, and school climate. Significant findings reported include a decrease in suspensions, expulsions, and physical aggression which positively impacted school safety. Lincoln Center Elementary, a school within the selected districts, reported incidents of physical aggression dropping from 733 in 1997-1998 to 153 in 2000-2001. The number of in-school suspensions dropped from 30 in 1998-1999 to 11 in 2000-2001, and out of school suspensions declined from 30 in 1998-1999 to 11 in 2000-2001. Lincoln Center Elementary also reported a decrease in behavioral referrals from 1143 in 1998 to 407 in 2000-2001. Daily attendance for Lincoln improved from 85% in 1997-1998 to 95.5% in 2000-2001 during the time of the implementation of the restorative program (González, 2012).

California

Cole Middle School resides in West Oakland, California. In 2000, a total of 29% of households in West Oakland were earning incomes below \$10,000 and 67% of the households earned incomes less than \$35,000. In 2008, Cole Middle School's population consisted of 63% African American, 15% Hispanic/ Latino, 13% Asian/ Pacific Islander, zero percent white, and 9% multiple races and ethnicities. About 85% of students

attending Cole Middle School received free or reduced-cost lunches (Fronius et al., 2016). In 2005 Cole Middle School launched a pilot restorative justice program. All teachers and staff took part in the initial training sessions. In 2007, a whole-school approach was implemented and restorative practice became the primary discipline program at Cole Middle School. Seventh and eighth grade curriculums at Cole Middle School incorporated teaching the restorative philosophy. Significant findings included an 87% drop in suspensions across the first two years of implementation compared to the prior three years. Three years before restorative practice implementation, the average suspension rate was fifty suspensions per one hundred students. Two years after implementation the rate fell to six suspensions per one hundred students. Expulsions were reported to decrease as well. A two-year follow up reported a 74% drop in suspensions and a 77% decrease in referrals for violence (Fronius, 2016; González, 2012; Sumner et al., 2010).

Recommendations for Successful Restorative Practice Implementation

Implementation of restorative practices will be challenging without the American educational system shifting away from a reliance on punitive and retributive practices. The philosophy of zero tolerance policies is deeply engrained and normalized within society; it interferes and hinders the progression and effectiveness of restorative practices. Restorative practices are most efficient when integrated within the educational system's overall philosophy; normalization establishes a program that works and lasts (Ashley & Burke, 2009; Fronius et al., 2016). In order to successfully embed restorative practices within the school culture, a shift in values is needed. Rather than valuing exclusion, connectedness and communal empathy must be stressed to create a tolerant, accepting, and supportive environment (Fronius, 2016; González, 2012). A whole-school approach is needed for restorative practice to become the dominant philosophy.

Armour (2013) explains what is needed for a whole-school model; the author details two possible methods that will aid in the implementation of restorative philosophy. One version relies on the employment of external restorative coordinators that will lead and assist in the training of the faculty and staff. The second version relies on the development of a leadership team within the school environment. Armour (2013) stresses a full commitment between the restorative practice paradigm and students, teachers, faculty, and other stakeholders in order to achieve a whole-school approach. If there is a lack of commitment, tensions between the two paradigms form an obstacle that is detrimental to the impact restorative practices might otherwise be able to achieve. A vision needs to be created and supported through planning and training. The school's leadership team must be capable and willing to understand and implement the vision. Effective training of school leadership teams that correlate with the needs of the school environment ensures a solid understanding of restorative practices. Understanding encourages engagement. Continuously monitoring and evaluating the restorative approach will ensure the procedures are suitable for the school's unique environment. Stakeholder satisfaction dictates the establishment of a whole-school approach; it is an important precursor of positive outcomes (McMorris et al., 2013). Ensuring the completion of steps towards a whole-school model will increase the attainability of a paradigm shift (Armour, 2013).

Achieving a whole-school approach should be the end goal for the implementation of restorative practices. However, there are numerous barriers to a whole-school implementation. The two main barriers are shifting paradigms and obtaining sufficient resources. Tsui (2014) describes a plan that represents a realistic timeline, and is a good way of breaking down individual barriers to restorative practice implementation. The plan includes: 1) addressing community cohesion, 2) challenging the perspective of restorative practices appearing soft, 3) educating the public on restorative practices, 4) quantifying success, 5) connecting with key

stakeholders, 6) consistently recording data, and 7) hiring external employees. Numbers one through three address a shift in paradigms and four through seven address limited resources.

Internal leaders within a community will help address community cohesion; they have the best chance of implementing internal change within the community. Internal leaders know the specific problems their communities continually face. Winning the internal leaders over can initiate change from within. Steps two and three involve overall knowledge of restorative practices. Challenging the perspective that restorative practices are soft will address the largest complaint of critics. Through restorative practices, harm is not minimized but rather humanized (Fronius et al., 2016). Accountability and responsibility are two essential aspects of restorative practices; they are two key goals that punitive punishments tend to ignore. Punitive punishments typically involve exclusion of the offender. The act of exclusion does not offer the offender an opportunity to take accountability or responsibility for their actions (Armour, 2013; Sumner et al., 2010). This aspect makes restorative practices more tough on crime, because the offender is expected to do more than only waiting out an exclusionary sanction. Available knowledge of restorative practices would challenge misconceptions of restorative practice, educate the public, and encourage movement away from punitive-centric ideologies.

Quantifying success makes all the important aspects of restorative practice easy to digest. Suspensions days saved, satisfaction rates, and academic improvements all represent worthwhile benefits. Restorative practice claims that it will save money through early intervention (González, 2012) – it is important to support this claim through quantified success in order to justify spending limited resources on it. Accurately recording data ensures the implementation is running as intended, strengths and areas of improvement are highlighted, resource availability is tracked, and allows information to be readily available.

Time is considered a limited resource for restorative practice implementation. Connecting with key stakeholders, such as teachers and other faculty members will offer more insight on their limited amount of time. Ensuring the voices of key stakeholders are heard and prioritized will ease the implementation process. Hiring external employees to handle mediation circles and training will alleviate stress put on the faculty. Teachers will have guidance on how to enact restorative practices within the classroom, and not be overburdened with more responsibilities that interfere with the teaching process and learning environment (González, 2012; Tsui, 2014).

The existing literature offers numerous recommendations for successful implementation of restorative practices. Recommendations vary from faculty training to increasing faith in restorative philosophy and ensuring effective leadership. Armour (2013) strongly recommends ensuring educators are well equipped with information on restorative practices and understand how to properly conduct the chosen procedures. She goes on to suggest creating a restorative practice handbook that lays out the entirety of the restorative philosophy and application. Incorporating role-playing scenarios is one method to enhance restorative practice leadership training. Sumner et al. (2010) stresses the importance of a transparent purpose of restorative procedures, and an understanding of the amount of time and energy that will be needed during implementation and maintenance. Faculty must be ready for a new power dynamic existing in the school environment due to restorative philosophy's reliance on equity and an increase in student responsibility and voice (Armour, 2013; Sumner et al., 2010). Sumner et al. (2010) states, "teachers need to understand the consequences and benefits of giving students greater voice. Teachers need to decide, given their teaching philosophy, how they are going to respond to and incorporate the increased power of student voices that the

equity of restorative justice requires” (p. 26). Allowing teachers the opportunity to give feedback will help with adjustment to the new power dynamic. Receiving feedback from all stakeholders will help address negative perceptions and allow room for improvement (Sumner et al., 2010).

Stakeholder buy-in, time, and a lack of resources have typically hindered the implementation of restorative practice and philosophy (Fronius et al., 2016; McMorris et al., 2013). Armour (2013) attributes time as the most significant challenge. According to González (2012), a lack of funding is the biggest obstacle. Further research reporting empirical evidence supporting restorative practice will elongate the needed time for implementation, but will increase funding opportunities that will assist in establishing a whole-school approach and moving away from zero-tolerance ideologies.

Conclusion

Punitive-centric exclusionary policies enforced in the educational system offer short-term relief from bureaucratic stressors. The existing literature reveals the detrimental long-term effects of zero-tolerance policies. Unintended consequences of racial disparity and inequity reinforce the school-to-prison pipeline. Zero tolerance and overly punitive punishments based on the notion of deterrence are easy and may satisfy some societal craving for retribution, but they present a real threat to future generations. School based restorative justice aims to repair the harms created by the educational system’s reliance on zero-tolerance policies. Through increased involvement of stakeholders, restorative practices provide the opportunity to improve community relations, increase empathy, enforce beneficial problem-solving skills, and reestablish humanization. A paradigm shift is essential for restorative practice; it is attainable by uprooting normalized punitive ideologies and prioritizing empathetic inclusion.

Program synopsis

The Dispute Resolution Center of West Michigan (DRCWM) has been the service provider for all of the restorative circles completed across the five program sites. The DRCWM is a nonprofit organization that is part of a network of Michigan community mediation centers. The DRCWM has been serving the west Michigan community for more than 30 years.

The restorative practices implemented across the five sites are referred to as restorative circles. Each restorative circle is facilitated by a trained restorative justice facilitator provided by the DRCWM. The role of the restorative justice facilitator is to assist individuals in making their own decisions about how to resolve each conflict. It is the job of the facilitator to ensure that everyone is heard. The facilitator helps everyone to communicate their feelings, explore options, and stay on track. The facilitator is a neutral party in the restorative circle. She or he does not judge the parties or determine any outcomes.

The typical restorative circle begins with individual meetings with the restorative justice facilitator. This provides each student an opportunity to communicate their own version of the conflict/event that has brought the parties together for the restorative circle. At this meeting the facilitator describes the restorative process for the students. After the individual meetings, the parties are brought together for their restorative circle. At this meeting, the facilitator utilizes restorative questioning to keep the mediation on track and to encourage participation, reflection, and recognition. Typical questions include:

- ❖ What happened?
- ❖ What were you thinking at the time?
- ❖ Who has been affected by what you have done? & In what way?
- ❖ What are the consequences of your actions?
- ❖ What do you need to do to make things right?

If there is someone who is clearly harmed, facilitators typically inquire:

- ❖ What did you think when you realized what had happened?
- ❖ What impact has this incident had on you and others?
- ❖ What do you think needs to happen to make things right?

Other questions that are frequently utilized by restorative circle facilitators at these schools include:

- ❖ What can you do to prevent this from happening again?
- ❖ What can you do if a similar thing happens again?
- ❖ What can you do to help others understand that this conflict is resolved? (How can you squash the rumor mill.)

Throughout the process, the facilitators take notes and ask supplemental questions as needed. The facilitator then captures the student's agreement in writing. The facilitator enables the parties to decide for themselves what the agreement should include. The circle participants create their own solution to the conflict, and the facilitator simply records the outcome. The facilitator then reads the agreement to the students, making any necessary changes. Finally, the agreement is printed and signed by all the participants.

At the conclusion of the restorative circle, each participant is asked to complete a survey about their perceptions of the restorative process and the outcomes. This data has been entered into SPSS and is summarized within this report.

All of the restorative justice facilitators used at each school successfully completed the International Institute for Restorative Practices (IIRP) 2-day training program. On day one of this training program, participants are introduced to restorative practices and on day two they are trained in using circles effectively. For more information on IIRP or facilitator training, please visit:

[http://www.iirp.edu/education-programs/continuing-education/professional-development/basic-restorative-practices.](http://www.iirp.edu/education-programs/continuing-education/professional-development/basic-restorative-practices)

Methodology

For the purpose of this evaluation, data was collected from five unique collection sites where restorative circles were implemented. The five sites include Godfrey-Lee Middle & High Schools, Wyoming Middle & High School, and Kelloggsville Middle School. Data collected from each site includes secondary data in the form of school records and restorative circle participant surveys.

In order to evaluate the impact of the implementation of restorative circles, secondary data was collected from each school. In August of 2017 the first request for data was sent to each site. The requested data included the number of school detentions, classroom disruptions, school suspensions, school expulsions, unexcused absences, and overall student population figures. In order to establish our pre-implementation rates for each variable (detentions, classroom disruptions, attendance, etc.) an average of incidents from the previous three years was collected (where available) for each variable in the request. This average will be utilized as the pre-implementation rates of each variable of interest.

The overall student population data was requested for the purpose of converting the frequency of occurrence for each variable into a rate, so that comparisons can be made across the years of implementation.

School data was subsequently collected in July 2017 & July 2018 for analysis in the first year implementation report and the final report.

The second source of data came from a post-circle survey completed by each student who participated in a restorative circle. The primary purpose of the survey was to assess participant satisfaction with the *process* and the *outcomes* of the restorative circle. All surveys were collected at the conclusion of each restorative circle. The data was then transferred to the evaluators who created a database for analysis in SPSS. (See appendix II for a copy of the Post Circle Survey)

A cover sheet (Restorative Justice Intake Form) was created to capture essential variables such as participant demographics, roles, incident type, and referral source. Cover sheets were completed for each participant and the data was transferred to the evaluators for recording purposes. Incomplete files were sent back to the DRCWM to be completed and a second round of data input was performed in order to maximize data quality. (See Appendix III for a copy of the Restorative Justice Intake Form.)

In order to protect participant confidentiality, each participating student was assigned a unique identification number. After each of round of data input, all original copies of surveys and cover sheets were returned to DRCWM. All school data, provided for the secondary data analysis was completely anonymous.

Final Results

This section details the result of an evaluation of restorative circles following the first year of implementation¹. What follows is a site by site analysis of data collected by restorative circle facilitators, survey data from restorative circle participants, and data provided by each site of implementation.

As part of this evaluation a secondary analysis was performed on the data provided by each of the five evaluation sites. As a word of caution, the authors would like to note that these data do not allow for any cross-site comparisons. Both policy and practice vary from school to school. Secondary data does not afford researchers the ability to conceptualize or operationalize the variables of interest. The data available is largely determined by unique school definitions, policies, and procedures. Furthermore, as policy and procedure is not static, yearly comparisons can be complicated. The authors have attempted to highlight some of these difficulties within the discussion of each site below.

The benchmarks established at the outset of this implementation, regarding school misbehavior included:

- ❖ Decrease detentions by 15% in year one and 50% in year two.
 - ❖ Decrease classroom disruptions by 15% in year one and 50% in year two.
 - ❖ *Decrease expulsions by 15% in year one and 30% in year two.
 - ❖ Decrease unexcused student absences by 5% in year one and 10% in year two.
 - ❖ Achieve 90% satisfaction by circle participants in years one and two.
- * After collecting the secondary data, it has become apparent that each of the four sites that supplied school data have very low rates of expulsion. To suggest that the above stated goal regarding school expulsions was not met, would not be fair. Achieving a 15% reduction in expulsions when the maximum rate of expulsion for any school was never more than .07% is impossible. As a result, no further commentary regarding school expulsions is necessary. However a summary of expulsion data provided by each site is included in the tables below.

¹ One site (Wyoming High School) is in year three of implementing restorative schools. Data is presented for all three years in this report.

Combined School Data

Table 1 shows the overall racial composition of restorative circle participants across all five implementation sites.

Table 1: Race Ethnicity Across all Implementation Sites.

Race/Ethnicity				
	Frequency	Percent	Valid Percent	Cumulative Percent
White	421	24.2	28.2	28.2
African American	441	25.3	29.5	57.7
Hispanic	463	26.6	31.0	88.7
Asian	16	.9	1.1	89.8
American Indian or Alaska Native	29	1.7	1.9	91.8
African American/Hispanic	16	.9	1.1	92.8
Hispanic/White	31	1.8	2.1	94.9
Valid African American/White	67	3.8	4.5	99.4
Other	9	.8	.8	100.0
Total	1493	85.7	100.0	
Missing System	249	14.3		
Total Participants	1742	100.0		

A total 88.7.8% of all participants were either Hispanic, white, or African American. Hispanic students were the most common across all the sites (26.6%) followed by African Americans (25.3%) and white students (24.2%).

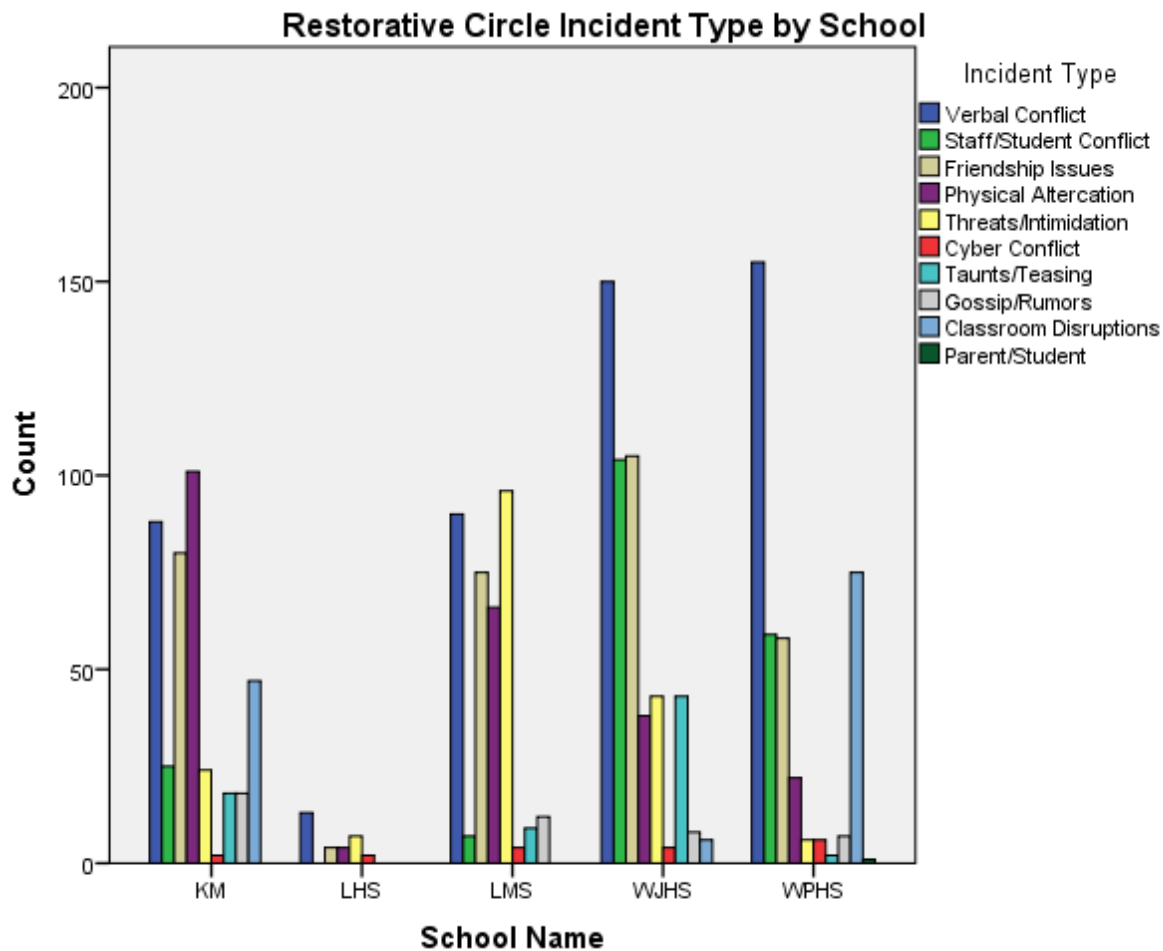
Table 2 shows the gender distribution of restorative circle participants.

Table 2: Gender Across all Implementation Sites

Participant's Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	156	9.0	9.0	9.0
Valid	Female	983	56.4	56.4	65.4
	Male	603	34.6	34.6	100.0
	Total	1742	100.0	100.0	

The overall population of restorative circle participants was composed of 56.4% females and 34.6% males. In year one of implementation, females composed 47.1% females.

Figure 1: Incident Types Across all Implementation Sites



The most common incident type varies across the different implementation sites. The most common incident type across all schools was verbal conflicts 496 (29.4%) followed by friendship issues 322 (19.1%).

Physical altercations are the leading incident type leading to a restorative circle at Kelloggsville Middle School (25.0%). Verbal conflicts were the leading incidents leading to restorative circles at Lee High School (43.3%), Wyoming Junior High School (29.9%), and Wyoming Public High School (39.6%). Staff/student conflicts were identified as the number one source of referral at Wyoming Junior High (33.5%). At Lee Middle School, the most common incident was Threats/Intimidation (26.7%) See figure 1 for further detail regarding incident types across the implementation sites.

One of the basic goals of a restorative circle is for the participants to create an agreement about how the harm created can be made right and similar harms can be avoided in the future. Table 3 shows that the overall rate of agreements across the implementation sites was 88.3%. This was a 3% improvement from the previous year. There was no agreement in 8.8% of cases with 2.8% of cases missing data on agreements.

Table 3: Agreements Reached Across all Implementation Sites

		Agreement Reached			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1539	88.3	90.9	90.9
	No	154	8.8	9.1	100.0
	Total	1693	97.2	100.0	
Missing	System	49	2.8		
Total		1742	100.0		

Wyoming High School

Tables 4.1 and 4.2 report the overall demographics of race and gender for all restorative circle participants at Wyoming High School.

Table 4.1: Race/Ethnicity of Circle Participants at Wyoming High School

Race/Ethnicity WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	120	30.5	35.2	35.2
	African American	101	25.7	29.6	64.8
	Hispanic	75	19.1	22.0	86.8
	Asian	8	2.0	2.3	89.1
	African American/Hispanic	5	1.3	1.5	90.6
	Hispanic/White	7	1.8	2.1	92.7
	African American/White	22	5.6	6.5	99.1
	Hispanic/Native American	1	.3	.3	99.4
	Native American/ African American	1	.3	.3	99.7
	Dominican	1	.3	.3	100.0
	Total	341	86.8	100.0	
	Missing System	52	13.2		
Total		393	100.0		

Table 4.2: Gender of Circle Participants at Wyoming High School

Participant's Gender WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Missing Data		47	12.0	12.0	12.0
	Female	227	57.8	57.8	69.7
	Male	119	30.3	30.3	100.0
	Total	393	100.0	100.0	

Incident types

Overall the most common incident type leading to a restorative circle at Wyoming High School was a verbal conflict (39.6%). This was followed by classroom disruptions (19.2%), and staff/student conflicts and friendship issues (15%) each. However there are racial and gender based differences in the most common types of incidents leading to a restorative circle.

Figures 2 &3 show the most common incident types along racial and gender lines.

Figure 2: Incidents by Race at Wyoming High School

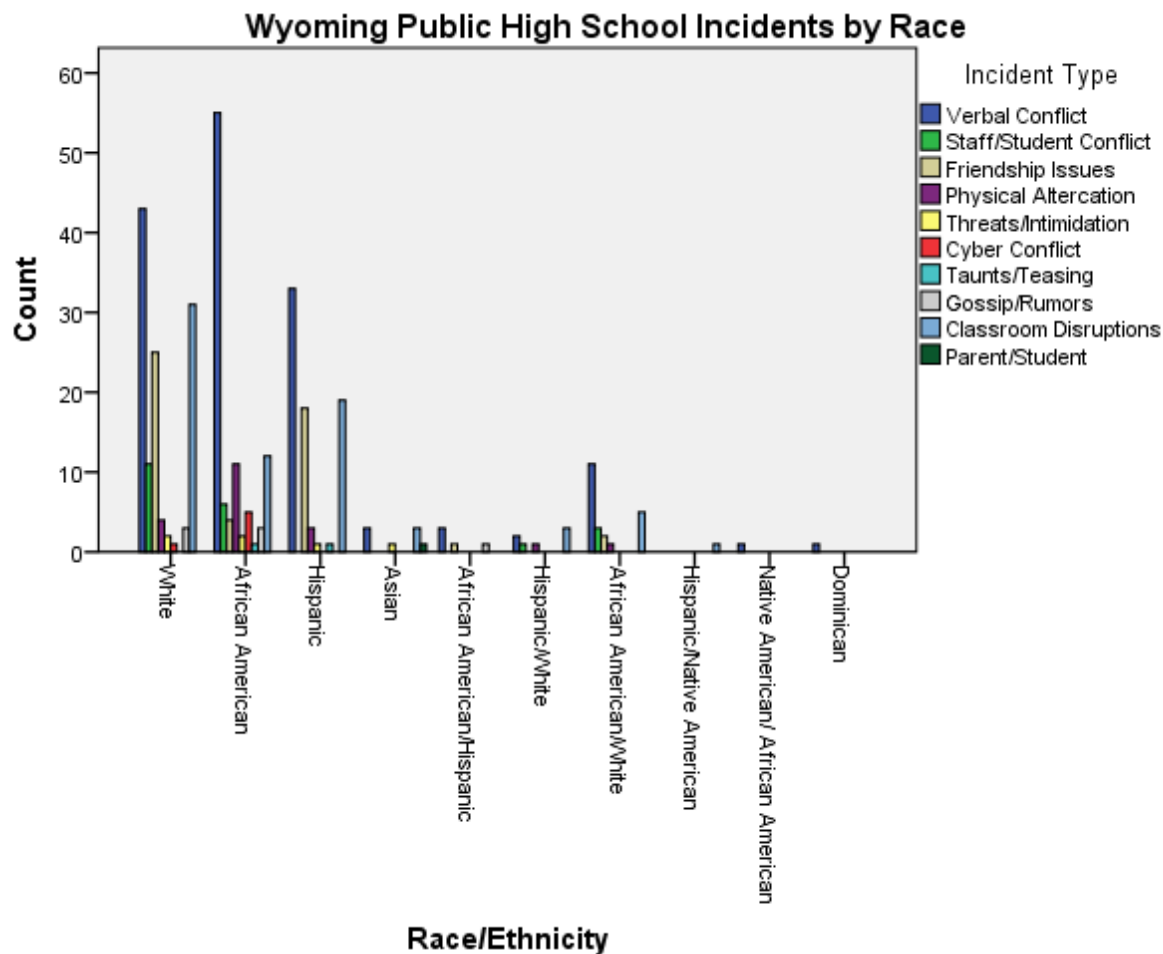
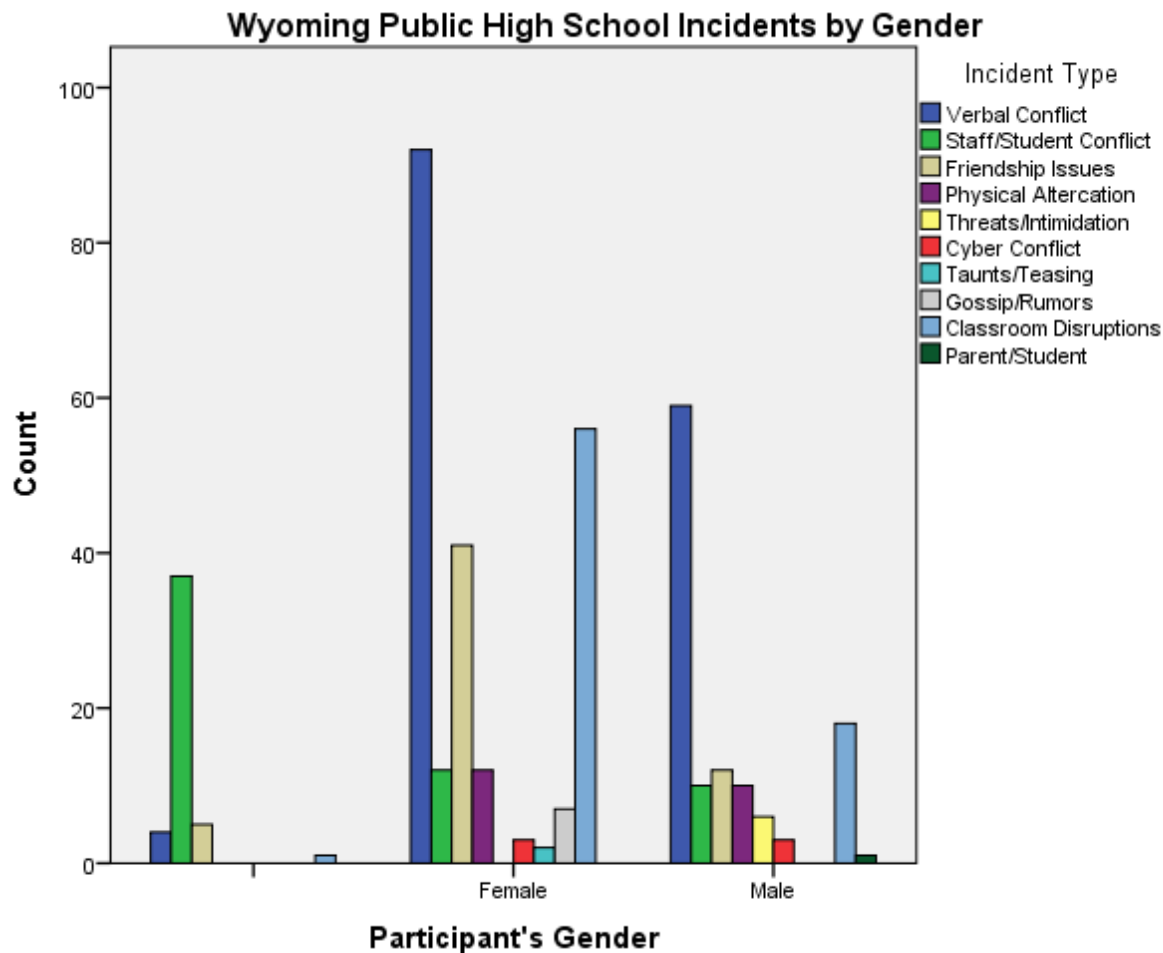


Figure 3: Incidents by Gender at Wyoming High School



Verbal conflicts were the number one incident leading to a restorative circles across the white (35.8%), African American (55.5%), and Hispanic (44%) student populations. For the Asian population, verbal conflicts, physical altercations each accounted for 41.2% of all cases. The second most common incident type for white youth was classroom disruptions (25.8%). For African American’s the second most common incident type was classroom disruptions (12.1%). The second leading incident type for Hispanic student based circles was classroom disruptions (25.3%). For white youth the third most common incident type was friendship issues (20.8%), for African Americans it was physical altercations (11.1%).

Regarding gender differences, males and females had fairly similar patterns at Wyoming High School. The number one incident type for each was verbal conflicts (49.5% for males & 40.9% for females). The second most common incident type for boys and girls was classroom disruptions (24.8% female and 15.1% male). The third most common incident type was also the same for boys and girls. Friendship issues accounted for 18.2% of female incidents and 10% of the male incidents.

Agreements

Table 4.3 shows that the rate of agreements in restorative circles at Wyoming High School was 76.2%. This represents a significant increase in the rate of agreements from year one of the implementation. The year one agreement rate at Wyoming High School was 70.5%.

Table 4.3: Rate of Agreements reached at Wyoming High School

Agreements Reached WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	298	75.8	76.2	76.2
	No	93	23.7	23.8	100.0
	Total	391	99.5	100.0	
Missing	System	2	.5		
Total		393	100.0		

Participant perceptions of restorative circles

This section presents the findings of the post circle surveys completed by all students who participated in a restorative circle at Wyoming High School. The survey instrument was designed to capture participants' perceptions of the restorative circle process and outcomes. To view a copy of the complete survey instrument, see Appendix II.

Satisfaction

Two items from the post circle survey are utilized to assess overall participant satisfaction with restorative circles. These items ask participants whether the program helped them to feel better and whether they would choose to participate in a restorative circle again.

Table 4.4 shows that 36.2% of participants strongly agree and 34.8% agreed that they believed the restorative circle helped them to feel better (N=276). A total of 51 (18.6%) were unsure and 10.5% indicated that they either disagreed (5.8%) or strongly disagreed (4.7%).

Table 4.4: Result of Post Circle Survey Item (A) on Satisfaction at Wyoming High School

I feel this program helped me feel better. WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	100	25.4	36.2	36.2
	Agree	96	24.4	34.8	71.0
	Unsure	51	13.0	18.5	89.5
	Disagree	16	4.1	5.8	95.3
	Strongly Disagree	13	3.3	4.7	100.0
	Total	276	70.2	100.0	
Missing	System	117	29.8		
Total		393	100.0		

Table 4.5 indicates that 73% of participants either strongly agreed (38.5%) or agreed (34.5%) that they would be willing to participate in a restorative circle again in the future (N=278). A total of 16.5% were unsure and the remaining 10.4% stated that they would not choose to participate in a restorative circle again.

Table 4.5: Result of Post Circle Survey Item (B) on Satisfaction at Wyoming High School

If I had another conflict, I would choose to participate in the restorative circle process again. WPHS

again. WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	107	27.2	38.5	38.5
	Agree	96	24.4	34.5	73.0
	Unsure	46	11.7	16.5	89.6
	Disagree	14	3.6	5.0	94.6
	Strongly Disagree	15	3.8	5.4	100.0
	Total	278	70.7	100.0	
Missing	System	115	29.3		
Total		393	100.0		

Fairness

One item from the post circle survey ask participants whether they felt they were treated fairly in the restorative circle. Although this would likely influence participants' overall levels of satisfaction, fairness is a separate construct and one that is fundamental to restorative outcomes. Below we present the findings related to the issue of fairness in the restorative circle case processing.

Table 4.6: Result of Post Circle Survey Item on Fairness at Wyoming High School

I feel that I was treated fairly in the restorative circle. WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	139	35.4	50.4	50.4
	Agree	106	27.0	38.4	88.8
	Unsure	23	5.9	8.3	97.1
	Disagree	5	1.3	1.8	98.9
	Strongly Disagree	3	.8	1.1	100.0
	Total	276	70.2	100.0	
Missing	System	117	29.8		
Total		393	100.0		

According to Table 4.6, 88.4% of participants reported that they had been treated fairly (N=276). A total of 50.4% strongly agreed with the statement while 38.4% agreed. Only 2.9% of participants reported that they disagreed or strongly disagreed that they were treated fairly.

In Figure 4 we report the findings related to perceptions of fairness, considering the participant's role in the restorative circle. Of particular interest is whether satisfaction varies depending upon the role that the participant played in the restorative circle.

Figure 4: Fairness by Participant Role in Restorative Circles at Wyoming High School

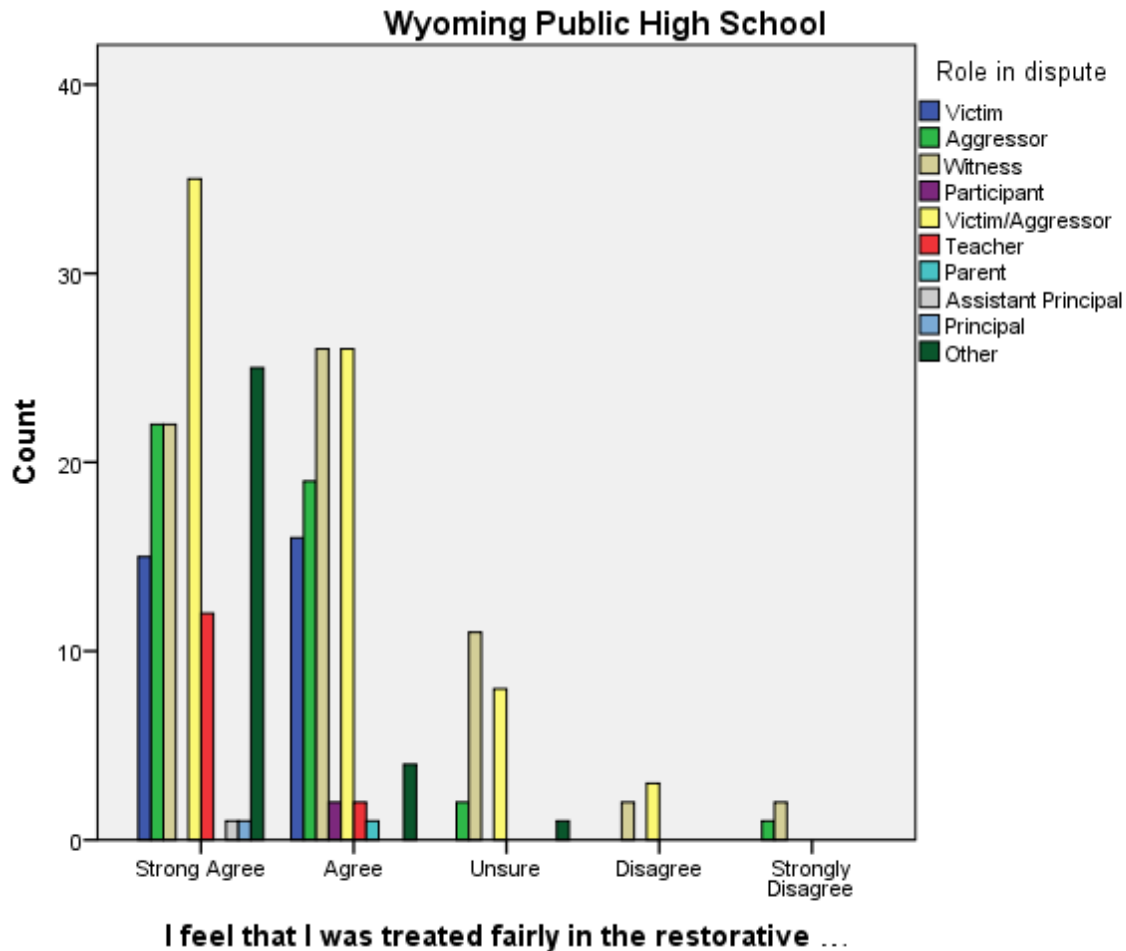


Figure 4 shows that those who occupy the roles of both victims and aggressors overwhelmingly report that they were treated fairly within the circle mediation. In fact, those who were identified as the aggressor were the most likely to strongly agree that they were treated fairly in the restorative circle (60.9%). More broadly, this figure demonstrates that both victims and aggressors overwhelmingly reported being treated fairly. A total of 100% of victims (N=31) and 97.7% of aggressors (N=44) either agreed or strongly agreed that they were treated fairly in the restorative circle. High levels of satisfaction persisted across various roles played in the restorative circles as depicted in Figure 4.

Responsibility

One item from the post circle survey examines participants' perceptions of responsibility. These items ask participants whether they believe the other person involved in the restorative circle took responsibility for their behavior. A fundamental goal of restorative processes is that individuals are held accountable for their actions. This item is designed to assess whether restorative circle participants believe that *the other* party had accepted responsibility for their harmful actions.

Table 4.7: Result of Post Circle Survey Item on Accountability at Wyoming High School

I feel the other party took responsibility for their behavior. WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	114	29.0	41.5	41.5
	Agree	98	24.9	35.6	77.1
	Unsure	42	10.7	15.3	92.4
	Disagree	14	3.6	5.1	97.5
	Strongly Disagree	7	1.8	2.5	100.0
	Total	275	70.0	100.0	
Missing	System	118	30.0		
Total		393	100.0		

Table 4.7 shows that 77.1% of participants felt that the other party took responsibility for their actions (N=275). The most common response was agree (41.5%) followed by strongly agree (35.6%). A total of 15.3% were unsure and the remaining 7.6% either disagreed or strongly disagreed that the other party took responsibility.

Transformation

One final item from the post circle survey asks participants whether they have learned new skills that will help avoid harmful situations in the future. This item is designed to measure personal transformation as a result the restorative circle process.

Table 4.8: Result of Post Circle Survey Item on Personal Transformation at Wyoming High School

I have learned new skills that will help me avoid harmful situations in the future. WPHS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	105	26.7	38.2	38.2
	Agree	119	30.3	43.3	81.5
	Unsure	31	7.9	11.3	92.7
	Disagree	13	3.3	4.7	97.5
	Strongly Disagree	7	1.8	2.5	100.0
	Total	275	70.0	100.0	
Missing	System	118	30.0		
Total		393	100.0		

A total of 81.5% of participants reported that they had learned a new skill in the restorative circle (N=275). A total of 7.9% were unsure while 4.7% disagreed and 2.5% strongly disagreed that they had learned a new skill.

Secondary data analysis

Wyoming High School is the only school in the third year of implementing restorative circles. Table 4.9 shows the results of the secondary analysis of school data for the variables of classroom disruptions, unexcused absences, suspensions, and expulsions. Wyoming High School completed a total of 101 restorative circles within the 2016-2017 and the 2017-2018 school years.

Table 4.9: Analysis of school data provided by Wyoming High School

	Baseline	Year 1	Result	Year 2	Result
Classroom disruptions	632.3 (71.7%)	212 (21.6%)	Decrease 50.1%	393 (40.2%)	Decrease 31.5%
Detentions	66.2 (7.5%)	35 (3.5%)	Decrease 4%	92 (9.4%)	Increase 1.9%
Unexcused student absences	35,399 periods (40.1 periods per pupil)	37,883 periods (38.6 periods per pupil)	Decrease 1.5 periods per pupil	33,433 (34.2 periods per pupil)	Decrease 5.9 periods per pupil
Suspensions	252 rate 28.5%	18.0%	Decrease 10.5%	28.2%	Decrease .3%
Expulsions	.66 (.07%)	1 (.1%)	Increase .03%	0 (0%)	Decrease .07%

Table 4.9 Continued

	Year 3	Result
Classroom disruptions	381 (44%)	Decrease 27.7%
Detentions	24 (2.8%)	Decrease 4.7%
Unexcused student absences	Data Unavailable	Data Unavailable
Suspensions	41 (4.8%)	Decrease 23.7%
Expulsions	1 (.11%)	Increase (.04%)

* Baseline figures were calculated using enrollment of 882 & data from three years prior to implementation.

* Unexcused absences are calculated by the hour. Periods 1-7. (7 periods for each day)

In each year, the data reported is compared to the baseline data to determine the increase or decrease in frequency for each variable (classroom disruptions, detentions, unexcused absences, suspensions, and expulsions). Detention data showed extreme variations from year to year, perhaps a result of policy/procedural shifts. There were 15 detentions reported in the 13-14 academic year and 180 in 14-15. These figures were both part of establishing the baseline figures reported here. School suspensions show the combined number of in school and out of school suspensions for both the baseline and each subsequent year.

Wyoming Junior High School

Tables 5.1 and 5.2 report the overall demographics of race and gender for all restorative circle participants at Wyoming Junior High School.

Table 5.1: Race/Ethnicity of Circle Participants at Wyoming Junior High School

Race/Ethnicity WJHS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
White	129	24.6	33.0	33.0
African American	113	21.5	28.9	61.9
Hispanic	82	15.6	21.0	82.9
American Indian or Alaska Native	11	2.1	2.8	85.7
African American/Hispanic	6	1.1	1.5	87.2
Hispanic/White	24	4.6	6.1	93.4
African American/White	25	4.8	6.4	99.7
Asian/White	1	.2	.3	100.0
Total	391	74.5	100.0	
Missing				
System	134	25.5		
Total	525	100.0		

Table 5.2: Gender of Circle Participants at Wyoming Junior High School

Participant's Gender WJHS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Female	75	14.3	14.3	14.3
Male	286	54.5	54.5	68.8
Total	164	31.2	31.2	100.0
Total	525	100.0	100.0	

Incident types

Overall the most common incident type leading to a restorative circle at Wyoming Junior High School was a verbal conflict (32.7%). This was followed friendship issues (26.6%). The third and fourth most common incident type were taunts/teasing and threats/intimidation at 10% each. Together these four categories made up 79.3% of all cases. Figures 5 and 6 show the most common incident types along racial and gender lines.

Figure 5: Incidents by Race at Wyoming Junior High School

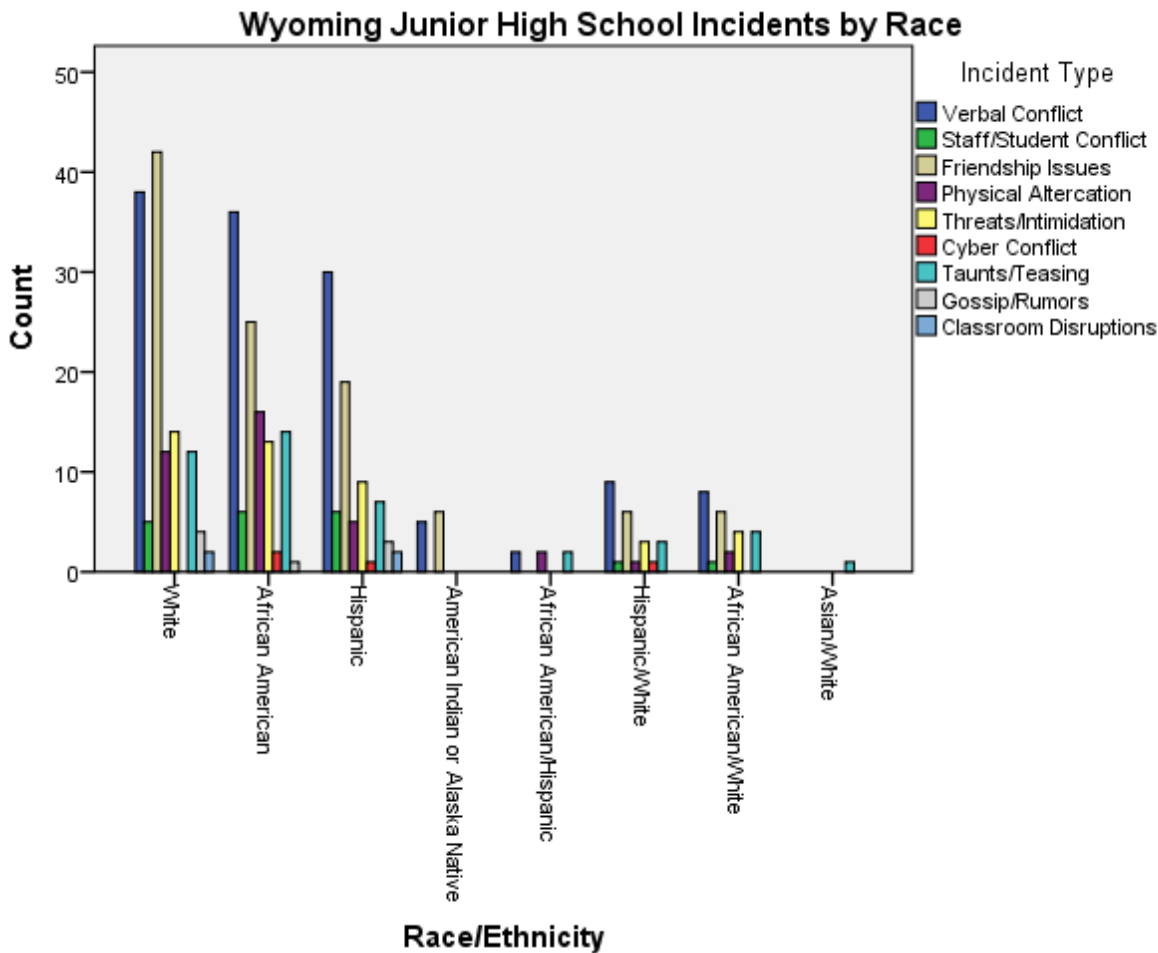
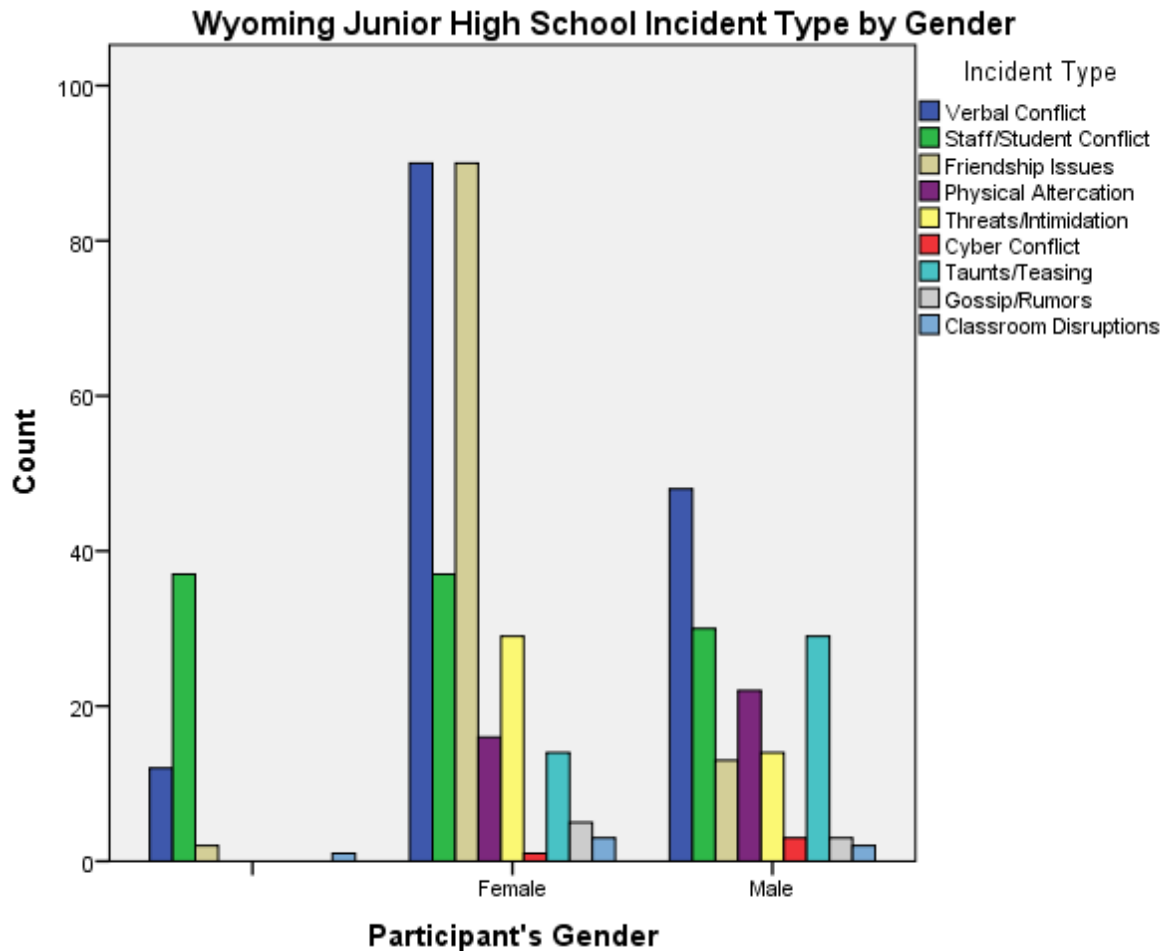


Figure 6: Incidents by Gender at Wyoming Junior High School



The number one incident leading to a restorative circle for white students was friendship issues (32.5%). The most common incident type of both African Americans and Hispanics was verbal conflicts (31.8%) and (37.8%) respectively. Verbal conflicts were the second leading cause among white students (29.4%). Friendship issues were the second most common among both African Americans and Hispanics (22.1%) and (23.2%) respectively. Verbal conflicts and friendship issues were far and away the most common incident types at Wyoming Junior High School.

For male youth at Wyoming Junior High School, the leading incident leading to a restorative circle was a verbal conflict (29.2%). This was followed closely by staff/student conflicts (18.3%) and taunts/teasing (17.7%). Among female youth, friendship issues and verbal conflicts were the most common incident types. Together, they combined for 63.1% of the incident types (31.5%) each. The next most common incident type among females was staff/student conflicts (13%). This figure also shows that females at Wyoming Junior High School were the most common participants in restorative circles (63.4%).

Agreements

Table 5.3 shows that the rate of agreements in restorative circles at Wyoming Junior High School was 91.7%.

Table 5.3 Rate of Agreements reached at Wyoming Junior High School

Agreement Reached WJHS		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	475	90.5	91.7	91.7
	No	43	8.2	8.3	100.0
	Total	518	98.7	100.0	
Missing	System	7	1.3		
Total		525	100.0		

Participant perceptions of restorative circles

This section presents the findings of the post circle surveys completed by all students who participated in a restorative circle at Wyoming Junior High School. The survey instrument was designed to capture participants' perceptions of the restorative circle process and outcomes. To view a copy of the complete survey instrument, see Appendix II.

Satisfaction

Two items from the post circle survey are utilized to assess overall participant satisfaction with restorative circles. These items ask participants whether the program helped them to feel better and whether they would choose to participate in a restorative circle again.

Table 5.4: Result of Post Circle Survey Item (A) on Satisfaction at Wyoming Junior High School

I feel this program helped me feel better. WJHS		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	122	23.2	36.9	36.9
	Agree	131	25.0	39.6	76.4
	Unsure	53	10.1	16.0	92.4
	Disagree	16	3.0	4.8	97.3
	Strongly Disagree	9	1.7	2.7	100.0
	Total	331	63.0	100.0	
Missing	System	194	37.0		
Total		525	100.0		

Table 5.4 shows that 76.5% of participants felt that the restorative circle had helped them to feel better (N=331). A total of 16% were unsure while 4.8% disagreed and 2.7% strongly disagreed that the restorative circle made them feel better.

Table 5.5: Result of Post Circle Survey Item (B) on Satisfaction at Wyoming Junior High School

If I had another conflict, I would choose to participate in the restorative circle process again. WJHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	141	26.9	42.9	42.9
	Agree	131	25.0	39.8	82.7
	Unsure	40	7.6	12.2	94.8
	Disagree	12	2.3	3.6	98.5
	Strongly Disagree	5	1.0	1.5	100.0
	Total	329	62.7	100.0	
Missing	System	196	37.3		
Total		525	100.0		

As a second measure of overall satisfaction inquired whether students would choose to participate in a restorative circle again. A total of 82.7% of participants either strongly agreed or agreed that they would participate again (N=329). A total of 12.2% were unsure while 43.6% disagreed and 1.5% strongly disagreed that they would participate again.

Fairness

One item from the post circle survey asks participants whether they felt they were treated fairly in the restorative circle. Although this would likely influence participants' overall levels of satisfaction, fairness is a separate construct and one that is fundamental to restorative outcomes. Below we present the findings related to the issue of fairness in the restorative circle case processing.

Table 5.6: Result of Post Circle Survey Item on Fairness at Wyoming Junior High School

I feel I was treated fairly in the restorative circle. WJHS

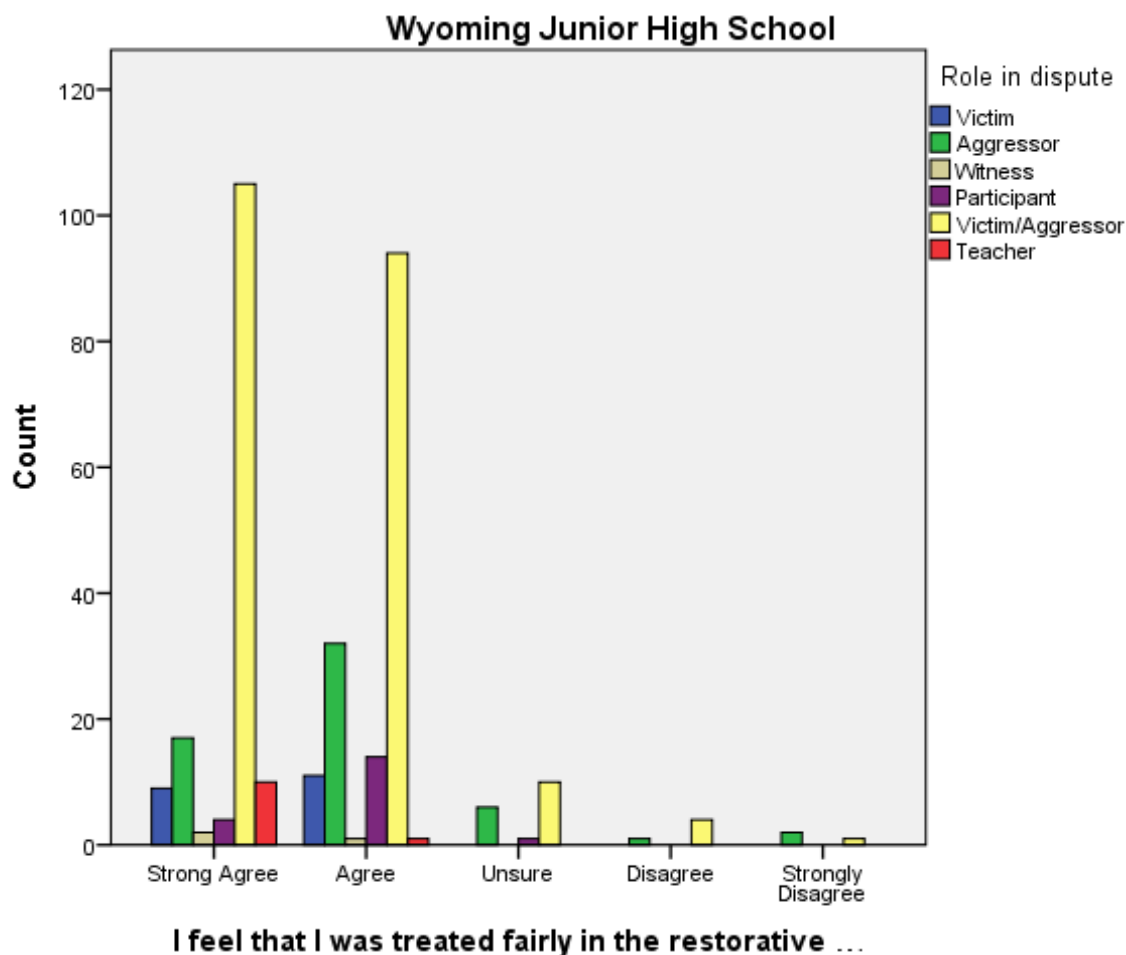
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	149	28.4	45.2	45.2
	Agree	155	29.5	47.0	92.1
	Unsure	18	3.4	5.5	97.6
	Disagree	5	1.0	1.5	99.1
	Strongly Disagree	3	.6	.9	100.0
	Total	330	62.9	100.0	
Missing	System	195	37.1		
Total		525	100.0		

Participants overwhelmingly report being treated fairly during the restorative circles. A total of 92.2% either agreed or strongly agreed that they were treated fairly (N=330). Only 2.4% of the participants indicated that they were treated unfairly. A total of 1.5% disagreed and .9% strongly disagreed that they were treated fairly.

In figure 7 we report the findings related to perceptions of fairness, considering the participant's role in the restorative circle. Of particular interest is whether satisfaction varies depending upon the role that the participant played in the restorative circle.

Figure 7: Fairness by Participant Role in Restorative Circles at Wyoming Junior High School

Figure 7 shows that 100% of victims reported that they were treated fairly in the restorative circles (N=20). Individuals identified as aggressors strongly agreed that they were treated fairly (29.3%) and agreed (55.1%) (N=58). That equates to a total of 84.4% reporting that they were treated fairly. A further 10.3% of aggressors reported that they were unsure.



Responsibility

One item from the post circle survey examines participants' perceptions of responsibility. This item asks participants whether they believe the other person involved in the restorative circle took responsibility for their

behavior. A fundamental goal of restorative processes is that individual are held accountable for their actions. This item is designed to assess whether restorative circle participants believe that *the other* party had accepted responsibility for their harmful actions.

Table 5.7: Result of Post Circle Survey Item on Accountability at Wyoming Junior High School

I feel the other party took responsibility for their behavior. WJHS				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	91	17.3	27.6
	Agree	159	30.3	48.2
	Unsure	49	9.3	90.6
	Disagree	22	4.2	97.3
	Strongly Disagree	9	1.7	100.0
	Total	330	62.9	100.0
Missing	System	195	37.1	
Total		525	100.0	

Table 5.7 indicates that regardless of one’s role in the restorative circle, 27.6% of participants indicated that they strongly agreed that the other party had accepted responsibility for their behavior (N=330). A further 48.2% agreed. A total of 9.4% either disagreed or strongly disagreed that the other party had accepted responsibility.

Transformation

One final item from the post circle survey asks participants whether they have learned new skills that will help avoid harmful situations in the future. This item is designed to measure personal transformation as a result the restorative circle process.

Table 5.8: Result of Post Circle Survey Item on Personal Transformation at Wyoming Junior High School

I have learned new skills that will help me avoid harmful situations in the future. WJHS				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	114	21.7	34.5
	Agree	156	29.7	47.3
	Unsure	41	7.8	94.2
	Disagree	13	2.5	98.2
	Strongly Disagree	6	1.1	100.0
	Total	330	62.9	100.0
Missing	System	195	37.1	
Total		525	100.0	

Table 5.8 indicates that 81.8% of participants reported that they had learned a new skill that would help them avoid harmful situations in the future. A total of 12.4% were unsure and 5.7% either disagreed or strongly disagreed that they had learned any new skills.

Secondary data analysis

Table 5.9 shows the results of the secondary analysis of school data for the variables of classroom disruptions, unexcused absences, suspensions, and expulsions Wyoming Junior High school completed a total of 180 restorative circles during the 2016-2017 and the 2017-2018 school years.

Table 5.9: Analysis of school data provided by Wyoming Junior High School

	Baseline	Year 1	Result	Year 2	Result
Classroom disruptions	885.6 (94.3%)	1,191 (133%)	Increase 39%	Data Unavailable	Data Unavailable
Detentions	192.3 (20.5%)	353 rate (39.5%)	Increase 19%	Data Unavailable	Data Unavailable
Unexcused student absences	24,917 periods (26.5 periods per pupil)	21,384 periods (23.9 periods per pupil)	Decrease 2.6 periods per pupil	Data Unavailable	Data Unavailable
Suspensions	692.6 (73%)	810 (90.8%)	Increase 17%	Data Unavailable	Data Unavailable
Expulsions	3.5 (.3%)	5 (.5%)	Increase (.2%)	Data Unavailable	Data Unavailable

* Baseline figures were calculated using enrollment of 939 & data from three years prior to implementation.

* Unexcused absences is calculated by the hour. Periods 1-7. (7 periods for each day)

Kelloggsville Middle School

Tables 6.1 and 6.2 report the overall demographics of race and gender for all restorative circle participants at Kelloggsville Middle School.

Table 6.1: Race/Ethnicity of Circle Participants at Kelloggsville Middle School

Race/Ethnicity KM				
	Frequency	Percent	Valid Percent	Cumulative Percent
White	140	33.6	39.1	39.1
African American	121	29.0	33.8	72.9
Hispanic	63	15.1	17.6	90.5
Asian	8	1.9	2.2	92.7
American Indian or Alaska Native	1	.2	.3	93.0
Valid African American/Hispanic	3	.7	.8	93.9
African American/White	19	4.6	5.3	99.2
Congolese	1	.2	.3	99.4
Native American/ African American	1	.2	.3	99.7
White/Bosnian	1	.2	.3	100.0
Total	358	85.9	100.0	
Missing System	59	14.1		
Total	417	100.0		

Table 6.2: Gender of Circle Participants at Kelloggsville Middle School

Participant's Gender KM				
	Frequency	Percent	Valid Percent	Cumulative Percent
Missing Data	15	3.6	3.6	3.6
Female	208	49.9	49.9	53.5
Male	194	46.5	46.5	100.0
Total	417	100.0	100.0	

Incident types

There were 417 total restorative circles conducted at Kelloggsville Middle School. Overall the most common incident type leading to a restorative circle at Kelloggsville Middle School was physical altercations (26.5%). This was followed by verbal conflicts (23.7%) friendship issues (22.2%) threats and intimidation (6.0%) and staff/student conflict (5.1%). However there are racial and gender based differences in the most common types of incidents leading to a restorative circle.

Figures 8 and 9 show the most common incident types along racial and gender lines.

Figure 8: Incidents by Race at Kelloggsville Middle School

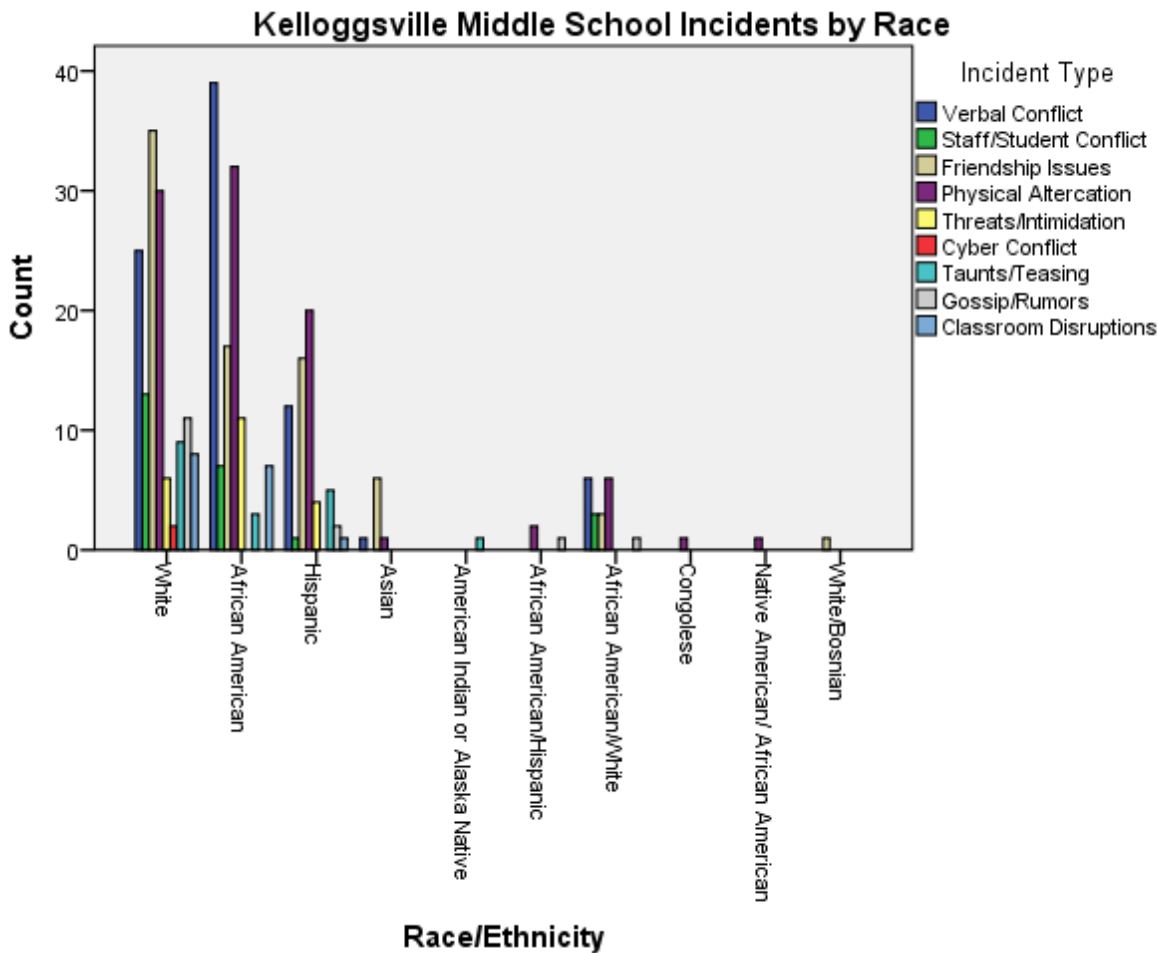
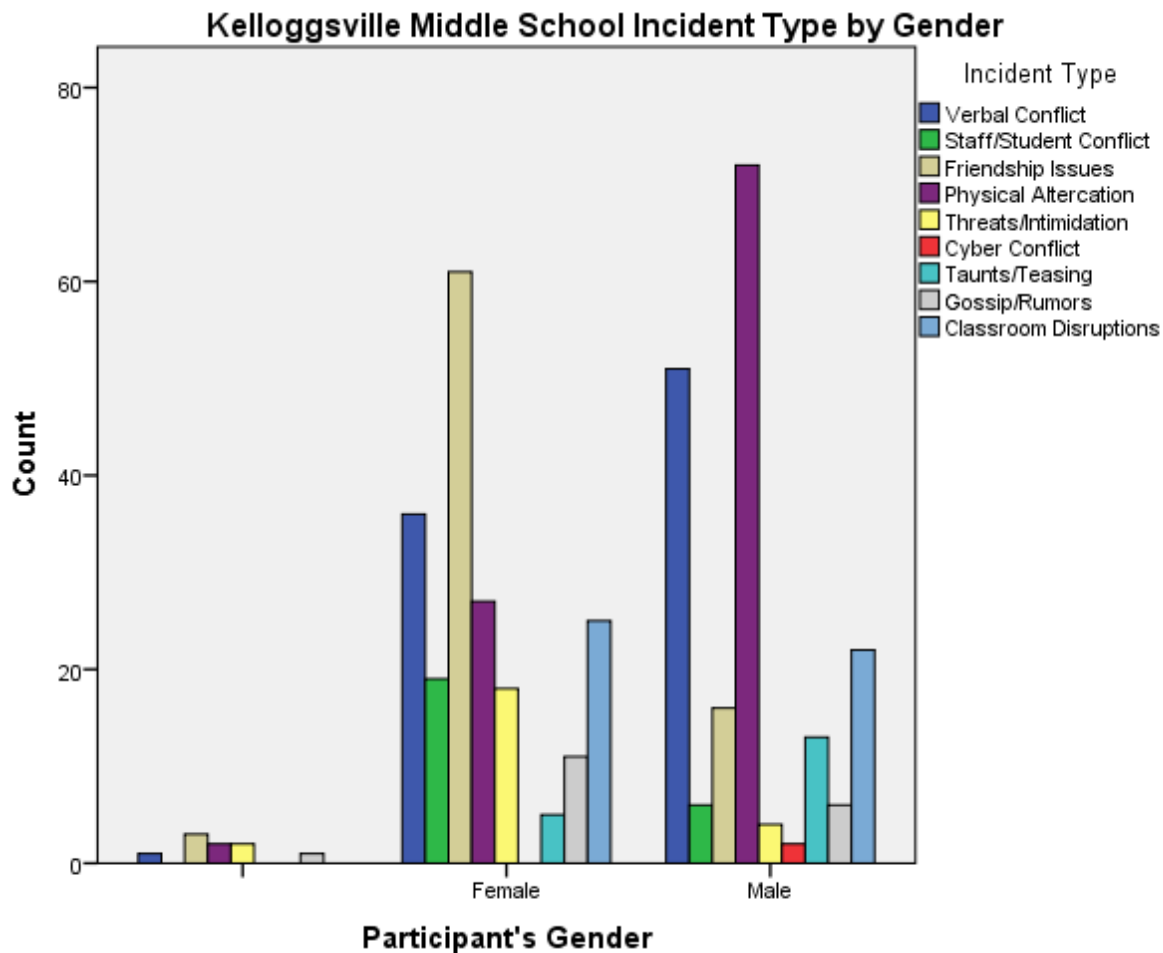


Figure 9: Incidents by Gender at Kelloggsville Middle School



The number one incident leading to a restorative circle varied across race. Incidents involving white students were led by friendship issues while African-American incidents were led by verbal conflict, Hispanic students were led by physical altercations, and Asian student incidents were predominantly rooted in friendship issues. It is important to note that white (N=30), African-American (N=32), and Hispanic (N=20) student incidents involving physical altercations were relatively equal in number. It is also important to note that the vast majority of incidents leading to restorative circles were intra-racial (90.2%) in nature as opposed to inter-racial in nature.

The use of restorative circles across gender was relatively equal with female students accounting for 202 circles and male students accounting for 192 circles. Yet, there are differences in the types of incidents by gender. Female students used restorative circles for friendship issues in 30.1% of their cases followed by verbal conflicts at 17.8%. Male students involved in circles for physical altercations were 37.5% of their total followed by verbal conflicts at 26.5%.

Agreements

Table 6.3 shows that the rate of agreements in restorative circles at Kelloggsville Middle School was 91.4%.

Table 6.3 Rate of Agreements reached at Kelloggsville Middle School

Agreement Reached KM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	381	91.4	96.9	96.9
	No	12	2.9	3.1	100.0
	Total	393	94.2	100.0	
Missing	System	24	5.8		
Total		417	100.0		

Participant perceptions of restorative circles

This section presents the findings of the post circle surveys completed by all students who participated in a restorative circle at Kelloggsville Middle School. The survey instrument was designed to capture participants' perceptions of the restorative circle process and outcomes. To view a copy of the complete survey instrument, see Appendix II.

Satisfaction

Two items from the post circle survey are utilized to assess overall participant satisfaction with restorative circles. These items ask participants whether the program helped them to feel better and whether they would choose to participate in a restorative circle again.

Table 6.4 shows that 36.3% of participants strongly agree and 45.1% agreed that they believe restorative circles helped them to feel better (N=339). A total of 45 (10.8%) were unsure and 4.4% indicated that they either disagreed (3.4%) or strongly disagreed (1.0%).

Table 6.4: Result of Post Circle Survey Item (A) on Satisfaction at Kelloggsville Middle School

I feel this program helped me feel better. KM				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	123	29.5	36.3
	Agree	153	36.7	81.4
	Unsure	45	10.8	94.7
	Disagree	14	3.4	98.8
	Strongly Disagree	4	1.0	100.0
	Total	339	81.3	100.0
Missing	System	78	18.7	
Total		417	100.0	

In addition, and reflected in Table 6.5 79.0% of responding participants either strongly agreed (39.2%) or agreed (39.8%) that they would be willing to participate in a restorative circle again in the future. (N=339). A total of 11.3% were unsure and the remaining 5.8% stated they would not choose to participate in a restorative circle again.

Table 6.5: Result of Post Circle Survey Item (B) on Satisfaction at Kelloggsville Middle School

If I had another conflict, I would choose to participate in the restorative circle process again. KM				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	133	31.9	39.2
	Agree	135	32.4	79.1
	Unsure	47	11.3	92.9
	Disagree	14	3.4	97.1
	Strongly Disagree	10	2.4	100.0
	Total	339	81.3	100.0
Missing	System	78	18.7	
Total		417	100.0	

Fairness

One item from the post circle survey asks participants whether they felt they were treated fairly in the restorative circle. Although this would likely influence participants' overall levels of satisfaction, fairness is a separate construct and one that is fundamental to restorative outcomes. Below we present the findings related to the issue of fairness in the restorative circle case processing.

Table 6.6: Result of Post Circle Survey Item on Fairness at Kelloggsville Middle School

I feel that I was treated fairly in the restorative circle. KM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	146	35.0	43.5	43.5
	Agree	145	34.8	43.2	86.6
	Unsure	38	9.1	11.3	97.9
	Disagree	4	1.0	1.2	99.1
	Strongly Disagree	3	.7	.9	100.0
	Total	336	80.6	100.0	
Missing	System	81	19.4		
Total		417	100.0		

Table 6.6 shows that 86.6% of responding participants indicated that they had been treated fairly (N=336). A total of 43.5% strongly agreed with the statement while 43.2% agreed. Only 2.1% of responding participants reported that they disagreed or strongly disagreed that they were treated fairly.

In figure 10 we report the findings related to perceptions of fairness, considering the participant's role in the restorative circle. Of particular interest is whether satisfaction varies depending upon the role that the participant played in the restorative circle.

Figure 10: Fairness by Participant Role in Restorative Circles at Kelloggsville Middle School

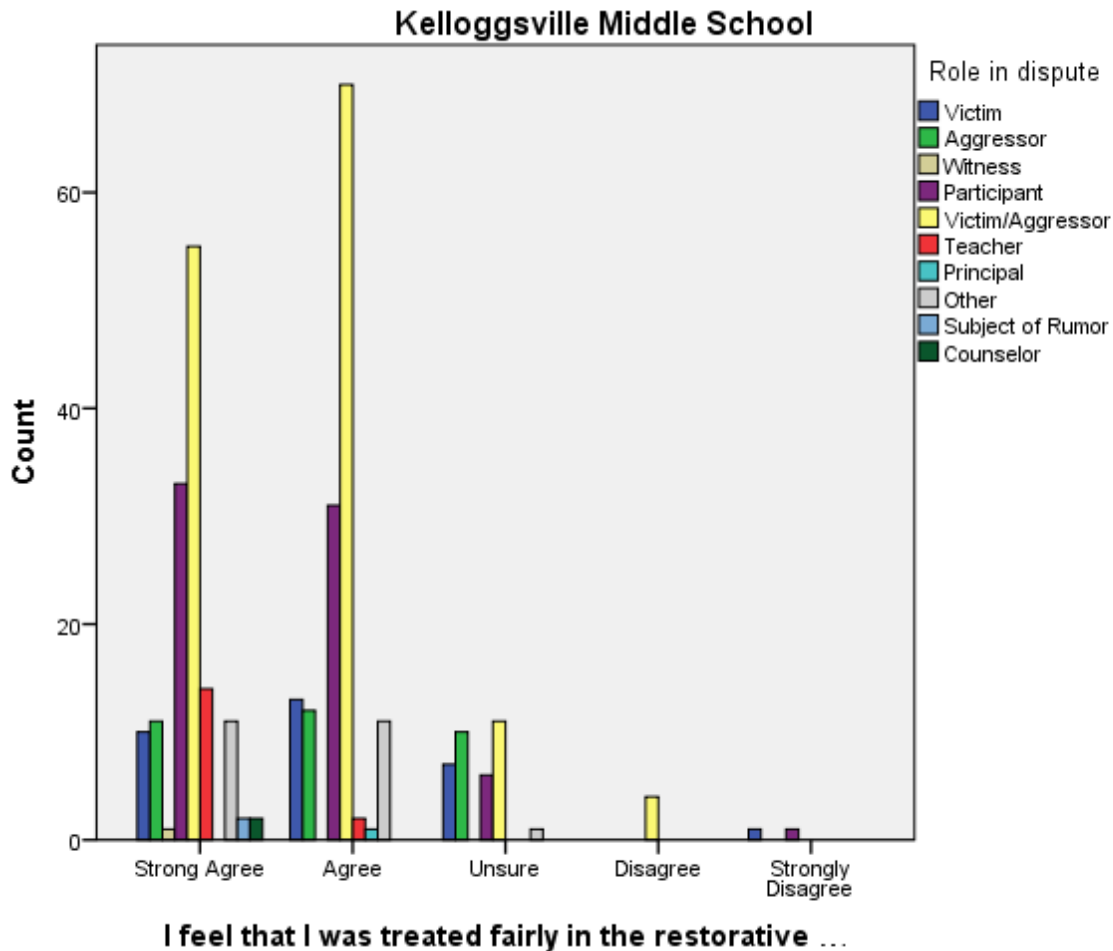


Figure 10 shows that those who occupy the roles of participant, as well as, victim/aggressor overwhelmingly report that they were treated fairly within circle mediation. More broadly, regardless of role participants at Kelloggsville Middle School overwhelmingly reported that they were treated fairly within the circle mediation process.

Responsibility

One item from the post circle survey examines participants' perceptions of responsibility. This item asks participants whether they believe the other person involved in the restorative circle took responsibility for their behavior. A fundamental goal of restorative processes is that individuals are held accountable for their actions. This item is designed to assess whether restorative circle participants believe that *the other* party has accepted responsibility for their harmful actions.

Table 6.7: Result of Post Circle Survey Item on Accountability at Kelloggsville Middle School

I feel the other party took responsibility for their behavior. KM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	108	25.9	32.0	32.0
	Agree	150	36.0	44.5	76.6
	Unsure	51	12.2	15.1	91.7
	Disagree	20	4.8	5.9	97.6
	Strongly Disagree	8	1.9	2.4	100.0
	Total	337	80.8	100.0	
Missing	System	80	19.2		
Total		417	100.0		

Table 6.7 reports that 76.6% of responding participants felt the other party took responsibility for their actions (N=337). The most common response to the statement was agree (44.5%) followed by strongly agree (32.0%). A total of 15.1% were unsure and the remaining 8.3% either disagreed or strongly disagreed with the statement.

Transformation

One final item from the post circle survey asks participants whether they have learned new skills that will help avoid harmful situations in the future. This item is designed to measure personal transformation as a result of the restorative circle process.

Table 6.8: Result of Post Circle Survey Item on Personal Transformation at Kelloggsville Middle School

I have learned new skills that will help me avoid harmful situations in the future. KM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	123	29.5	37.0	37.0
	Agree	146	35.0	44.0	81.0
	Unsure	50	12.0	15.1	96.1
	Disagree	5	1.2	1.5	97.6
	Strongly Disagree	8	1.9	2.4	100.0
	Total	332	79.6	100.0	
Missing	System	85	20.4		
Total		417	100.0		

A total of 81.0% of participants reported that they had learned a new skill in the restorative circle (N=332). A total of 15.1% were unsure while 1.5% disagreed and 2.4% strongly disagreed that they had learned a new skill.

Table 6.9: Analysis of school data provided by Kelloggsville Middle School

*Baseline figures were calculated using enrollment of 468 & past one year of data. Data was unavailable for prior years.

* In year one of implementation the school began counting excessive tardiness as a form of classroom disruption. Thus comparisons to baseline results are not appropriate at this time.

* Detentions were only used for excessive tardiness in 16-17. This policy shift makes comparison to baseline data meaningless.

	Baseline	Year 1	Result	Year 2	Result
Classroom disruptions	913 (195%)	1387 (281%)	N/A	853 (162.4%)	Decrease (32.6%)
Detentions	*1094	*185	*N/A	*Data Unavailable	*N/A
Unexcused student absences	1275 days (2.72 per pupil)	1891days (3.84 per pupil)	Increase 1.2%	Data Unavailable	N/A
Suspensions	841 (179.7%)	864.5 (175.7%)	Decrease 4%	538 (102%)	Decrease 77.7%
Expulsions	1 (.2%)	2 rate .4%	Increase .2%	1 (.2%)	Stable

* Classroom disruptions for Year 1 also include excessive tardiness. This conceptual shift makes comparison to baseline data meaningless.

Secondary data analysis

Table 6.9 shows the results of the secondary analysis of school data for the variables of classroom disruptions, unexcused absences, suspensions, and expulsions. Kelloggsville Middle School completed a total of 153 circles during the 2016-2017 and the 2017-2018 school years.

Godfrey-Lee Middle School

Tables 7.1 and 7.2 report the overall demographics of race and gender for all restorative circle participants at Lee Middle School.

Table 7.1: Race/Ethnicity of Circle Participants at Lee Middle School

		Race/Ethnicity LMS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	28	7.4	7.5	7.5
	African American	99	26.3	26.5	34.0
	Hispanic	226	59.9	60.6	94.6
	American Indian or Alaska Native	17	4.5	4.6	99.2
	African American/Hispanic	2	.5	.5	99.7
	African American/White	1	.3	.3	100.0
	Total	373	98.9	100.0	
Missing	System	4	1.1		
Total		377	100.0		

Table 7.2: Gender of Circle Participants at Lee Middle School

		Participant's Gender LMS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing Data	16	4.2	4.2	4.2
		1	.3	.3	4.5
	Female	244	64.7	64.7	69.2
	Male	116	30.8	30.8	100.0
	Total	377	100.0	100.0	

Incident types

Overall the most common incident type leading to a restorative circle at Lee Middle School was threats and intimidation (26.9%). This was followed by verbal conflict (24.7%), friendship issues (21.0%), and physical altercations (18.25%%) (N=356). Figures 14 and 15 show how the incident types vary along racial and gender lines within Lee Middle School.

Figure 11: Incidents by Race at Lee Middle School

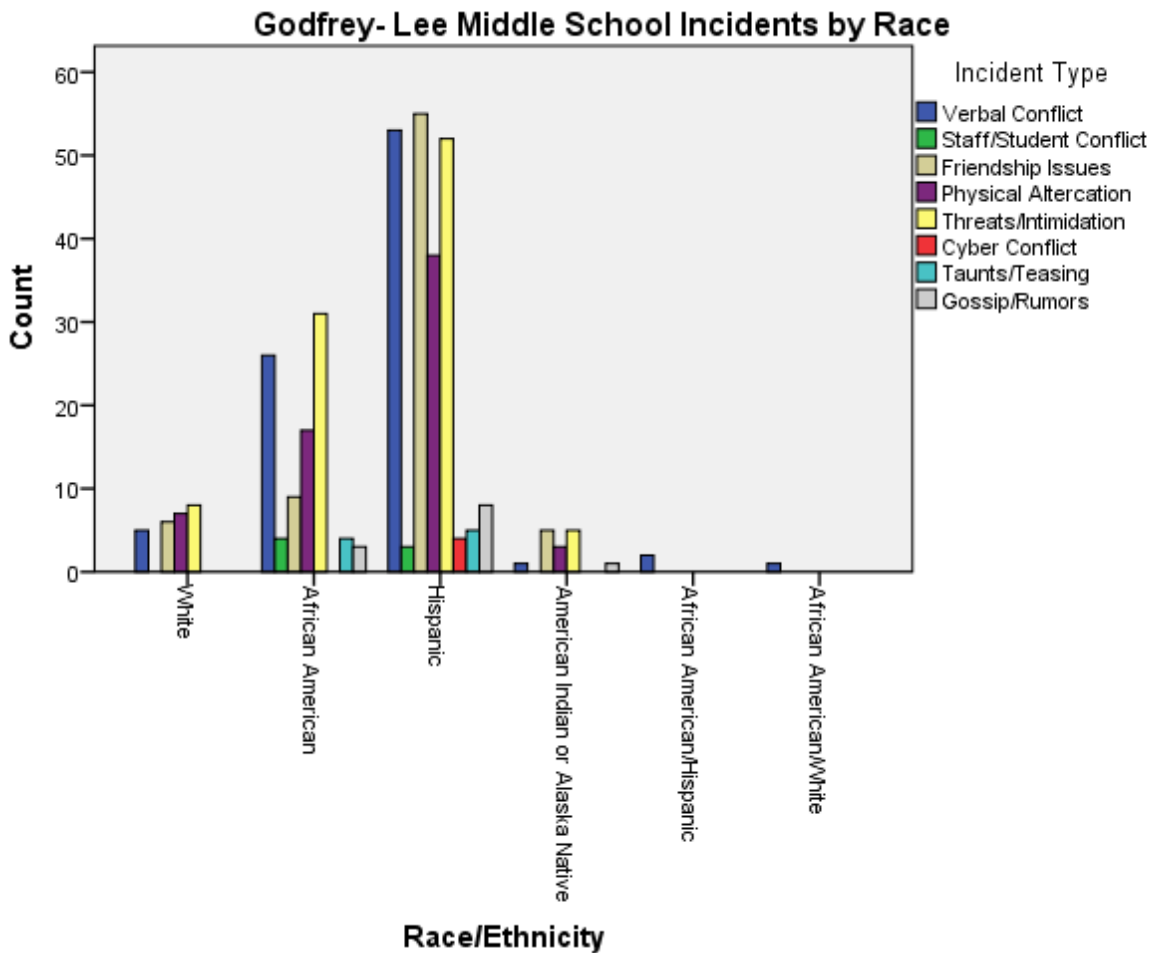
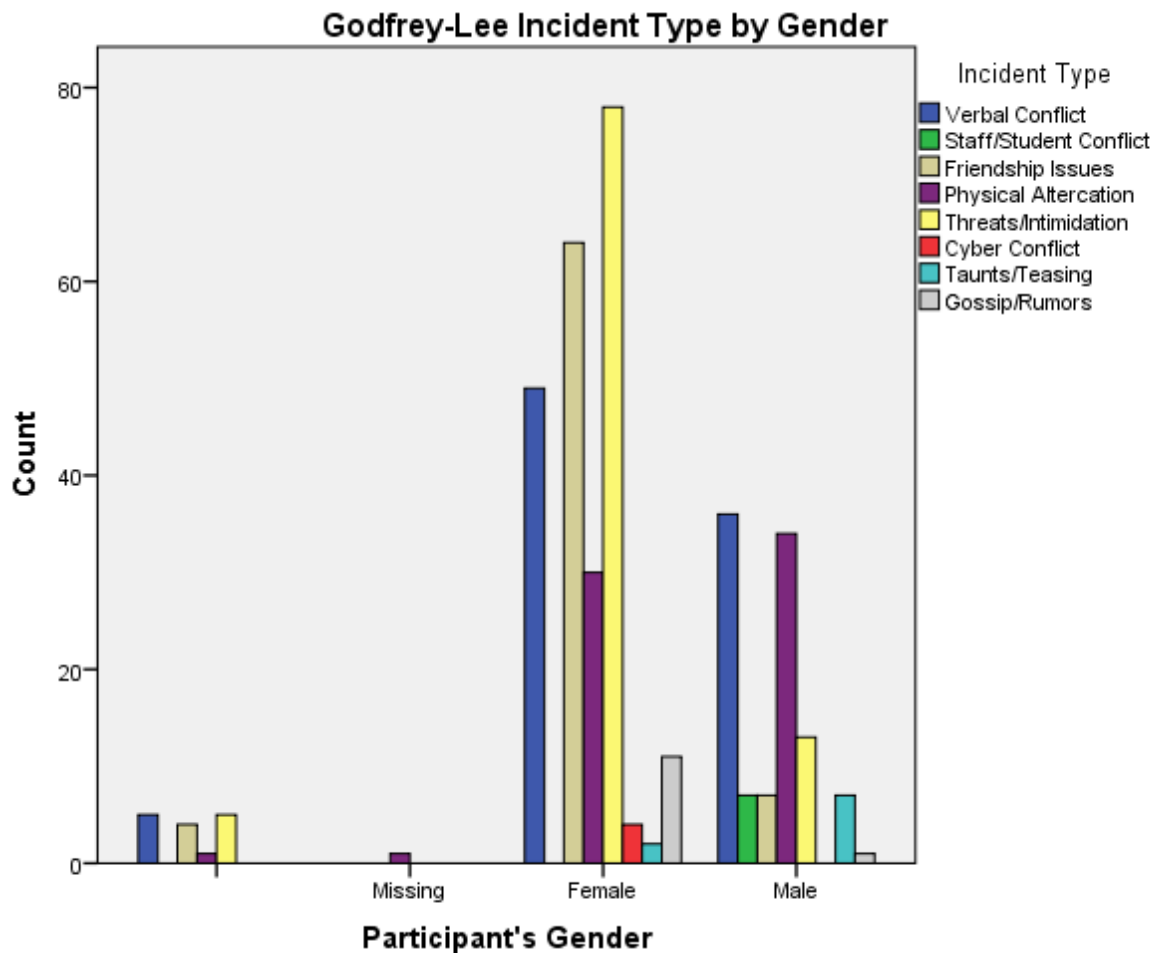


Figure 12: Incidents by Gender at Lee Middle School



The most frequent incidents with some variation across the different races were fairly consistent. For white youth the order of most common incidents was threats/intimidation (30.7%) followed by physical altercations (26.9%) and friendship issues (23.0%) (N=26). For African Americans, threats/intimidation (32.9%), verbal conflicts (27.6%), and physical altercations (18%) (N=94). For Hispanic youth, friendship issues (25.2%), verbal conflicts (24.3%), and threats/intimidation (23.8%) were relatively equal amongst incident types (N=218).

Along gender lines, the most common incidents among females included threats/intimidation (32.7%), friendship issues (26.8%), and verbal conflicts (20.5%) (N=238). For male students (N=105) the most common incident types were verbal conflicts (34.2%), physical altercations (32.3%) and threats/intimidations (12.3%).

Agreements

Table 7.3 shows that the rate of agreements in restorative circles at Lee Middle School was 94.7%.

Table 7.3 Rate of Agreements reached at Lee Middle School

		Agreement Reached LMS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	357	94.7	98.9	98.9
	No	4	1.1	1.1	100.0
	Total	361	95.8	100.0	
Missing	System	16	4.2		
Total		377	100.0		

Participant perceptions of restorative circles

This section presents the findings of the post circle surveys completed by all students who participated in a restorative circle at Lee Middle School. The survey instrument was designed to capture participants' perceptions of the restorative circle process and outcomes. To view a copy of the complete survey instrument, see Appendix II.

Satisfaction

Two items from the post circle survey are utilized to assess overall participant satisfaction with restorative circles. These items ask participants whether the program helped them to feel better and whether they would choose to participate in a restorative circle again. Table 7.4 indicates that 81.9% of responding participants reported that they strongly agreed (49.4%) or agreed (32.5%) that the restorative circle helped them to feel better (N=326). Only 4.3% of participants either strongly disagreed or disagreed that the restorative circle did not help them to feel better and 13.8% were unsure.

Table 7.4: Result of Post Circle Survey Item (A) on Satisfaction at Lee Middle School

		I feel this program helped me feel better. LMS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	161	42.7	49.4	49.4
	Agree	106	28.1	32.5	81.9
	Unsure	45	11.9	13.8	95.7
	Disagree	8	2.1	2.5	98.2
	Strongly Disagree	6	1.6	1.8	100.0
	Total	326	86.5	100.0	
Missing	System	51	13.5		
Total		377	100.0		

Table 7.5: Result of Post Circle Survey Item (B) on Satisfaction at Lee Middle School

If I had another conflict, I would choose to participate in the restorative circle process again. LMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	185	49.1	56.4	56.4
	Agree	98	26.0	29.9	86.3
	Unsure	32	8.5	9.8	96.0
	Disagree	11	2.9	3.4	99.4
	Strongly Disagree	2	.5	.6	100.0
	Total	328	87.0	100.0	
Missing	System	49	13.0		
Total		377	100.0		

A second measure of overall satisfaction asks participants if they would choose to participate in a restorative circle again. A total of 86.3% of responding participants reported that they would participate again (N=328). A total of 9.8% were unsure, and 4.0% either disagreed or strongly disagreed that they would choose to participate again.

Fairness

One item from the post circle survey asks participants whether they felt they were treated fairly in the restorative circle. Although this would likely influence participants' overall levels of satisfaction, fairness is a separate construct and one that is fundamental to restorative outcomes. Below we present the findings related to the issue of fairness in the restorative circle case processing.

Table 7.6: Result of Post Circle Survey Item on Fairness at Lee Middle School

I feel that I was treated fairly in the restorative circle. LMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	169	44.8	51.8	51.8
	Agree	114	30.2	35.0	86.8
	Unsure	28	7.4	8.6	95.4
	Disagree	10	2.7	3.1	98.5
	Strongly Disagree	5	1.3	1.5	100.0
	Total	326	86.5	100.0	
Missing	System	51	13.5		
Total		377	100.0		

In figure 13 we report the findings related to perceptions of fairness, considering the participant’s role in the restorative circle. Of particular interest is whether satisfaction varies depending upon the role that the participant played in the restorative circle.

Figure 13: Fairness by Participant Role in Restorative Circles at Lee Middle School

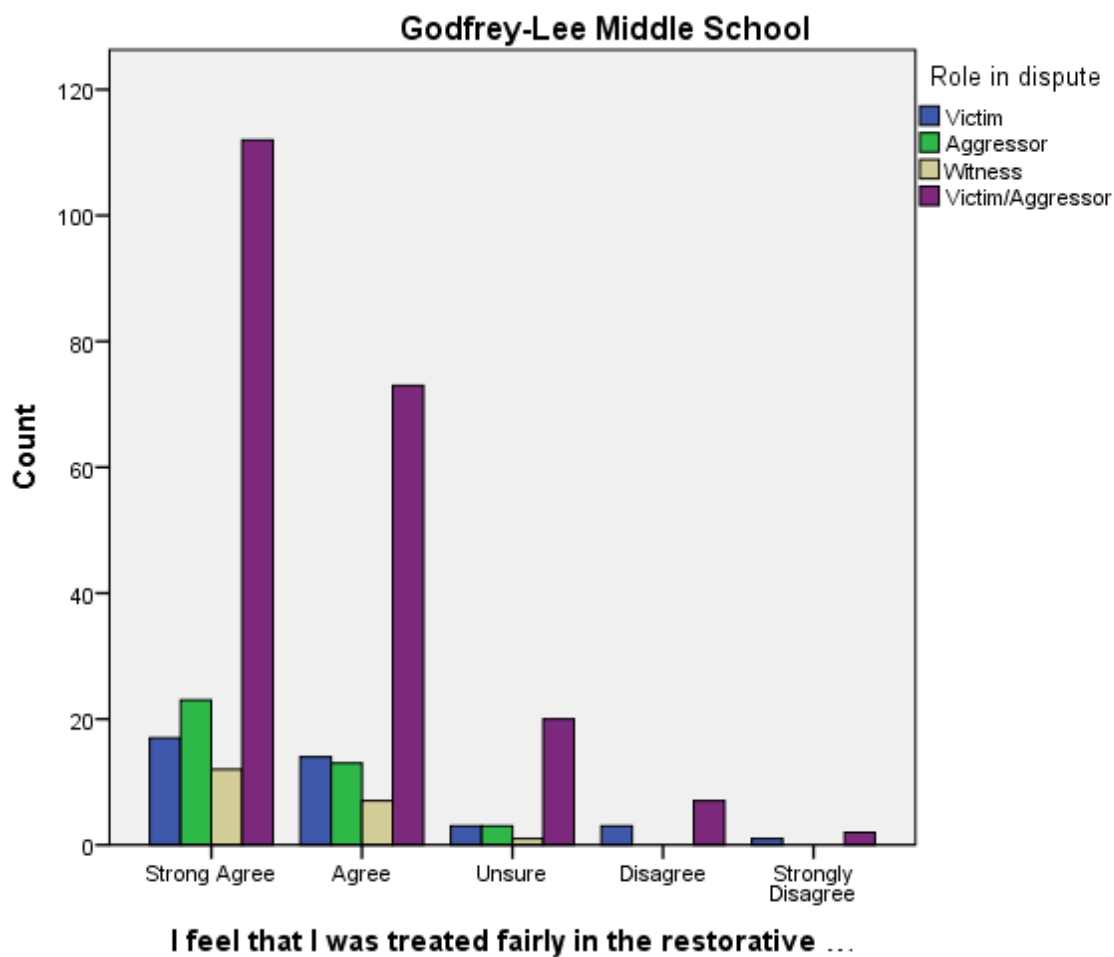


Figure 13 shows that those who occupy the roles of both victims and aggressors overwhelmingly report that they were treated fairly within the circle mediation. In fact, those who were identified as victim and aggressor were the most likely to strongly agree or agree that they were treated fairly in the restorative circle. The two groups of victim/aggressor and aggressor composed (81.3%) of all incident roles (N=311). Victims reported slightly less favorable, but still positive feelings about being treated fairly. A total of 44.7% of victims strongly agreed they were treated fairly while an additional 36.8% agreed they were treated fairly (N=38). A total of 8.6% of responding participants indicated they were unsure. Zero aggressors disagreed or strongly disagreed while 4.1% of victims and victim/aggressors disagreed or strongly disagreed that they were treated fairly. For those in the victim/aggressor role, an overwhelming 86.4% either agreed or strongly agreed that they were treated fairly.

Responsibility

One item from the post circle survey examines participants' perceptions of responsibility. This item asks participants whether they believe the other person involved in the restorative circle took responsibility for their behavior. A fundamental goal of restorative processes is that individuals are held accountable for their actions. This item is designed to assess whether restorative circle participants believe that *the other* party have accepted responsibility for their harmful actions.

Table 7.7: Result of Post Circle Survey Item on Accountability at Lee Middle School

I feel the other party took responsibility for their behavior. LMS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	150	39.8	45.6	45.6
	Agree	118	31.3	35.9	81.5
	Unsure	45	11.9	13.7	95.1
	Disagree	13	3.4	4.0	99.1
	Strongly Disagree	3	.8	.9	100.0
	Total	329	87.3	100.0	
Missing	System	48	12.7		
Total		377	100.0		

Table 7.7 indicates that regardless of one's role in the restorative circle, a large majority of responding participants indicated that they believed the other party had accepted responsibility for their actions. A total of 81.5% of responding participants either strongly agreed or agreed (N=329). A total of 45 were unsure and only 4.9% disagreed or strongly disagreed.

Transformation

One final item from the post circle survey asks participants whether they have learned new skills that will help avoid harmful situations in the future. This item is designed to measure personal transformation as a result the restorative circle process.

Table 7.8: Result of Post Circle Survey Item on Personal Transformation at Lee Middle School

I have learned new skills that will help me avoid harmful situations in the future. LMS				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strong Agree	161	42.7	49.1	49.1
Agree	118	31.3	36.0	85.1
Unsure	36	9.5	11.0	96.0
Disagree	10	2.7	3.0	99.1
Strongly Disagree	3	.8	.9	100.0
Total	328	87.0	100.0	
Missing System	49	13.0		
Total	377	100.0		

Table 7.8 reports that 85.1% of all responding participants reported learning something that would help them avoid harmful situations in the future (N=328). A total of 11.0% were unsure and only 3.0% disagreed that they had learned something from the restorative circle.

Secondary data analysis

Table 7.9 shows the results of the secondary analysis of school data for the variables of classroom disruptions, unexcused absences, suspensions, and expulsions. Lee Middle School completed a total of 130 restorative circles during the 2016-2017 and 2017-2018 school years.

Table 7.9: Analysis of school data provided by Lee Middle School

	Baseline	Year 1	Result %	Year 2	Result
Classroom disruptions	131 (29.1%)	124 (28.3%)	Decrease .8%	Data Unavailable	Data Unavailable
Detentions	1161.6 (38.7%)	1633 (26.7%)	Decrease 12%	Data Unavailable	Data Unavailable
Unexcused student absences	68.6 (15.2%)	124 (28.3%)	Increase 13.1%	Data Unavailable	Data Unavailable
Suspensions	119 (26.4%)	119 (27.2%)	Increase .8%	Data Unavailable	Data Unavailable
Expulsions	0	0	NA	Data Unavailable	Data Unavailable

* Baseline figures were calculated using enrollment of 450 & data from three years prior to implementation.

* Prior to the 15-16 school year, morning tardiness required a lunch detention. This policy was changed in 16-17 and makes detention comparisons to baseline figures difficult.

Godfrey-Lee High School

Tables 8.1 and 8.2 report the overall demographics of race and gender for all restorative circle participants at Lee High School. Godfrey-Lee High School data is limited to the 2016-2017 school year only.

Table 8.1: Race/Ethnicity of Circle Participants at Lee High School

Race/Ethnicity ^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
White	4	13.3	13.3	13.3
African American	7	23.3	23.3	36.7
Hispanic	17	56.7	56.7	93.3
Valid African American/Asian	1	3.3	3.3	96.7
Native American/ African American	1	3.3	3.3	100.0
Total	30	100.0	100.0	

a. School Name = LHS

Table 8.2: Gender of Circle Participants at Lee High School

Respondent's Gender ^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
Missing Data	2	6.7	6.7	6.7
Valid Female	18	60.0	60.0	66.7
Male	10	33.3	33.3	100.0
Total	30	100.0	100.0	

a. School Name = LHS

Incident types

Overall the most common incident type leading to a restorative circle at Lee High School was a verbal conflict (43.3%). This was followed by threats/intimidation (23.3%), and both physical altercations and friendship issues (13.3%) each (N=30). Figures 14 and 15 show how the incident types vary along racial and gender lines within Lee High School.

Figure 14: Incidents by Race at Lee High School

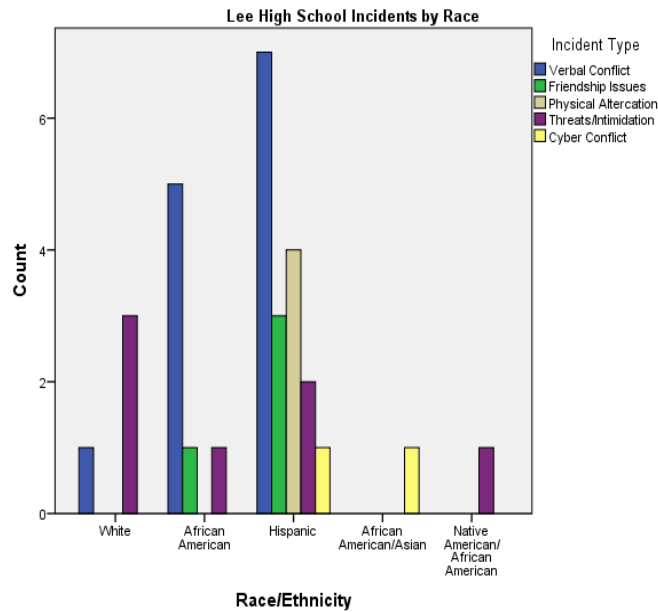


Figure 15: Incidents by Gender at Lee High School

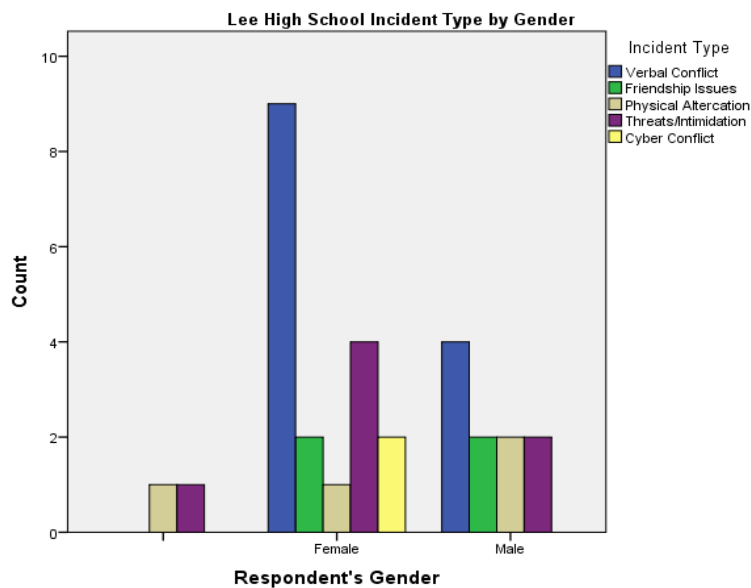


Figure 14 shows that among white youth, threats/intimidation was the most common incident leading to a restorative circle (75%) followed by verbal conflicts (25%) (N=4). Among African American youth, verbal conflicts accounted for 71.4% of conflicts (N=7). Friendship issue and threats/intimidation each made up 14.3% of the incidents. Among Hispanics, verbal conflicts were most common (41.2%) (N= 17). Physical altercations was second (23.5%) followed by friendship issues (17.6%). Figure 15 reports that verbal conflicts were the most common among girls (50%) and boys (40%). Among female youth, threats/intimidation were the second leading cause (22.2%) followed by cyber conflicts and friendship issues at 11.1% each. Among male

youth the remaining cases were split evenly among friendship issues, physical altercations, and threats/intimidation (20%) each.

Agreements

Table 8.3 shows that the rate of agreements in restorative circles at Lee High School was 93.3%.

Table 8.3 Rate of Agreements reached at Lee High School

Agreement Reached ^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	28	93.3	93.3	93.3
Valid No	2	6.7	6.7	100.0
Total	30	100.0	100.0	

a. School Name = LHS

Participant perceptions of restorative circles

This section presents the findings of the post circle surveys completed by all students who participated in a restorative circle at Lee High School. The survey instrument was designed to capture participants' perceptions of the restorative circle process and outcomes. To view a copy of the complete survey instrument, see Appendix II.

Satisfaction

Two items from the post circle survey are utilized to assess overall participant satisfaction with restorative circles. These items ask participants whether the program helped them to feel better and whether they would choose to participate in a restorative circle again. Table 8.4 reports that 73.1% of all participants reported that they believed the restorative circle helped them feel better. A total of 19.3% were unsure and the remaining 6.7% strongly disagreed that the restorative circle helped them to feel better.

Table 8.4: Result of Post Circle Survey Item (A) on Satisfaction

I feel this program helped me feel better. ^a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	10	33.3	38.5	38.5
	Agree	9	30.0	34.6	73.1
	Unsure	5	16.7	19.2	92.3
	Strongly Disagree	2	6.7	7.7	100.0
	Total	26	86.7	100.0	
Missing	System	4	13.3		
Total		30	100.0		

a. School Name = LHS

Table 8.5: Result of Post Circle Survey Item (B) on Satisfaction at Lee High School

If I had another conflict, I would choose to participate in the restorative circle process again. ^a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	9	30.0	34.6	34.6
	Agree	14	46.7	53.8	88.5
	Unsure	3	10.0	11.5	100.0
	Total	26	86.7	100.0	
Missing	System	4	13.3		
Total		30	100.0		

a. School Name = LHS

In Table 8.5 we find that 88.4% of all participants indicated that they would choose to participate in a restorative circle again. 11.5% were unsure and zero students disagreed or strongly disagreed that they would choose to participate in a restorative circle again.

Fairness

One item from the post circle survey ask participants whether they felt they were treated fairly in the restorative circle. Although this would likely influence participants' overall levels of satisfaction, fairness is a separate construct and one that is fundamental to restorative outcomes. Below we present the findings related to the issue of fairness in the restorative circle case processing.

Table 8.6: Result of Post Circle Survey Item on Fairness at Lee High School

I feel that I was treated fairly in the restorative circle. ^a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	12	40.0	46.2	46.2
	Agree	8	26.7	30.8	76.9
	Unsure	4	13.3	15.4	92.3
	Disagree	2	6.7	7.7	100.0
	Total	26	86.7	100.0	
Missing	System	4	13.3		
Total		30	100.0		

a. School Name = LHS

Table 8.6 indicates that 77% of all participants either strongly agreed (46.2%) or agreed (30.8%) that they were treated fairly in the restorative circle. A total of 15.4% were unsure and the remaining 7.7% disagreed that they were treated fairly.

In figure 16 we report the findings related to perceptions of fairness, considering the participant's role in the restorative circle. Of particular interest is whether satisfaction varies depending upon the role that the participant played in the restorative circle.

Figure 16: Fairness by Participant Role in Restorative Circles at Lee High School

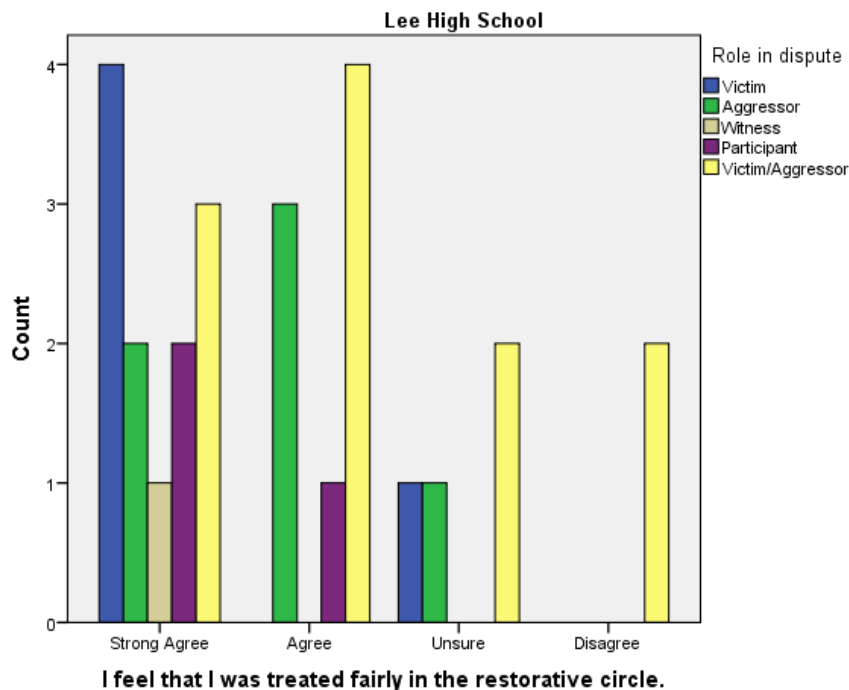


Figure 16 shows that those designated as victims were the most likely to strongly agree that they were treated fairly (80%) (N=5). The remaining victims (20%) indicated they were unsure about whether they were treated fairly. Among aggressors, 33.3% strongly agreed and 50% agreed that they were treated fairly (N=6). One aggressor was unsure. Among victims/aggressors, 63.7% either strongly agreed or agreed they were treated fairly (N=11). Of the remaining victim/aggressors, 2% were unsure and 2% disagreed.

Responsibility

One item from the post circle survey examines participants' perceptions of responsibility. This item asks participants whether they believe the other person involved in the restorative circle took responsibility for their behavior. A fundamental goal of restorative processes is that individuals are held accountable for their actions. This item is designed to assess whether restorative circle participants believe that *the other* party had accepted responsibility for their harmful actions.

Table 8.7: Result of Post Circle Survey Item on Accountability at Lee High School

I feel the other party took responsibility for their behavior. ^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	10	33.3	38.5
	Agree	8	26.7	69.2
	Unsure	6	20.0	92.3
	Disagree	1	3.3	96.2
	Strongly Disagree	1	3.3	100.0
	Total	26	86.7	100.0
Missing	System	4	13.3	
Total	30	100.0		

a. School Name = LHS

Table 8.7 indicates that 69.2% of all participants reported that they believed the other party had accepted responsibility for their actions. A total of 23.1% were unsure, 3.8% disagreed and an additional 3.8% strongly disagreed.

Transformation

One final item from the post circle survey asks participants whether they have learned new skills that will help avoid harmful situations in the future. This item is designed to measure personal transformation as a result of the restorative circle process.

Table 8.8: Result of Post Circle Survey Item on Personal Transformation at Lee High School

I have learned new skills that will help me avoid harmful situations in the future. ^a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	11	36.7	44.0	44.0
	Agree	9	30.0	36.0	80.0
	Unsure	3	10.0	12.0	92.0
	Disagree	2	6.7	8.0	100.0
Total		25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

a. School Name = LHS

Table 8.8 indicates that 80% of all participants at Lee High School strongly agreed or agreed that they had learned new skills in the restorative circle to help avoid harmful situations in the future. An additional 12% were unsure and the remaining 8% disagreed.

Secondary data analysis

Lee High School completed a total of 12 restorative circles in the 2016-17 school year. There were no restorative circles processed at Lee High School in 2017-18.

No data was available for a secondary analysis as of the writing of this report.

Discussion/Recommendations

The DRCWM and the five school sites of Godfrey-Lee High School and Middle School, Wyoming High School and Junior High School and, Kelloggsville Middle School have embarked on a paradigm shift away from the punitive and exclusionary discipline practices that have been normalized and continue to be reified throughout many school districts within the United States. The stakeholders/school leaders within this process have relied on the expertise of the external restorative justice coordinators of the DRCWM while at the same time providing on-site leadership which has continued to create teacher and staff buy-in to these processes of restoration.

Restorative justice circles have been heavily implemented across four of the five school sites within the 2016-2017 and 2017-2018 school years. Overall, 576 RJ circles were utilized across a range of problematic behaviors including but not limited to verbal conflicts (29.4%), friendship issues (19.1%), physical altercations (13.9%) staff/student conflicts (11.6%). Eighty-eight percent of the 576 restorative circles resulted in an agreement being reached between the parties in conflict. While RJ agreement rates are high across all site locations the range across the five sites was 75.8% to 94.7%. Within the middle school/junior high school settings the agreement rate mean was 92.2 %. In addition and notable is that RJ circles were utilized across a full spectrum of race/ethnicity groups and gender at all locations.

Participant perceptions of the RJ circle process across the constructs of fairness, transformation, responsibility, and satisfaction were high. Across the 576 RJ circles processed during the 2016-2017 and 2017-2018 school years 88.3% of participants perceived the process as fair, 82.3% perceived the process as transformative toward learning new skills, 75.9% perceived the *other* conflicting party took responsibility for their behavior and 82.2% found satisfaction in the overall process, 77.9% claimed they felt better after the RJ circle and, 80.7% stated that they would participate in the RJ process again. These outcomes provide an indication of the power of restorative principles in alleviating conflict.

Multi-Variate Analysis of RJ Participant Experience

In Table 8.9 & 8.9a we present the findings related to participants “restorative justice experiences” and consequent *likelihood* of reaching an agreement in their restorative circle. The principal component analysis presented in Table 8.9 shows that three distinct variables (satisfaction, fairness, and apology received) all load on a single factor. Factor loadings are highlighted in blue and each is above the acceptable ($\alpha = .70$) alpha level.

Table 8.9 Restorative Justice Experiences

Descriptive Statistics of Key Study Variables (N=671)

	Mean/%	SD	Min.	Max.
Independent Variables				
Gender (male = "1")	41.9%	0.49	0.00	1.00
Grade	8.02	1.72	4.00	12.00
Race				
White	28.8%	0.45	0.00	1.00
Black	27.1%	0.44	0.00	1.00
Hispanic	32.8%	0.47	0.00	1.00
Other	11.3%	0.32	0.00	1.00
Restorative Justice Experience ($\alpha = .70$)				
Satisfaction	4.21	0.85	1.00	5.00
Fairness	4.34	0.78	1.00	5.00
Apology received	3.91	1.17	1.00	5.00
Dependent Variable				
Agreement Reached	97.5%	0.16	0.00	1.00

In Table 8.9a we report the findings related to “restorative justice experience” and the consequent likelihood of reaching an agreement. The findings presented here suggest that **for every one unit increase on “restorative justice experience” the odds of reaching an agreement are 4.75 times greater (increase by 475%)**. In other words, there is a significant effect of “restorative justice experience” on whether an agreement is reached in a restorative circle.

Table 8.9a Effect of Restorative Justice Experiences on Agreement (N=671)

	B	Odds Ratio
Restorative Justice Experience	1.56** (.34)	4.75
Gender (male = "1")	0.30 (.62)	1.35
Grade	-0.93** (.23)	0.39
Race		
black	0.14 (.83)	1.15
Hispanic	-0.24 (.83)	0.78
other	-0.94 (.82)	0.39

*Significance at the < .05 level; significance at the < .01 level. Standard errors in parentheses.
 "White" is excluded from the models and serves as the reference category.

Conclusion and Suggestions

It is important to reiterate that the five study sites do not suffer from high levels of expulsion. In addition, the baseline data provided by the schools will continue to provide challenges for comparability within and across schools. The school setting and its population is dynamic and transient in nature. Changing definitions of disruption across schools and within schools based on individual level decision making of teachers, staff, and administrators, as well as, larger community based demographic changes within school districts result in consistent review and adjustment of policies and procedures by school officials. It is within these consistently changing settings that the normative and static practices of zero-tolerance policies continue to fail and restorative practices offer promise.

The following recommendations are based upon the evaluation results presented in this report, the observations of the evaluation team, and the scholarly literature related to the implementation of restorative practices in schools.

1. Although discussed in the early stages of design and implementation, no data was collected regarding the school climate and receptivity to restorative practices. This data could be used to demonstrate the positive impact of the program and might also identify potential roadblocks to successful implementation.

Suggestion: Moving forward each school should complete a climate survey. Ideally, the school would collect results of a climate survey before implementing the shift to restorative practices. Although no climate survey was collected before implementation, a survey would allow students and faculty to reflect on how the school environment has been changed (if it has) by the introduction of restorative circles.

2. Assess commitment to restorative practices.

Suggestion: Ideally, this would be done prior to implementation and repeated intermittently over the years of the implementation.

3. There is no data collected to ascertain whether or not restorative practices are truly being implemented as an alternative to other sanctions or whether restorative practices are merely serving as an add on to current practices. If students are routinely required to serve detention or being suspended in addition to participating in a restorative circle, the impact of the implementation is likely to be reduced.

Suggestion: The addition of further data collection to include any punitive sanctions imposed on individuals who are also partaking in restorative processes. This can be included in future cover sheet data collection in year two.

4. Further research is necessary to determine whether the implementation of restorative practices has led to a widening of the net. Are there students, for example, who might have been simply issued a warning, without any formal sanctions who are now being required to participate in a restorative circle? A widening of the net can carry with it a financial burden and likely reduces the impact of restorative practices on the intended audience.

Suggestion: Further adoption and integration of the “whole school” model as outlined within the literature review of this document (see Armour, 2013). Specifically, continued and expansive teacher and staff training in restorative principles as an alternative approach to punitive processes and a continuation of informal approaches to alleviating lesser conflicts where punitive processes would not be considered.

5. Continued training for DRCWM facilitators on the importance of data collection and goal setting on the reduction of “missing data” within cover sheets and the survey instrument. While the current missing data rates are relatively low there is always room for improvement within the process of data capture. Attention to these details separate strong and weak evaluation outcomes across all program and policy evaluation settings.

Suggestion: Weekly review of missing data across data collection forms by the DRCWM.

6. Spread awareness about the implementation to all stakeholders.

Suggestion: Each school participating in restorative practices should develop a packet explaining the process being implemented and the restorative philosophy that is sent home to the parents of each student in the school. Doing so encourages “buy in” from parents and spreads awareness about the restorative philosophy that is being implemented.

Appendix I Restorative Justice Intake Form

Case Number	RP3	MadTrac
Office Use	Yes/No	Entered
Proactive/Reactive		

Restorative Justice Intake Form

School Name _____

Facilitator _____

Participant Info

Name _____

Student ID number _____

Special Ed: yes/no

Gender ____ Ethnicity _____

Grade _____ Age _____

- ☐ caused harm
- ☐ harmed
- ☐ both above
- ☐ witness
- ☐ instigator
- ☐ other

Parent Info

Name(s) _____

Contact numbers _____

Notified: yes/no Date _____

Present at Intervention: yes/no

Participant Info

Name _____

Student ID number _____

Special Ed: yes/no

Gender ____ Ethnicity _____

Grade _____ Age _____

- ☐ caused harm
- ☐ harmed
- ☐ both above
- ☐ witness
- ☐ instigator
- ☐ other

Parent Info

Name(s) _____

Contact numbers _____

Notified: yes/no Date _____

Present at Intervention: yes/no

Participant Info

Name _____

Student ID number _____

Special Ed: yes/no

Gender ____ Ethnicity _____

Grade _____ Age _____

- ☐ caused harm
- ☐ harmed
- ☐ both above
- ☐ witness
- ☐ instigator
- ☐ other

Parent Info

Name(s) _____

Contact numbers _____

Notified: yes/no Date _____

Present at Intervention: yes/no

Participant Info

Name_____

Student ID number _____

Special Ed: yes/no

Gender ____ Ethnicity_____

Grade_____ Age_____

- ☐ caused harm
- ☐ harmed
- ☐ both above
- ☐ witness
- ☐ instigator
- ☐ other

Parent Info

Name(s)_____

Contact numbers_____

Notified: yes/no Date_____

Present at Intervention: yes/

Incident type:

- ☐ Verbal Conflict
- ☐ Staff/Student Conflict
- ☐ Truancy
- ☐ Friendship Issues
- ☐ Physical Altercation
- ☐ Threats/Intimidation
- ☐ Cyber Conflict
- ☐ Taunts/Teasing
- ☐ Gossip/Rumors
- ☐ Other _____

Referred by:

- ☐ Principal/Ass't. P.
 - ☐ Student Services
 - ☐ Public Safety
 - ☐ Teacher
 - ☐ Secretary
 - ☐ Parent
 - ☐ Self
 - ☐ Other
- Name_____
- _____

Intervention Info

Date Held:_____

Follow Up Survey Date_____

Type: Circle_____Conference_____

Number of Students_____

Time Spent On Intervention_____

(Total time, including intake, circle, and survey)

Comments:

Appendix II Post Mediation Survey

NAME: _____

Date: _____

This questionnaire is an opportunity for you to evaluate your experience with restorative circles.

Your answers will be kept confidential and will not influence the outcome of your meeting in any way. You are not required to complete this form but your answers and suggestions will be helpful to the program.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
(INSERT NAME) staff explained how a restorative circle works.	SA	A	U	D	SD
I feel the other person took responsibility for their behavior.	SA	A	U	D	SD
I feel the other person listened to me during the restorative circle.	SA	A	U	D	SD
I feel that I was treated fairly in the restorative circle.	SA	A	U	D	SD
I feel this program helped me feel better.	SA	A	U	D	SD
The restorative circle helped me understand how my actions affected others.	SA	A	U	D	SD
Overall, I am happy with the outcome of my restorative circle.	SA	A	U	D	SD
The other person apologized for their actions.	SA	A	U	D	SD
I was given the opportunity to ask for what I wanted in the restorative circle.	SA	A	U	D	SD
If I had another conflict, I would choose to participate in the restorative circle again.	SA	A	U	D	SD
I have apologized for my actions.	SA	A	U	D	SD
I have learned new skills that will help me avoid harmful situations in the future.	SA	A	U	D	SD
I feel that I was able to explain my side of the story.	SA	A	U	D	SD

1. What was the most helpful part of the restorative circle?

2. What was the hardest part about the restorative circle?

3. What else would you like to tell us about restorative circles: (use additional space on back if needed)

Appendix III Restorative Agreement Form

Dispute Resolution Center of West Michigan
678 Front Ave NW Suite 250 Grand Rapids, MI 49504-5368
616.774.0121

Restorative Justice Program

RESTORATIVE AGREEMENT

DATE _____

LEE MIDDLE/HIGH SCHOOL

By signing below, the following agree that they have participated in a Restorative Justice Conference/Circle on this date and are satisfied with the outcome. We agree as follows:

Party #1 _____

Party #2 _____

Party #3 _____

Party #4 _____

Facilitator _____

References

- American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63(9), 852-862.
- Armour, M. (2013). *Ed White Middle School restorative discipline evaluation: Implementation and impact, 2012/2013 sixth grade*. Austin: University of Texas, Austin.
- Ashley, J., & Burke, K. (2009). *Implementing restorative justice: A guide for schools*. Chicago, IL: Illinois Criminal Justice Information Authority.
- Bernard, T., Snipes, J., & Gerould, A. (2010). *Vold's Theoretical Criminology* (6th). Oxford University Press: New York, NY.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, I., M.P., & Booth, E.A. (2011). *Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York: Council of State Governments Justice Center.
- Freiburger, T. L., & Jordan K. L. (2016). *Race and Ethnicity in the Juvenile Justice System*. Durham: Carolina Academic Press.
- Fronius, T., Persson, H., Guckenburg, S., Hurley, N., & Petrosino, A. (2016). *Restorative justice in U.S. Schools: A research review*. San Francisco: WestEd.
- González, T. (2012). Keeping kids in schools: Restorative Justice, punitive discipline, and the school to prison pipeline. *Journal of Law and Education*, 41(2), 281-335.
- Gottfredson, M.R., & Hirschi, T. (1990). *A General Theory of Crime*. California: Stanford University Press.
- Harris, A. (2009). The role of power in shaming interactions: how social control is performed in a juvenile court. *Contemporary Justice Review*, 12(4), 379-399.
- Hirschfield, P., & Celinska, K. (2011). Beyond fear: Sociology perspectives on the criminalization of school discipline. *Sociology Compass*, 5(1), 1-12.
- Humes, E. (1996). *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*. New York: Simon & Schuster Paperbacks.
- Losen, D. (2014). *Closing the school discipline gap: Equitable remedies for excessive exclusion (disability, equity and culture)*. New York: Teachers College Press.
- Losen, D.L. & Skiba, R.J. (2010). *Suspended education: Urban middle schools in crisis*. The Civil Rights Project at UCLA and the Southern Poverty Center.
- Madfis, E. (2016). "It's better to overreact": School officials' dear and perceived risk of rampage attacks and the criminalization of American public schools. *Critical Criminology*, 24, 39-55.

- McKenna, J. M., & White, S. R. (2017). Examining the use of police in schools: How roles may impact responses to student misconduct. *American Journal of Criminal Justice*, 1-23.
- McMorris, B.J., Beckman, K.J., Shea, G., Baumgartner, J., & Eggert, R.C. (2013). *Applying restorative practices to Minneapolis public schools student recommended for possible expulsion: A pilot program evaluation of the family and youth restorative conference program*. Minneapolis: University of Minnesota.
- Mongold, J. L., & Edwards, B. D. (2014). Reintegrative shaming: Theory into practice. *Journal of Theoretical & Philosophical Criminology*, 6(3), 205-212.
- Monterastelli, S. (2017). Every hand's a loser: The Intersection of zero-tolerance policies, mental illness in children and adolescents, and the juvenile justice system. *Law & Psychology Review*, 41, 209-228.
- Reiman, J., & Leighton, P. (2010). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice (Ninth Edition)*. New York: Allyn & Bacon.
- Skiba, R.J., Peterson, R.L. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children*, 66(3), 335-346.
- Skiba, R., Shure, L., & Williams, N. (2011). What do we know about racial and ethnic disproportionality in school suspension and expulsion. *Briefing paper developed for the Atlantic Philanthropies' race and gender research-to-practice collaborative*, 1-34.
- Sumner, D., Silverman, C., & Frampton, M. (2010). *School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland*. Berkley: University of California, Berkeley, School of Law.
- Texas Appleseed. (2010). *Texas' school-to-prison pipeline: Ticketing, arrest and use of force in schools*. Austin, Texas: Texas Appleseed.
- Tsui, J. C. (2014). Breaking free of the prison paradigm: Integrating restorative justice techniques into Chicago's juvenile justice system. *Journal of Criminal Law & Criminology*, 104(3), 635-666.
- Tyler, T. (2006). Restorative justice and procedural justice: Dealing with rule breaking. *Journal of Social Issues*, 62(2), 307-326.
- Wilson, H. (2014). Turning off the School-to-Prison Pipeline. *Reclaiming Children and Youth*, 23(1), 49-53.
- Zehr, H. (2002). *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.