



Restoring Peace and Reducing Harm a Holistic Approach to Restorative Justice

In Partnerships with the Probation
Department's Office of Reentry &
Justice (ORJ)

www.antiochschools.net

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The Charge:

Develop a Community Based Restorative Justice Strategy

- Responsive to public safety concerns.
- Reflective of community interests and needs.
- Realistic.
- Replicable.

The Approach:

- Address youth violence and delinquency, center work within schools and communities, and interrupt harm before it occurs.



Path to Today

The Purpose

The goal of AUSD's Restoring Peace & Reducing Harm project is to implement and expand a comprehensive alternative to suspension program that focuses on restorative justice, mentorship, mental health support, and active parent participation.

Commitment to Equity

AUSD continues to prioritize equitable outcomes by intentionally aligning its systems of support with practices that promote access, inclusion, and student engagement. Restorative justice is central to this effort, shifting the focus from punitive responses to approaches that repair harm, strengthen relationships, and keep students connected to their learning communities.

ATS Efficacy Analysis

	Completion/Referrals	Completion %	Did not Repeat Behavior	Efficacy%
CDE	6/8	75%	5/6	83%
Jack London	9/10	90%	8/9	89%
Mno Grant	13/13	100%	10/13	77%
AMS	103/108	95%	98/103	95%
BDMS	48/50	96%	41/48	85%
DRMS	50/51	98%	47/50	94%
OPS	20/20	100%	18/20	90%
Park	60/66	90%	55/60	91%
Total	327/351	93%	297/327	90%

Unduplicated Suspension Rates

	24-25 Enrollment	24-25 Unduplicated Suspensions	Percent	Current Enrollment	YTD Unduplicated Suspensions	Percent
Carmen Dragon	625	31	5.1%	522	9	1.7%
Jack London	529	14	2.8%	446	3	.06%
Mno Grant	540	31	5.9%	461	5	1%
AMS	757	49	6.6%	706	45	6.4%
BDMS	430	36	8.4%	364	9	2.4%
DRMS	887	123	13.9%	808	37	4.6%
OPS	818	8	1%	274	1	.03%
Park	1208	102	8.5%	1040	88	8.4%
AUSD	16,599	846	5.1%	15600	393	2.5%

Data Highlights

- Exclusionary Discipline Trending Down – 50% reduction
- ATS showing a high effectiveness rate with over 90% of students not repeating the same behavior
- Black Diamond Middle School, Dallas Ranch Middle, and all three elementary schools showing significant reductions in exclusionary discipline.

The Shift

- Administrators more focused on alternatives to suspension and addressing root causes of behavior
- Behavior modification focused on teaching and learning rather than exclusion
- Consistent facilitator implementation
- Consistent documentation, data tracking, and frequent analysis

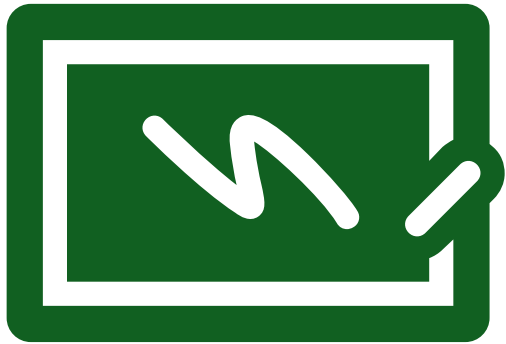
Training

Foundations for Thriving Learning Environments Training

These interactive workshops bring together research-based strategies and practical tools to strengthen classroom culture, deepen student engagement, and foster meaningful relationships that support learning for all students.

- July 29th and 30th, Antioch High School Conference Room B
- 48 Teachers attending, 8:30-3pm
- This workshop will feature keynote speaker Sean Darling-Hammond, UC Berkeley Assistant Professor of Community Health Sciences along with trauma informed expert Jenn Lynn-Whaley and Restorative Practices lead Kristy Martinez.

Next Steps



Incorporate Year 1

Lessons Learned:

- Program Adjustments
- Coordinated Practice Standards Across School Sites



Strengthen and Deepen the Relational Work:

- Parents / Schools
- Schools / Community
- Administration / Staff



Measure and Sustain Impact:

- Reductions in exclusive discipline.
- Support for ATS and Fidelity to Practice.
- Alignment of Opportunities to Restorative Practices



Thank You and Questions

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