

San Diego Unified “A Restorative District”



A NEW WAY TO ENVISION THE FUTURE
JULY 29, 2014

Overview

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1. Brief Historical Context: Suspensions, Expulsions, Zero Tolerance
2. Data Review
3. Overview of Positive Behavioral Approaches: RP, Positive Relationships, PBIS, School Climate, Accountability, Mentors
4. Recommended Interventions/Next Steps
5. Discussion/Questions
6. **Board Action (7.29.14):** ZT; Community Partnerships; Suspension/Expulsion Procedures
7. **Future BOE Action:** PBIS Training; NCRC Agreement; IIRP Training; Camp Lead; Re-engagement Center; Ambassadors of Compassion

Foundational Considerations: Key Components

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“If a child doesn’t know how to read,
we teach.”

“If a child doesn’t know how to swim,
we teach.”

“If a child doesn’t know how to multiply,
we teach.”

“If a child doesn’t know how to drive,
we teach.”

“If a child doesn’t know how to behave,
we....?”

***“Why can’t we finish the last sentence as
automatically as we do the others?”***

Tom Herner (NASDE President) Counterpoint 1998, p.2

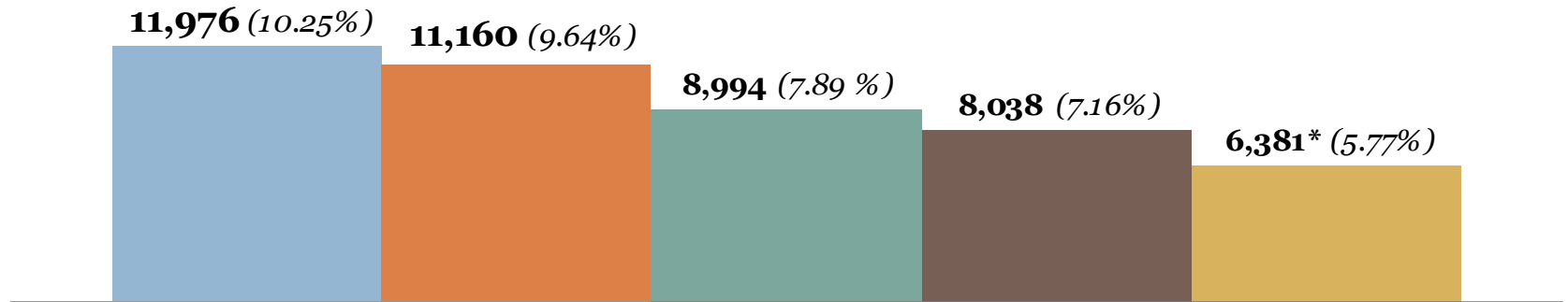


Reviewing the Data:

Suspensions, Expulsions, Zero Tolerance

Historical Out-of-School Suspensions (District Managed Schools)

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	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14*</u>
<i>ENROLLMENT</i>	116,870	115,826	114,064	112,230	110,609*

NOTE: All totals shown are for district-managed K-12 schools, excluding charters and non-public schools.

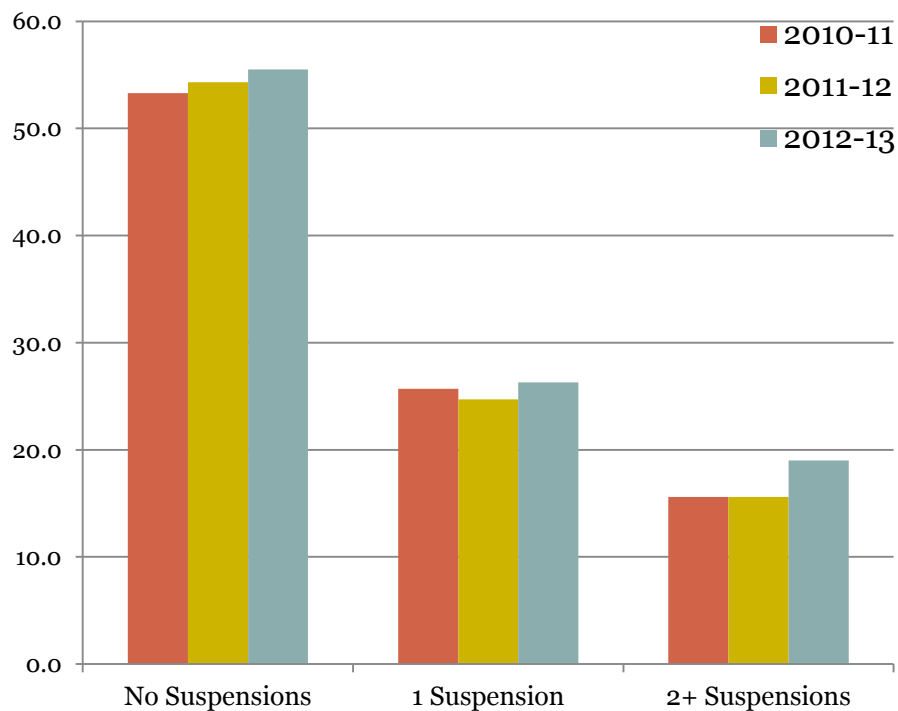
SOURCE: District Data Analysis and Reporting Dept.

NOTE: *2013-14 data is preliminary, unofficial, and subject to change

Students Scoring Proficient or Above on CST ELA and Math in Relation to Number of Times Suspended Annually Grades 2-11, District-Managed Schools (2010-13)

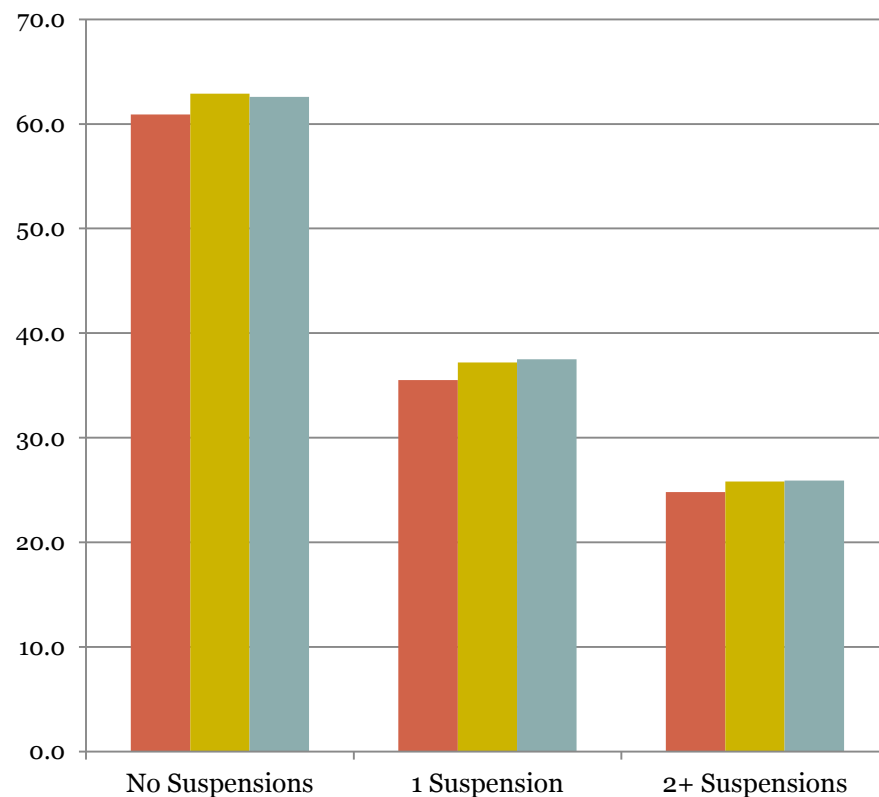
MATH

% Proficient



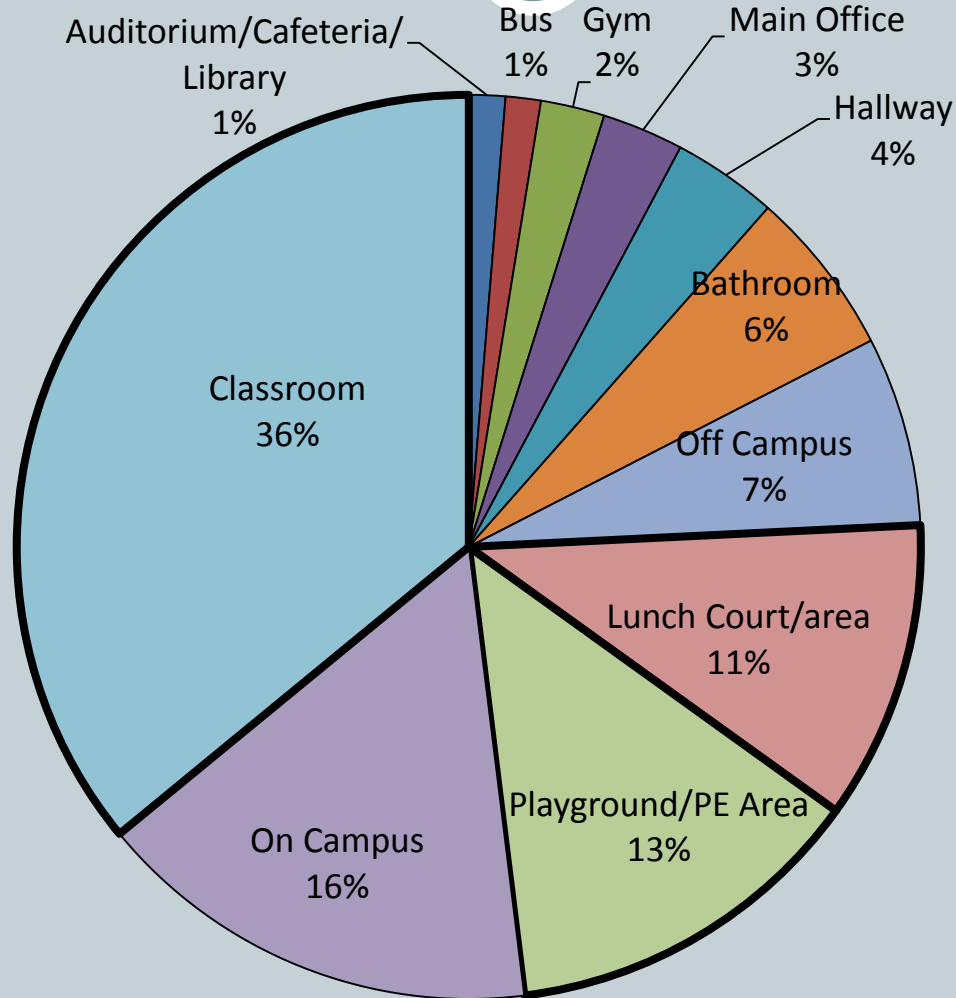
ENGLISH LANGUAGE ARTS

% Proficient



Over 60% of the SY 1314 Suspensions were the result of incidents in Classrooms, Playground, or Lunch Court (District Managed Schools)

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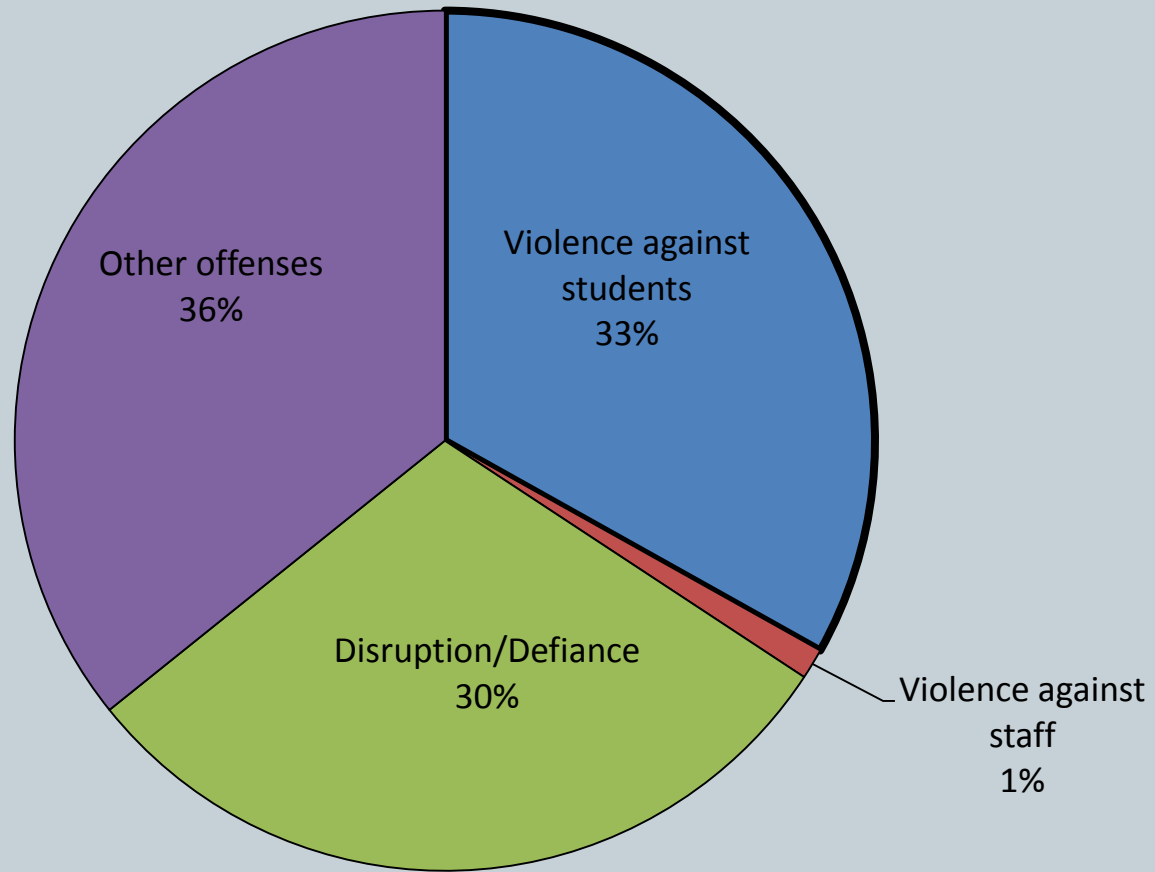
Incidents with known locations = 4,771

Incidents with unknown locations = 1,414

Total incidents = 6,185

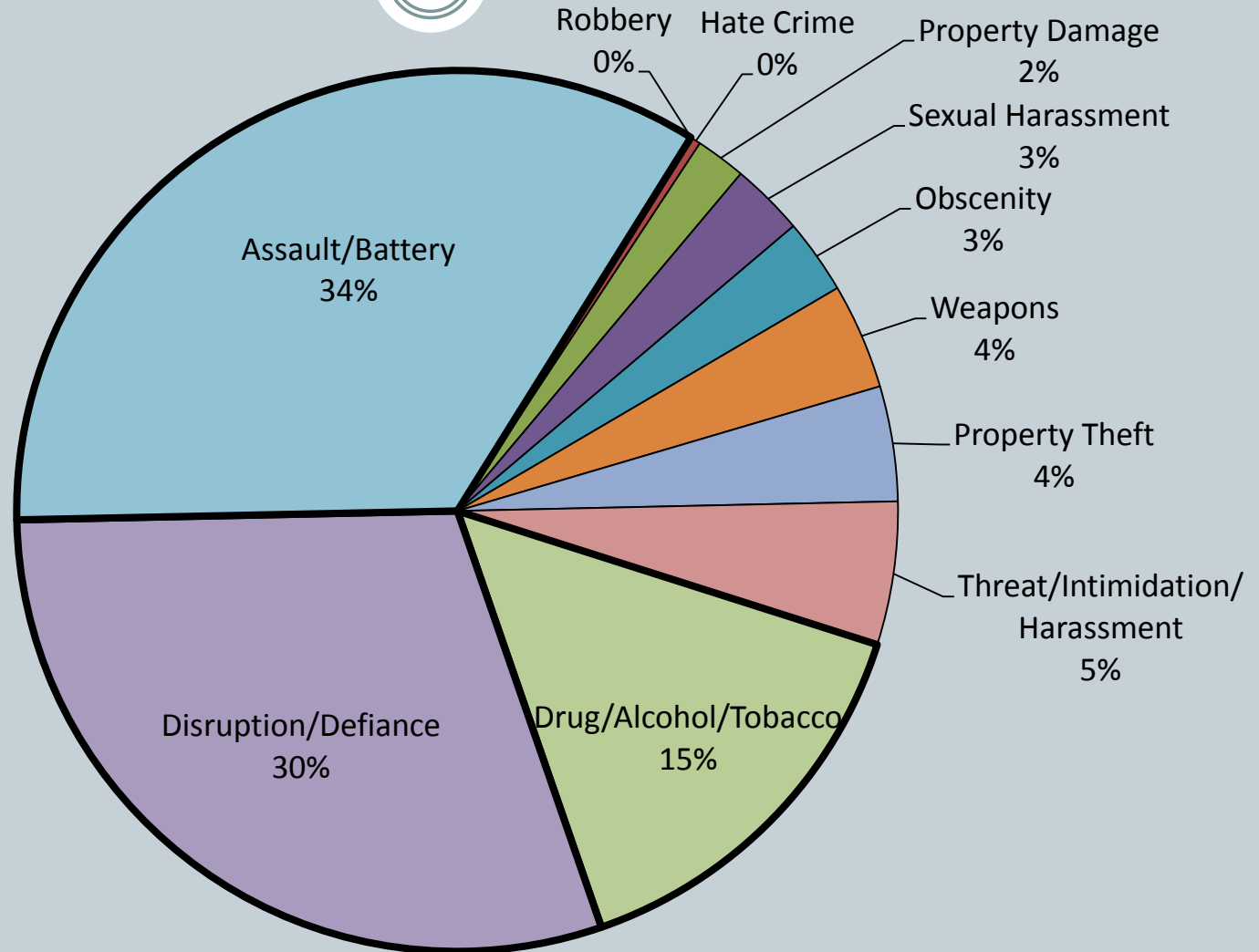
Over 30% of the SY1314 Suspensions were for Violent Offenses (District-Managed Schools)

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Almost 80% of the 1314 suspensions were for “Drugs,” “Defiance,” or “Violence” (District Managed Schools)

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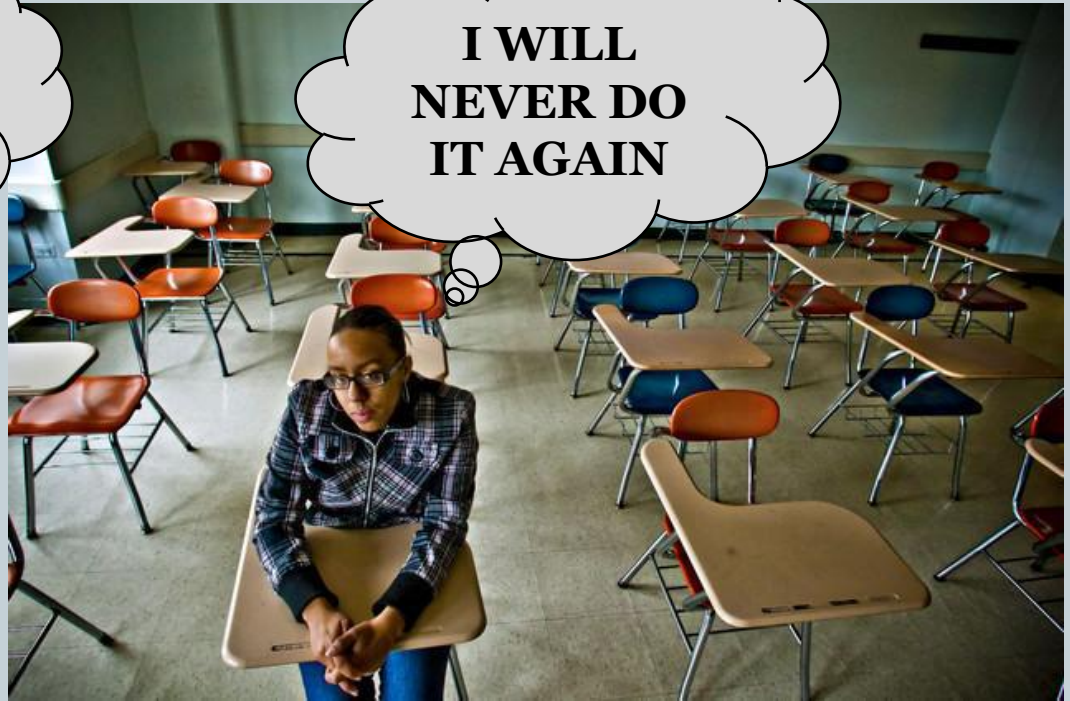
What we *think* suspensions accomplish...

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**I
LEARNED
MY
LESSON**



**I WILL
NEVER DO
IT AGAIN**



What suspensions *actually* accomplish...

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“Hey girl, what are you doing after school?”



“I just beat my high score!”



Expulsions

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YEAR	Recommended	Actual	ZT Cases	African Americans	Latino	White
2009-10	626	250	201	51(20.4%)	154(61.6%)	23(9.2%)
2010-11	558	222	153	59(26.6%)	120(54.0%)	26(11.7%)
2011-12	458	182	137	41(22.5%)	112(61.5%)	19(10.4%)
2012-13	436	179	127	36(20.2%)	107(60.0%)	20(11.2%)
2013-14	395	143	90	24(16.8%)	88(61.5%)	18(12.6%)

By Area and Level:

YEAR	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Elem	K-8	Middle	High
2012-13	32	13	28	28	58	19	5	8	78	87
2013-14	14	15	25	21	37	18	6	6	56	62

SY1314 - General Education Students: 94 students (65.78%); Students with IEPs: 39 students (34.3%)

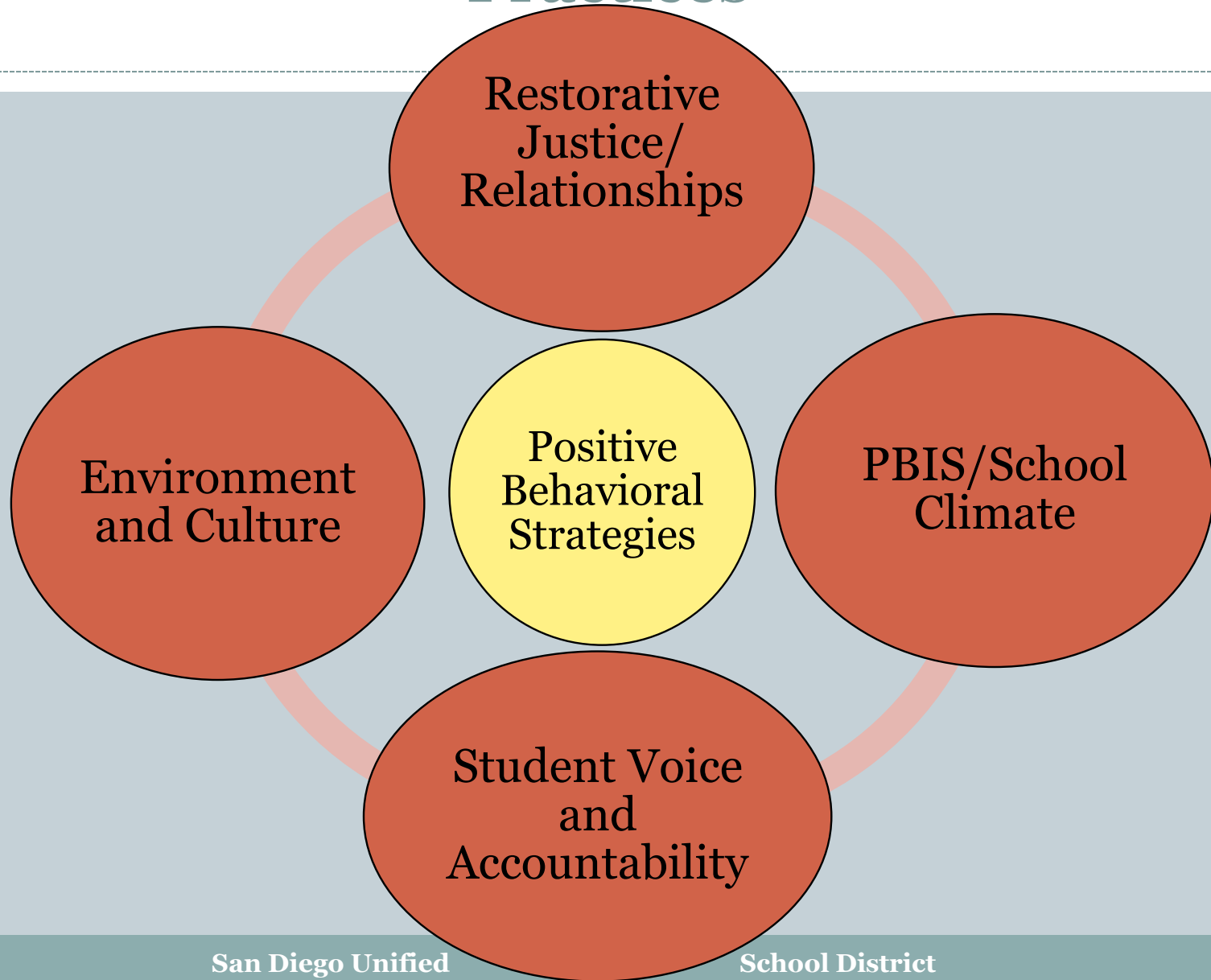
Positive Behavior Approaches

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**RESTORATIVE JUSTICE
PBIS
MENTORS
STUDENT ACCOUNTABILITY**



Alternatives to “Traditional” Disciplinary Practices



A Restorative District has: ***Sense of Community***

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- A focus on empathy and repairing the harm
- A focus on teaching student(s) the needed skills

People who share a strong sense of community are far less likely to violate the trust of other community members.

Preventive and corrective measures should, therefore, result in stakeholders gaining a stronger sense of being connected to the community.

Definition of Restorative Justice

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*“Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, obligations, in order to heal and put things as right as possible
(Howard Zehr, 2002)*

Restorative Justice is...holding offenders directly accountable to the people they have violated, and providing a range of opportunities for dialogue, negotiation and problem-solving, which can lead to a greater sense of community safety, social harmony and peace for all concerned (Mark Umbreit, 1996)

Three Basic Restorative Questions

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Traditional District

- What rule/law/policy was broken?
- Who broke that rule?
- How should they be punished? What punishment do they deserve?

Restorative District

- What is the harm that was done?
- How can that harm be repaired?
- Who is responsible for this repair?

Positive Behavior Intervention Supports

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PBIS is an evidence-based, systems-wide method of improving student behavior

Common Core and PBIS are Linked

In order to be prepared academically, we must plan the behavioral structures needed to achieve high levels of academic rigor

Through PBIS we explore:

- Proactive approaches
- Assumptions about curriculum and students
- Values and beliefs about all students
- The role adults play in escalating behavior

PBIS: As a District We Believe...

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- **All students have the right to a high quality education; this includes:**
 - A Broad and Challenging Curriculum
 - Opportunity to engage in meaningful and relevant instruction
 - Environments that are safe and supportive
- **Common core and PBIS are linked**
 - In order to be prepared academically, we must plan the behavioral structures needed to achieve high levels of academic rigor

Through PBIS we explore:

- Proactive approaches
- Assumptions about curriculum and students
- Values and beliefs about all students
- The role adults play in escalating or defusing behaviors

The PBIS Journey

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- Began in 2008
- 7 cohorts (groups of schools) have participated
- 75 sites
- Site supports for:
 - Classroom Management
 - Functions of Behavior
- Department supports for:
 - BTSA
 - School Counselors

Next Steps

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**ZERO TOLERANCE
RESTORATIVE JUSTICE
PBIS
PARTNERSHIPS AND SUPPORTS
DISTRICT SUPPORTS**



Adjust Zero Tolerance Policies

- With “Zero Tolerance,” once the determination of violation is made, “zero” flexibility may exist
- ZT is a trigger for perceptions of injustice
- Students are subjected to automatic punishments that do not take into account extenuating or mitigating circumstances
- Adjust ZT consequences to reflect the 5 mandatory disciplinary offenses (with proper documentation, principals would maintain some authority to recommend student expulsions for egregious acts)

PBIS...Moving Forward

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- **Site commitments**

- Create a team of 6-8 people
- Principal and administrative team fully engaged
- Attend professional development over 2 years with the team
- Create policies and procedures for school-wide success
- Involve students, staff, families, and community
- Monitor and adjust behavioral practices to be proactive

- **Schools new to the PBIS process**

- Join a cohort of schools (Elem/Middle/High)
- Attend professional development

- **Schools continuing their PBIS cycle of learning**

- Use data to showcase successes and adjust areas of concern
- Attend PD and participate in cross-site learning cycles

PBIS...Moving Forward (2014-15 Focus)

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- **K-8 and Middle Schools**
 - Expect all K-8 and Middle schools to participate in PBIS professional development
 - ✦ Full cycle of professional development for new schools (see list)
 - ✦ Re-tooling process professional development for schools who have already attended PBIS sessions. Focus will be on evaluating practice, making adjustments based on data, and participating in cross-site visitations
- **Elementary Sites (New)**
 - Participate in a full cycle of professional development
 - Begin to put structures in place to support a positive school climate

Three Basic Restorative Strategies

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- **Restorative Conferences****

- Youth and affected person are worked with separately first and then brought together
- Includes those who did the wrong and those affected by the wrong
- Scripted open-ended questions

- **Family Group Conferences**

- Decisions and plans need to be made about a young person
- Family members play an important role
- Often a family caucus is called during the process to think of a proposal for the plan, which is then brought back to the affected person

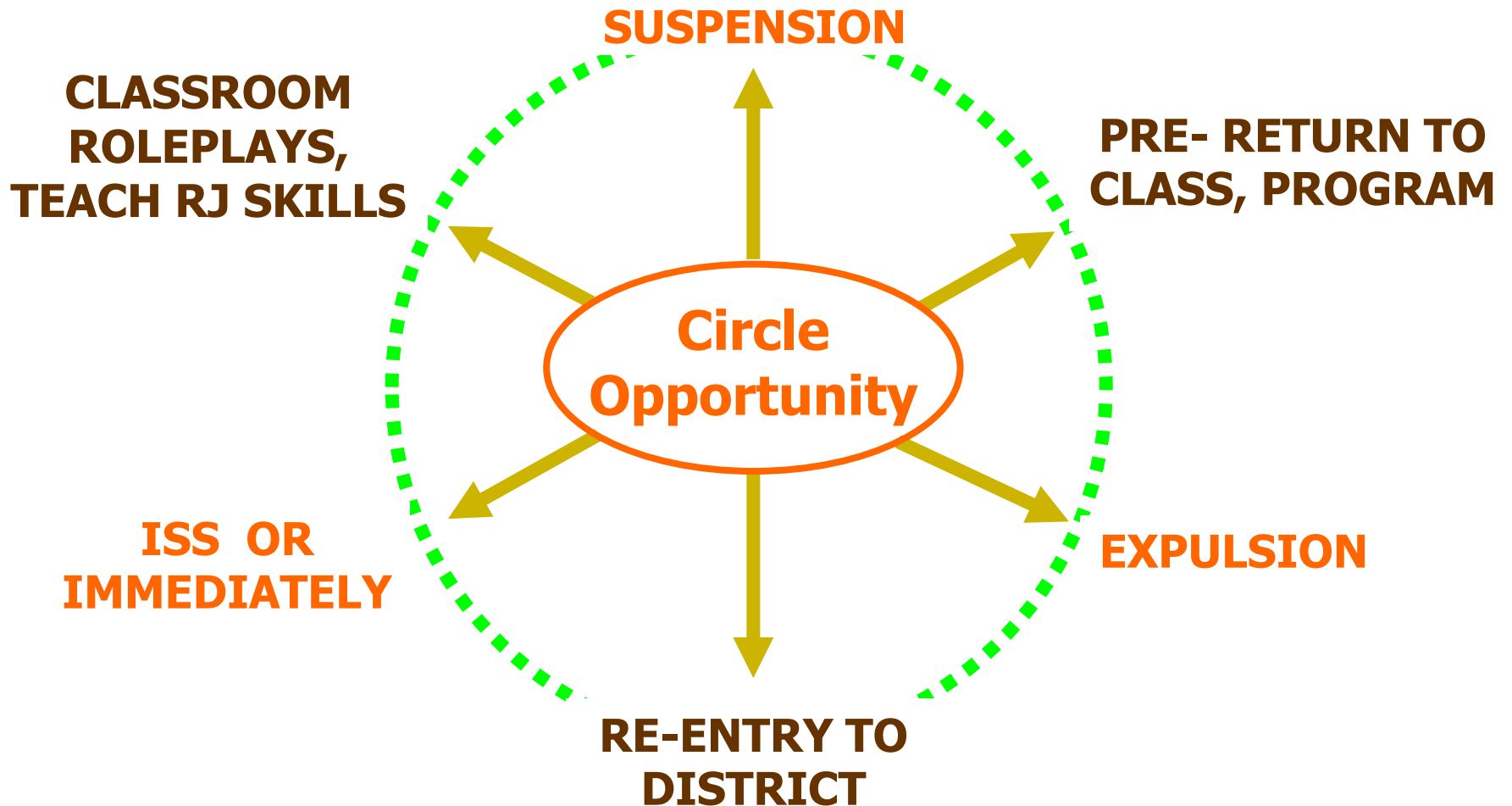
- **Circles****

- Community and family members are essential
- Talking piece passes around and each person takes a turn to speak while holding the talking piece
- Not always in response to a incident

****District 2014-2015 interventions/services**

Where Circles Fit (Schools)

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Collective Support, Collective Impact

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**Offender
Interests**

**Victim
Interests**

**School
Community
Interests**

*P&A; School
Police; MHRC;
SDCOE; Community
Resources; “RP
CIRCLES”*

*C&G; MHRC;
RHR; Community
Resources and
Agencies; “RP
CIRCLES”*

*Victim/Offender/Community
P&A; C&G; Community
Resources; “RP CONFERENCES”*

*District and
Community
Resources; “SCHOOL
AND COMMUNITY
CONFERENCES”*

Immediate Next Steps

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Board Action

- Approve ZT adjustments
- Approve revised Suspension/Expulsion Procedures
- Approve partnership with SDCOE (PASS-AmeriCorps)

Future BOE Action

- Approve agreement with NCRC
- Approve RP training at select schools
- Approve IIRP training for school/district RP advisors
- Approve “Safe and Civil” Schools agreement for PBIS training

Services and Interventions

- PBIS
- Restorative practices at select schools
- Trained district RP advisor
- Re-engagement Center
- Camp Lead
- Check and Connect
- USD/SDSU mentors
- PASS-AmeriCorps
- Ambassadors of Compassion
- Crawford HS (review of national RJ practices)
- Direct Support for ALBA

Questions...Comments?

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A Restorative District

APPENDIX

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What is School Climate?

Relationships

- Positive relationships are critical to creating a positive school climate:
 - Adult to Adult
 - Adult to Student
 - Student to Student

Teaching and Learning

- Student Engagement
- Hands-on student-centered learning
- Ample supports for student success

Environment

- Welcoming, well-lit, and clutter free environment that highlights student achievement

Safety

- Students and adults feel physically, mentally, and emotionally safe
- School Police and all security personnel are fully embedded in school community

Comparison of RJ Practices

	<i>Involves:</i>	<i>Responds to:</i>
<u>Restorative Conferences</u>	<ul style="list-style-type: none"> • Peer mentors • Teachers and other school staff • Members of the school community 	<ul style="list-style-type: none"> • Minor student worries • Minor disruptions • Need to debrief and discuss issues • Challenging situations • Worried parents • Disruptions • Interpersonal conflicts
	<i>Involves:</i>	<i>Responds to:</i>
<u>Circles</u>	<ul style="list-style-type: none"> • Class/student groups • School council • Whole staff 	<ul style="list-style-type: none"> • Class issues/harm within class • Problems affecting students • Staff issues
	<i>Involves:</i>	<i>Responds to:</i>
<u>Family Group Conferences</u>	<ul style="list-style-type: none"> • Peer mediators • Teachers and other school staff • Trained facilitators • Family members 	<ul style="list-style-type: none"> • Student conflicts/ Staff conflicts • Staff-student conflicts/ Staff-parent conflicts • Concerns about a student or behavior • Minor issues involving harm caused in a group of students • Minor issues involving harm/ disruption in a group of students • Issues needing parental involvement • Exclusion issues

Punitive.....Restorative

Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

The role of punishment

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- “Where did we ever get the crazy idea that to make people do better we first have to make them feel worse?” (Nelson, Lott & Glenn, 2000).
- Obey when the enforcer is present
- Negative effects [of punishment] are well documented
- Student blames punisher rather than taking responsibility for the harm of their misbehavior