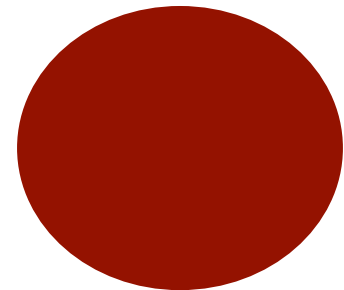
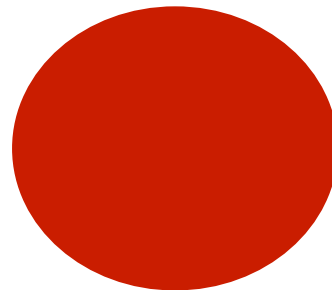
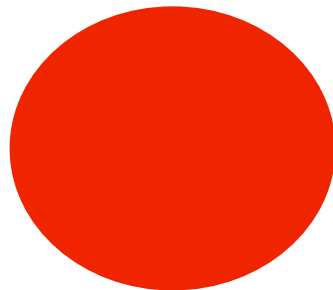
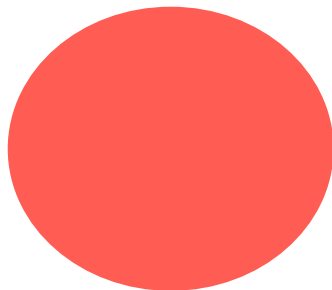


Addressing Disproportionate Discipline

Effective Strategies for Schools
& Community Partners

April 12, 2013



Addressing Disproportionality in School Discipline: Restorative Alternatives to Exclusionary Practices in Schools

Thalia González
Assistant Professor
Occidental College
thaliagonzalez@oxy.edu

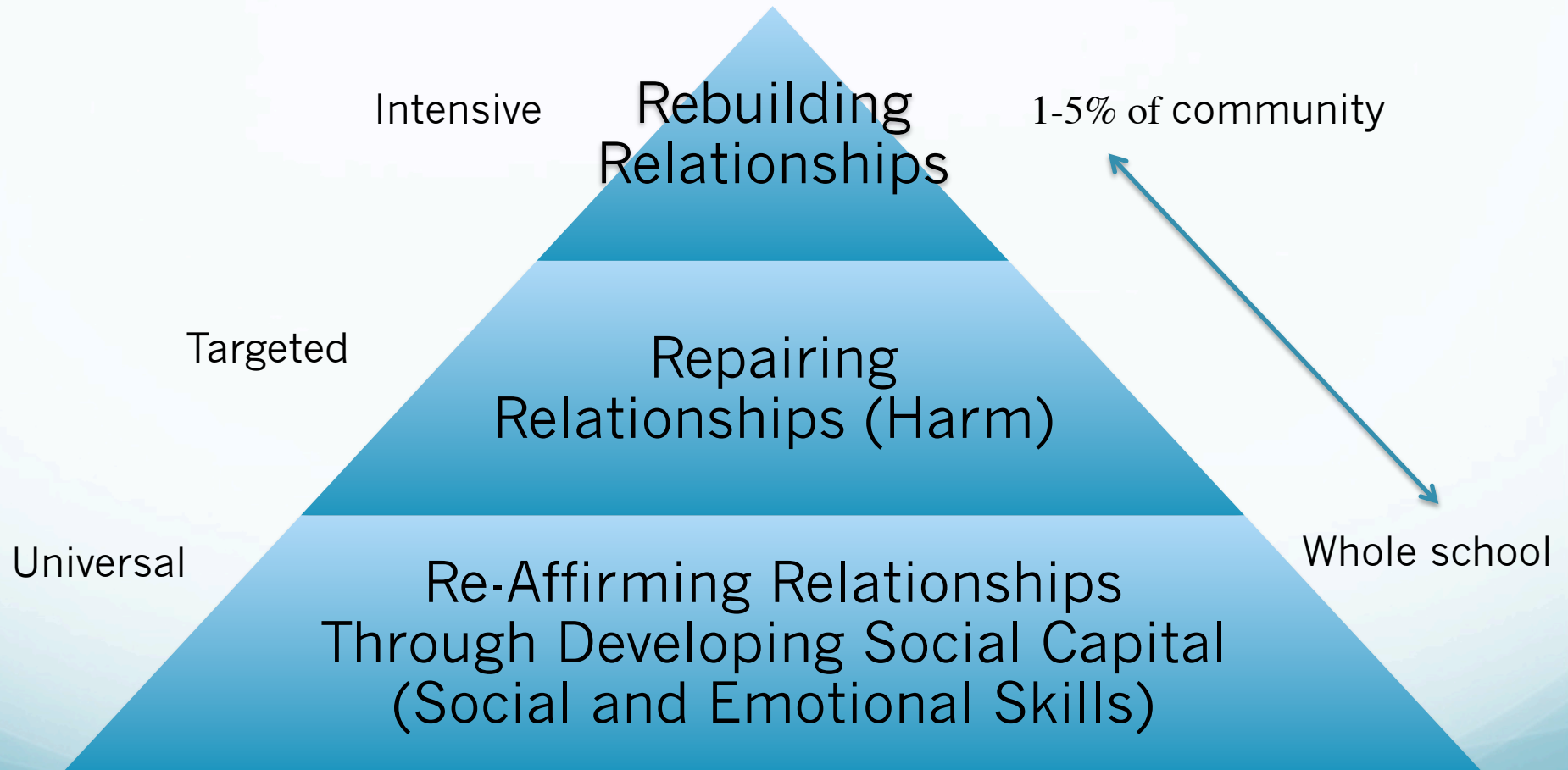
Overview

- Contextualizing Disproportionality in School Suspensions and Expulsions
- An Introduction to Restorative Justice
- Case Studies
 - Denver Public Schools
 - Oakland Unified School District
 - San Francisco Unified School District
- Implementation of Restorative Practices
 - Characteristics of Successful Implementation

Contextualizing Disproportionality in School Suspensions and Expulsions

- April 8, 2013: UCLA Civil Rights Project releases new report
 - Data from over 26,000 schools finding that over **2 million** students were suspended in 2009-2010 (1 out of every 9 students suspended once)
- Why are we concerned about disproportionality?
 - **Achievement gap** (Ladson-Billings; Gregory and Thompson)
 - 2013 Texas study, delayed delayed workforce entry related to grade retention has an effect of over \$68 million for the state, including \$5.6 million in lost tax revenue (Marchbanks, 2013)
 - An additional year of instruction costs the state nearly \$41 million dollars (Marchbanks, 2013)
 - **Dropout and graduation rate** (Balfanz, 2013)
 - Being suspended even once in ninth grade is associated with a **twofold** increase in the likelihood of dropping out, from 16% for those not suspended to 32% for those suspended just once
 - School discipline correlated to a 29% increase in high school dropout
 - **School to prison pipeline** (Advancement Project; ACLU; NAACP; UCLA Civil Rights Project)
 - **Differential selection** (Piquero; Gregory, Skiba and Noguera)

Introducing Restorative Justice



Models of Practice

- Responsive to individual institutional frameworks
- Early practices
 - Juvenile justice and criminal justice settings
 - Victim-offender mediation
 - Family and group conferencing
- Contemporary practices
 - Continuum model (most commonly implemented in schools)
 - Whole school approach (e.g. Braithwaite; Morrison)
 - Proactive vs. reactive (e.g. Denver Public Schools)
 - Classroom culture

Holistic Nature of Restorative Practice In Schools

- Guiding principles:
 - Repairing harm
 - Establishing accountability
 - Transforming community relationships
 - Within school community
 - Outside school community
 - Building collective problem solving skills

Holistic Nature of Restorative Practice In Schools

- Effects:
 - Decrease disproportionality
 - Attendance, truancy, suspensions, expulsions, tickets, arrests and dropouts
 - Reverse impacts of punitive discipline
 - Safer school environments
 - Social capital
 - Positive culture change
 - Curriculum, teaching and behavior management in the classroom
 - Culturally competent educational practices and policies
 - Academic performance
 - Emotional development, health and mental well-being (HIP Health Impact Assessment, 2012)

Denver Public Schools

- High rates of dropouts, suspensions, expulsions and truancy
 - significant disproportionate representation
- From 2000 to 2005, student population rose 2%
 - In school suspensions
 - 1,864 to 4,859
 - Out of school suspensions
 - 9,846 to 13,487
 - Suspensions of 5-10 days meant 67,435-134,870 days of education lost
 - 71% increase in total police tickets and arrests
 - Ticketing and arrests disproportionately among Latino and Black students
 - 70% of tickets to Latino students
 - 58% of population
 - 35% of expulsions, 34% of out of school suspensions to Black students
 - 19% of population

Denver Public Schools

- 3 phases of implementation
 - Intervention
 - Prevention
 - Structural reform
- **Exploratory**, SY 2003-04
 - Community-driven
 - Responsive to disproportionality and violence
 - Single school, Cole Middle School

Denver Public Schools

- **Grant-funded**, SY 2005-06 to SY 2008-09
 - Administrative response + community activism
 - 2006, DPS applies for and receives expelled and at-risk students grant from CDE
 - Pilot Schools
 - North High School, Skinner, Horace Mann and Lake Middle Schools
 - Most suspensions, expulsions, arrests, violence, and tickets in DPS
 - SY 2004-05 (NHS), 288 out of school suspensions, 5 expulsions, and 68 tickets with arrests
 - Model: Full-time Restorative Justice Coordinator
 - SY 2007-08, expanded to 5 more schools
 - SY 2007-09, introduces trainings across district + expanded to more school sites

Denver Public Schools

- North High School
 - SY 2007-08
 - 120 formal restorative mediations, conferences, and circles
 - Served 170 students based on 254 infractions
 - 28 cases, restorative justice in lieu of ticket*
 - SY 2009-10
 - 190 formal restorative mediations, conferences, and circles
 - Served 241 students based on 184 infractions
 - 74 cases, restorative justice in lieu of out of school suspension
 - 26 cases restorative justice in lieu of ticket
 - 44% reduction in school absences
 - 50% improvement in attendance
 - 94% reduction in office referrals

Denver Public Schools

- Results of grant-funded phase:
 - Wide-spread teacher adoption in classrooms (proactive and reactive)
 - Self-referrals to Restorative Justice coordinators
 - Restorative Justice coordinators becoming Deans (discipline)
 - Smedley Academy (freshman academy)
 - Tardy and attendance (13% impact attendance and 18% tardiness)
 - Office referrals (10% of students reduced)
 - Suspensions (baseline SY to SY 2008-09) prevented 5,400 suspensions
 - Expulsions (baseline SY to SY 2008-09) reduced by 32%-85% at individual schools
 - Law enforcement referrals reduced by 72%

Denver Public Schools

- **District-wide adoption**, SY 2009-10 to present
 - 2008-09, School Board adopts a revised discipline code
 - SY 2009-10, allocates and funds the Restorative Justice program
 - SY 2009-10, begins full district-wide implementation
 - Full-time coordinators, disciplinarians (Deans), teachers, principals, school resources officers
 - Administrative support
 - Office of Prevention and Intervention + Mental Health and Assessment Services
 - SY 2011-12, explicitly links Restorative Justice to structural racism, systemic educational inequality and culturally responsive education practices and policies
 - Early 2013 zero percent disproportionality achieved in suspensions and expulsions of Latino students

Denver Public Schools

- Outside support for Restorative Justice practice
 - Colorado passes *Innovation Schools Act* in 2008
 - “The Innovation Schools Act provides a pathway for schools and districts to develop innovative practices, better meet the needs of individual students and allow more autonomy to make decisions at the school-level.”
 - “The Act allows a public school or group of public schools to submit an innovation plan to its' local board of education. The plan is designed to increase student outcomes at the school(s).”
 - *Restorative Justice in Schools Act* of 2011
 - DPS becomes national model for sustained Restorative Justice Practice
 - Other Colorado laws requiring Restorative Justice in school and juvenile justice

Oakland Unified School District

- 2005, early informal adoption at Cole Middle School
- SY 2006-07, OUSD grants permission to begin pilot program
 - Cole Middle School partners with RJOY (Restorative Justice for Oakland Youth)
 - All teachers and staff participate in training sessions
 - Initial model of practice, disciplinary circles lead by a case manager or RJOY practitioner → circles, mediations, conferencing
- Results, after 2 years of implementation
 - Average suspension rate fall astronomically (from 50/100 to 6/100)
 - Especially for repeat suspensions
 - Positive fiscal effect (SY 2006-07 school lost \$9,775 in daily attendance funding but in SY 2007-08 it lost only \$262)

Oakland Unified School District

- Cole Middle School partners with Thelton Henderson Center for Social Justice (Berkeley Law School)
 - “School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland” (2010 Report)
- Fall of 2007, RJOY presents to juvenile court judges and community leaders
 - Presiding Judge Gail Bereola convenes *Restorative Justice Task Force*
- 2008, OUSD, community stakeholders and Alameda County officials develop and adopt Restorative Justice strategic plan
 - One targeted outcome is “reduced suspensions, expulsions, truancy, and violence in schools” through use of Restorative Justice
- 2009, OUSD Board passes Restorative Justice Resolution

Oakland Unified School District

- OUSD utilizes a continuum model of practice
 - Circles
 - Relational meetings
 - Peer mediation
 - Restorative conversation
 - Restorative conferences
 - Peer juries
- SY 2011-12, Restorative Justice program
 - Eliminated disproportional referrals for suspension at Bunche Continuation School
 - Decreased out of school suspensions by 46% at Castlemont
- SY 2012-13, OUSD has Restorative Justice programs implemented in 21 schools
 - 13 Restorative Justice sites
 - 8 Restorative Justice Peer Conflict Resolution site

Oakland Unified School District

- US Dept. of Education investigation results in Voluntary Resolution Plan to address disproportionality
 - Key findings
 - Black male students suspended at six times the rate of White male students
 - 44% of Black male students suspended multiple times removed solely for “defiance of authority”
 - Black students accounted for 61% of student expulsions and no expulsions of White students (SY 2011-12)
- Voluntary Resolution Plan requires
 - VRP cohort schools to implement Restorative Justice of other non-punitive discipline policies and practices
 - “VRP cohort schools will utilize a school-wide RTI framework that aligns with the school culture, values and goals and creates equitable, appropriate, and restorative discipline practices”

San Francisco Unified School District

- 2009 Board adopts resolution for restorative approach into education policy
- Recommends “accelerated culture shift” in discipline
- Contracts with International Institute of Restorative Practices (IIRP)
- SY 2010-11 began implementation
 - Implementation occurred as a result of an internal RFP among the schools in the district
 - 3 school sites selected for pilot (intensive IIRP training/support for first 2 years)
- SY 2011-12 expanded implementation
 - A second RFP and 2 more school sites added (IIRP training/support for 1 year)
- SY 2012-13 district-wide implementation begins
 - One full-time district coordinator conducts professional development trainings for all school sites
 - Reliance on IIRP training materials and online instructional videos
- Implementation has primarily occurred at the elementary and middle school levels

Implementation of Restorative Justice Practices and “Programs”

- Characteristics of successful implementation
 - 3-5 year pilot
 - Commitment from entire school community
 - Coordination with administrators, Restorative Justice practitioners, school resource officers and juvenile court officials
 - Clear institutional vision with short-, medium-, and long-term goals
 - Accurate and comprehensive reporting on disciplinary outcomes
 - Practice unique to the individual school community focused on whole-school rather than program-based models
 - Specific district-wide discipline policies incorporating Restorative Practices
 - Sustained administrative support and leadership
 - Collaboration with community partners
 - Restorative Justice viewed as approach to address larger questions of structural racism, systemic educational inequality and culturally responsive education practices and policies

Thalia González, *Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline*, *Journal of Law & Education* 2, 281-335 (2012)

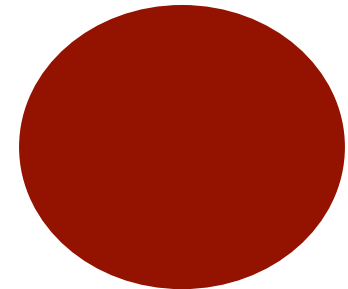
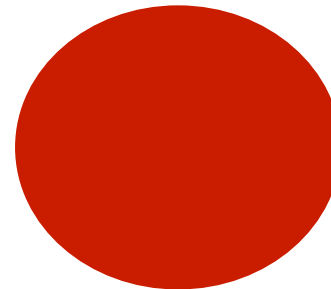
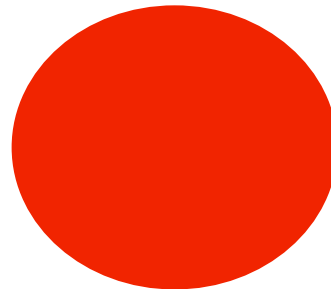
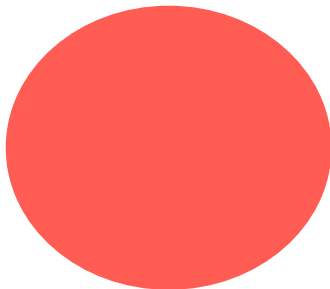
Thalia González & Benjamin Cairns, *Moving Beyond Exclusion: Integrating Restorative Practices and Impacting School Culture in Denver Public Schools* in Justice for Kids: Keeping Kids Out of the Juvenile Justice System (NYU Press: 2011)

Thalia González, *Restoring Justice: Community Organizing to Transform School Discipline Policies*, 15 *U.C. Davis Journal of Juvenile Law & Policy* 1, 2 -37 (2011)

Voices from Families

Nena Enyinwa

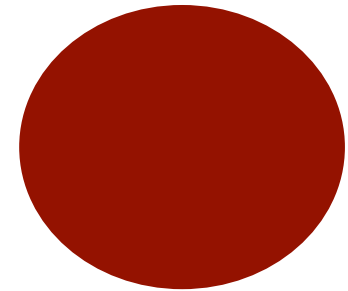
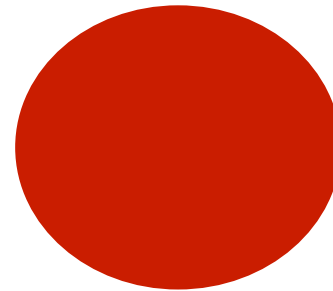
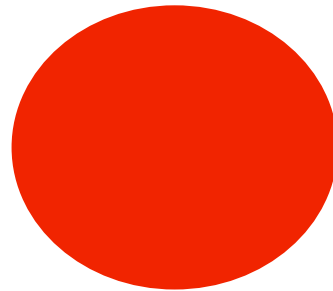
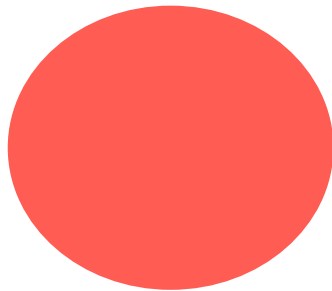
Parent

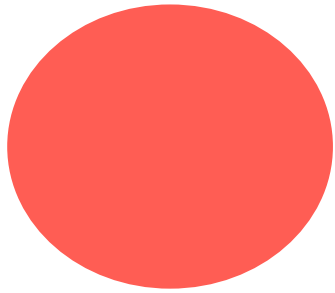


Embedding Response to Disproportionate Discipline in District & School Systems

Tammy Jackson

Portland Public Schools





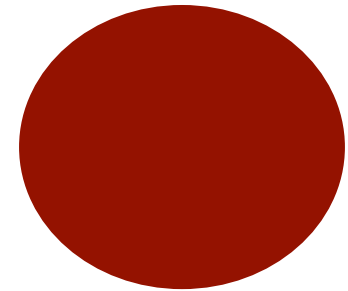
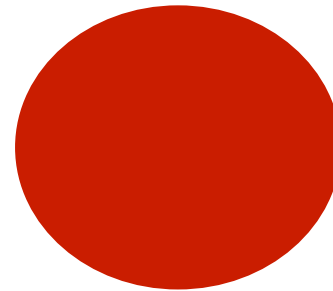
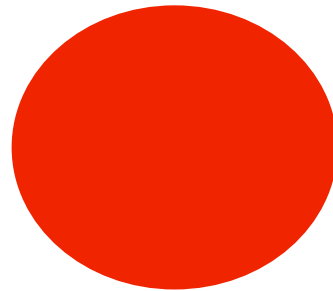
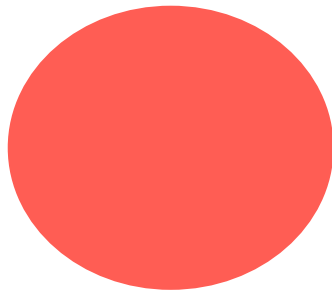
District & School Strategy Areas

- Using Data/Data Teams
- Embedding in Existing Efforts (PBIS, Equity, etc.)
- Professional Development and Training
- Accountability to the Community

Resolutions Northwest School-Based Restorative Justice Initiative

Christina Albo

Resolutions Northwest



SCHOOL BASED
RESTORATIVE JUSTICE INITIATIVE
IN MULTNOMAH COUNTY

Board of County Commissioners Presentation
March 19, 2013

Prevention Costs Less than Incarceration

- Nationally, it costs \$32,000-\$65,000 / year to incarcerate a youth in a juvenile detention facility
- Nationally, on average, it costs \$10,615 to send a kid to public school for a year. (That's federal, state and local government spending combined.)
 - ▣ In Oregon, we spend between \$8,000-\$10,000/year
- Research shows that a system can save up to \$13 for every \$1 spent on prevention
- If half of Oregon's 11,800 dropouts from the class of 2010 had earned a high school diploma, there would be \$40 million dollars in increased earnings and \$3.1 million in increased state tax revenue.

NPR (

<http://www.npr.org/blogs/money/2012/06/21/155515613/how-much-does-the-government-spend-to-send-a-kid-to-school>) & Campaign for Youth Justice (<http://www.campaignforyouthjustice.org/documents/KeyYouthCrimeFacts.pdf>)

Looking at a Local Solution

- In 2007 Multnomah County Juvenile Services Division invests in School Based Restorative Justice Pilot Project
- Currently, Resolutions Northwest is implementing Restorative Justice in the following buildings & Districts (with support from Mult. Co., City of Portland, NW Health Foundation & PPS)
 - Parkrose School District
 - David Douglas High School
 - Grant High School (PPS)
 - Rigler Elementary (PPS)
 - Lane Middle School (PPS)

What else is happening in Oregon?



- **Bill introduced in Oregon Legislature (HB2192)**
 - Establishes standards and goals for school policies related to discipline, suspension or expulsion.

- Juvenile Justice and School representatives in Portland Metro Area (Multnomah County, Washington County and Clackamas County) are meeting with Oregon Department of Education to talk about using Restorative Practices to reduce disparities and address the school-to-prison pipeline

Restorative Justice in Schools

What is it?

- Shifts culture around discipline
 - Relationships, building and repairing

- Key Tenets
 - Accountability
 - Integration
 - Change

Restorative Justice in Schools

Punitive Approach

- Misbehavior defined as breaking school rules.
- Focus on identifying violation and establishing blame.
- Administrator determines punishment.
- Isolation of person responsible

Restorative Approach

- Misbehavior impacts/harms people and relationships.
- Focus on establishing responsibility to repair harm/make things right.
- Those responsible and those impacted create agreement to make things right.
- Reintegration into community

Guiding Restorative Questions



- What happened?
- Who was harmed and how?
- What can be done to make things right?
- How can we keep things right?
- What support do you need to make and keep things right?

Implementation Models in Mult. County



1. Designated, full time, restorative justice specialist at building level
2. Training & Technical Support
 - One full time restorative justice specialist for multiple schools
3. Training & Coaching
 - Intensive building level training with minimal ongoing coaching and consultation

Key Partnerships



- **Portland Parent Union**

- Restorative Listening Dialogues

- **Multnomah Youth Commission**

- Violence Prevention, including training youth in restorative justice

- **Community Education Partners**

- Disproportionate discipline in PPS

Multnomah Youth Commission



□ Training

□ We have trained 92 youth in Restorative Justice

- Madison High School
- Lane Middle School
- David Douglas High School
- Rigler Elementary
- Roseway Heights Middle School
- Grant High School

□ Service Learning Projects

Program Evaluation



- In 2012 Portland State University Center for Student Success carried out qualitative research study that asked
 - What's working?
 - What are the challenges?

Program Evaluation

Conclusions & Recommendations



Setting up for Success

- ▣ **Administrative & Staff Buy-In**
 - Understand philosophy & commit to implement
 - Believe that youth can resolve their own problems & make things right

- ▣ **Systemic and pervasive adoption of attitudes, beliefs, systems and structures**

Program Evaluation

Conclusions & Recommendations, cont...

- ▣ Time
 - Professional development
 - Parent & student engagement
 - Systemic implementation of principles and practices

- ▣ Dedicated Staff Person

- ▣ Willingness to look at and address bias – equity work

Program Evaluation

Results



- Student attitudes & behaviors improve
- Problem-solving skills are developed
- Relationships & communication between school staff and families is enhanced
- School climate is positively impacted

Program Evaluation

Challenges



- Time
 - Professional development for staff
- Staffing
- Tension between granting youth voice and decision-making power around discipline issues and adults relinquishing that power

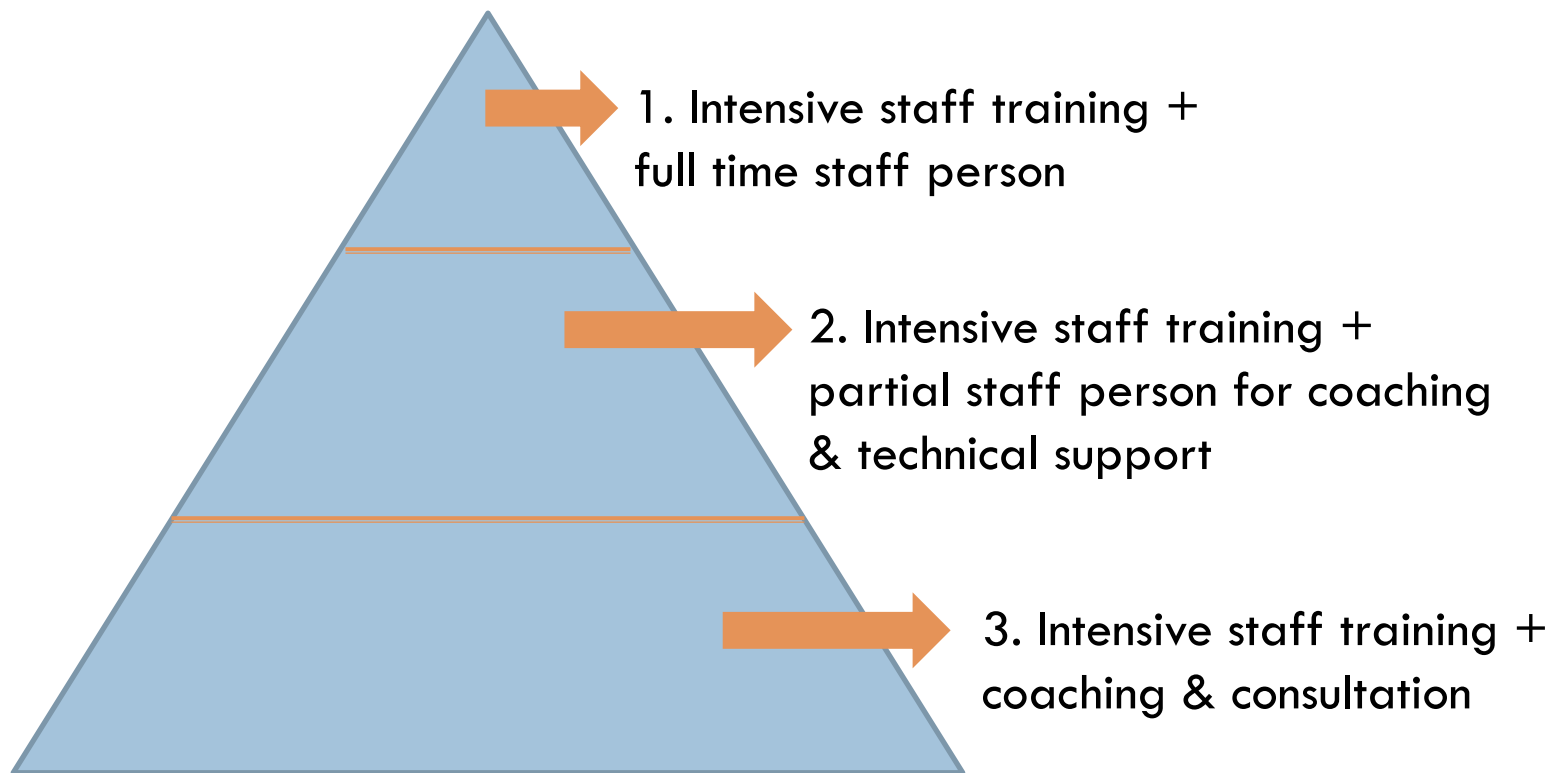
Lessons Learned



- Program vs. philosophy
- Lack of training (more than one adult in building)
- Specialist mentality vs. need for specialized training
- Need for equity work and race dialogues to happen in tandem
- Managing expectations

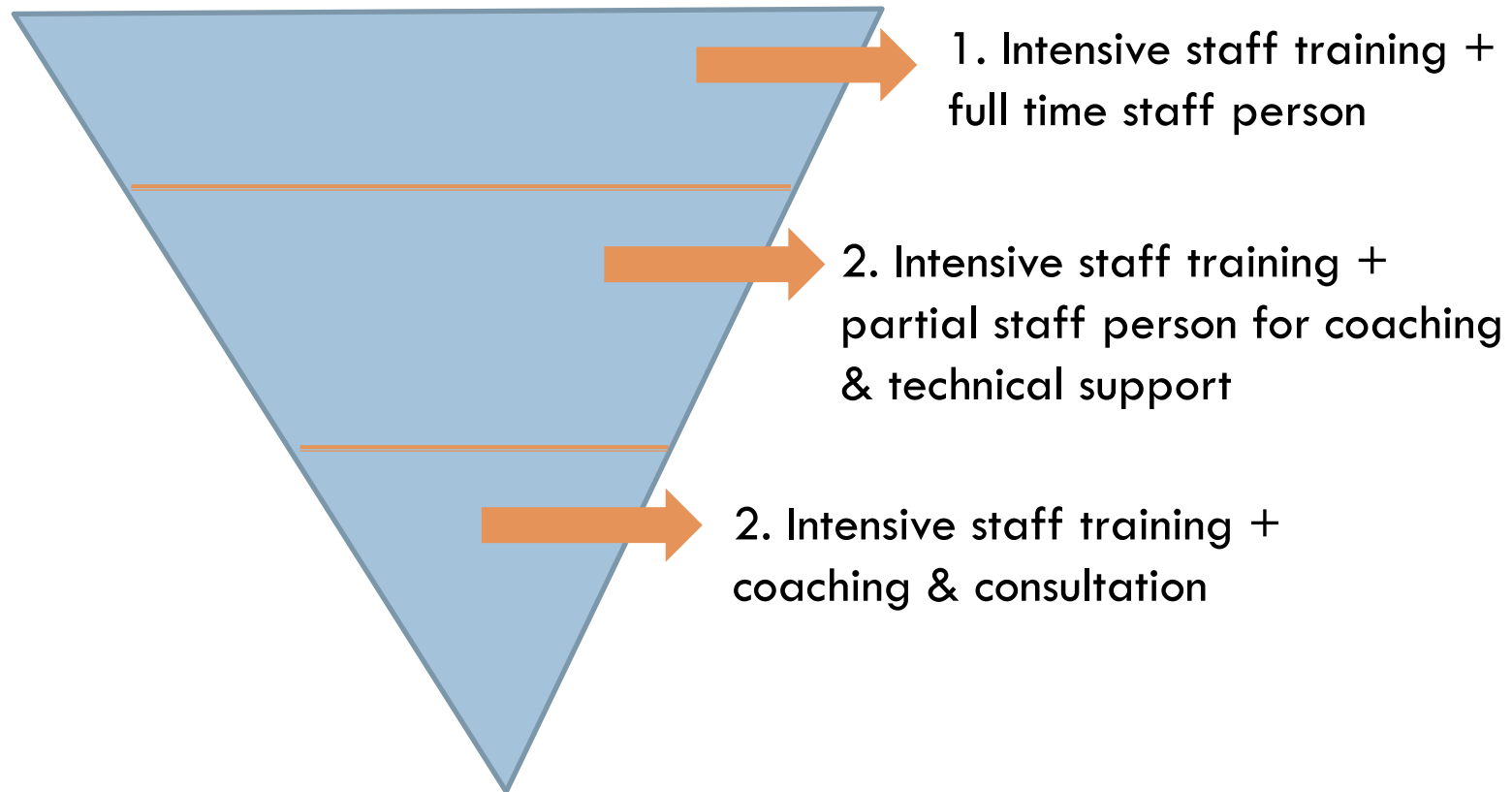
Implementation Models

Tiered Approach



Implementation Models

Tiered Approach



David Douglas Restorative Justice Class

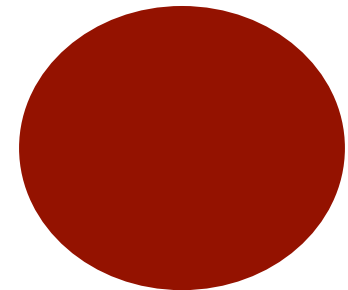
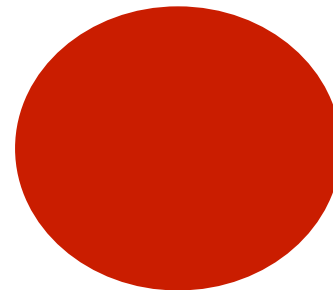
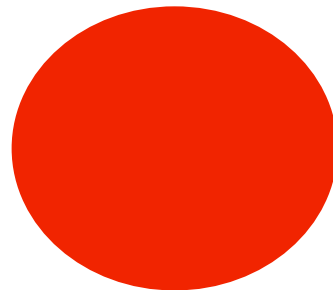
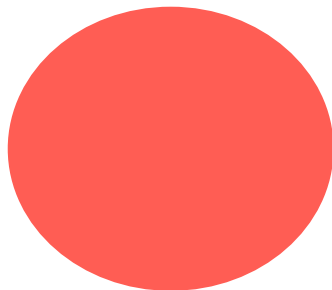
Student Reflections

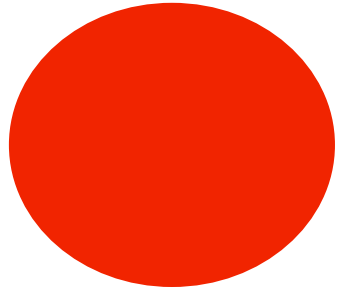
Video

Portland Parent Union Restorative Listeningdialogue

Sheila Warren, Lilliana Thirdegill, Liz Foucher-
Branch, Noraine Ramzy, Nena Enyinwa,
Etta Harris

Portland Parent Union





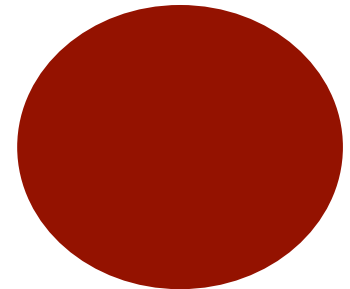
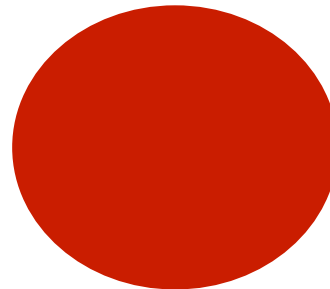
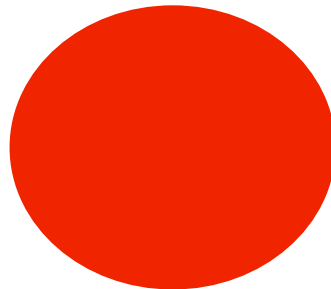
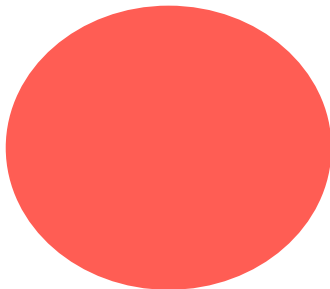
Highlights from the 2012 Week of Action on School Pushout

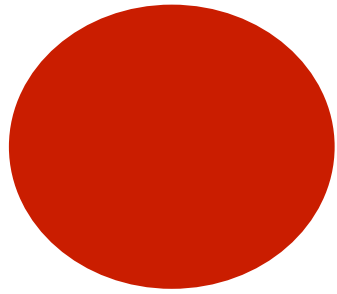
[Video](#)

Youth as Partners

Maria Scanelli, Ashlee Chapman &
Ana Meza

*Resolutions Northwest & Multnomah Youth
Commission*

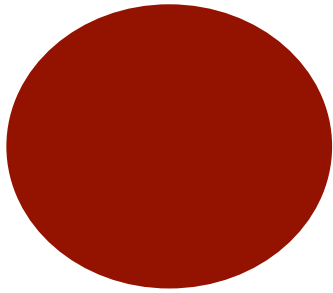




Reflection & Action Identification

On Your Own or With Teammates

- Reflect on what you've heard. What does it mean for your school and/or community?
- What are the next steps for you?
- What action or actions will you commit to within the next 30 days?
- Write your action(s) on your evaluation sheet



Upcoming Training Opportunities

NW Justice Forum Pre-Forum Restorative Justice Training for Schools – June 25, 2013

Information on Resource Table

Resolutions Northwest School-based Restorative Justice Practices Training – coming soon

Sign up to receive information – sheet on Resource Table