

Restorative Practices Workshops



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What are Restorative Practices?

- Restorative Practices are used in workplaces, schools, and in the justice system to build, strengthen, and repair relationships. These approaches are rooted in a philosophy that views wrong-doing as harm to relationships rather than simply infractions of rules.

Recommendations for School Districts, Administrators, Teachers, and Staff

These Recommendations are from the U.S. Departments of Justice and Education...

- Ensure that there are sufficient school-based supportive service providers to work with students and implement tiered supports.
- Provide all school personnel with professional development and training on classroom management, conflict resolution, and de-escalation approaches that decrease classroom disruptions and utilize exclusionary disciplinary sanctions as a last resort.
- Provide cultural awareness training to all school personnel, including training on working with a racially and ethnically diverse student population and on the harms of employing or failing to counter racial and ethnic stereotypes.

Recommendations for School Districts, Administrators, Teachers, and Staff continued...

- Clearly define and formalize roles and areas of responsibility to govern student and school interaction with school resource officers and other security or law enforcement personnel.
- Involve families, students, and school staff in the development and implementation of discipline policies and communicate those policies regularly and clearly.
- Collect and use multiple forms of data, including school climate surveys, incident data, and other measures to track progress in creating and maintaining a safe, inclusive, and positive educational environment.
- Ensure that the school's discipline policy emphasizes interventions over disciplinary sanctions that remove students from their regular learning environment.

Ways FOR YOU TO DISRUPT the school-to-prison pipeline...

- Eliminate zero-tolerance policies that do not address the root causes of misbehavior
- Help reduce the use of suspensions and expulsions, with a focus on acknowledging and addressing disparities affecting students of color, LGBTQ students and students, students who are English language learners, students who are immigrants, and students with disabilities
- Clarify the roles and responsibilities of law enforcement, school resource officers and other school security staff through establishing a memorandum of understanding that limits school-based arrests and justice-system referrals
- Train school staff to use restorative practices

Funneling from Criminal Justice...To Schools



Re-Characterization of Student Behavior

- **Pushing & shoving----- “Battery”**
- **Swiping headphones----- “Theft/Robbery”**
- **Talking Back -----”Disorderly Conduct”**

The Harms of Harsh Discipline

The overuse of suspension, expulsion, and other harsh disciplinary practices...

- is linked to worse school climate ratings.
- predicts higher rates of future misbehavior.
- is associated with adverse individual and school-wide academic performance.
- increases the likelihood of school dropout.
- increases the likelihood that youth will enter the juvenile/criminal justice systems.

US Education and Incarceration



1/100

College
Graduates



1/35

High School
Graduates



1/10

High School
Dropouts

The School-to-Prison Pipeline Disproportionately Impacts:

- Students of color, particularly black and brown students.
- Students with disabilities.
- Students who identify as (or are perceived to be) LGBTQ and/or gender nonconforming.

The Disparities

- African-American students without disabilities are more than three times as likely as their white peers to be suspended or expelled for the same behavior.
- African-American students represent 15% of the student population, but 44% of those suspended more than once, and 36% of students expelled.
- Students with disabilities represent 12% of students nationwide, but 19% of in school suspensions, 20% of one out-of-school suspensions, and 19% of expulsions.

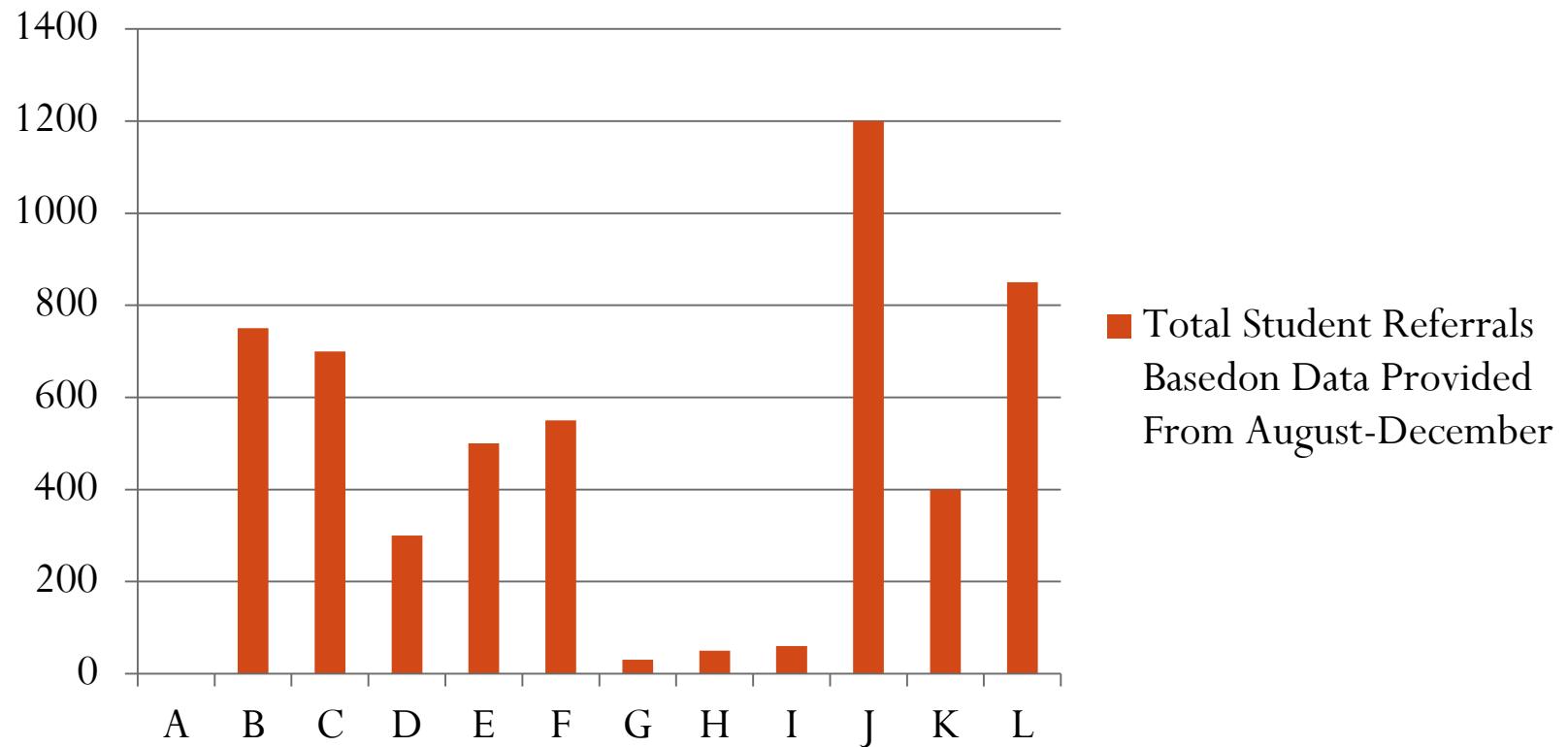
There are Alternatives

Supportive School Discipline Initiative

- A collaborative project between the Departments of Justice and Education that addresses the “school-to-prison pipeline” and the disciplinary policies and practices that can push students out of school and into the justice system. The initiative aims to support good discipline practices to foster safe and productive learning environments in every classroom.

How many referrals have you had so far this year?

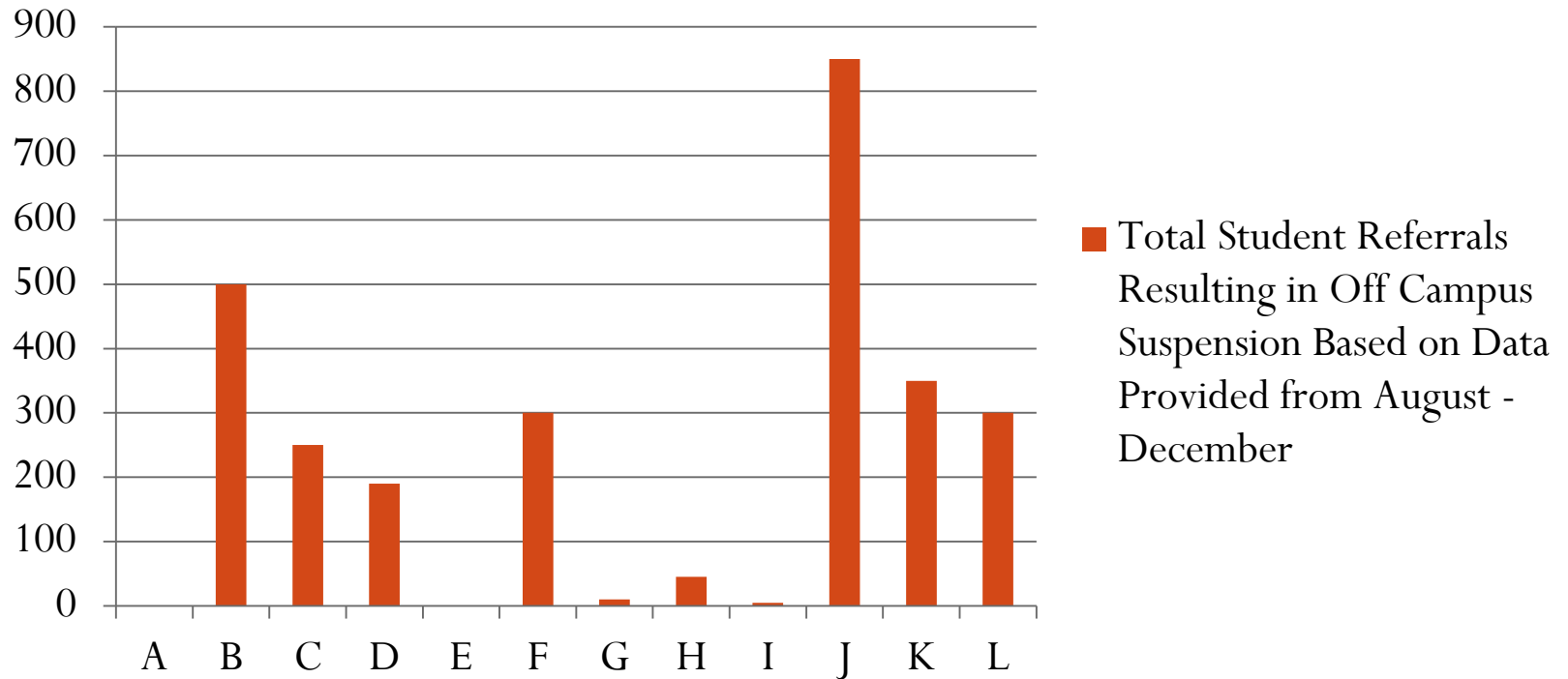
Total Student Referrals
Based on Data Provided From August-December



How many referrals have resulted in off campus suspensions?

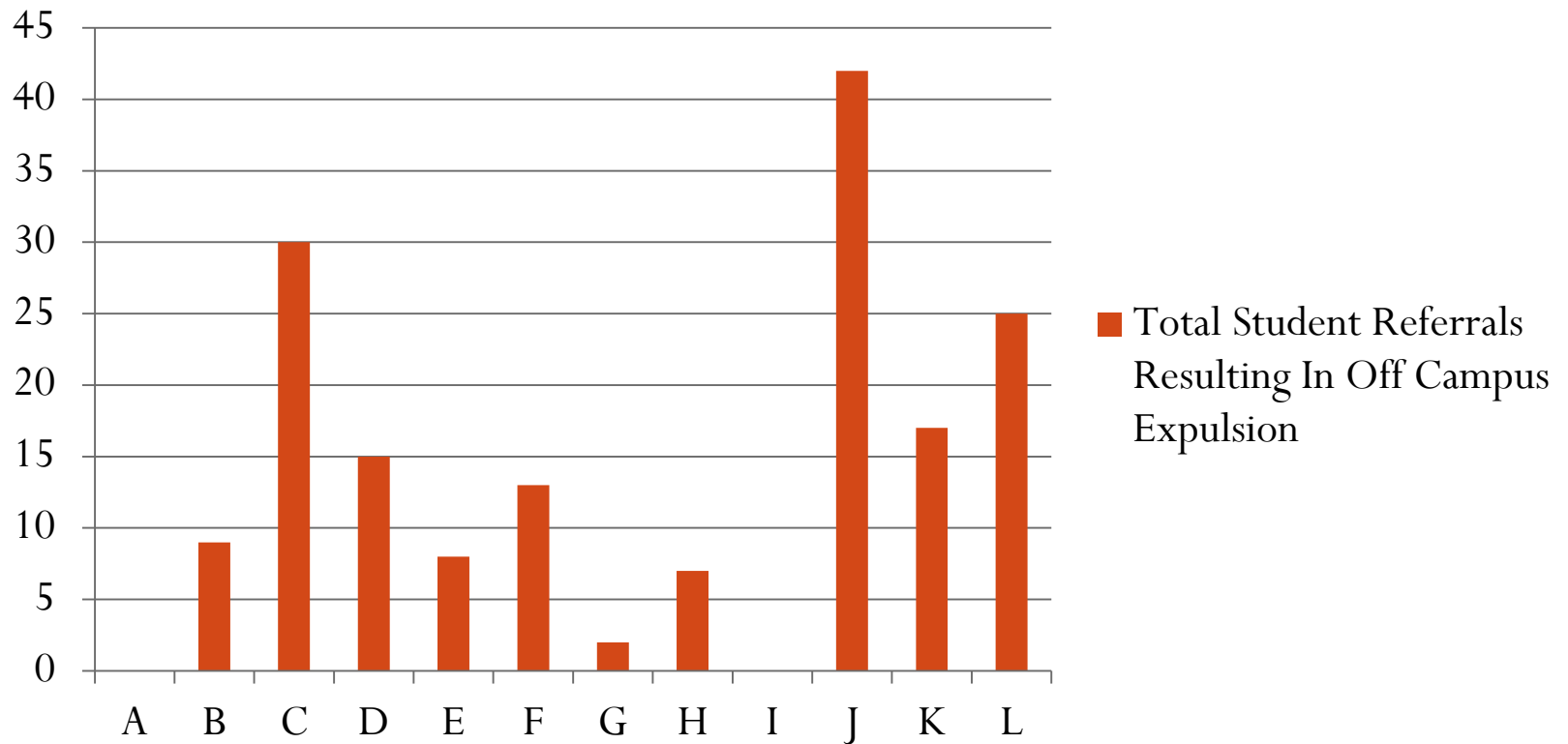
Total Student Referrals Resulting in Off Campus Suspension

Based on Data Provided from August - December



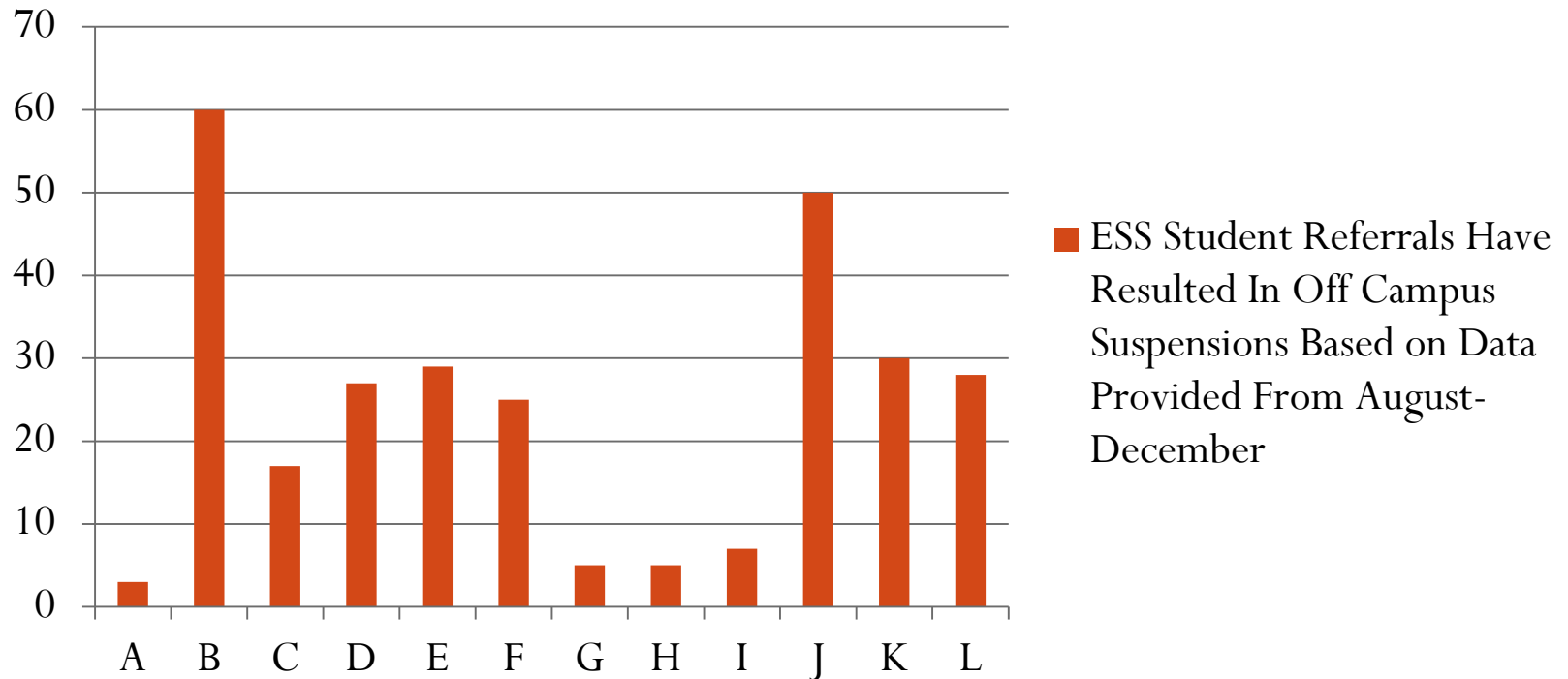
How many referrals have resulted in off campus expulsions?

Total Student Referrals Resulting In Off Campus Expulsion



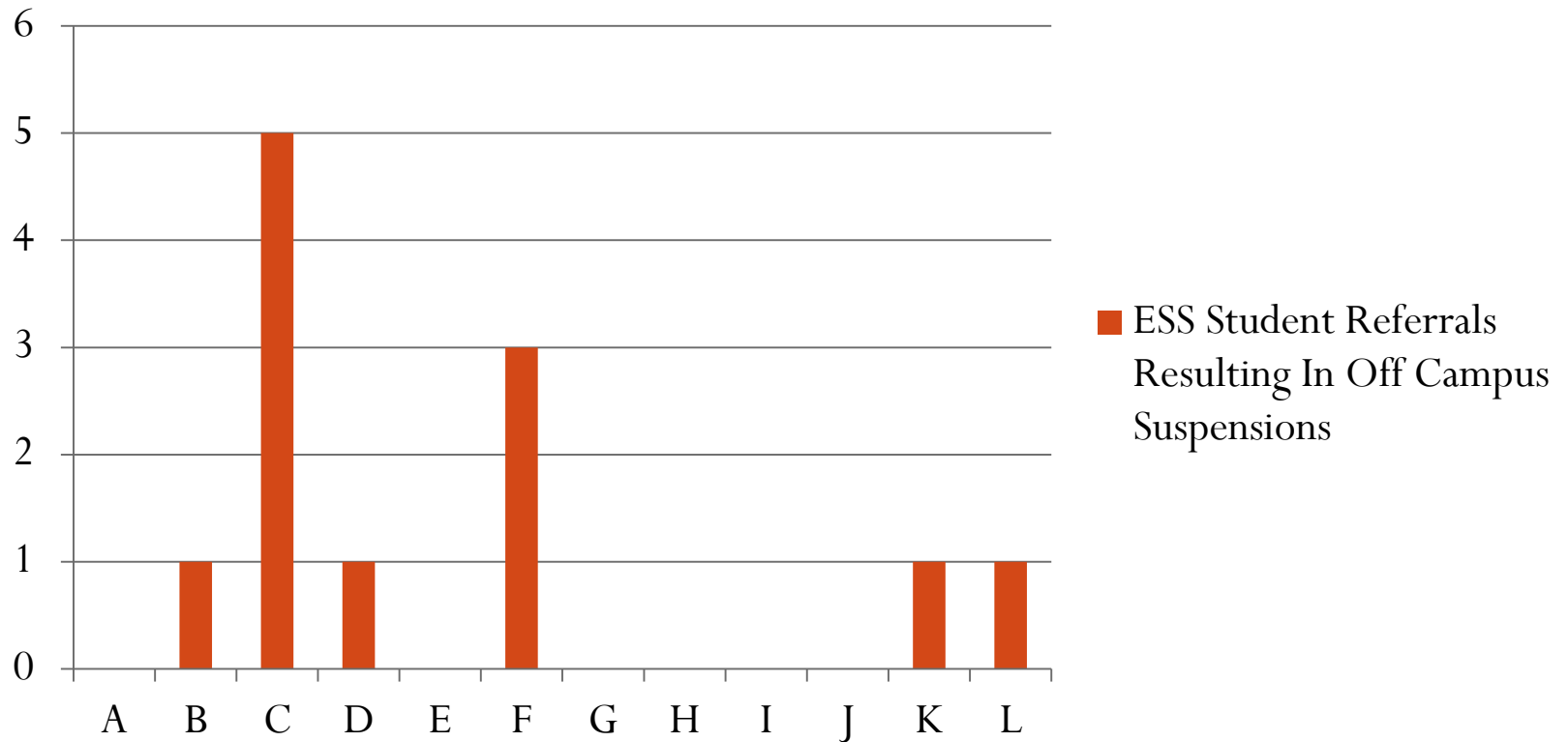
How many ESS referrals have resulted in off campus suspensions?

ESS Student Referrals Have Resulted In Off Campus Suspensions
Based on Data Provided From August-December



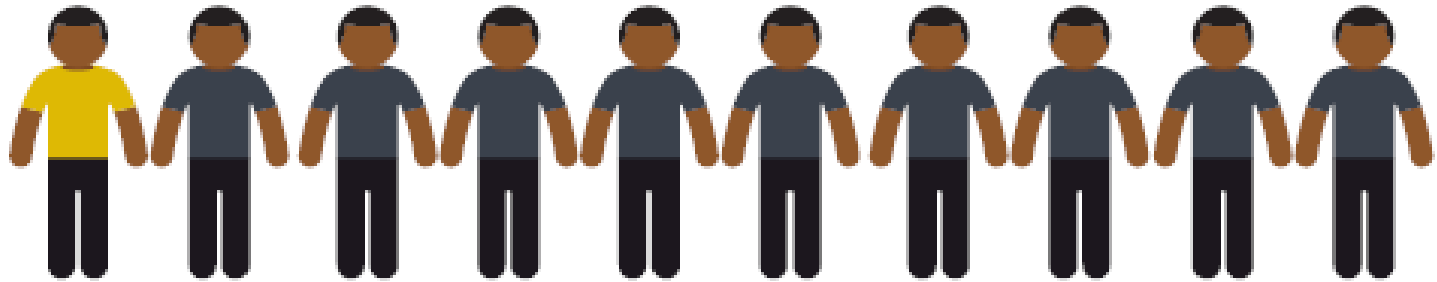
How many ESS referrals resulted in off campus expulsions?

ESS Student Referrals Resulting In Off Campus Suspensions

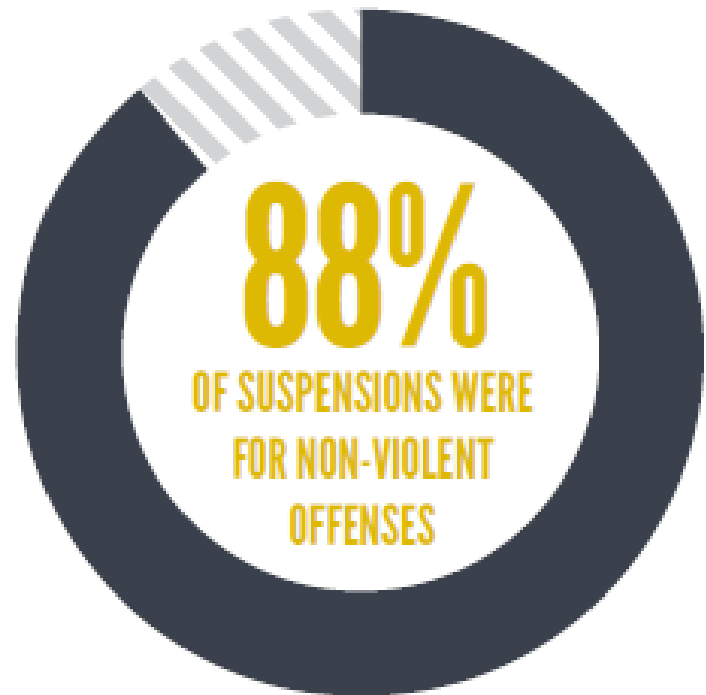


Reflective Questions?

- Where are most of your referrals coming from?
- What are those referrals for?



IN 2012-13, 1 IN 10 RCSD STUDENTS WERE SUSPENDED



Broward County Public Schools Eliminating the School to Prison Pipeline

Advocacy, Community Consciousness, Liability



Policy, Expectation & Practice, Resources



Accountability for Outcomes, Academic, Behavior, Lifelong



Collaborative Agreement

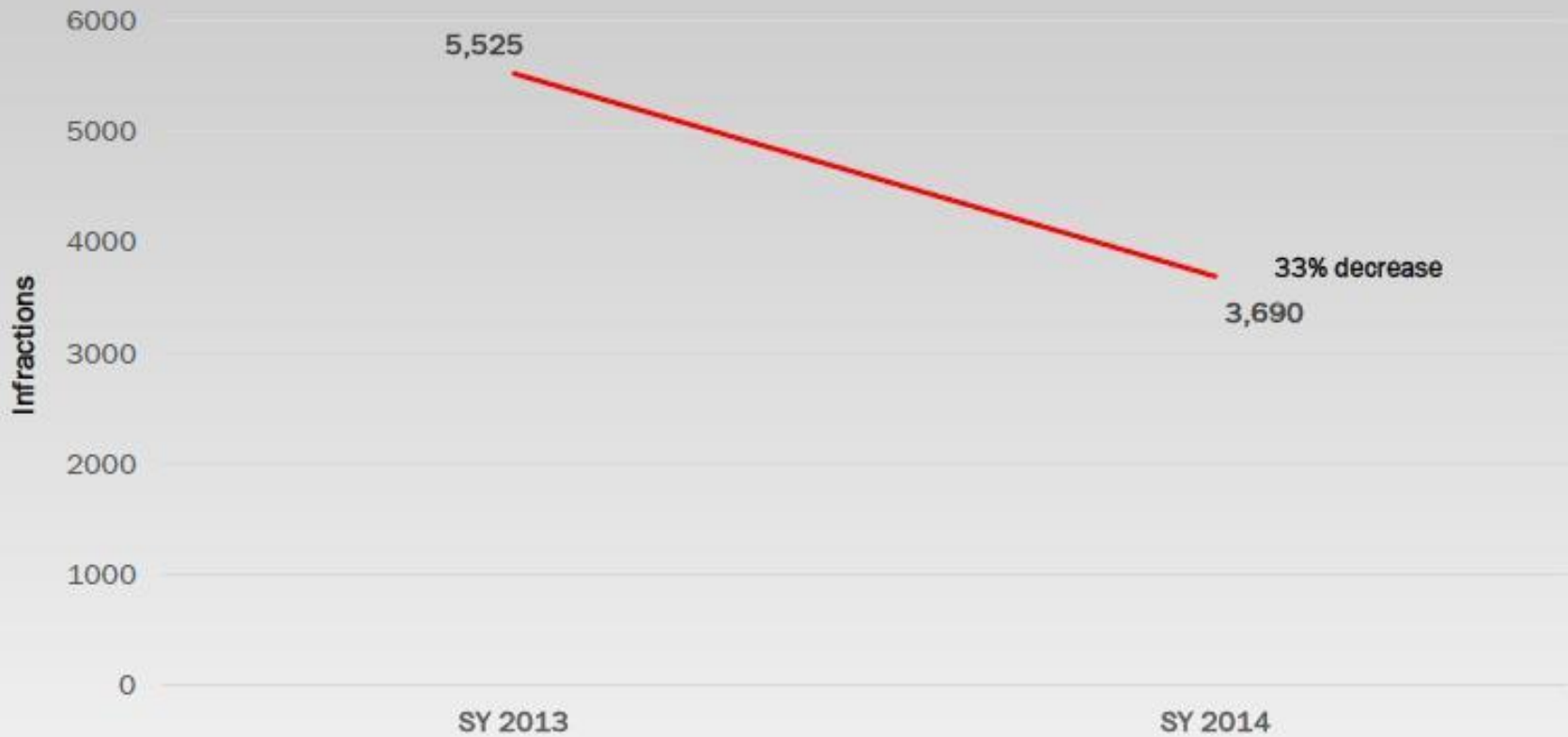
Related Discipline Data: Impact and Interconnectedness



Arrests



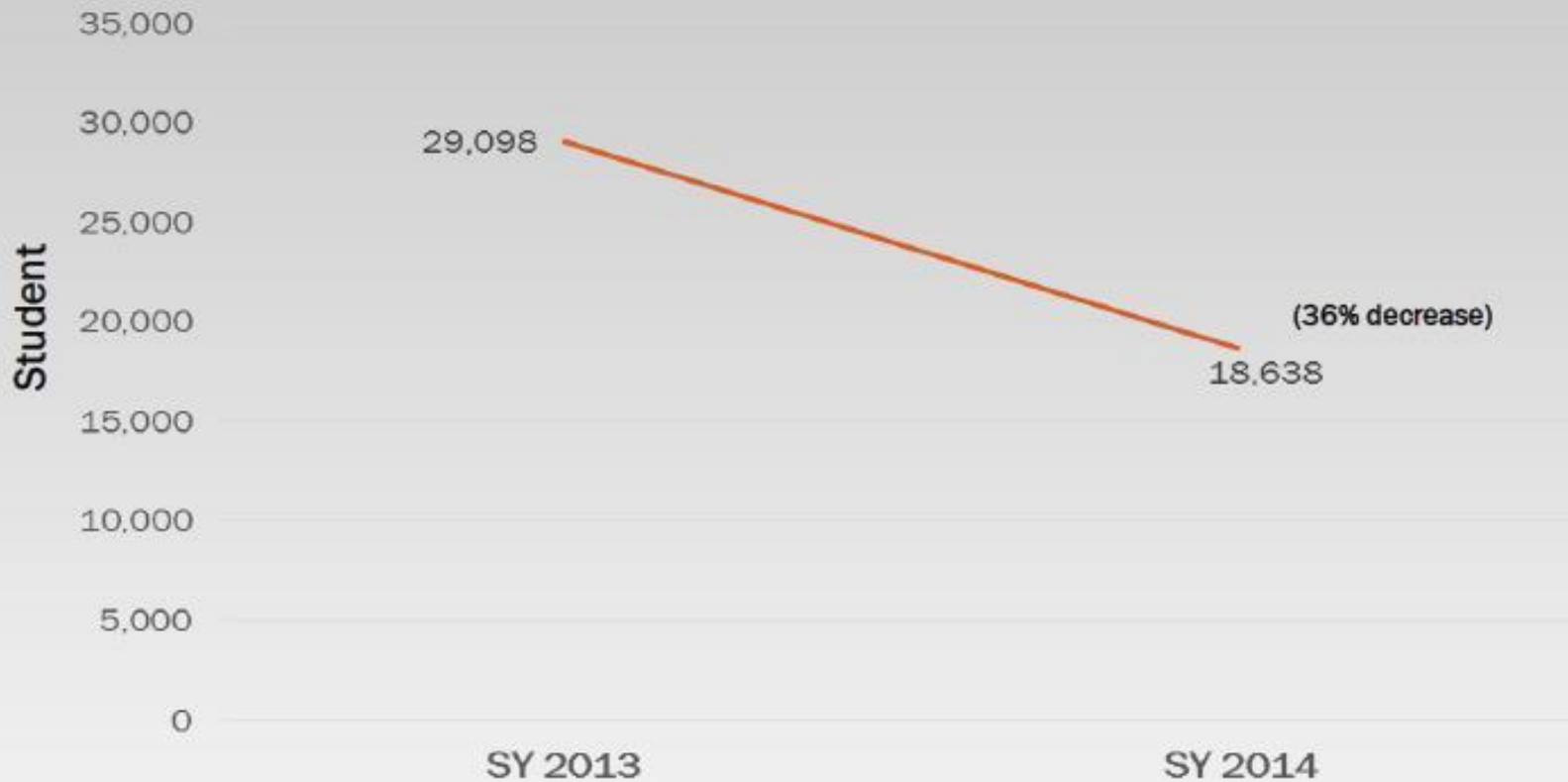
PROMISE Eligible Infraction Comparison SY 2013 vs 2014



As of May 16, 2014



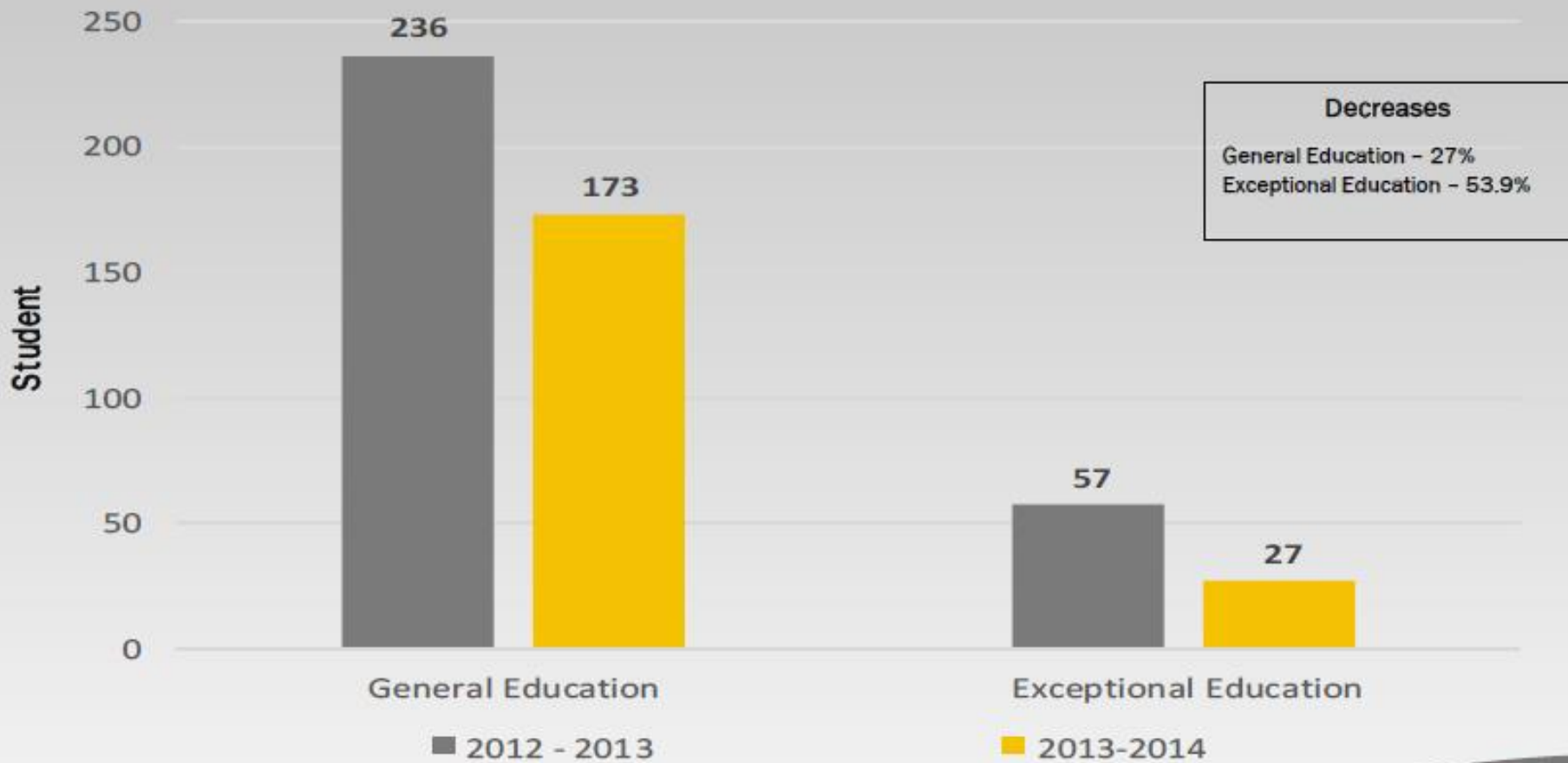
Total Unduplicated Suspensions SY 2013 vs 2014



As reported by the BCPS Data Warehouse



Expulsion Abeyance



As of May 16, 2014



Ways **FOR YOU TO DISRUPT** the school-to-prison pipeline...

- Examine the laws/policies in your state and school district regarding school discipline measures. States should specify the rate of out-of-school suspensions as one of several factors to be considered in assessments of school efficacy, especially for low-performing schools.
- Require that reports at the state, district, and school level include data disaggregated by race/ethnicity, gender, and disability status in terms of numbers of each group disciplined.
- Develop positive supportive relationships with young people. Be a mentor or volunteer at a school; develop trusting relationships with youth in which appropriate mentoring techniques are employed.
- Create dialogue among your network/professional circles about the realities of the juvenile justice system. Advocate for alternative, creative solutions. System-wide improvements should be pursued through better policies and practices at all levels—including an effort to improve teachers' skills in classroom and behavior management.

Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who was affected and how?
- What needs to happen to make things right?

Restorative Practices



- Instead of learning from our Behavior, schools just force us out without real conversations and interventions. Suspensions don't work, summonses don't work, arrests don't work. Keep us in the classroom, keep us accountable and build relationships. That works”
- Savanna Age 15
- Download the guide today:
www.otlcampaign.org/restorative-practices