

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

Family & Community Engagement Conference 2016

Schools are not buildings, curriculum timetables and meetings. Schools are relationships and interactions among people.

Johnson & Johnson, 1994

Agenda

- ✓ Welcome & Introductions (10)
- ✓ Context & Implications for Student Outcomes (10)
- ✓ Overview of Restorative Practices (15)
- ✓ Restorative Practices Observed (15)
- ✓ Q& A (5)
- ✓ Closing Circle (15)
- ✓ Taking Action & Evals (5)

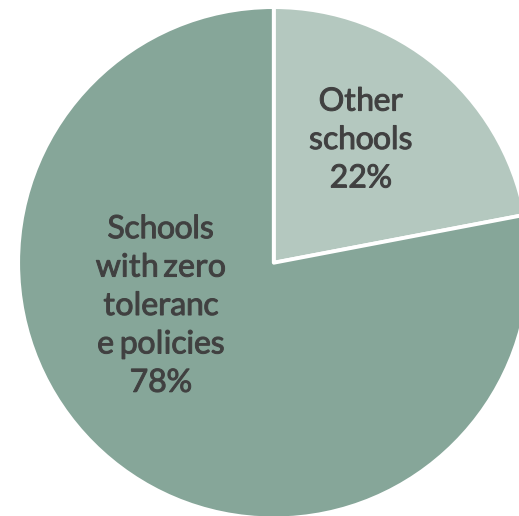
Exclusionary discipline is practiced widely



Vast majority for minor infractions such as disrupting class, tardiness, and dress code violations

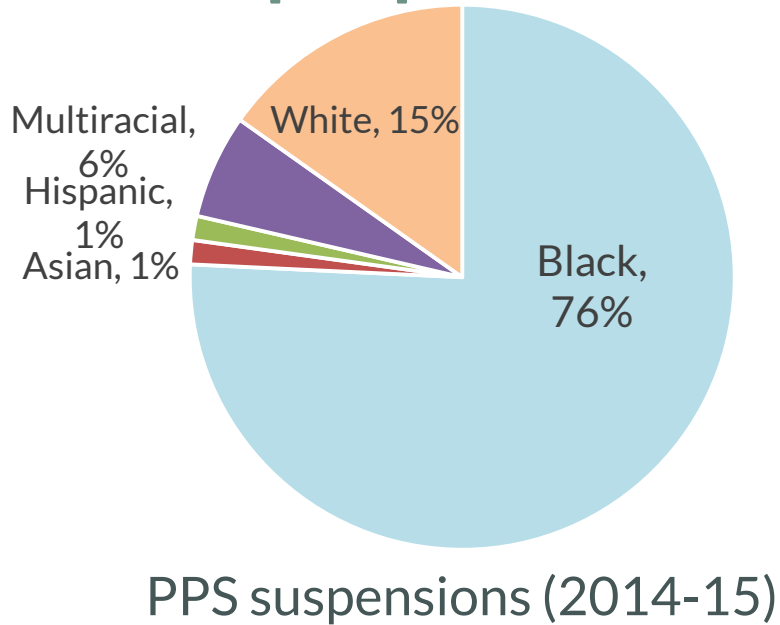


5th highest out-of-school suspension rate in PA**



*UCLA Civil Rights Project **ACLU (2015). Beyond Zero Tolerance

The problem: exclusionary discipline disproportionately affects black students



9 in 33 black students



1 in 33 white students



Others affected: brown students, black females*, students with disabilities, LGBTQ students, other marginalized communities

* Crenshaw, K. (2015).

*The American Academy of Pediatrics (AAP) maintains that out-of-school suspensions and expulsions are counterproductive to the intended goals necessary, and should not be considered as appropriate discipline in any but the most extreme and dangerous circumstances, as determined on an individual basis rather than as a blanket policy**

**AAP, 2013*

Exclusionary discipline has negative long-term consequences

Just one suspension in 9th grade doubles the chance of a student dropping out (from 16% to 32%)*

Students in criminal justice system more likely to have been suspended

Pushed out of class → less engagement → lowered grades, attendance, and learning → less prepared for postsecondary training, education, or career

*Balfanz, Byrnes, & Fox, 2012

High school students spoke up about challenges related to discipline in PPS



Schools with more black & brown students:

- higher suspension rates & absenteeism
- more group punishments
- more long-term subs
- more principal and teacher turnover



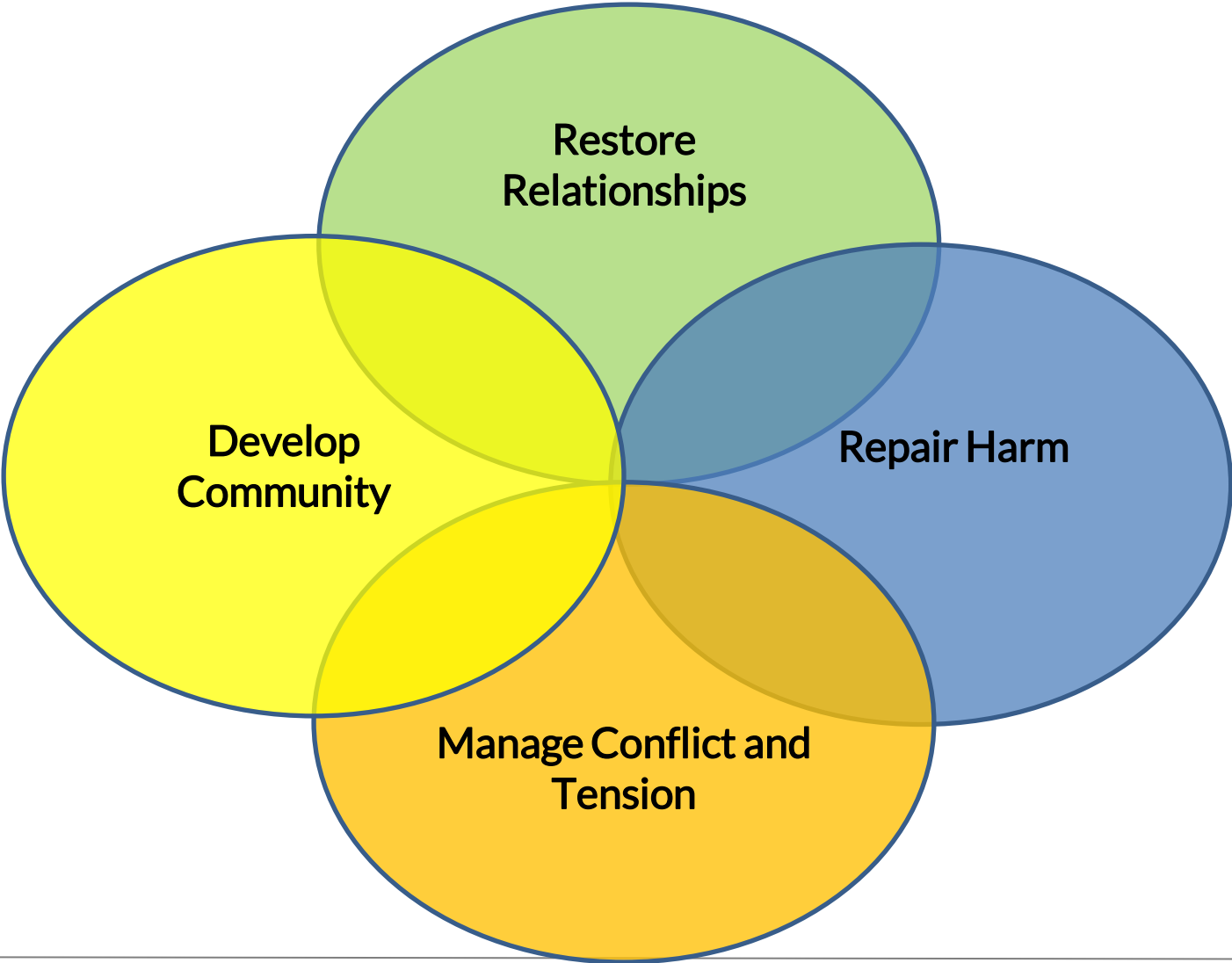
2 of 10 students feel they can discuss concerns with adults who will listen

2 of 10 students feel that most teachers care about their lives outside of school

Restorative Practices - What is it?

Restorative Practices emphasize the importance of **positive relationships** as central to **building community** and provide **opportunities to restore relationships** when harm has occurred.

Goals of Restorative Practices

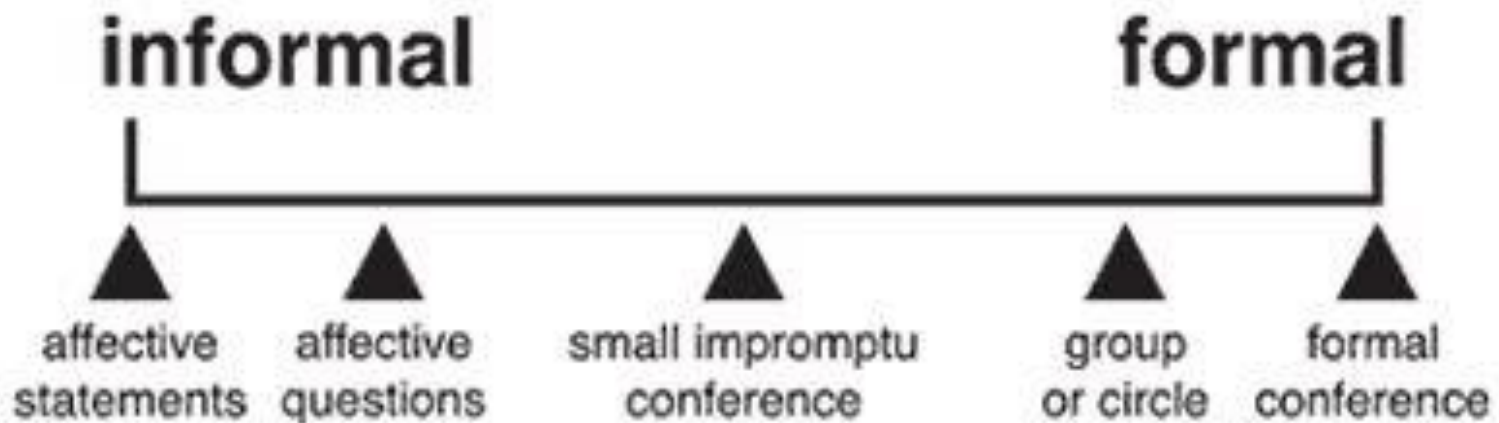


Values & Principles of Restorative Practices

1. Relationships are central to building community
2. Addresses harm in a way that strengthens relationships
3. Focuses on harm done rather than on rule-breaking
4. Ensures equity of voice among all members of the community
5. Engages in collaborative problem-solving
6. Encourages accountability and responsibility
7. Empowers change and growth

Amstutz, L. & Mullet, J. The Little Book of Restorative Discipline for Schools. (2005)

Restorative Practices Continuum



Source: International Institute of Restorative Practices

Community Building Circle



<https://www.youtube.com/watch?v=RdKhcQrLD1w>

Re-Entry Circle



<https://www.youtube.com/watch?v=HiLtFVHR8Q0>

Questions?



Closing Circle

What YOU Can Do



If you are a concerned citizen, PPS parent or student, and want to improve school climate :

Join A+ Schools' Parent Nation or TeenBloc

- Visit us at www.aplusschools.org
- Call (412) 697-1298

Thank you!



PERC Schools

(Pursuing Equitable Restorative Communities)

Pittsburgh Public Schools implementing restorative practices with training from International Institute of Restorative Practices through a Department of Justice grant (2014-17):

9-12

[Brashear High School](#)

6-8

Allegheny

South Brook

[South Hills](#)

Sterrett

K-5

Arsenal

Banksville

Beechwood

Concord

Faison

Linden

[Minadeo](#)

Phillips

[Spring Hill](#)

West Liberty

Westwood

6-12

CAPA

Science and Technology

K-8

Greenfield

Langley

Mifflin

Morrow

Resources

- ❑ A+ Schools. (2014) *Report to the Community on Public School Progress*
- ❑ A+ Schools. (2013) School Works Findings Report
- ❑ A+ Schools. (2014) Students Have Spoken: Will You Listen? School Works Project at A+ Schools Pittsburgh Alliance for Public Education
- ❑ ACLU. (2015). Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Schools.
- ❑ Amstutz, L. & Mullet, J. The Little Book of Restorative Discipline for Schools. (2005)
- ❑ Balfanz, R., Byrnes, V., & Fox, J. (2012) Sent Home and Put Off-Track: the Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade. Everyone graduates center, School of Education, Johns Hopkins University
- ❑ Crenshaw, Kimberly. (2015). Black Girls Matter: Pushed Out, Overpoliced and Overprotected. Center for Intersectionality and Social Policy Studies.
- ❑ International Institute of Restorative Practices, <http://www.iirp.edu/>
- ❑ Out-Of-School Suspensions and Expulsion. (2013). *PEDIATRICS* 131 no. 3, (pp 1000-1007). American Academy of Pediatrics.
- ❑ Restorative Practices. (2013). *Model Code on Education and Dignity*,(31-33). Retrieved from http://www.dignityinschools.org/files/code/ModelCode_Section3.1b_Model2.pdf Dignity and Schools Campaign
- ❑ UCLA Civil Rights Project <http://civilrightsproject.ucla.edu/research/k-12-education/school-discipline>