

Alameda Unified School District Discipline and Restorative Practices 2018-19 School Year

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February 12, 2019**

Presentation Goals

- Provide an overview of Alameda Unified School District's discipline data
- Introduction to Restorative Practices
- Paradigm shift from traditional discipline to restorative discipline
- Preliminary data from schools that have been trained in restorative practices
- Policy shifts
- Next steps

School Discipline – Suspension Trends Over Time

	2014-2015 Suspension Rate	2015-16 Number of Students Suspended	2015-16 Suspension Rate	CHANGE between 2014- 2015 and 2015-2016	2016-17 Number of Students Suspended	2016-17 Suspension Rate	CHANGE - between 2016-17 and 2015-16	Number of Students Suspended in 2017-18	2017-18 Suspension Rate	CHANGE between 2017-18 and 2016-17	2018-2019 Suspension Rate up to 2/1/2019	CHANGE between 2017-2018 and 2018- 2019
Alameda Unified	2.8%	234	2.4%	-0.4%	261	2.7%	0.0%	268	2.7%	0.1%	1.3%	-1.4%
Encinal Junior/Senior High	5.7%	85	6.1%	0.4%	87	6.2%	0.1%	71	5.1%	-1.1%	1.8%	-3.3%
Island High (Continuation)	18.1%				26	14.4%		25	15.7%	1.4%	13.6%	-2.1%
Ruby Bridges Elementary	1.4%	12	2.0%	0.6%	15	2.8%	0.8%	12	2.2%	-0.5%	2.1%	-0.1%
Will C. Wood Middle	4.9%	16	3.0%	-1.9%	20	3.6%	0.6%	19	3.4%	-0.2%	1.5%	-1.9%
Donald D. Lum Elementary	1.6%	2	0.4%	-1.2%	6	1.1%	0.8%	0	0.0%	-1.1%	0.0%	0.0%
Alameda High	2.9%	44	2.5%	-0.4%	40	2.2%	-0.3%	63	3.5%	1.3%	1.5%	-2.0%
Alameda Science and Technology Institute	0.6%	1	0.6%	0.0%	0	0.0%	-0.6%	1	0.5%	0.5%	0.0%	-0.5%
Amelia Earhart Elementary	0.0%	5	0.8%	0.8%	1	0.2%	-0.6%	2	0.3%	0.1%	0.8%	0.5%
Bay Farm	0.5%	4	0.7%	0.2%	3	0.5%	-0.2%	4	0.6%	0.2%	0.6%	0.0%
Edison Elementary	1.9%	13	2.6%	0.7%	4	0.9%	-1.8%	5	1.0%	0.2%	0.2%	-0.8%
Frank Otis Elementary	1.1%	10	1.7%	0.6%	5	0.8%	-0.8%	8	1.2%	0.4%	0.6%	-0.6%
Franklin Elementary	0.6%	6	1.7%	1.1%	2	0.5%	-1.2%	3	0.8%	0.3%	1.4%	0.6%
Henry Haight Elementary	1.6%	15	3.1%	1.5%	11	2.2%	-0.9%	16	2.6%	0.5%	1.0%	-1.6%
Lincoln Middle	2.0%	10	1.1%	-0.9%	22	2.6%	1.5%	26	2.9%	0.3%	1.0%	-1.9%
Maya Lin	2.4%	6	1.8%	-0.6%	13	3.7%	1.9%	7	1.6%	-2.1%	0.7%	-0.9%
William G. Paden Elementary	1.2%	6	1.9%	0.7%	8	2.4%	0.6%	10	2.4%	0.0%	1.4%	-1.0%

School Discipline – Suspension Trends Over Time

2016-2017										
	District	District Change	Encinal	Encinal Change	Island	Island Change	Ruby	Ruby Change	Wood	Wood Change
Black/AA	10.8%	1.8%	16.2%	3.1%	25.0%	N/A	8.7%	3.8%	8.1%	-0.4%
American Indian	16.0%	4.0%	*	*	*	N/A	*	*	*	*
Asian	0.8%	-0.1%	1.9%	0.2%	7.7%	N/A	0.0%	0.0%	2.1%	1.0%
Filipino	3.2%	1.4%	6.5%	2.7%	0.0%	N/A	2.6%	0.0%	0.0%	-1.5%
Hispanic	3.9%	0.6%	5.5%	-2.1%	14.9%	N/A	2.8%	1.9%	5.3%	0.2%
Pacific Islander	3.5%	0.2%	0.0%	-10.5%	0.0%	N/A	0.0%	0.0%	8.3%	0.0%
White	1.7%	0.0%	4.0%	0.7%	8.3%	N/A	1.9%	-0.3%	2.9%	1.8%
Multi	1.7%	-1.0%	4.0%	-4.8%	12.5%	N/A	1.9%	-1.6%	4.5%	4.5%
Not Reported		-8.6%		0.0%		N/A		0.0%		0.0%
All Students	2.7%	0.3%	6.2%	0.1%	14.4%	N/A	2.8%	0.8%	3.6%	0.6%

School Discipline – Suspension Trends Over Time

2017-2018										
	District	District Change	Encinal	Encinal Change	Island	Island Change	Ruby	Ruby Change	Wood	Wood Change
Black/AA	10.3%	-0.5%	14.8%	-1.4%	27.0%	2.0%	9.3%	5.5%	10.0%	1.9%
American Indian	16.7%	0.7%	0.0%	*	100.0%	*	0.0%	*	0.0%	*
Asian	1.1%	0.3%	2.5%	0.6%	28.6%	20.9%	0.0%	0.0%	2.5%	0.4%
Filipino	2.4%	-0.8%	4.9%	-1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	3.0%	-0.9%	5.0%	-0.5%	17.6%	2.7%	3.1%	1.2%	3.5%	-1.8%
Pacific Islander	4.1%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-8.3%
White	2.5%	0.8%	4.1%	0.1%	17.1%	8.8%	0.9%	1.2%	4.5%	1.6%
Multi	2.3%	0.6%	8.3%	4.3%	0.0%	-12.5%	1.6%	3.2%	0.0%	-4.5%
Not Reported		0.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
All Students	2.7%	0.0%	5.1%	-1.1%	15.7%	1.3%	2.2%	1.4%	3.4%	-0.2%

Restorative Practices

Restorative Practices in Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to *relationships* and people over and above the need for assigning blame and dispensing punishment.

Source: Lucille Eber. 7th Annual NYC PBIS Leadership Summit June 13, 2014

Restorative Practices



Restorative Practices Paradigm Shift

- A paradigm shift in how we think about student discipline.
- An offshoot of “Restorative Justice” in the criminal justice system.
- An alternative to “exclusionary” discipline.
- Not a quick or easy fix.

In the traditional system of student discipline we ask:

- What rule was broken?
- Who did it?
- What is the punishment?

Restorative Discipline asks:

- What happened?
- Who has been affected?
- What are we going to do to make things right?

Restorative Practices Paradigm Shift (Continued)

Traditional

- ❖ Accountability means the student who broke the rule is punished.
- ❖ We focus on the student who broke the rule, and often ignore those who have been harmed.
- ❖ We focus on equal enforcement of our rules. Consistency in how we respond to student misconduct.
- ❖ The student who broke the rule has little opportunity to express remorse or make amends.
- ❖ The student will learn better behavior from the punishment itself.

Restorative

- ❖ Accountability means the student who caused harm comes to understand the harm caused and has the duty to repair the damage to the relationship.
- ❖ We focus on all parties, and give voice to all parties—the student who caused harm, the person harmed, and the school.
- ❖ We focus on the desired outcome for all parties—the person harmed is heard from; the student who caused harm understands the harm done and takes responsibility for repairing the damage. The relationship is restored.
- ❖ The student who caused harm has the opportunity to directly express remorse and directly make amends.
- ❖ The student will learn a better way to behave if we teach it directly, and will not learn from punishment alone.

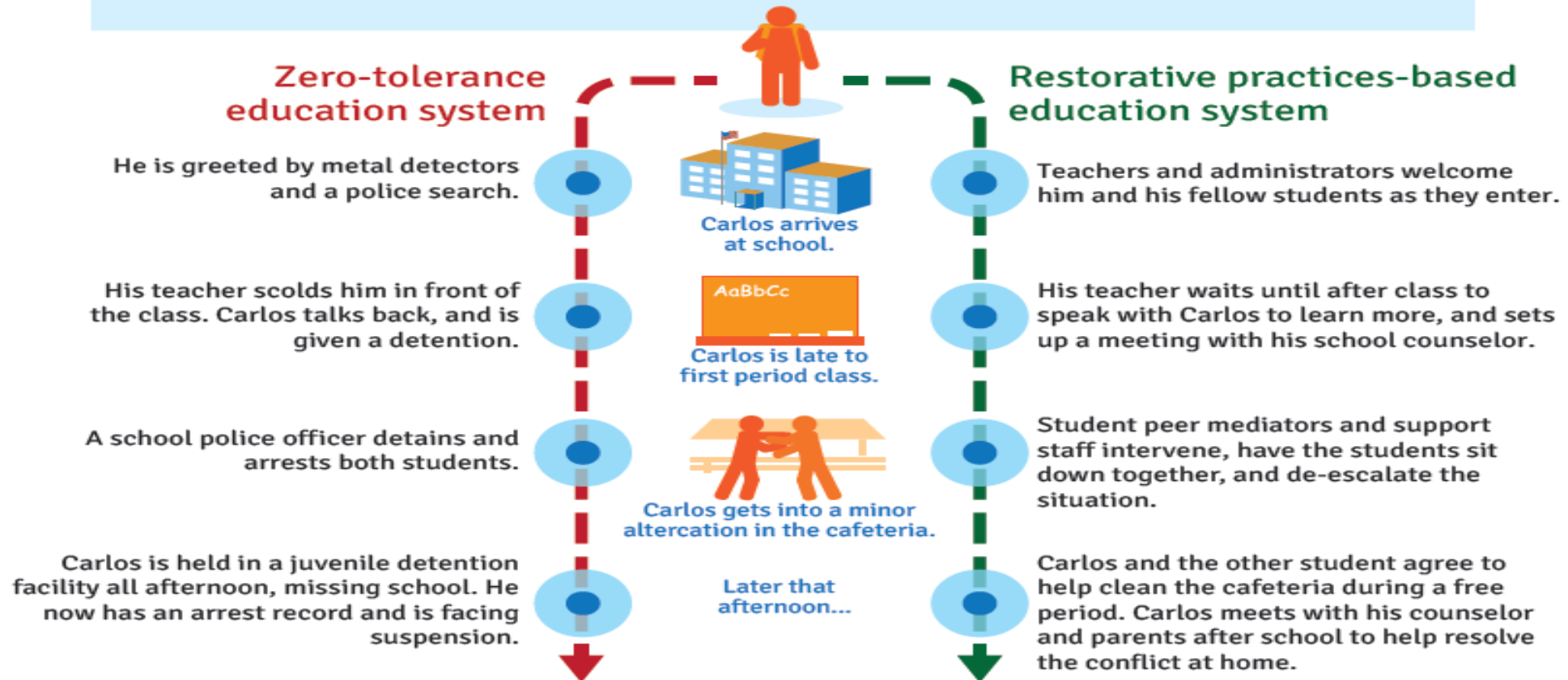
Three Shifts Toward Restorative Schools and Classrooms

From...	To...
1. Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.	Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.
2. Authority-driven disciplinary actions that focus only on the identified misbehaving students.	Restorative circles that bring together everyone who is most immediately affected by the incident.
3. Punishment and exclusion is used to control misbehavior and motivate positive behavior changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

A Tale of Two Schools

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late.
Let's see the difference that restorative policies and practices can make.



Restorative Practices as an Alternative

- ❖ Restorative practices do not replace the use of traditional forms of student discipline. Traditional discipline still remains available.
- ❖ Restorative practices offers an alternative way of dealing with misconduct when people are willing.
- ❖ And it offers hope that school climate will improve to the point that misconduct decreases.

Research on Implementation

Whole-School Outcomes *with Implementation Fidelity*

REDUCED

- Misbehavior
- Violence & bullying
- Suspensions & expulsions
- Teacher & student absenteeism

INCREASED

- Instructional time
- Safety

IMPROVED RELATIONSHIPS & ATTITUDES AMONG

Students, staff, administration, and parents

IMPROVING SCHOOL CLIMATE

FINDINGS FROM

SCHOOLS IMPLEMENTING RESTORATIVE PRACTICES



Restorative Practices Implementation for AUSD

Quotes from Teachers about our training...

"I enjoyed listening to others openly sharing about their experiences. You created an environment that allowed participants to be honest. I also appreciated the background knowledge you provided on the psychology behind restorative practices."

"I really liked the emphasis on allowing time for us to practice using the tools we were learning today. I'm excited to have my students become a more integral part of the decision-making process next year thanks to today's training!"

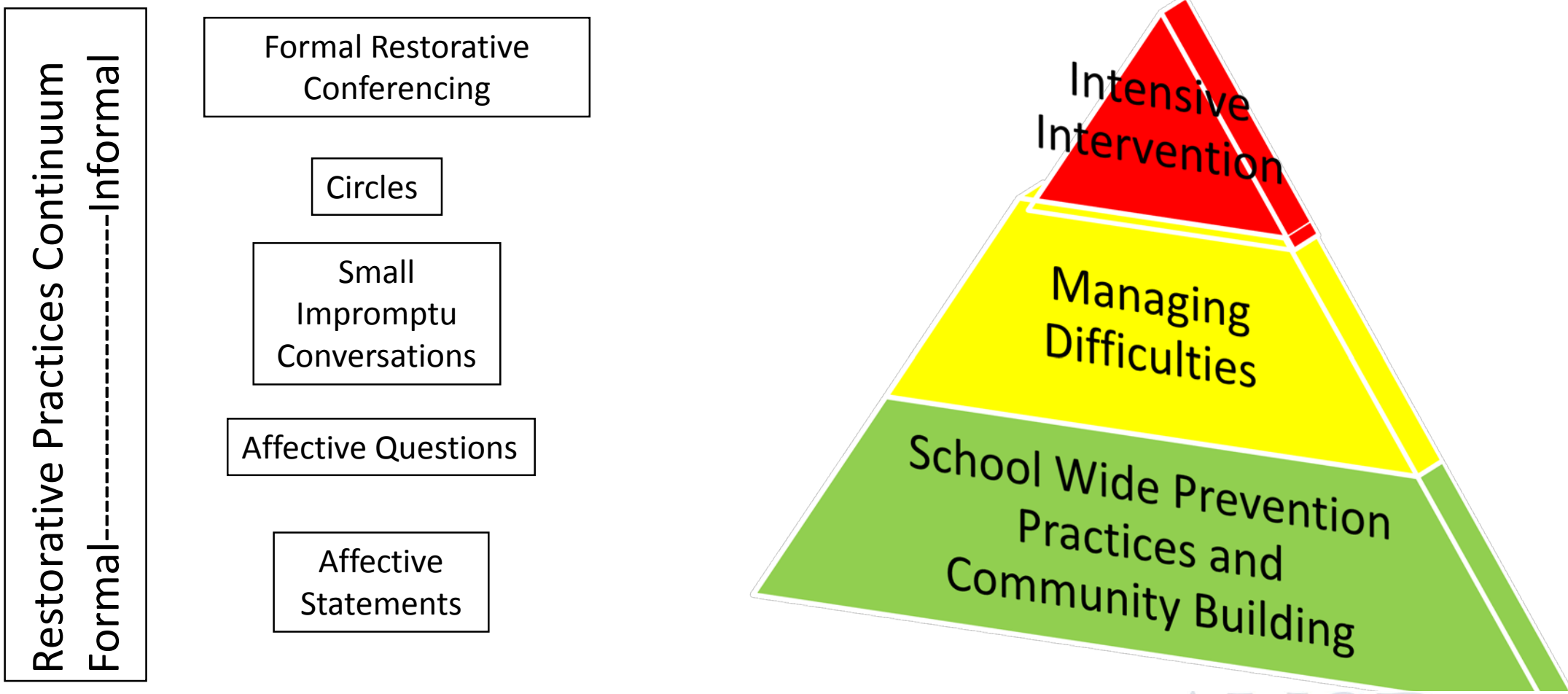
"I like how liberating this structure feels; it takes away the gimmicks of "management" and is rooted in humanity and kindness. I also really appreciate the pacing and facilitation - great work!"

Restorative Practices Professional Development

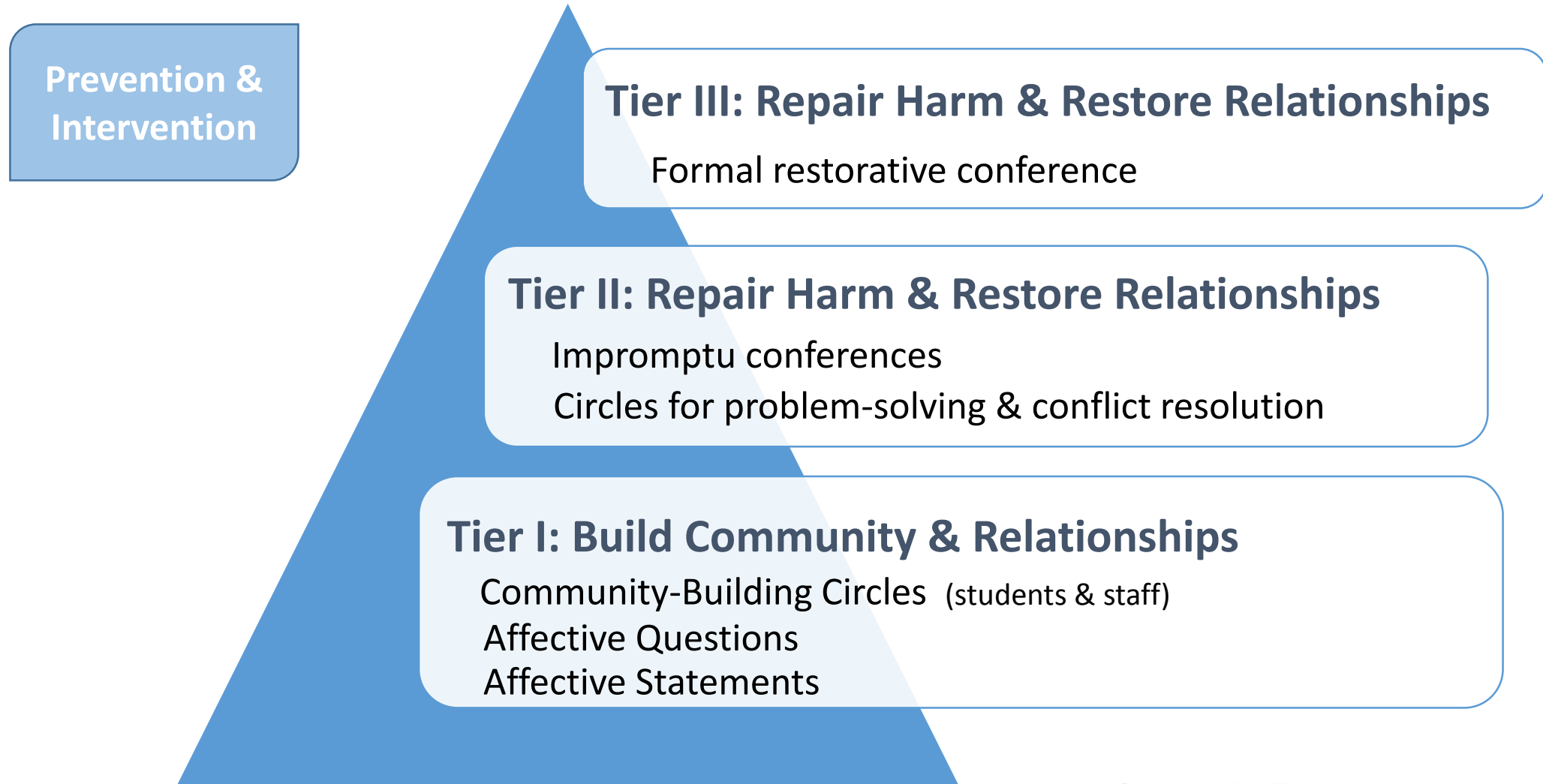
- 2-day professional development on introduction to Restorative Practices and circles in the classroom for the following schools: Bay Farm Secondary, ASTI, Encinal, Island, Wood, and all Alameda Unified administrators
- Community learning on Restorative Practices offered on November 3rd
- Optional training for early adopters offered in June 2018
- Formal Restorative Conferencing for year one implementers in February

Restorative Practices in Alameda Unified School District

Our Restorative Practices framework is a relationship-building, strength-based, and solution-focused approach. The aim is to develop community and to manage conflict and tensions by repairing harm and restoring relationships.



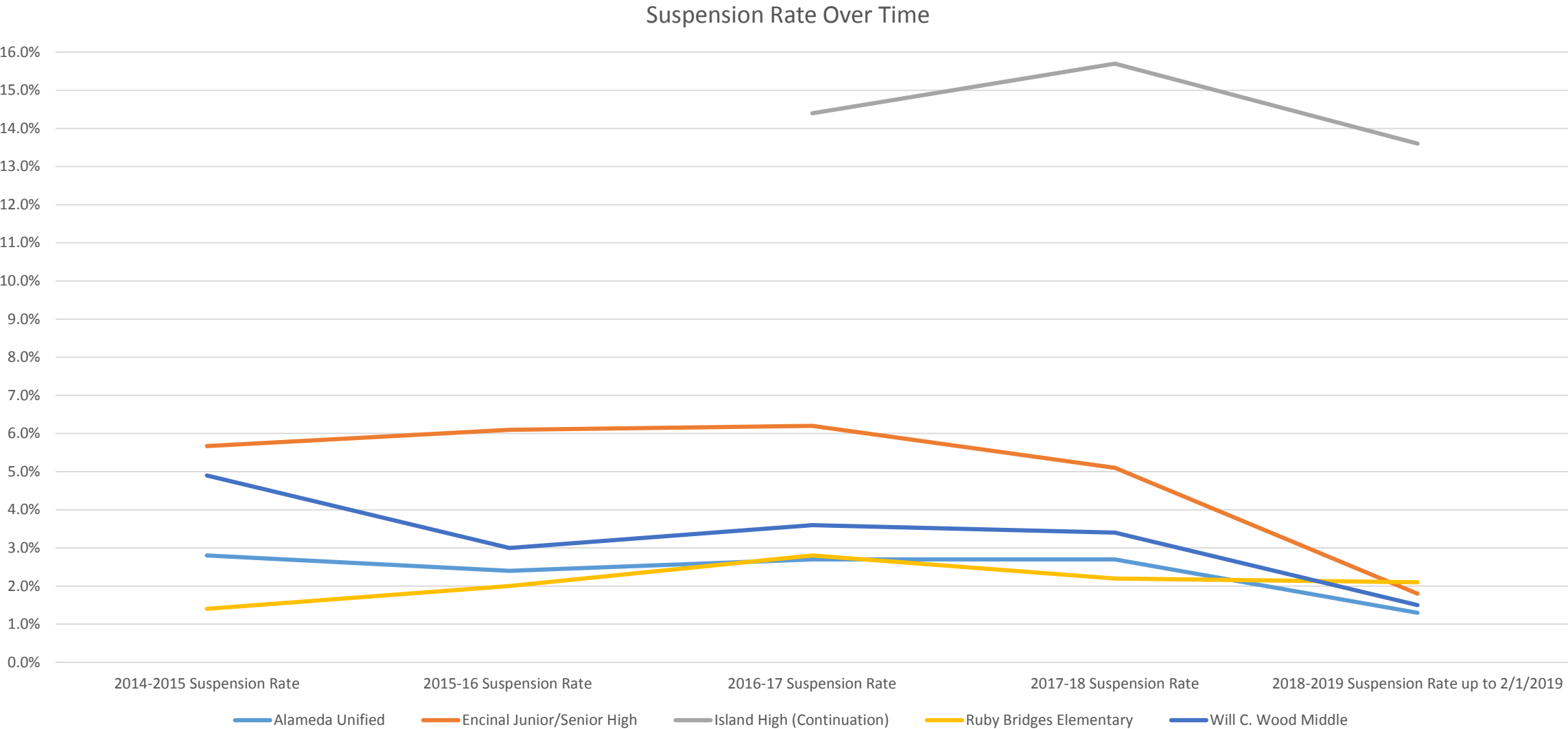
Integrating Restorative Practices into a Multi Tiered System of Support



School Discipline – Suspension Trends Over Time

2018-2019										
	District	District Change	Encinal	Encinal Change	Island	Island Change	Ruby	Ruby Change	Wood	Wood Change
Black/AA	3.9%	-6.4%	3.0%	-11.8%	20.7%	-6.3%	4.3%	-5.0%	3.2%	-6.8%
American Indian	0.0%	-16.7%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.3%	-0.8%	0.4%	-2.1%	0.0%	-28.6%	1.6%	1.6%	0.0%	-2.5%
Filipino	1.1%	-1.3%	1.5%	-3.4%	0.0%	0.0%	0.0%	0.0%	2.1%	2.1%
Hispanic	1.8%	-1.2%	1.9%	-3.1%	7.1%	-10.5%	0.9%	-2.2%	1.6%	-1.9%
Pacific Islander	1.5%	-2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%
White	1.1%	-1.4%	2.2%	-1.9%	13.0%	-4.1%	1.0%	0.1%	1.5%	-3.0%
Multi	1.0%	-1.3%	2.8%	-5.5%	28.6%	28.6%	3.2%	1.6%	0.0%	0.0%
Not Reported	1.5%	1.5%	0.0%	-25.0%	0.0%	0.0%	5.0%	5.0%	0.0%	0.0%
All Students										

School Discipline – Suspension Trends Over Time



California Education Code

ED Code 48900.5. states:

(a) Suspension, ..., shall be imposed only when other means of correction fail to bring about proper conduct.

(b) Other means of correction include, but are not limited to, the following:

Participation in a restorative justice program.

A positive behavior support approach with tiered interventions that occur during the school day on campus.

Shifting Board Policy to Align with Practice...

BP 5144 Discipline (Alameda)

The Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [5137](#) - Positive School Climate)

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [6020](#) - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

BP 5144 Discipline (Oakland)

The Governing Board desires to prepare students to be caring, competent, critical thinkers and fully-informed, engaged, contributing members of society who are ready to succeed in college and career. The **Board expects each school to create a safe and positive school environment in which all students feel accepted, supported, and respected. The Board desires that its disciplinary policies further its mission of serving the whole child, eliminate inequality in the use of punitive consequences, and provide each child with excellent teachers who are equipped to promote academic and behavioral learning.**

The Board desires the use of a positive approach to student behavior and the use of preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.

The Board recognizes the importance of developing the social and emotional health of all youth and adults in our organization.

The Board desires the adoption of the Response to Intervention (RTI) framework wherein schools provide a tiered system of academic and behavioral supports to enable all students to equitably access the core curriculum. Each school is responsible for adopting strategies, programs, and interventions within an RTI framework to facilitate a consistent approach for positive, pro-social behavior management in order to reduce student loss of instructional time due to disciplinary sanctions.

Shifting Board Policy to Align with Practice...

BP 5144.1 Suspension and Expulsion/Due Process (Alameda)

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code [48900\(s\)](#))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. [5112.5](#) - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

BP 5144.1 Suspension and Expulsion/Due Process (Oakland)

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. In response to serious or repeated violations of established policies and standards, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

The Board does not support a zero tolerance approach to discipline. The Board recognizes the importance of providing school-wide positive supports, using discipline strategies that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts peacefully.

- **Before subjecting a student to disciplinary sanctions that result in a loss of instructional time, the Superintendent or designee shall, to the extent allowed by law, first use alternative strategies as described in AR 5144 - Discipline.** Except where suspension for a first offense is permitted by 48900.5, as further described in AR 5144.1, in-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons. (Education Code 48900.5) Expulsion is an action taken by the Board only for severe breaches of discipline by a student.

Next Steps

Policy and Implementation

- Update discipline, suspension and expulsion policies to include board values
- Present policies to the Board policy sub-committee
- Board adoption of policy
- Update discipline matrices to reflect board policy
- Build capacity to support Restorative Practices implementation at school sites
- Train all staff of new policies and matrices

Restorative Practices Professional Development

- 2-day professional development on Restorative Conferencing : Bay Farm Secondary, ASTI, Encinal, Island, and Wood staff.
- Overview presentations offered at PTA meetings and PTA counsel
- Community learning on Restorative Practices offered on May 11th
- Optional training Restorative Practices and Circles for early adopters offered in March 2019, and June 2019
- 2019-20 – All elementary schools trained
- 2020-21 – Alameda High School and Lincoln Middle School

Resources for the Presentation

- International Institute for Restorative Practices
- The Restorative Practices Handbook
- San Francisco Unified School District
- Oakland Unified School District

