Impact of Suspensions

Half of those entering 9th grade with 3 suspensions will not graduate.
Restorative Justice

- Based on indigenous values & practices
- Is NOT a program
- Is a way of thinking, a philosophical framework – a movement
- Is a way of responding relationally to wrong doing in our schools, justice system, and communities
- Helps provide environment conducive to learning in school and classroom
- Builds community
**Paradigm Shift**

**Retributive Justice Vs.**
- What rule/law was broken?
- Who broke it?
- How do we punish them?

**Restorative Justice**
- What **harm** was caused and to whom?
- What **needs** and **obligations** were created?
- How can we as a community, **repair** the harms?

“...because crime hurts, justice should heal...”
- Braithwaite
Community Building
Circles, Restorative Conversations, Social-Emotional Learning

Restorative Discipline
Creating a safe and caring whole-school environment
Entire school community

Welcome Circles
Circles of Support & Accountability (COSA)

Tier 3
Individualized Support

Tier 2
Restorative response to harm

Community Conferencing, Conflict Mediation, Harm Circles

Tier 1
Relationships

Community Building Circles, Restorative Conversations

3 Tiered Model
Trauma & Restorative Practices

Fight, Flight, Freeze

Executive function

Safe environment, caring adults, academic, social-emotional, & behavioral supports

Engaged Learning
Engage, Encourage, Empower

We are not dangerous. Racism is.
Range of Response Window

- **TO**
  - punitive
  - authoritarian

- **NOT**
  - neglectful
  - irresponsible

- **WITH**
  - restorative
  - authoritative

- **FOR**
  - permissive
  - paternalistic

Support, Encouragement, Empathy — HIGH
Benefits of Restorative Practices

• Healing
• Attention to Root Causes
• Closure
• Empathy for victim & person responsible for harm

• Increased Instructional Time
• Increased Parent Satisfaction & Partnership
• Fewer Suspensions/ Expulsions

• Increased Accountability
• Safer Caring School Climate
• Lower Recidivism
• Greater Social-Emotional Learning
Significant Decline in Suspension Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>African American Male Students</th>
<th>African American Students</th>
<th>OUSD All Students</th>
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<td>2010-11</td>
<td>23.3%</td>
<td>18.6%</td>
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<tr>
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