



GREATER HOUSTON
COMMUNITY FOUNDATION
Expanding Philanthropic Impact

Welcome to Restorative Justice
February 19, 2019



reVIsion

HOUSTON TX



ZERO

TOLERANCE

SKIBA ET AL 2006

- ▶ A philosophy or policy that mandates the application of pre-determined consequences, most often severe and punitive in nature, that are intended to be applied regardless of the seriousness of behavior, mitigating circumstances, or situational context.

ZERO TOLERANCE

- ▶ Attributed to “Broken Windows” theory of crime (Kelling, George & Coles, 1997)
- ▶ Assumes that removal of disruptive students deters others from similar conduct while enhancing classroom
- ▶ Codified in Student Codes of Conduct in mid-1990s around the country

CODES
OF
CONDUCT

HOUSTON AREA SCHOOL DISTRICT

- ▶ No student shall willfully engage in disruptive activity or disrupt a lawful assembly on the property of any public school... **Conduct that disrupts educational activities of a school includes**, but is not limited to, tardiness, violation of class rules, **emission of any means of noise of any intensity that prevents or hinders classroom instruction**...and acts of conduct and/or use of loud and profane language causing disruption of class activities.

CODES OF CONDUCT

- ▶ School Code violations result in court referrals
- ▶ Increase in police on school campus
- ▶ Increase in suspensions and referrals has significantly increased racial and ethnic disparities
- ▶ Dropout rates increase
- ▶ Juvenile crime increases



SCHOOL
TO
PRISON

TEXAS EDUCATION AGENCY REGION 4, 2014-15 SCHOOL YEAR

- ▶ 1,174,942 Enrolled Students
- ▶ 478,017 Discipline Records
- ▶ 322,370 In School Suspensions
- ▶ 130,317 Out of School Suspensions
- ▶ 17,250 Alternative School Placements (in DAEP)

MINORITY OVERREPRESENTATION

- ▶ 19% of enrolled students are African American
- ▶ 43% of discretionary removals are African American
- ▶ 46% of students suspended more than once are African American

TYPES OF REMOVAL

- ▶ 2.8% are Mandatory Removals
- ▶ 97.2% are Discretionary Removals



BREAKING SCHOOLS' RULES:

A Statewide Study of How School Discipline Relates
to Students' Success and Juvenile Justice Involvement

JUSTICE★CENTER
THE COUNCIL OF STATE GOVERNMENTS

PPRI Public Policy
Research Institute

BREAKING SCHOOL RULES

- ▶ A student suspended one time is 68% more likely to drop out of school than a student with no suspensions
- ▶ A student who is suspended for a discretionary offense is 3 times more likely to have contact with the juvenile justice system in the next school year

SCHOOL INTERVENTIONS

SCHOOL-BASED PROGRAM

- ▶ Mentoring
- ▶ Support Group
- ▶ Academic support
- ▶ Community activities



REVISION SCHOOL-BASED PROGRAM

- ▶ 18% increase in attendance
- ▶ 67% of students demonstrated a reduction in discipline records
- ▶ 63 of 65 students are still on track to graduate
- ▶ 14 high school graduates in 2018



RESTORATIVE JUSTICE

Sun School 2015
January 12 March 12.
If is at 5:20
PLEASE BE ON TIME!

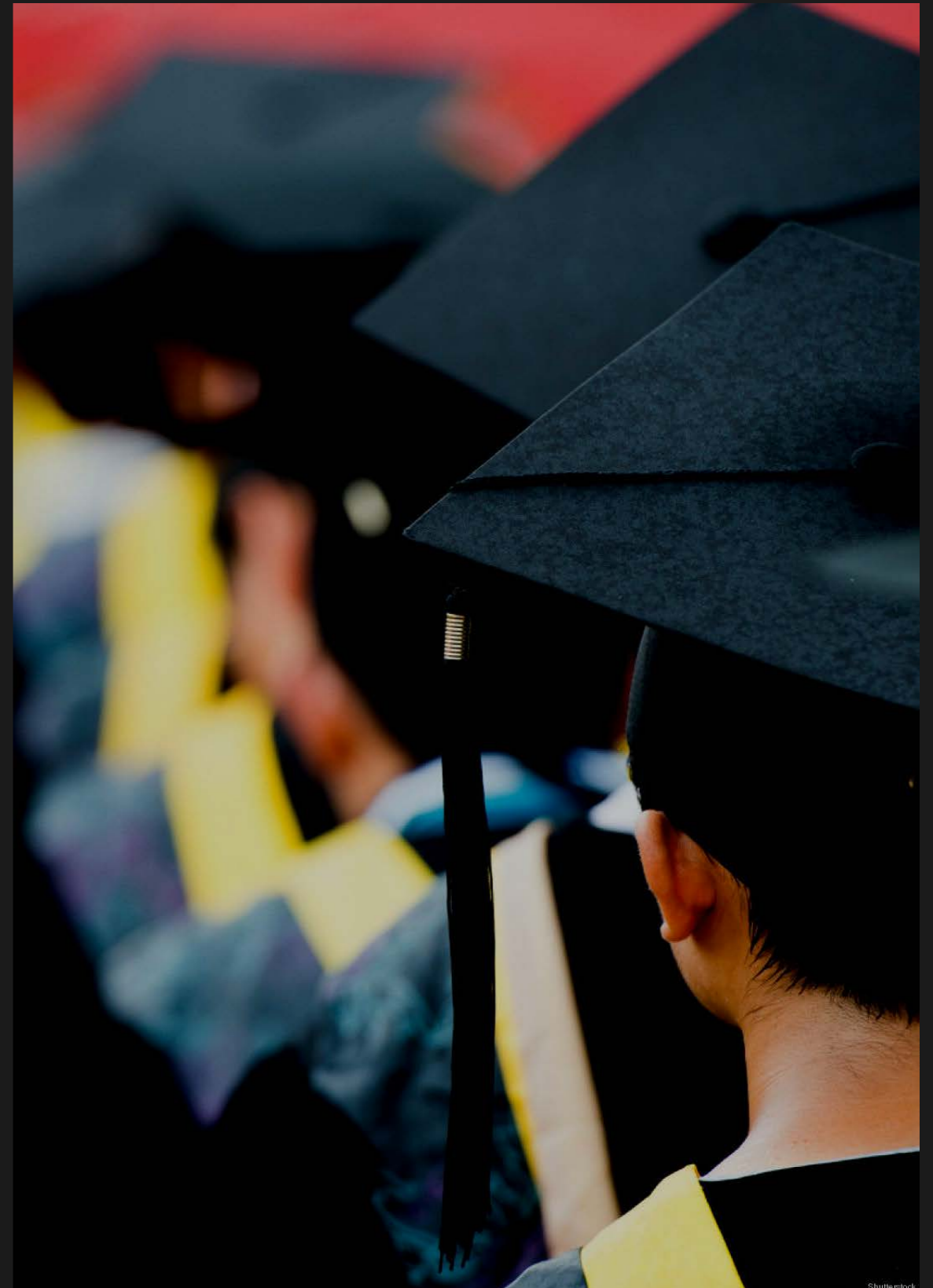


TALKING CIRCLES ALLOW
CHILDREN TO SEE THEIR
COMMUNITY AS A PLACE OF
SIGNIFICANCE, A PLACE OF
POSITIVE CHANGE AND A PLACE
WHERE THEIR VOICES ARE HEARD

-Amy Bintliff, Teacher

INCARCERATION RATES

- ▶ 1 in 10 male high school dropouts are incarcerated
- ▶ 1 in 4 African American male high school dropouts are incarcerated
- ▶ 1 in 35 male high school graduates are incarcerated






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Restorative Justice in Spring Branch ISD

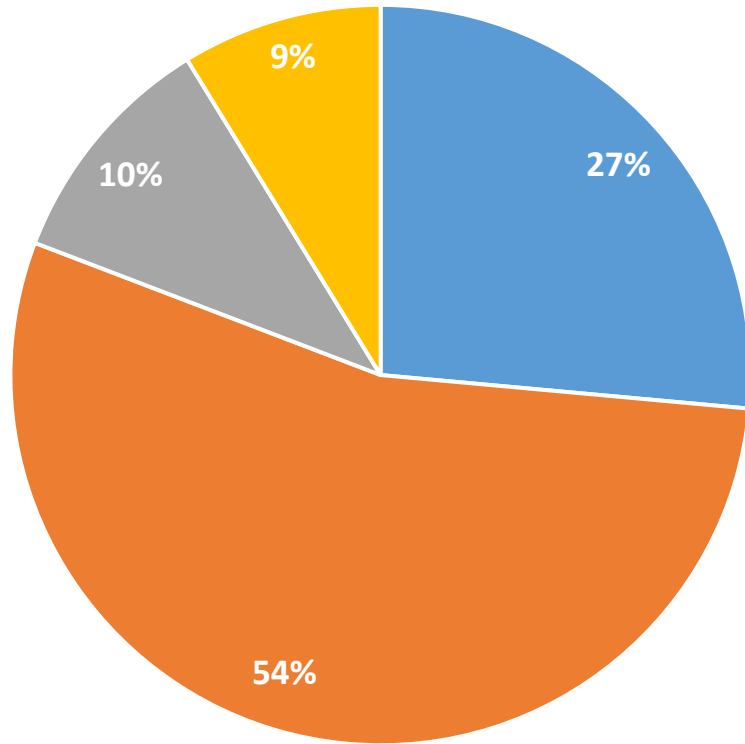
Where were we? Where are we? Where are we headed? And why?



Every SBISD graduate will attain a technical certificate, military training, or a 2-year or 4-year degree.

(Adopted 2012, Revised 2017)

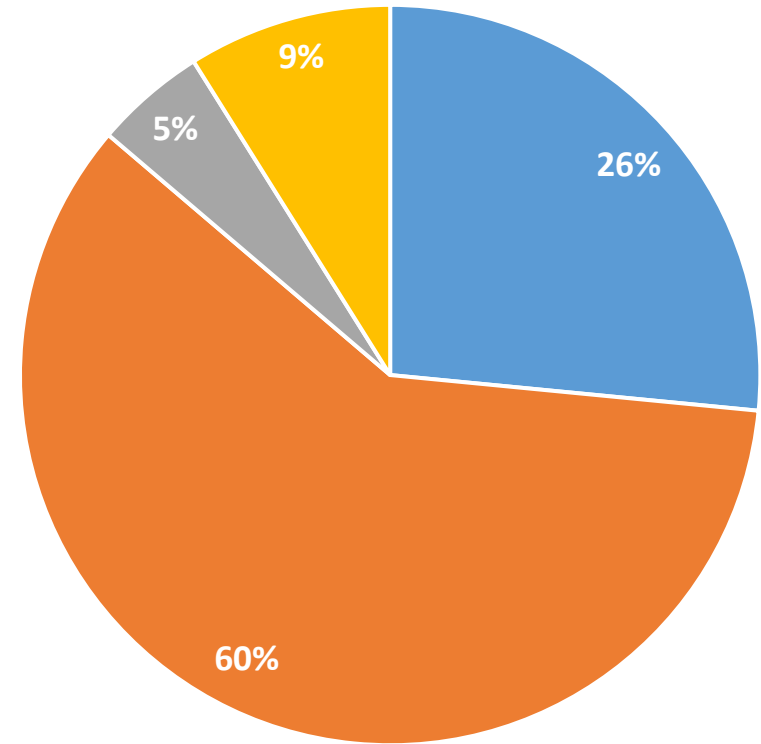
Texas Population, Ages 5-18 by Ethnicity, 2030



■ White ■ Hispanic ■ Black ■ Other race or ethnicity

Source: Texas Demographic Center

SBISD Population, by Ethnicity, 12/21/2018



■ White ■ Hispanic ■ Black ■ Other race or ethnicity

Source: SBISD Compass

One size **does not** fit all.



1900s

1950s



2000s





The Future

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source: Future of Jobs Report, World Economic Forum 2016

The Case for Change

13,158



Spring Branch To Pilot New Approach To School Discipline

When students break the rules in class, a common solution is to remove them from the classroom. But more leaders here in Houston say schools need a better solution, so students can stay in school and not end up in the criminal justice system.

LAURA ISENSEE | SEPTEMBER 16, 2013, 4:38 PM

Judge Steven Teske



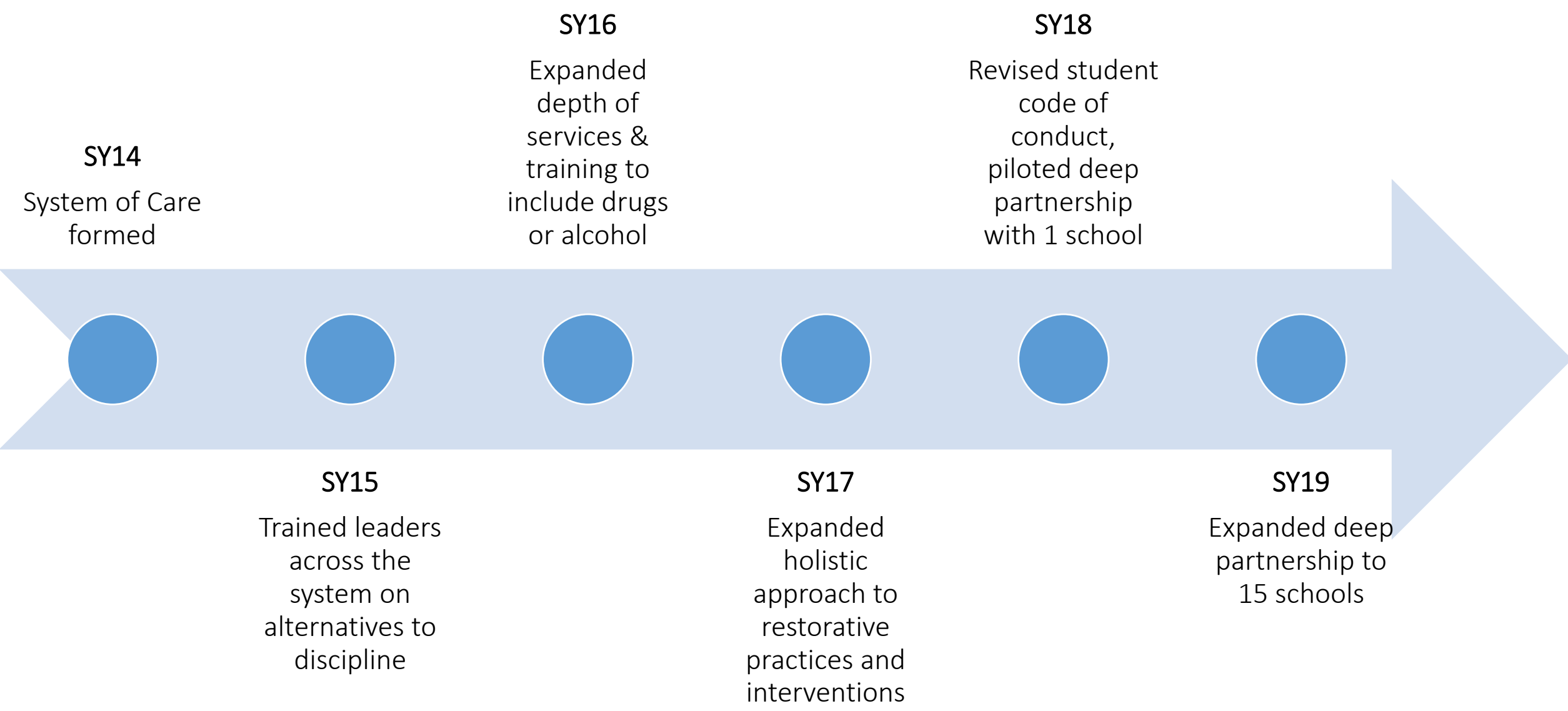
Reverend William Lawson, Archbishop Joseph Fiorenza, Rabbi Samuel Karff



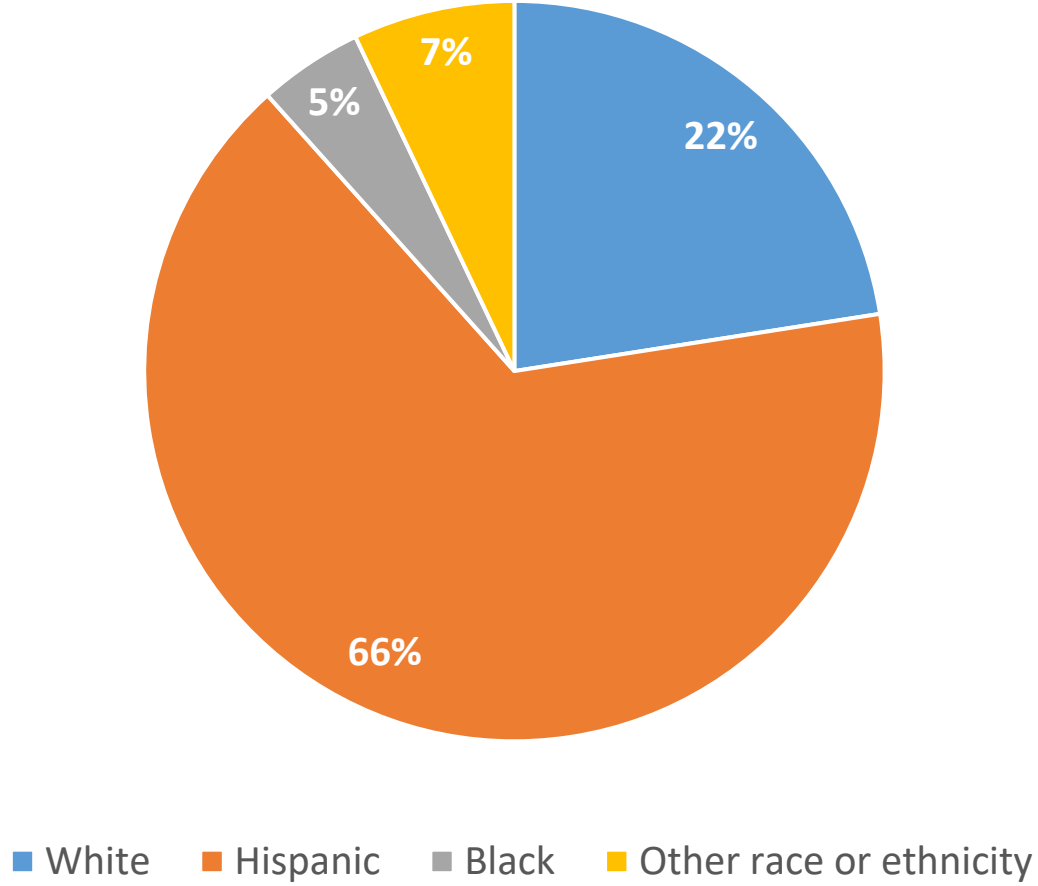
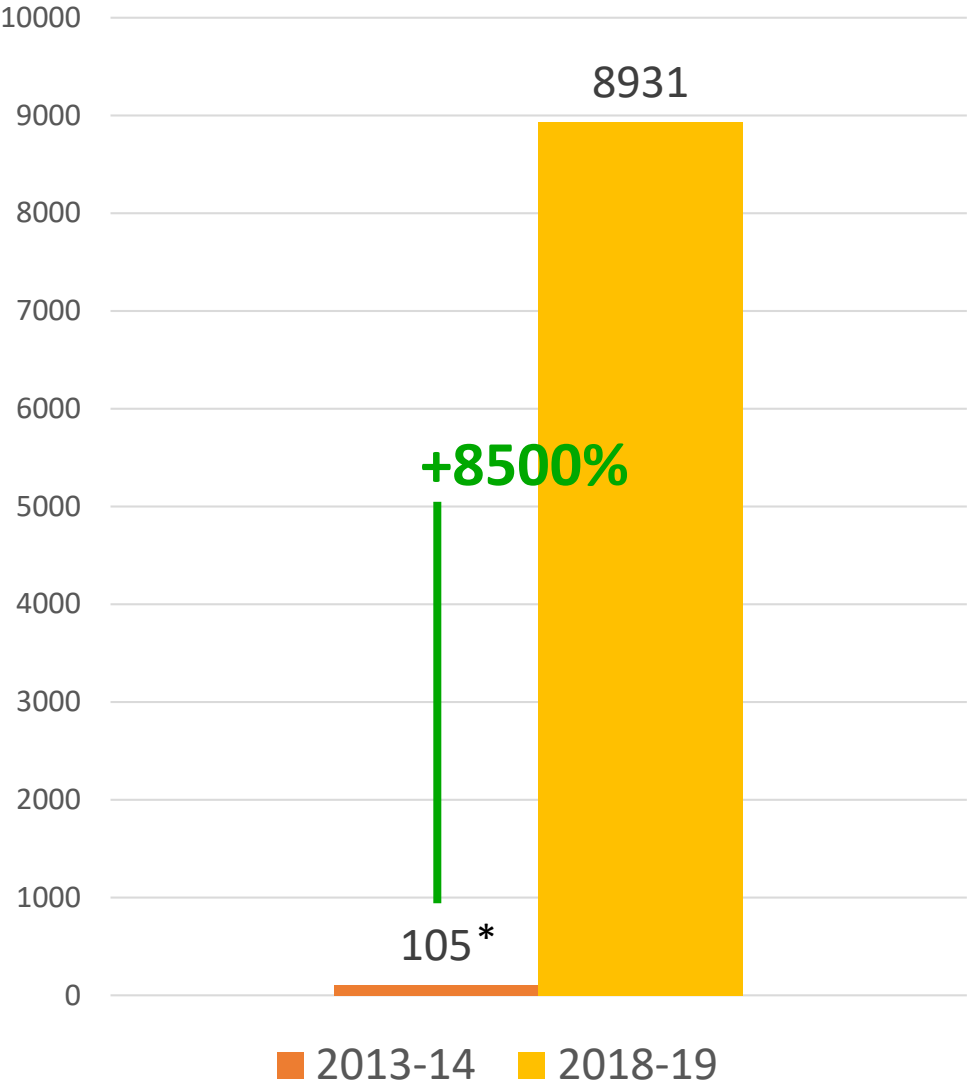
Restorative Justice vs. Restorative Practices



A holistic framework and set of supports necessary to build community and respond to harmful behaviors.



Students in Schools Using Restorative Practices in SBISD





Case Study

Deep Partnership at **Spring Branch Middle** (SY17)

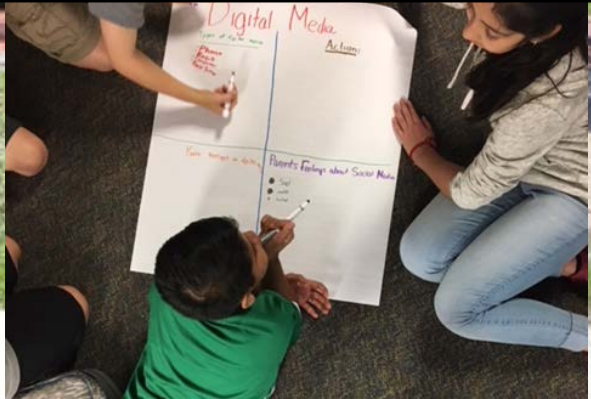


Spring Branch Middle | Design Features

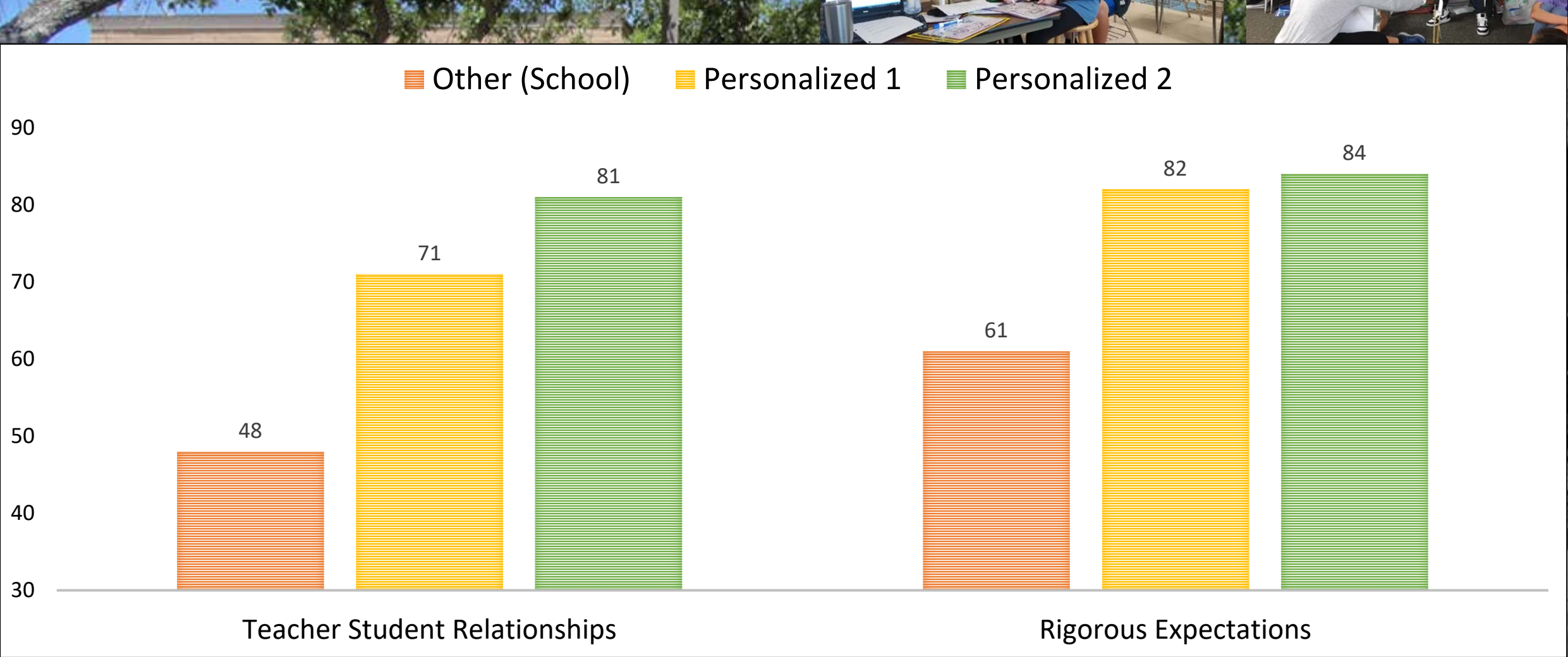


Features of the Design

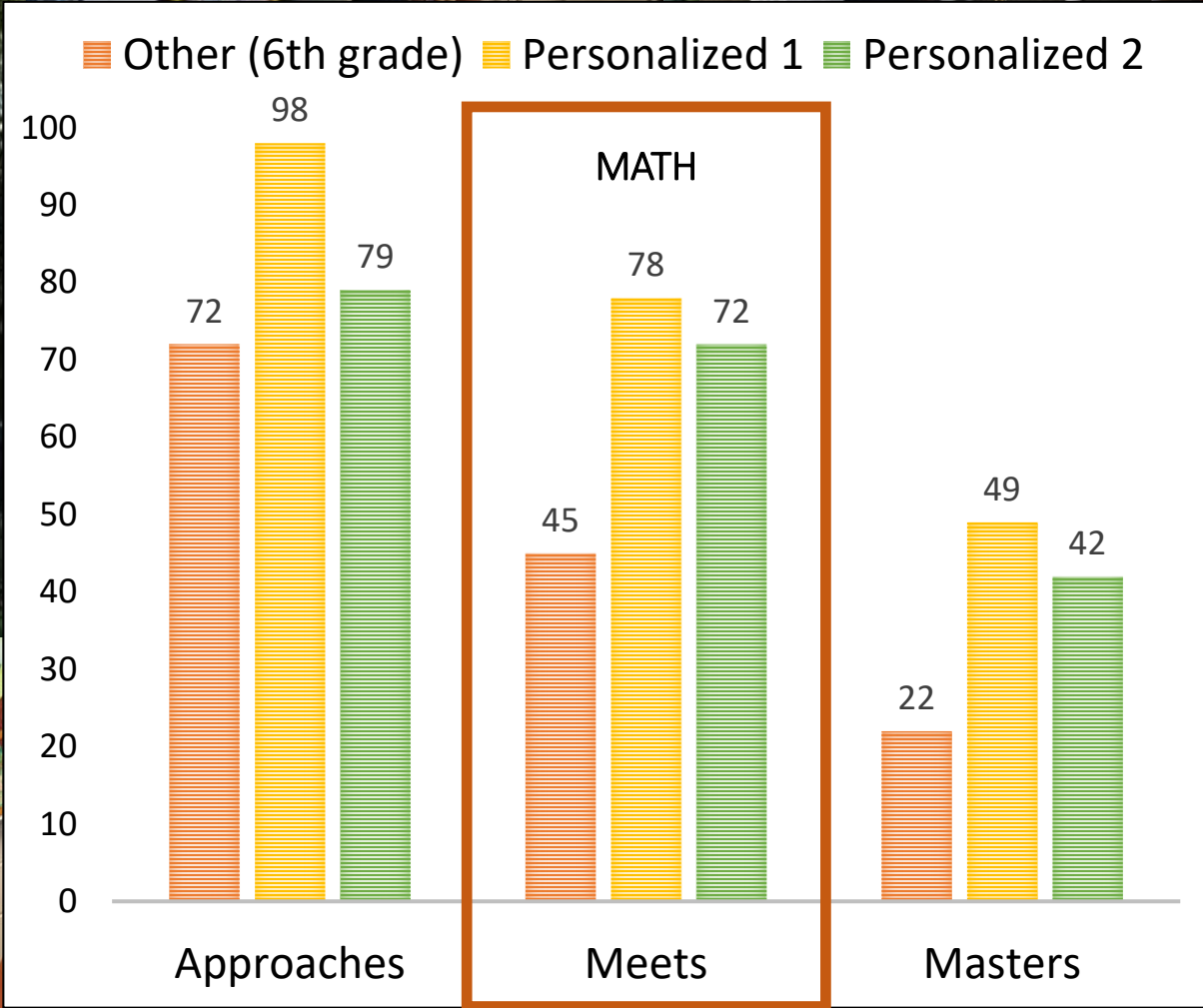
- 1> Personalized Learning Pathways (Developing, Proficient, Advanced)
- 2> Teachers and students using data (goal-setting, data conferences, data tracking)
- 3> Structured advisory block (“Community Time”)
- 4> Interdisciplinary Projects (1 STEM & Humanities per semester)
- 5> Expeditionary Learning



Spring Branch Middle | School Connectedness



Spring Branch Middle | STAAR Reading and Math (6th grade)






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RESTORING A SENSE OF COMMUNITY TO AN INCREASINGLY DISCONNECTED WORLD

Roberta Scott, Ph.D.
Director of Social and Emotional Learning
Houston ISD



WHY SEL?

(Social Emotional Learning)



WHY SEL?



Nationally, 1.2 million Black and Hispanic students were suspended from K-12 public schools in a single academic year- 55% of those suspensions occurred in 13 of the Southern states.

Districts in the South were responsible for 50% of Black and Hispanic student expulsions from public schools.

▶ **82%**
of prisoners in America
are high school dropouts

Factors that contribute.....

- Zero Tolerance
- Disproportionality
- High Stake Testing
- Breaking School Rules
- 97% of sanctions are discretionary



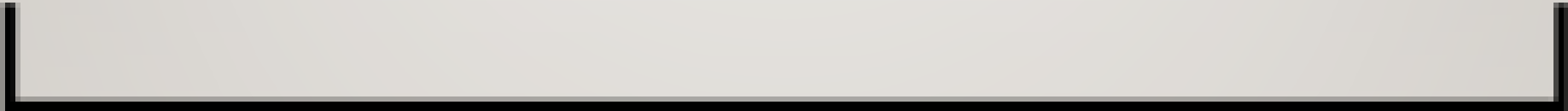
WHERE ARE WE NOW?

- Statewide Initiative
- Texas Education Agency & University of Texas

Restorative Practices Continuum

informal

formal



affective
statements



affective
questions



small impromptu
conference



group
or circle



formal
conference



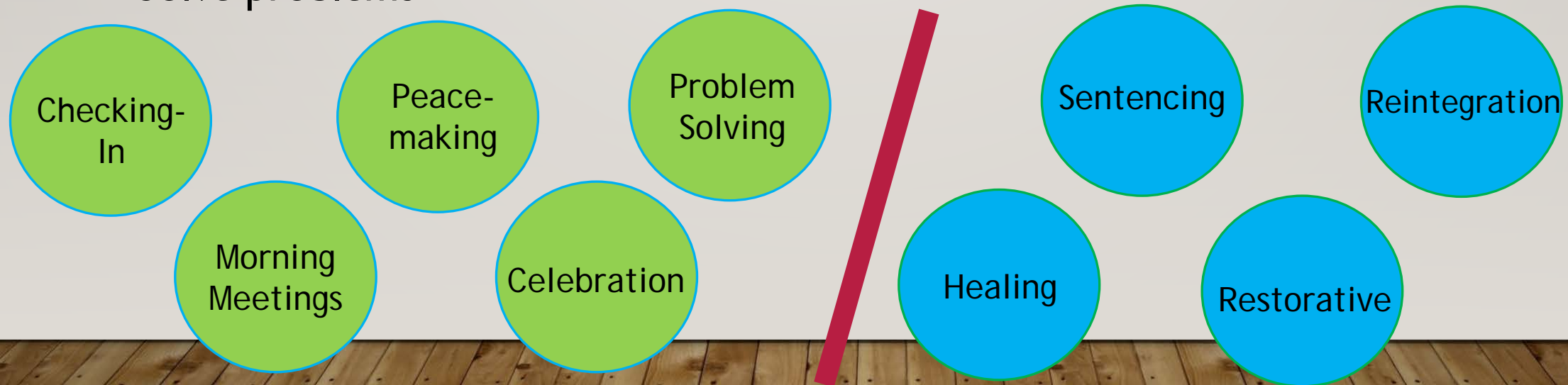
RESTORATIVE CONVERSATIONS

- Not every infraction rises to a level that requires a circle. Rude remarks, disruptive classroom behavior, horseplay, cursing - most call for some kind of correction but more immediate and low-key.



CIRCLES

- A structured process for bringing people together to:
 - Understand one another
 - Strengthen bonds
 - Share & understand feelings
 - Solve problems
-



COMMON PURPOSES FOR CLASS CIRCLES

Community Building

- Gives students opportunity to connect with each other
- Includes community building activities
- Encourages students to identify feelings
- Problem solving process

Repairing harm

- Gives students opportunity to discuss a class-wide issue
- Affective statements are important for problem-solving
- Use specific high quality questions to address the issue

RESTORATIVE DISCIPLINE PRACTICES SEEK TO ACCOMPLISH:

Focus on	relationships first and rules second
Give	voice to the person harmed and the person who caused the harm
Engage in	collaborative problem solving
Enhance	personal responsibility
Empower	change and growth



Why Restorative?

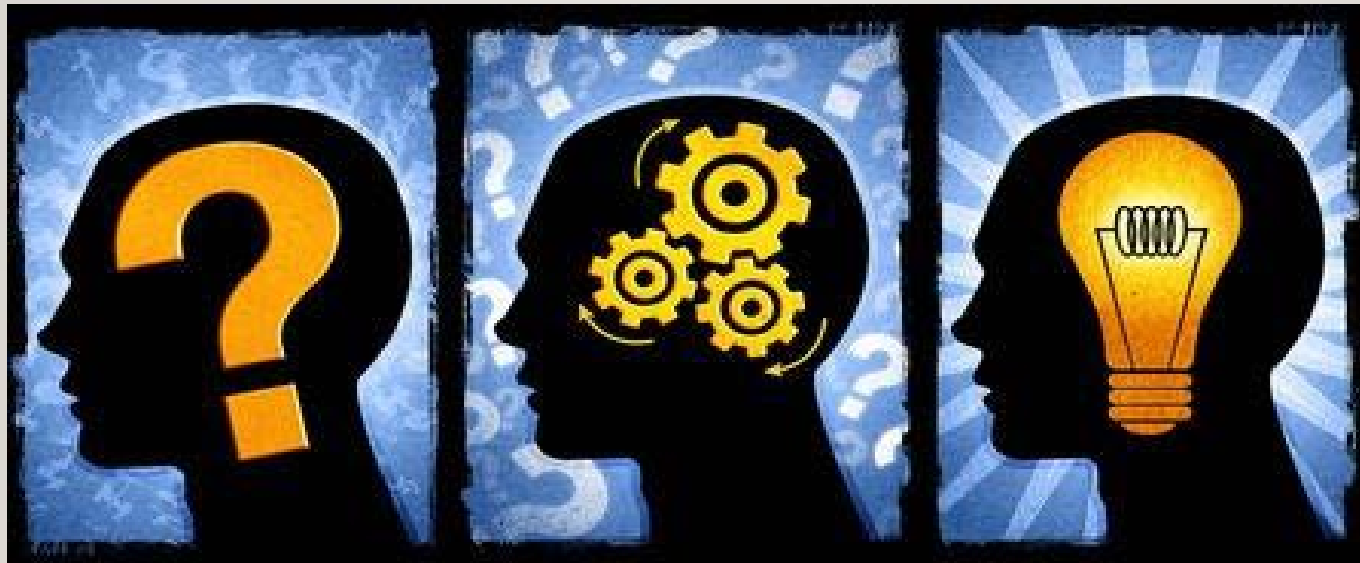
EVIDENCE SHOWS THAT RESTORATIVE PRACTICES CAN RESULT IN:

- Reductions in disciplinary referrals, suspensions and expulsions
- Reductions in amount of instructional time lost
- Improved teacher morale and retention
- Improved academic outcomes
- Increases support among students/teachers/families, administration and School base law enforcement
- Reductions in disproportionate referrals of minority students.

What risks do educators run into when we take the traditional punitive approach?



QUESTIONS? REFLECTIONS? THOUGHTS?





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ICONOCLAST

A R T I S T S

OUR MISSION



Our mission is to engage students who live in the most vulnerable contexts of the creative process by shaping a society of creative, resilient, empowered, and collaborative individuals.

We are committed to creating learning environments of equitable access in the most resource depleted schools in both Houston and Galveston providing pathways of both economic and social sustainability for our participants.

RESTORATIVE JUSTICE & ICONOCLAST

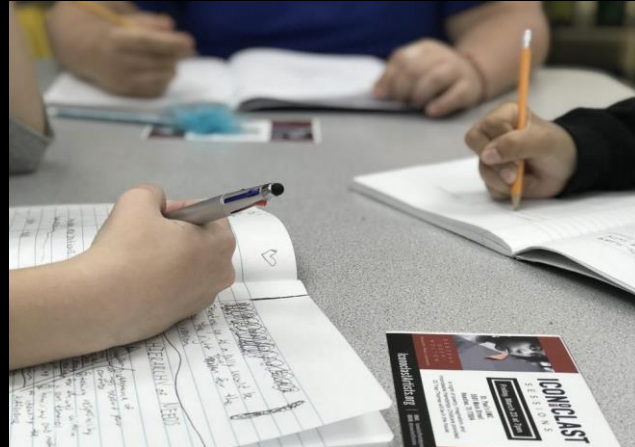
- Impact & Empowerment for Students
- Struggle of Non-Attendance
- School to Prison Pipeline
- Obstacles :
 - Mental Health
 - Poverty
 - Abuse
 - Immigration



RESTORATIVE JUSTICE IN ACTION



STUDENTS



CLASSROOM



EVENTS & ANTHOLOGY



MENTORS



COMMUNITY



#WeAreIconoclast
Iconoclastartists.org



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Thank you for coming!