

2017 TEXRP State Conference Speakers

Trisha Perkins - Weatherford ISD

Bio: I am a Licensed Specialist in School Psychology (L.S.S.P.). This is my 6th year with Weatherford ISD, and 12th year as a L.S.S.P. I attended Sul Ross State University where I obtained a B.A. in Psychology with a minor in Sociology. I then attended Southwest Texas State University (now known as Texas State University) where I obtained a M.A. in School Psychology. Also, through Texas Women's University I completed the School-Neuropsychology Post Graduate Program and am a Diplomat to the American Board of School Neuropsychology (ABNSP).

My primary roles for Weatherford ISD include Lead of the Behavioral and Psychological Services, Positive Intervention Classrooms (PIC) Coordinator, Special Education evaluations, classroom intervention, and counseling.

Presentations:

Introducing Restorative Practices to others: "One Teacher, One Day at a Time"

Description: Participants will hear one person's success story of how Restorative Practices were introduced to the district, which then turned into a District Wide Initiative.

Thoughts to be discussed include:

- What do I have control of?
- Who is willing to listen?
- What can I do when I meet resistance?

Using Restorative Practices in the Special Education Setting

Description: Participants will hear one person's success story of using circles with students who have significant emotional, social, and behavioral differences. Thoughts to be discussed include:

- How, when, where, who.
- How to generalize skills taught in circle format to the general environment.

Karen McCullough - Region 8

Presentation:

T-TESS and Restorative Practices: How Restorative Practices align with Domain 3: Learning Environment of the T-TESS

Description: Experience examples of how the use of restorative practices can meet the requirement of the three dimensions of Domain 3.

Gerald Magin, Principal, Metro Opportunity High School, Fort Worth; Randy Young, Assistant Principal, Metro Opportunity High School, Fort Worth; Sharon Johnson, Coordinator of Social Services, Metro Opportunity High School, Fort Worth

Presentation:

Reflections of Restorative Practices in Action at a High Performing DAEP and Effective Efforts to Reduce Recidivism by a Strong Emphasis on Transition to Home Campuses

Description: Metro Opportunity High School is the DAEP for the Fort Worth ISD. They are using proactive relational approaches to manage student behavior with students from one of the largest urban school districts in Texas. Hear how they have used the restorative process to not only change the climate and culture of their building, but also decrease suspensions, teacher referrals and recidivism. Also hear the unique restorative process they use to successfully transition students back to their home campus in order to reduce recidivism. This session offers a whole school perspective so be sure to attend the other session from Metro Opportunity High School that will highlight the teacher and student perspectives of our campus restorative journey.

Sophia Cantu (Metro High School Class of 2017, Fort Worth), Maria Solis (ELA Teacher, Metro High School, Fort Worth), and Glen Taylor (Health and PE Teacher, Metro High School, Fort Worth)

Presentation:

How Circles Changed Our School: A look at the restorative journey through the lens of teachers and a former student at Metro Opportunity High School in Fort Worth, Texas

Description: How restorative practices changed their campus. Specifically, how you can apply restorative ideologies and practices to core classes, electives and daily student-teacher relationships on a campus wide basis.

Michael Kaemmer & Ashley Ashna - Pasadena ISD

Bios:

Michael Kaemmer

As one of the behavior specialists for Pasadena ISD, Michael primarily works with students and staff in the Behavior Support Services Program on the secondary level, and the DAEP. He has completed the Restorative Discipline Coordinator Training, and serves as the lead trainer in Pasadena. Michael has taught Restorative Practices to various staff roles that include principals, AP's, counselors, teachers, classroom paraprofessionals, and administrative assistants.

Ashley Ashna

Ashley is a behavior specialist for Pasadena ISD and serves as the behavior team lead. His main focus is on the elementary and middle school Behavior Support Services Program and he is also a certified Restorative Discipline Coordinator. Ashley provides numerous trainings for a variety of staff audiences on best practices for behavior management and is the coordinator for Crisis Prevention Intervention certifications for the district.

Presentations:

The Effective Elements of the Circle Process

Description: This session will discuss the why behind using each element of the circle process to bolster a strong school community and foster positive relationships. It goes beyond listing the essential elements of a circle and provides an explanation of their benefits in a manner that is relatable to an educator's day to day practices. We will also introduce a variety of circles that exist, how they can become part of the school routine, and how all teach vital dialogue skills that are lost in today's social media society.

The Restorative Chat

Description: This session will explain proper use of the Restorative Chat as a response to violations of school rules and expectations. Discussion will cover restorative chats that can take place from minor classroom violations all the way to serious incidents that would require administrative intervention. The focus will be on how using this process fosters discipline learning while strengthening relationships rather than relying on punitive measures that often damage relationships to promote adherence to the code of conduct. Participants will see how accountability is increased through relationships and that through dialogue, conflicts are resolved.

Candace Tuck & Conneka Neal from Crowley Learning Center, Crowley ISD

Bio: 17 years in Education (Eight years as a counselor), Professional Development Leader/Speaker, 2013 – present, Restorative Discipline Coordinator, Crowley Learning Center, Toastmasters Inc. Member – 2 years, Exposure Youth Program, Founder, Marriage Ministry, Co-Founder, Author and Radio Host on FBRN

Presentation:

Teamwork Makes The Dream Work...When You Believe In the Why

Description: The importance of working as a team so that Restorative Practices can be implemented with fidelity.

- Understanding why Restorative Practices is important and how it effects the school
- Understanding why the RP Coordinator, Leadership Response Team, & Administrators must work together
- Understanding the role of the RP Coordinator, Leadership Response Team, and Administrators when it comes to implementing the RP
- Describe the impact it has made on our campus in two months

Terri C. King, PhD

Coordinator/Grants Compliance and Monitoring Fort Worth ISD

Presentation:

Evaluating the Implementation of Restorative Practices Initiatives is Critical to Success

Description: How you evaluate matters. Learn how Fort Worth ISD is approaching evaluation using methods that offer administration and staff the feedback and support they need to improve implementation. Using evaluative tools that focus on fidelity to the process paves the way to expected outcomes of improved relationships, reduced office referrals, and reduced suspensions.

Colleen Tribble - Principal Cats Academy in Angleton ISD

Presentation:

From “Out of Line” to Cloud Nine: The Transformative Power of RP for Difficult Kids

Description: Please join us to learn about how a group of DAEP, JJAEP, and juvenile detention educators improve school culture, social-emotional skills, and classroom behavior with relational practices. In Angleton ISD’s alternative schools, staff members join students in twice-weekly circles with a school-wide focus on specific values, skills, and themes. We build relationships and student success through family intake circles, accountability circles, and transition circles. In this session, we will share the lessons, insights, and strategies we have gained from years of making connections with some of the county’s toughest and most troubled kids. We will send you away with a “Circle Survival Guide” that includes specific tips and scripts for school-wide circles.

Anthony Smedley - Assistant Principal Angleton High School

Bio: Anthony Smedley is currently an Assistant Principal at Angleton High School. At Angleton High School he is the Restorative Discipline Coordinator. Anthony has a very productive professional record of leading community building circles, training teachers in conflict resolution, and implementing the process for campus peacemaking/mediation agreements. As a certified 7 Habits of Highly Effective People Instructor, he has trained hundreds of educators on relationship building strategies, communication techniques, and leadership development skills.

Presentation:

Restore Your School Environment by Communicating with Respect

Description:

- Administrators and teachers learn how to communicate to solve problems quickly.
- Learn to listen empathically to connect with students, teachers, and parents.
- Influence students and colleagues in a positive way by using I-Messages.
- Learn key phrases that get to the heart of any school issue.

NYOS Charter School Students - Austin, TX

Nekeida Pierce - Educator/Transition Counselor/TAFE Advisor

Miriam Choi - College Freshman

Britton Kieffer - High School Senior

Kassandra Vazquez - College Freshman

Sifen Zewdie - College Freshman

Presentation:

Inside Our School: We Build to Restore

Description: As rising educators (students), we will showcase the innovative strategy of restorative practices and how it is being implemented at our school in a way that enhances teaching and learning for all.

Megan Podd - Assistant Principal NYOS
Shawn Bliss - Restorative Practices Coordinator
Organization: NYOS Charter School - Austin, TX

Presentation:

Restorative Practices: Implementation and Parent Engagement at NYOS Charter School, Secondary Campus

Description: Implementing restorative practices requires a holistic, school-wide approach based upon the unique needs of a campus. Join us in discussing how our public charter school drastically reduced referral numbers and gained buy in from all stakeholders along the way.

Robert Rico - UTSA

Bio: Robert Rico is a Lecturer at the University of Texas at San Antonio (UTSA) in the College of Public Policy, Department of Criminal Justice. He is a member of The Advisory Council for the National Association of Community and Restorative Justice. Rico served as a Police Officer for the City of Boerne Police Department for 20 years. He is the founder and served as program coordinator of the Restorative Justice Program of Kendall County. In the fall of 2012, he spearheaded and was a field consultant for a restorative justice pilot program at Edward White Middle School. This program planted the seed in bringing restorative justice practices to Texas public schools. Rico holds a Bachelor of Arts in Criminal Justice and a Master of Public Administration degree from UTSA. He is also a graduate of the Bill Blackwood Law Enforcement Management Institute of Texas, Leadership Command College, at Sam Houston State University. He holds a TCOLE Master Peace Officer and Instructor certification. Robert Rico is a co-author of the book, *Restorative Discipline Practices: A Journey In Implementation By A Community of Texas Educators* (Park Place Publications, 2016). Presentation:

Presentation:

Restorative Policing

Description: Restorative Policing is a presentation that will introduce the audience to restorative justice concepts, principles and values. They will have a basic understanding of basic methods and potential uses of restorative justice processes by school resource officers in schools. They will gain familiarity with holistic applications used to build relationships and trust, support community inclusion, and promote safer schools.

Charles Harper, Darlene Carroll, and Karnies Adams W.H. Gaston Middle School

Bios:

Ms. Karnies Adams received her B.A. in Political Science from Xavier University of Louisiana in 2014. Ms. Adams has been dedicated to working with, and for, the youth. She has served as a CASA Volunteer to a host of foster children in New Orleans, Louisiana. In her commitment to building our future leaders, Ms. Adams is an educator and an athletic coach. Ms. Adams is also actively pursuing her Juris Doctorate with a focus on family and juvenile law.

Ms. Darlene T. Carroll graduated in 1999 from Texas A&M University with BBA in Finance. In 2017, she graduated with Masters in Accounting from Texas A&M - Commerce. A former Foster Care Youth, Darlene was in the Texas foster care system from the age of 12-18. She testified before the Texas House Members Committee in 1993 to assist in passing the tuition fee waiver program for foster care youth that age out of the system. She has worked for the Child Protective Service from 2000-2005 before making the transition to education. She has worked in education from August 2005 - present.

Mr. Charles M. Harper Sr. is an accomplished inspirational speaker and a published author of three books. He co-authored two new books to be released by Malik Yusef, and is the current literary director of Yusef's literary division of MYJ Inc. He is the co-host of a bi-monthly broadcasted televised radio show, "In the Den," with attorney Calvin Johnson. From 1992 through 1994, he was classically trained as a vocalist and actor in junior college before a short professional music career. After his service in the United States Navy and a career in construction, Charles returned to college to earn his Bachelor's Degree in Liberal Arts with a minor in Cultural Anthropology from Ashford University. He is currently completing his Masters of Business Administration in Marketing and is actively pursuing his Juris Doctorate with a focus on constitutional law and civil rights.

Before becoming a U.S. History teacher in 2016, for several years, Charles traveled both domestically and abroad, conducting cultural research and giving presentations about the benefits of intercultural communication between varying cultures. He has made multiple appearances on talk radio shows about racial prejudice and intercultural communication. He was a featured writer for the Living Stones Magazine for over five years. He was the writer and star of the Fall 2015 run of the

inspiring monodrama play, "Black and White: A Man Divided," which featured 6-Time Grammy Award Winner Malik Yusef, the popular contestant on "The Voice," singer Sa'Rayah, as well as R&B Recording Artists' Tonié Houston and Robert Allen.

Presentation:

Restorative Team Practice

Description: Restorative Practices are an essential part of the learning environment in today's education institutions. Circle talks and restoring relationships are becoming more widely accepted as the role of the educator within the classroom expands and evolves. Building on this empathetic and progressive model, staff members from W.H. Gaston Middle School in Dallas, Texas, employs the Restorative Team Practice. This practice expands the restorative practice model from the individual teacher/student relationship, and truly makes building, maintaining, and restoring relationships with students, a community affair.

Lorin Furlow - Director of Special Services in Brazosport ISD

Bio: Lorin Rayburn Furlow is the Director of Special Services in Brazosport Independent School District. She received her Bachelor of Science from the University of Houston-Clear Lake and Masters in Educational Leadership from Lamar University. Lorin has taught Pre-kindergarten, Early Childhood Special Education, as well as Self-Contained Structured Behavior Programs. She has also spent 10 years honing her knowledge of behavioral supports for student's ages 3-22 as part of the District-wide Behavior Support Team, a District Facilitator, and a Secondary Coordinator. Lorin began her work with Restorative Practices in 2014 through training at the University of Texas Institute for Restorative Justice and Restorative Dialogue and has shared her practices throughout the state with many teachers and students, including the Texas Education Agency Restorative Trainings. Lorin is excited for the opportunity here at the TEXRP State Conference of Restorative Practices, "I truly believe EACH CHILD IS SPECIAL and believe in the power of relational practices to support EVERY CHILD and EVERY EDUCATOR working together to reach their potential!"

Presentations:

"Restorative Dialogue" Circle Demonstration

Description: An introduction to the power of a circle. Experience the circle & and the idea of the impact it can have on participants. Participants will leave with a circle script to take back to their campuses to use with their staff to introduce them to circles.

BISD Restorative Practices

Description: It is a "district case study" that is intended to provide attendees with a framework for introducing/implementing relational practices. The BEST part of this presentation is that within the slides are videos or stories from some of our students who participated in the original circles. Participants leave with example facilitation plans and parent information letters as well as "lessons learned."

Circle up! Restorative Agreements

Description: Campus leaders and RP coordinators attend with the focus on learning how to facilitate a small scale restorative agreement as an option for processing discipline referrals vs. exclusion. The adult role play is key a component of this activity and once the participants begin the process, they will experience that the agreement & relational repair will begin to take care of itself. Participants will leave with script & order for facilitating a small scale restorative agreement as well as a district tool for documenting restorative agreement.

LaShundra A. Wilson - Assistant Principal Degan Elementary

Bio: LaShundra A. Wilson is the proud Assistant Principal at Degan Elementary in Lewisville, TX. LaShundra is beginning her second year in the assistant principal role and her 13th year in education. She is a children's champion and is leading the charge for Restorative Practices on her campus this year. She has served in various capacities in education including Thinking Maps trainer, curriculum writer, collaborator for LISD's teacher appraisal system, RTI Facilitator, and chair of various committees.

LaShundra is entering her thirteenth year as an educator and truly recognizes that she is walking in her purpose and calling in life. She is a member of Delta Kappa Gamma Society International and loves collaborating with and learning from peers and colleagues from across the country. One of her favorite quotes and a model that she lives her life by is "If you feed a man he'll be full for a day, but if you teach a man to fish, he will never be hungry a day in his life."

LaShundra is the proud mother of 3 amazing children and her fur baby Laila. When she is not advocating for children, she is also a competitive cheerleading coach, mentor, and all around sports mama. LaShundra is a life-long Dallas Cowboys, Dallas Mavericks, Dallas Stars, and Texas Rangers fan. LaShundra is also an alumni of Texas Southern University and is a member of Delta Sigma Theta Sorority, Inc., Tau Beta Sigma National Honorary Sorority, and a former member of the Ocean of Soul marching band!!!

Presentation:

Restorative Practices and the Trauma Sensitive Classroom

Description: Creating a trauma sensitive classroom challenges teachers to look beyond their personal beliefs, upbringing, and cultural biases to truly build relationships of understanding and empathy with students, primarily those who come from trauma, as research states that 1 in 4 children have experienced some form of trauma by age 4. Discover our journey with shifting the mindsets of our staff from judgement and impossible expectations, to one of understanding and empathy, and how restorative practices is helping us to achieve that.

Joy Beverly - Calallen ISD, East Elementary Assistant Principal

Bio: I am the Restorative contact for Calallen ISD. I used a lot of restorative techniques while I was in the classroom, and when I moved to the office I continued to utilize them. Restorative Practices opened up a whole new way of reaching students, teachers, and parents. I currently support and work with staff in the district in regard to restorative practices.

Presentation:

It's all about the baby steps.

Description: This is about where and how restorative practices started in our district, and where it is currently. What we did well and what we learned from will be discussed in this session. Many of our teachers' misconceptions of restorative practices will be shared as well, and how we were able to reach them.

Priscilla Smith, MS - Academic Achievement Specialist Cypress-Fairbanks ISD, Hopper Middle School; Dr. Brenda Brewster, PhD, Behavioral Interventionist Cypress-Fairbanks, Hopper Middle School

Bios:

Brenda Brewster has over 18 years of experience in education. She began her educational career as a social studies and math teacher. She holds a bachelor's degree in International Studies from the Ohio State University, a master's degree in Educational Leadership from the University of Dayton, and Doctorate of Philosophy in Educational Leadership from Prairie View A&M University. During the past two years, she has been working as Behavior Interventionist in Cypress, Texas, with the responsibilities of developing and facilitating staff development to incorporate the following topics: effective classroom management strategies, positive behavior interventions, parent/teacher communication, team-building, implementing student support plans, and behavior contracts. Brenda has worked with district and campus personnel to implement Restorative Practices, within a middle school setting, resulting in a 47% decrease in

office referrals. She is committed to assisting educators develop positive relationships with students, and each other, by utilizing a “Keep it GREEN...don’t go 13” mindset.

Priscilla Smith is an Academic Achievement Specialist in Cypress-Fairbanks ISD and an adjunct instructor at Lone Star College. She has over 15 years of educational experiences serving 6 years as a Curriculum Assistant Principal in Aldine ISD. Areas of expertise are instructional management, curriculum design, and building school and community relationships. She received a B.S. degree in Computer Information Systems from Southern University New Orleans and a M.S. degree in Instructional Technology from the University of Houston-Clear Lake. She is a TEXRP Certified Specialist in Restorative Practices. As an active contributor to the Restorative Practices Green Team at Hopper Middle School and participant of the Cypress-Fairbanks ISD Assistant Principal Restorative Collaborative Training Series, she focuses on building healthy environments to promote positive behavior initiatives in her leadership opportunities. Priscilla continuously improves students’ learning and success through relational practices, data analysis, and innovative instructional processes. She believes in “making things right” through the implementation of the restorative framework.

Presentation:

***All Aboard: Coordinating Restorative Practices on Your Campus/District:
How do I get everyone on board?***

Description: Take a walk through the hallways and classrooms at Hopper Middle School, where faculty and staff use Restorative Practices to build relationships through a shared vision, “It’s All about the TEAM.” As we take you on a restorative journey, learn how restorative practices can make a difference on your campus and, better yet, your district. During this presentation, you will receive an example of a restorative practice implementation schedule for staff development, strategies to use in order to start implementation in your school (e.g. readiness surveys, community circle request process, reflection templates), and real-life experiences of using restorative practices (resulting in the decrease of discipline referrals).

Nakeenya Wilson, Secondary Educator, Restorative Justice Practitioner, and Mediator

Presentation:

Restorative: Hacks for High School

Description: The whole school approach is the most effective way to achieve results on a campus, but sometimes that isn’t possible. This session will address how to be a restorative individual on a campus that has not adopted restorative practices. Learn how

one person or small group of people can implement basic practices to de-escalate conflict in a school setting and better and meet the needs of students and families.

Jason Ferguson - Assistant Principal, Brewer High School

Bio: Jason L. Ferguson has been in education in the White Settlement ISD for 19 years. Jason began his career at Tannahill Intermediate School as a Behavior and Transition Instructional aide. Jason then received his certification to be a teacher and taught in a classroom for students who have severe and intellectual disabilities. Jason finished his time at Tannahill teaching in a Behavior and Transition classroom. At Brewer High School Jason has been an Assistant Principal for 12 years doing everything from discipline to instruction to serving nachos from the lunch line. Jason is married to his wife Kelly for 19 years and they have three children. Evie is a 6th grader at Tannahill, Isaac is in the 4th grade at Liberty and Adam attends the 2nd grade at Liberty, all in the White Settlement ISD.

Presentation:

Using Circles for Student Intervention and Building Community at Brewer High School

Description: When do you find the time to implement on your campus restorative circles? Don't start with the teachers, start with the kids. This session will highlight year 1 of implementation of restorative circles at Brewer High School in the White Settlement ISD by putting on display training student groups. The success stories and the challenges will be broken down to empower you and encourage you to start with the best starting place, the students.

Ray Lozano, Executive Director, Student and Family Empowerment Sandra Montes-Uranga, Lead SEL Coordinator - El Paso ISD

Bios:

Sandra Montes-Uranga is the Lead Social Emotional Learning-SEL Coordinator for the El Paso Independent School District and has twenty-seven years of educational experience with the district in the capacity of teacher, Assistant Principal and Principal. Before assuming the role of SEL Coordinator, she served as the Principal of Vilas Elementary School for nine years. With a commitment to meeting the social emotional needs and creating a safe, supportive learning environment for students, she has led the districtwide implementation of Positive Behavior Interventions and Support-PBIS and Project MALES-Mentoring to Achieve Latino Educational Success. In addition, she

provides support to the district's secondary alternative education program, Raymond Telles Academy, with the schoolwide implementation of Restorative Practices.

Ray Lozano has 19-years of experience serving as a public educator in Texas, including thirteen years as a high school and central office administrator.

He began his career as a 10th grade social studies teacher at Parkland High School in the Ysleta Independent School District. He prioritized the creation of a classroom climate that emphasized project based learning and collaboration. It was there that he discovered the power of the positive relationship between students and their teacher. Later, as assistant principal at Riverside High School, in the same district, he used a relationship-driven approach to leading teachers as well as students. He believes that serving teachers and students need not be mutually exclusive endeavors.

He later accepted an opportunity to serve as principal of Horizon High School, in the Clint Independent School District. There he collaborated with a dedicated staff and led the turnaround of the historically low-performing campus by focusing on the creation of a student-driven culture characterized by empathy and higher expectations. The result was an 11% increase in the graduation rate after three years and the expansion of advanced courses and increased academic performance.

For the last three years, he has served as the Executive Director for Student and Family Empowerment in the El Paso Independent School District leading the district-wide transformation from a reactive to a proactive disciplinary model. The department supports the implementation of Positive Behavioral Interventions and Support (PBIS) as well as social-emotional learning (SEL). In 2016-2017, discipline referrals decreased by 9% districtwide, continuing a strong downward trend. SEL campuses showed decreases of 30%. This year, the implementation of restorative practices at the district secondary alternative education program was launched to support some of the most at-risk students in the district.

Presentation:

Enhancing Social Emotional Learning with Restorative Practices

Description:

- El Paso ISD journey toward implementing a proactive approach to student behavior by implementing use of community circles and morning meetings as primers for restorative practices
- Building empathy for students, particularly those who have experienced trauma to facilitate support, relationship building and a sense of community at school
- Insights into implementation of restorative practices at the district secondary alternative campus

Scott Anderson, Assistant Principal, KIPP Austin Comunidad

Bio: Scott Anderson is the assistant principal of KIPP Austin Comunidad elementary school where he is responsible for school-wide discipline and social emotional learning for 600 students. This is his 20th year in elementary education and his 3rd year implementing Restorative Practices. Before becoming an assistant principal 3 years ago, he had taught K, 1st, 2nd, 3rd, 5th and 6th grades in both traditional ISDs and charter schools.

Presentation:

Unpacking the Discipline Toolbox- Practical Solutions for the Restorative Classrooms and Schools

Description: This session will explore practical solutions for discipline in Restorative Classrooms and Schools through the story of KIPP Austin Comunidad elementary school. In the last 3 years, Comunidad has shifted from using a traditional discipline model to one rooted in restorative practices. We will dig into the challenges of moving to a restorative model of discipline, as well as the success that Comunidad is seeing in its third year of implementation.

Daniel Stuard, Behavioral Specialist Pine Tree ISD

Bio: Associates in Psychology Northeast Texas Community College
Bachelors of Science and Special Education Texas A&M Commerce
Master in Educational Administration

15 years experience in public education. Over the past 15 years I have taught all grade levels K-12 working in the areas of special education, coaching, administration and as a behavioral specialist at Pine Tree ISD. I served as the assistant principal at Pittsburg ISD for eight years and currently serve as the behavior specialist and RP coordinator at Pine Tree ISD.

Presentation:

Suspend or Mend

Description: Our students have verbal and physical altercations in and out of the school setting on a daily basis. When unacceptable behavior occurs in the school setting it is common practice to suspend the or place the in ISS. Research shows these punitive measures do stop the behaviors/issues. Using Restorative Practices and holding a restorative conference between the students involved can however lead to healing and understanding between the parties involved which can change these unwanted behaviors.

Mark Medley

Bio: Mark Medley brings spirited energy and experiential knowledge into the realm of working with students exhibiting challenging behaviors in the public school setting. Armed with the ample sense of humor required by such adventures, Mark coherently fuses his ethereal understanding from teaching and practicing Yoga with his practical experience gained from over a decade of service in Special Education. The product of this fusion is an original approach that brings balance to the lives of students maneuvering their way through challenging behavioral issues while providing support and strategies to the adults who interact with them on a daily basis. Currently serving as a Behavior Interventionist in Bastrop ISD, Mark faces the demands of working in Special Education with a song and a meditative smile.

Presentation:

Restorative Sounds

Description: Come explore what science has to say about the power of sound to transform, heal, and restore our minds and bodies to their optimal state of health. Not only will participants get to experience this power for themselves during the session, they will walk away with simple and effective practices to bring it into their daily lives. Participants will also leave the session with an increased awareness of the power behind the words they use when speaking to students, co-workers, and themselves. All are welcome to attend. No prior experience with Restorative Practices necessary".

Sarah Burey – Student Advocate
Tanya Clayton - Counselor
Scott Saettel – Principal
Heritage Middle School - GCISD

Sarah Burey Bio: I started my career as a middle school English teacher and soon realized that my passion was building relationships with students, which led me to pursue a school counseling degree and career. I've been a counselor at the early childhood, elementary, and middle school levels. I am now a Student Advocate Counselor, which focuses on the social emotional wellbeing of students. This is my second year both in GCISD and with implementing Restorative Practices. I can't say enough about the positive outcomes I've experienced and witnessed already in this short amount of time; I look forward to the continued growth I know we will experience as we make relationship building and repairing through Restorative Practices a priority.

Tanya Clayton Bio: I taught high school English for five years and have been a School Counselor for eleven years at elementary and middle school levels with very diverse populations. I have been a Cheer Coach, Archery Coach, and UIL Academics Coach. After attending three different trainings on Restorative Practices and using them at my middle school, I have become very passionate about the practices. I helped train the staff and have been facilitating circles at Heritage Middle School. Whether teaching or

counseling, I have always found that building relationships and showing students you truly care for them has yielded the most successful student outcomes.

Scott Saettel bio: Scott Saettel has been the principal at Heritage Middle School for the last three years. Prior to that he has been an assistant principal, academic associate principal, and testing coordinator. Prior to his administrative roles, he taught English and coached soccer. He has a passion for making decisions that benefit the success of students.

Presentation:

Implementing RP in Secondary Schools...Our Successful Start

Description: Our presentation includes the steps we took to ensure a smooth implementation on a middle school campus. These steps range from getting administration and teacher “buy in” to an easy step-by-step process we created. The session will cover creating relationship agreements with staff and students, using restorative chats to reduce peer-to-peer conflicts and office referrals, and starting circles in classrooms to build relational capacity and a sense of belonging and community.

Doug Overton – At- Risk Coordinator, John Horn High School

Bio: Doug Overton is the At-Risk Coordinator at John Horn High School in Mesquite as well as Restorative Practices Coordinator. Previously he was the secondary physical education teacher at the district's DAEP where he worked with alternative-school students to help them reach their full potential and accomplish their goals. Prior to entering the educational field, Doug worked in advertising sales for MULTIVIEW B2B DIGITAL MARKETING. During his six years of teaching, Doug has received several honors: District Secondary Teacher of the Year, Campus Teacher of the Year, and the First-Class Teacher Award. Doug holds a Bachelor of Arts in Religious Studies from the University of Tennessee.

Presentation:

“Being the Spark” During Check-In & Closing

Description: During this session you will hear stories and receive strategies on how to create positive energy during the opening and closing segments of circle. This session will focus on the importance of the check-in scale and how to close circle with positive words of encouragement.

Chris Riddick - Director of Student Engagement and School Completion

**Patricia Sutton - Response to Intervention Coordinator/RTI
Department
Fort Worth ISD**

Presentations:

Implementing Restorative Practices in FWISD

Description: The restorative practices implementation process for a district can be overwhelming. Please join Chris and Pat of FWISD to hear the challenges and successes involved in bringing this to life in a large school district.

Staff Respect Agreements

Description: Respect Agreements are the game changer for our restorative campuses! Come experience the power when implemented in the classroom between students and staff and at the campus level when implemented with staff and leadership.

Sarah Coutu, Lisa Wright and Janie Watson

Bios:

Janie Watson is certified as a general educator for Texas Educators in Restorative Practices (TEXRP). She currently is a 3rd-grade teacher in Richardson ISD. Before that, she taught Grades 1-3 in Dallas ISD and the surrounding areas. She has been implementing Restorative Practices in her classroom for more than 2 years, and she has seen the positive impact of student discipline and relationships.

Janie is a graduate of Texas A&M-Commerce, with a Bachelor of Science in Interdisciplinary Studies, and is certified in EC-12 Special Education, as well as EC-4.

Sarah Coutu is an educational consultant with Texas Educators for Restorative Practices (TEXRP). She was recently a 3rd grade teacher in Richardson ISD at Hamilton Park Pacesetter Magnet and the Restorative Team lead on her campus. Her duties as Restorative team lead included training and assisting staff members before, during, and after school as well as facilitating circles campus wide with students and staff. Ms. Coutu received her B.A. in Education, graduating with her special ed and regular ed teaching license from The University of Texas of the Permian Basin in Odessa, Texas. She also received her M. Ed. in Special Education with a focus on Autism Spectrum Disorders from The University of Texas of the Permian Basin in Odessa, Texas.

Presentation:

Character Building Projects: Student accountability=SUCCESS!

Description: Come discover real strategies and real struggles from real elementary educators who implemented restorative practices as a school-wide model in Richardson ISD. Participants will gain knowledge of how relational, reparative, and restorative practices have changed student behavior and campus culture. This session will cover both proactive “green” and reactive “red” pieces from a teachers perspective.

Examples will include:

- Using the Relationship Agreement signatures as permission to hold each other accountable.
- Using restorative chats and conflict resolution circles with victims and offenders.
- Reentry circles and how they held students AND adults accountable.

Kathy Smith

Bio: Kathy Smith is a Texas Native, born and raised in the Waco, TX area. She attended K-12 and graduated from Midway ISD in 1991. She attended McLennan Community College before transferring to Baylor University, where she graduated with a Bachelors of Science in Education with a double Major in All-Level Physical Education and Secondary Art Education.

Kathy, played basketball and softball growing up, and because UIL softball was not yet implemented in the schools in Texas she played Little League Softball. Thanks to that experience she was on the very first Little League Softball team from Texas to win the first ever Little League World Series Championship in 1991. Because of her passion for sports she has coached basketball, softball, volleyball and cross-country in public schools.

Her work experience includes the following school districts: Connolly ISD, Waco ISD, Carrollton-Farmers Branch ISD, Irving ISD, and Harmony Public Schools in Dallas. While at Harmony, she was promoted to Assistant Principal and decided to get her masters from Texas A&M Commerce in Education Administration. She is currently working for TEXRP on an as needed basis.

She has worked or performed in all types of other professions during in the middle of her teaching tenure, either while helping her mother recover from cancer or thinking the grass was greener on the rather side of education. Jobs such as working as a receptionist and cashier in a physicians office, security work, substitute teacher and bus driver, all the while always returning to education.

Her over all experience includes teaching and coaching Art and PE for 12 years, most recently srving as an Assistant Principal for 4 years equalling a total of total years in education 16 years in education thus far.

Her hobbies include her dogs, family, woodworking/art, fishing and serving the Lord.

Presentation:

COACHES BUILD RELATIONSHIPS TOO

Description: Learn through the experience of a former high school and middle school coach and administrator about building relationships...the “right way.” You will hear how, as a coach, teacher or administrator, you are already reaching students, but then how to turn it and take it to the next level. This is needed for everyone you meet to build the safe school and “family” team you need.

Clara Elliott and Cara Craggett

Clara Elliott bio: I am a graduate of the University of Texas at Austin and I started my teaching career at Dunbar 6th Grade Middle (now YMLA) in FWISD. I taught ELA there for 5 years and also at Maude Logan Elementary for 1 year before going to Arlington ISD. While in Arlington, I taught 5th grade Reading, Math, Science, and Social Studies. I was the instructional team leader and I co-sponsored the Journalism Club. I am now the ISS teacher at Briscoe Elementary in FWISD where we are committed to implementing RP instead of simply assigning consequences.

Over the past year, I have also worked with Texas Educators for Restorative Practices as a consultant. The Restorative Practices model has changed my way of thinking about teaching and classroom management and I hope to help campuses fully embrace and use this model as the gold standard.

I am passionate about educating all children and helping them understand that they are more than test scores. I also want to emphasize to them the power of mercy, forgiveness, acceptance, and second chances.

Cara Craggett bio: Cara Craggett was born and raised in Dallas, TX. She has been teaching music for 9 years, the last four have been in Public School education with Fort Worth ISD. She started playing the piano and singing at seven years old, and studied all through high school and college. She earned her Bachelor’s Degree in Piano Pedagogy and Performance at Howard Payne University. After college she opened a piano and voice studio and taught private lessons. Her first three years with FWISD were at Como Elementary where she worked as the elementary music teacher. It was a wonderful way to start her public school education career. She fell in love with the community and the teachers and was honored to be Teacher of the Year for 2016-2017. She now works as the Head Choral Director at Wedgwood 6th grade center. Cara has been using Restorative Practices with her student for over a year and has found great success with the culture of respect and unity it brings to her classroom. She is very passionate about training other teachers in ways RP can be used in a Fine Arts classroom. In her free time Cara plays piano and sings at different events, loves going to concerts, and spends time with her wonderful family in Dallas.

Presentation:

Using RP in a Non-traditional Classroom Setting

Description: Looking for ways to bring restorative to life outside the four walls of a traditional classroom. Join us for insights as to implementing circles during specials, with large groups, and mixed grade levels.

Marlon Dorhan - Special Education Department Chair Latoya Penn - School Counselor, David Walker Intermediate Sylvan Hills Freshman Academy and Crowley ISD

Marlon Dorhan Bio: Special Education Department Chair Sylvan Hills Freshman Academy. Former Assistant Principal, David L. Walker Intermediate, Crowley Independent School District. M. ED Prairie View A&M, B.S.Special Education University of Central Arkansas. 19 years experience Education.
Trained on Restorative Summer of 2016 at Region 11 Fort Worth, TX.
Used at David Walker Intermediate for 2016-2017 School Year

Presentation:

360 Degrees of Thinking... From Critic to Mouthpiece

Description: Moving from an Educator that doesn't understand the power of the RD process to a mouthpiece for the complete implementation of RD across the board. How RD was used in our school and the factors that can help or harm the process.

- We will discuss the positives and negatives of RD process.
- The efforts of intergration campus wide.
- Ways teachers used it on our campus
- Outcomes

Georgina Cecilia Perez - Texas State Board of Education, District 1 Representative

Bio: Georgina Perez represents the Texas State Board of Education District 1, which includes the counties of El Paso, Hudspeth, Culberson, Jeff Davis, Presidio and 35 other counties along the Texas-Mexico border. She represents both urban and rural constituencies, and more than 350 miles of the Texas-Mexico border. Member Perez was also recently elected by her peers to serve on the State's Long-Range Plan for Public Education, which will establish broad goals for the Texas public school system.

Presentations:

Social Learning & Emotionally Restorative Practices #BringTheSLERP

Description: It's simply not good enough to teach our students about making responsible decisions, if we, as educational leaders have not developed positive rewarding relationships with our peers and within our communities. It is our responsibility to change the way students learn from us.

John Whalen - Restorative Practices Coordinator Binghamton City Schools, Binghamton, NY

Presentations:

Adventures in Restorative Conferencing

Description: Using restorative conferencing to address conflict and confrontation can be an adventure. Join John Whalen to experience how he uses these skills to record using the 4 F's form, how he organize/schedule/keep track, how he collects data, and how he identifies the need for teacher-student conferencing. Specific stories would be shared from my experiences to emphasize best practices.

What I have learned as a Restorative Practices Coordinator using the TEXRP lens

Description: Identify the challenges of being a RP Coordinator. Focus on initial challenges, adult mindset, school culture (types of teachers....adopter, tweeners, fundamentalists), organizing PD/coaching, using data to make decisions, etc.

Kevin W. Curtis Texas Educators for Restorative Practices

Bio: Mr. Kevin W. Curtis is the Founder and Lead Educational Consultant for Texas Educators for Restorative Practices. Kevin is the Coordinator and Lead Developer for the Restorative Discipline Readiness Training for Administrators offered through TEA and the University of Texas at ten of the Education Service Centers across the state of Texas. In addition, he is currently leading over a dozen school districts in the successful implementation of restorative practice.

Kevin was the former Restorative Discipline Coordinator and Assistant Principal at Ed White Middle School in the Northeast Independent School District in San Antonio, Texas where he played an instrumental role in the development, implementation, and support of restorative practices as an alternative method to managing student behavior. This innovative, whole school approach model was the first of its kind in the state of Texas, and has been considered the blueprint that many campuses across the state of Texas are following.

Kevin now spends his time circling with students and teachers in classrooms across the state on a weekly basis. He has modeled and participated in classroom circles from kindergarten through high school. As a result, Kevin has discovered the real life struggles that teachers experience during their first year of implementation and has developed specific classroom strategies to support them. His hands-on approach to training and his dedication to being actively involved in classrooms allows him to be a credible voice for all educators committed to the implementation of the restorative model.

He received his B.S. from University of Texas at San Antonio, an M.S. in Educational Administration from Texas A&M University at Kingsville. Kevin has more than 18 years of experience in public education at the elementary level, middle school level and high school level including classroom teacher, coach, assistant principal and principal.

Presentations:

Going Green with Proactive Approaches in the Classroom

Description: What is in the restorative practices toolbox for teachers? Come check out this session to identify the powerful and proactive tools that Educators in the classroom must implement in order to build better relationships.

“Take Texas Outside of the Box” Implementing Restorative Practices with TEXRP

Description: Traditional school management practices are hierarchical and employ punitive sanctions for student misconduct. This approach is now widely recognized as ineffective. It fails to create a constructive learning environment in which students can flourish and it does not reduce student misconduct. There is mounting evidence that a shift away from traditional practice toward a restorative school climate can achieve these goals. Successes and challenges in creating this type of school climate begin with educators who understand and embrace the theory, values and principles of restorative practices and apply them with fidelity in their schools. Join Kevin W. Curtis, founder of TEXRP as he takes you through the journey of implementing restorative practices in across the state, “Taking Texas “Outside the box!”

Rufus Lott III - Educational Consultant Texas Educators for Restorative Practices

Bio: Mr. Rufus Lott III is the founder of LOTT Educational Consultants and lead consultant specializing in the area of Restorative Practices in schools. Most recently Mr. Lott served the North East Independent School District as the Assistant Principal of Edward H. White Middle School. Mr. Lott played an instrumental role in the development, and implementation of restorative practices as an alternative method to deal with managing student behavior. This innovative, whole school approach model

was the first of its kind in the state of Texas, and has been considered the blueprint that many campuses across the state of Texas are following.

Mr. Lott has 10 years of experience in public education in elementary and middle school as a classroom practitioner and administrator. As a former administrator Mr. Lott's passion is rooted in social justice, and working with educators to better serve diverse student populations. His focus is on teaching real-life, applicable, strategies that are essential for educators to utilize when working with both students and teachers. Today, he teaches restorative practices to teachers and administrators as an alternative method to exclusion, and as a means to build positive relationships and strong communities through dialogue using the circle process.

Mr. Lott received both his Bachelor's and Master's Degrees from the University of Texas at San Antonio. He graduated as a member of the Urban School Leadership Cohort (USLC), which is a nationally recognized preparation cohort, that prepares educational leaders for the principalship, by using practical, theoretical, and research based approaches to promote social justice in urban school districts. Mr. Lott is also associated with The Institute for Restorative Justice and Restorative Dialogue at the University of Texas at Austin.

Presentation:

Leading with a Restorative Mindset: Develop a Differentiated Discipline Approach to Campus Discipline with Restorative Practices

Description: The use of Restorative Practices is a modern approach that is gaining traction across the state of Texas. Educators in the classroom are looking for effective ways to improve student behaviors and build relationships with millennial learners. Administrators are looking for alternative strategies to the ineffective archaic approaches of traditional discipline but are not willing to give up the concept that students must learn a lesson, be held accountable for their actions and receive some type of consequence in order for change to take place. From educator to educator, join Rufus for an in-depth look at the practical applications of restorative practices being utilized in a differentiated discipline approach that does not totally abandon our traditional mindset.

Denise Holliday
Texas Educators for Restorative Practices

Bio: Denise Holliday-Jones is an educational consultant who specializes in the implementation of Restorative Practices in schools. Denise is a co-trainer for the *Restorative Discipline Coordinator Training* and the *Restorative Discipline Readiness Training for Administrators* offered by TEA and the University of Texas. Denise also lends her expertise to individual districts and campuses across the state of Texas in affiliation with Texas Educators for Restorative Practices (TEXRP). Denise was the former Restorative Discipline Coordinator and educational assistant at Manor ISD's District Alternative Education Placement campus (DAEP). While serving at the DAEP, she used her experience and skill-set in the Circle Model to counsel at-risk

youth and proactively intervene in crisis situations. Mrs. Jones has helped develop systems that have facilitated successful transitions for students as they arrive and leave the DAEP.

Denise has a total of 16 years of experience in education and, during her tenure, has supported two different DAEP campuses in their implementation of Restorative Practices. Additionally, she has served as a parent educator in Austin Independent School District, working with teen mothers and fathers. Denise not only leads circles on the campus but also lives out circle in all areas of her life, thus earning her the nickname of "Circle Mamma".

Presentation:

Setting Your Classroom Circle up for Success: Taking the Teacher Hat Off!

Description: Keeping the "teacher hat" on is the number one reason teachers do not experience success facilitating circles in the classroom. Join Denise to find out how we can not only take that hat off, but keep it off!