

SCHOOL BASED RESTORATIVE JUSTICE INITIATIVE IN MULTNOMAH COUNTY

Board of County Commissioners Presentation
March 19, 2013

Disproportionality is a Civil Rights Issue

- The school-to-prison pipeline is considered one of the most pressing civil rights issues today
- Who gets pushed out of school?
 - ▣ Black students are 3.5 times more likely to get expelled
 - ▣ Latino students are 2 times more likely to get expelled
 - ▣ Native American students are 1.5 times more likely to get expelled
- Students with 3 or more suspensions are 5 times more likely to drop out of school
- Youth who drop out are 8 times more likely to enter prison

Multnomah County Knows the Problem

- In Multnomah County...
 - ▣ African American youth are 3.5 times more likely to be excluded than their white counterparts
 - ▣ Latino youth you are 2 times more likely to be excluded
 - ▣ Native American youth are 2.2 more likely to be excluded
- In Oregon, students who have been suspended are 78% more likely to drop out of school.

Prevention Costs Less than Incarceration

- Nationally, it costs \$32,000-\$65,000 / year to incarcerate a youth in a juvenile detention facility
- Nationally, on average, it costs \$10,615 to send a kid to public school for a year. (That's federal, state and local government spending combined.)
 - ▣ In Oregon, we spend between \$8,000-\$10,000/year
- Research shows that a system can save up to \$13 for every \$1 spent on prevention
- If half of Oregon's 11,800 dropouts from the class of 2010 had earned a high school diploma, there would be \$40 million dollars in increased earnings and \$3.1 million in increased state tax revenue.

NPR

<http://www.npr.org/blogs/money/2012/06/21/155515613/how-much-does-the-government-spend-to-send-a-kid-to-school>

& Campaign for Youth Justice

<http://www.campaignforyouthjustice.org/documents/KeyYouthCrimeFacts>

Looking at a Local Solution

- In 2007 Multnomah County Juvenile Services Division invests in School Based Restorative Justice Pilot Project
- Currently, Resolutions Northwest is implementing Restorative Justice in the following buildings & Districts (with support from Mult. Co., City of Portland, NW Health Foundation & PPS)
 - Parkrose School District
 - David Douglas High School
 - Grant High School (PPS)
 - Rigler Elementary (PPS)
 - Lane Middle School (PPS)

Restorative Justice in Schools

What is it?

- Shifts culture around discipline
 - ▣ Relationships

- Key Tenets
 - ▣ Accountability
 - ▣ Integration
 - ▣ Change

Restorative Justice in Schools

Punitive Approach

- Misbehavior defined as breaking school rules.
- Focus on identifying violation and establishing blame.
- Administrator determines punishment.
- Isolation of person responsible

Restorative Approach

- Misbehavior impacts/harms people and relationships.
- Focus on establishing responsibility to repair harm/ make things right.
- Those responsible and those impacted create agreement to make things right.
- Reintegration into community

Guiding Restorative Questions

- What happened?
- Who was harmed and how?
- What can be done to make things right?
- How can we keep things right?
- What support do you need to make and keep things right?

Program Evaluation

- In 2012 Portland State University Center for Student Success carried out qualitative research study that asked
 - ▣ What's working?
 - ▣ What are the challenges?

Program Evaluation

Conclusions & Recommendations

□ **Setting up for Success**

□ Administrative & Staff Buy-In

- Understand philosophy & commit to implement
- Believe that youth can resolve their own problems & make things right

□ Systemic and pervasive adoption of attitudes, beliefs, systems and structures

□ Time

- Professional development
- Parent & student engagement
- Systemic implementation of principles and practices

□ Dedicated Staff Person

□ Willingness to look at and address bias – equity work

Program Evaluation

Results

- Student attitudes & behaviors improve
- Problem-solving skills are developed
- Relationships & communication between school staff and families is enhanced
- School climate is positively impacted

Program Evaluation

Challenges

- Time
 - ▣ Professional development for staff
- Staffing
- Tension between granting youth voice and decision-making power around discipline issues and adults relinquishing that power

Video





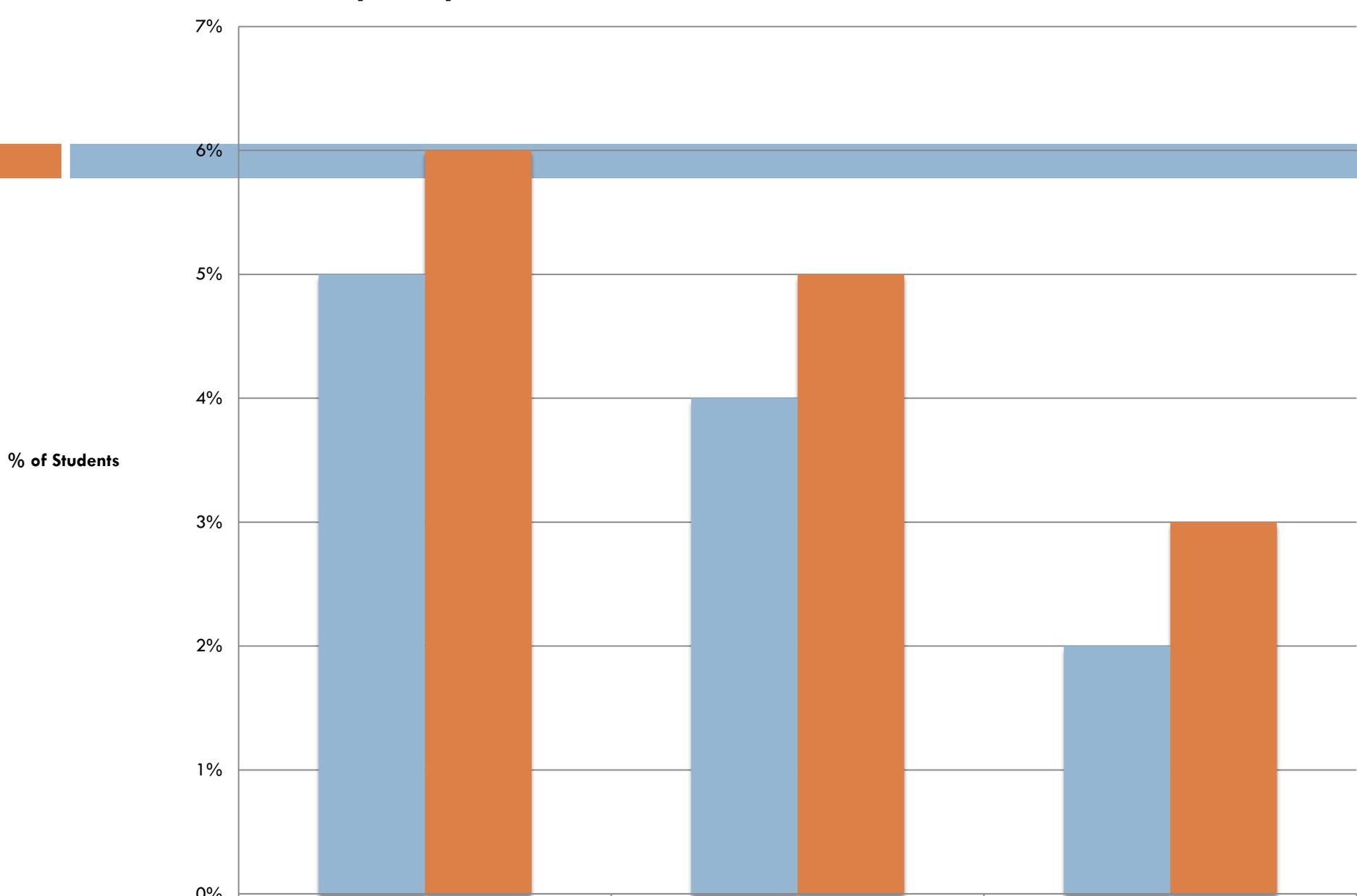
Restorative Justice in PPS

Grant HS and Rigler

Grant HS

- 2011-2012 Grant HS hires RJ Coordinator
- RJ used for selected office discipline referrals
- 2012-2013 Grant HS develops a new referral process for teachers to refer to RJ

Grant Disciplinary Exclusions in the Years '09-'10, '10-'11, '11-'12

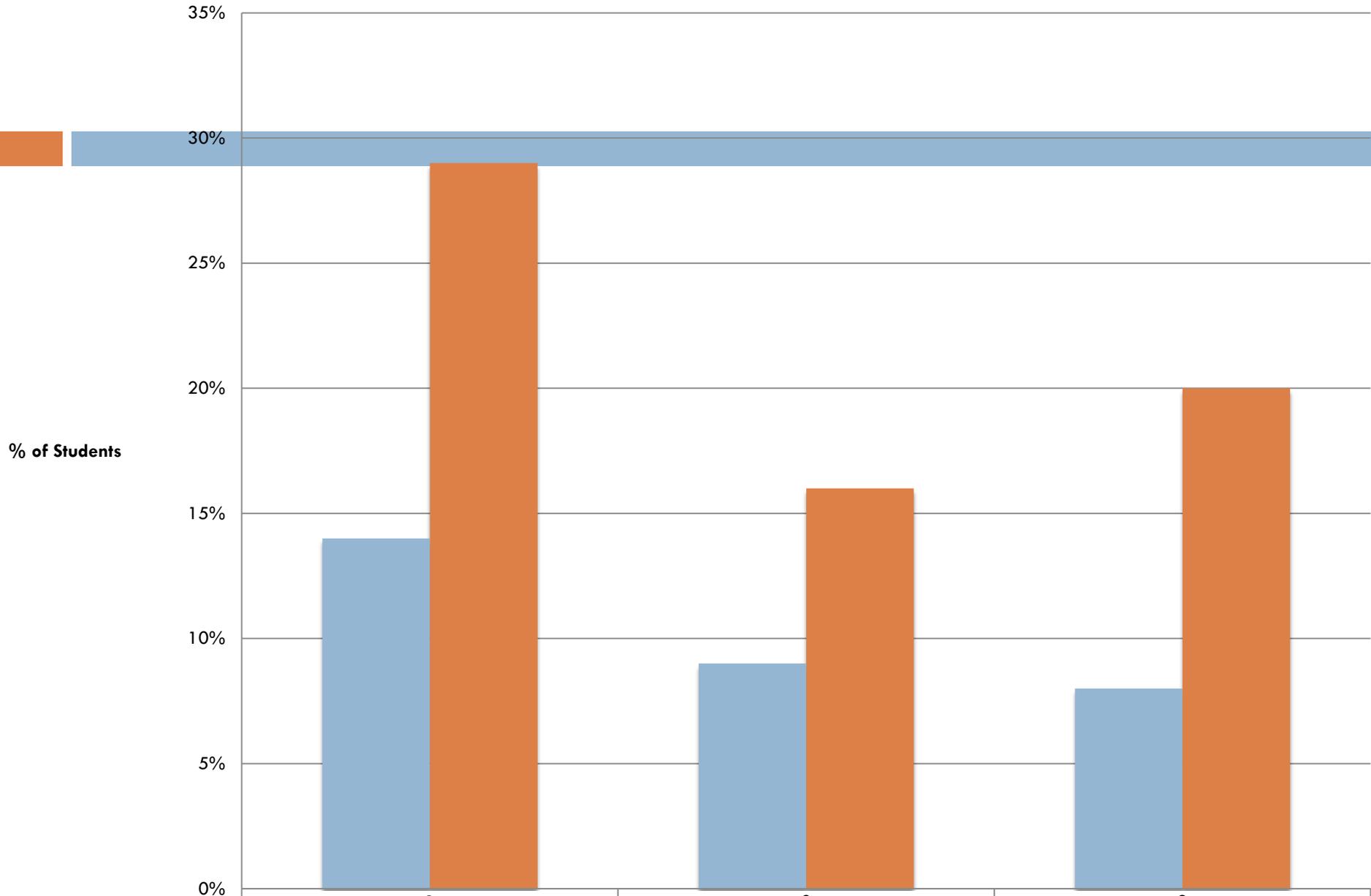


■ Students with at least one:	5%	4%	2%
■ Total Incidents:	6%	5%	3%

Rigler

- 2009-2011 served K-7
- 2010-2011 Staff development started in Spring re RJ
- 2011-2012 served K-5
- RJ used for selected office discipline referrals

Rigler Disciplinary Exclusions in Years '09-'10, '10-'11, '11-'12



■ Students with at least one:	14%	9%	8%
■ Total Incidents:	29%	16%	20%

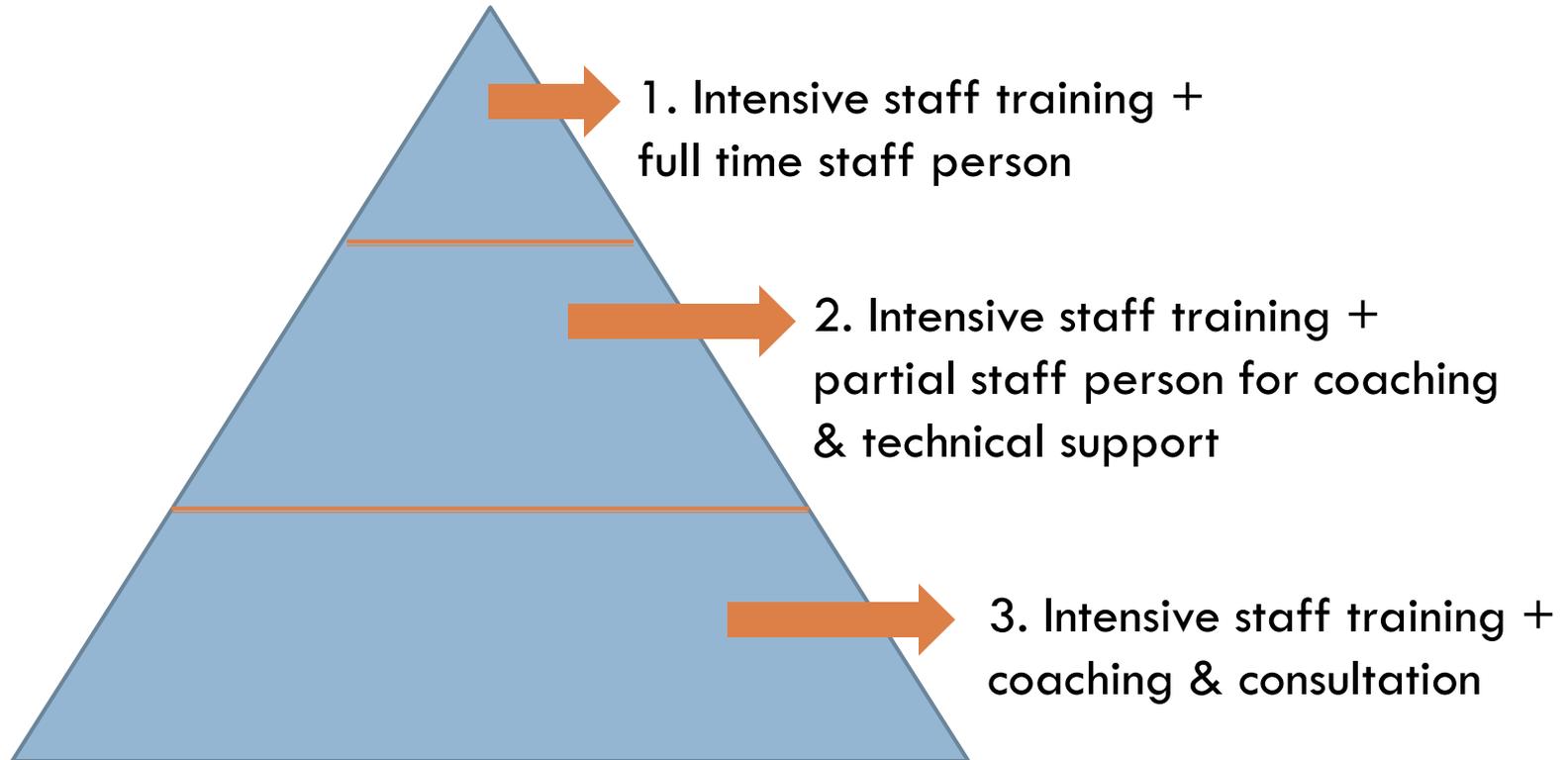
Implementation Models

Lessons Learned

1. Designated, full time, restorative justice specialist
2. Training & Technical support
 - ▣ One FTE for multiple schools
3. Training & Coaching

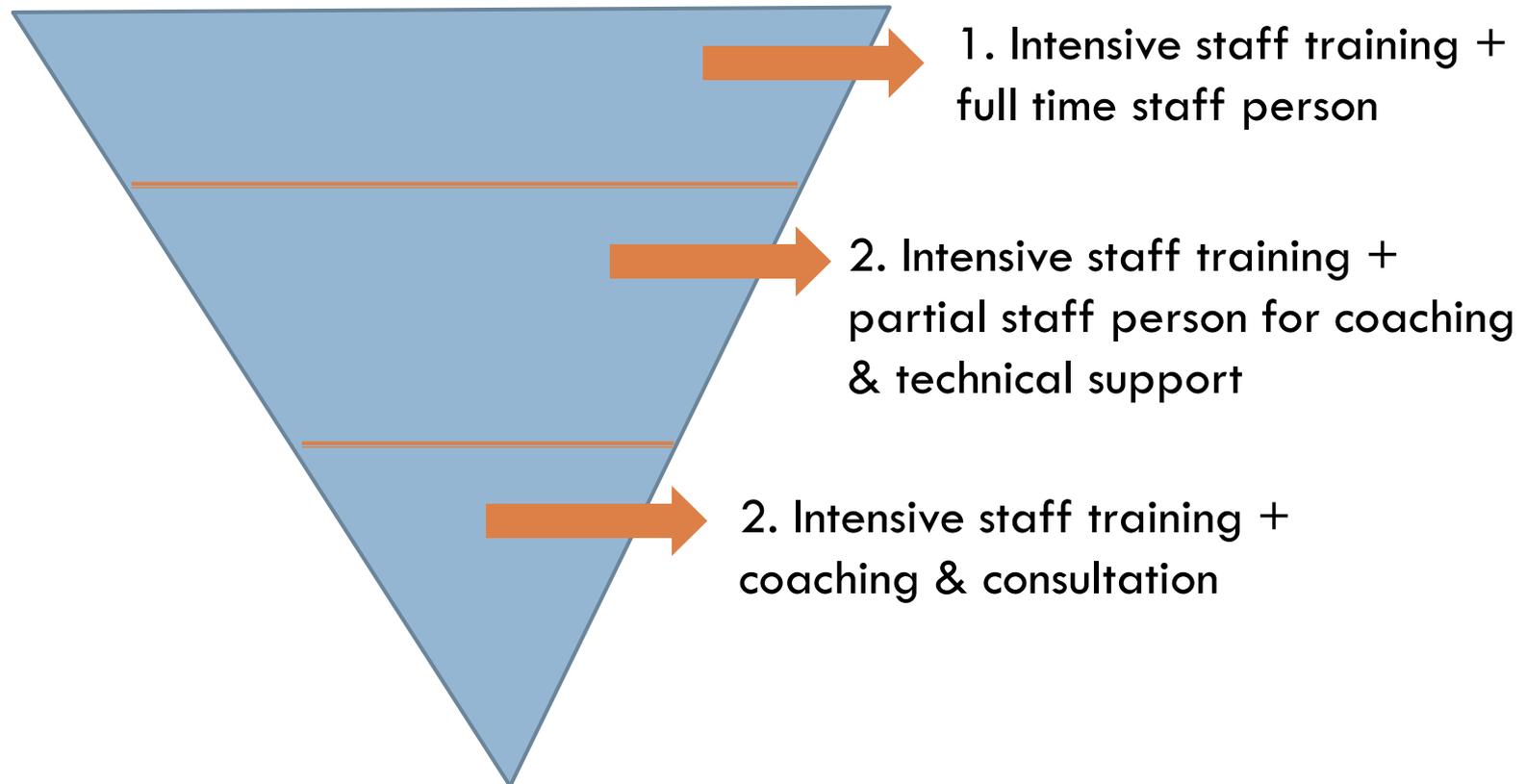
Implementation Models

Tiered Approach



Implementation Models

Tiered Approach



Key Partnerships



- Portland Parent Union
- Multnomah Youth Commission

Multnomah Youth Commission

□ Training

▣ We have trained 92 youth in Restorative Justice

- Madison High School
- Lane Middle School
- David Douglas High School
- Rigler Elementary
- Roseway Heights Middle School
- Grant High School

□ Service Learning Projects

What else is happening in Oregon?

- **Bill introduced in Oregon Legislature (HB2192)**
 - ▣ Establishes standards and goals for school policies related to discipline, suspension or expulsion.
- Juvenile Justice and School representatives in Portland Metro Area (Multnomah County, Washington County and Clackamas County) are meeting with Oregon Department of Education to talk about using Restorative Practices to reduce disparities and address the school-to-prison pipeline

What is Happening Nationally?

- Restorative Justice in Schools Act (H.R. 415)
(COHEN, D-TN)
 - ▣ The Restorative Justice in Schools Act would allow school districts to use ESEA funding to train teachers and counselors in restorative justice and conflict resolution and help save countless hours lost to school discipline each school year.

Upcoming Happenings

- Restorative Justice Forum
 - Hosted by SUN System
 - Guest Thalia Gonzalez
 - **Friday, April 12, 8am-12 noon**

- NW Justice Forum
 - Hosted by coalition of private & public agencies
(including Resolutions Northwest and Mult. Co. Juvenile
Services Division)
 - **June 25-27**