

School-Based Restorative Justice Initiative

Board of County Commissioners

April 5, 2012

Multnomah County: A Leader in School-Based Restorative Practice

The School-Based Restorative Justice Initiative helps schools build internal and community capacity to create systemic and sustainable change.

A school's commitment to restorative justice means:

They address harm in their school community by

- 1) holding individuals accountable & finding ways to repair harm that are meaningful to victims
- 2) simultaneously allowing youth access to their basic right of education

Guiding Restorative Questions

- **What happened?**
- **Who was affected/impacted?**
- **What can be done to make things right?**
- **What will keep things right?**
- **How can others support you?**

Restorative Justice Philosophy

- **Everyone** needs to be held *accountable* for their actions and understand the *impact* words and actions have on others
- When a harm occurs in our community this ripples out and affects us *all*
- Promotes healing and accountability
- Builds emotional vocabulary and conflict resolution skills

Why Restorative Justice in Schools?

- The school- to-prison pipeline is one of the most important civil rights challenges facing our nation today.
- The pipeline refers to the growing use of zero-tolerance discipline, school-based arrests, disciplinary alternative schools, and secured detention which pushes our most at-risk youth out of schools.
- Data shows diminished classroom time can lead to an increased likelihood in criminal misconduct later in life. (1)

(1)ABA Juvenile Justice Committee, Zero Tolerance Policy: Report (Feb. 2001)

Why Restorative Justice in Schools?

- Zero-tolerance disciplinary policies are often the first step in a child's journey through the pipeline.
- African-American students are far more likely than their white peers to be suspended, expelled, or arrested for the same kind of conduct at school. (1)
- In 2003, African-American youth made up 16% of the nation's overall juvenile population, but accounted for 45% of juvenile arrests. (2)

(1)Advancement Project, Education on Lockdown: The Schoolhouse to Jailhouse Track (Mar 2005) p.16

(2)Howard N. Snyder, "Juvenile Arrests 2003", OJJDP Juvenile Justice Bulletin (2005) p.9.

How is Multnomah County Doing?

- Multnomah County is consistent with the national trend showing African American students are 3.3 times as likely to be suspended or expelled than their white peers.*
- Nationally in districts that reported expulsions under zero-tolerance policies, Hispanic and black students represent 45% of the student body, but 56% of those expelled under such policies.

Juvenile Justice Information Exchange- jjie.org & * Multnomah County Commission on Children, Families & Community report on Exclusionary Discipline in Multnomah County Schools (2012)

Multnomah County: A Leader in School-Based Restorative Practice

The pivotal Multnomah County report on exclusionary discipline in Multnomah County highlights what is needed for our schools to lead the nation in change:

The report advocates for more culturally appropriate conflict resolution practices to address disproportionate discipline and to promote policies that keep our youth in school and in class.

“Restorative justice in schools has emerged as an alternative discipline model to reduce exclusionary practices, as well as decrease police and juvenile justice involvement.” (1)

(1) Rebecca Stavenjord, 'Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color. A report of the Multnomah County Commission on Children, Families & Community (2012)

Restorative Justice in Multnomah County Schools

**2007 – Mult. Co. Juvenile Services Division
dedicates funding for RJ in Schools
Pilot Project**

**2008 – Parkrose School District is identified as
pilot site**

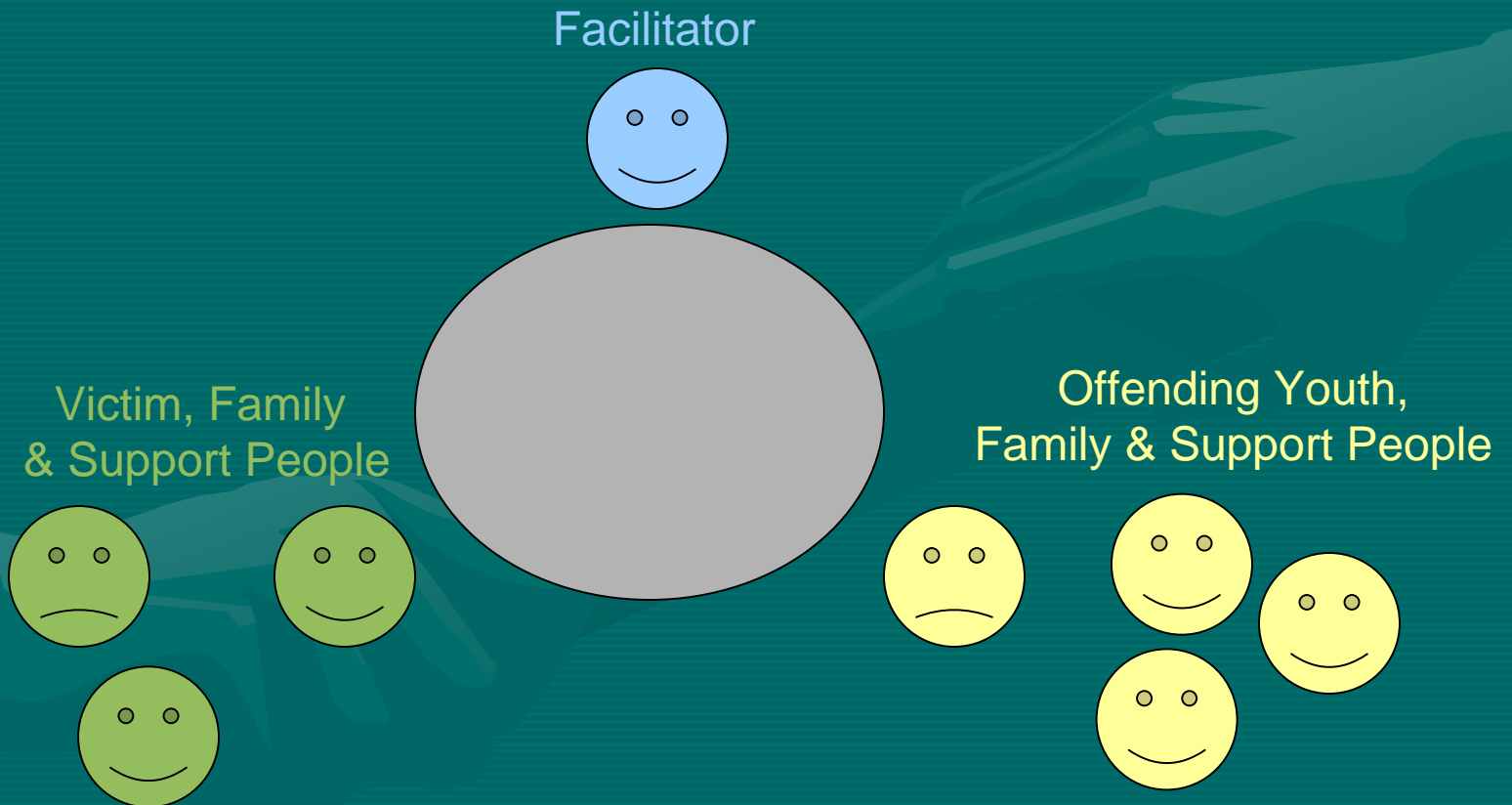
**2010 – NW Health Foundation grant awarded to
replicate project at Rigler K-8**

**2010/2011 – Mult. Co. partners with City of Portland to
fund expansion initiative into 6 additional schools:
Beverly Cleary K-8, King K-8, Grant High, POIC,
Floyd Light Middle & David Douglas High**

**2011/2012 – Mult. Co. funds RJ training and technical
support for schools within the SUN System**

Restorative Practices

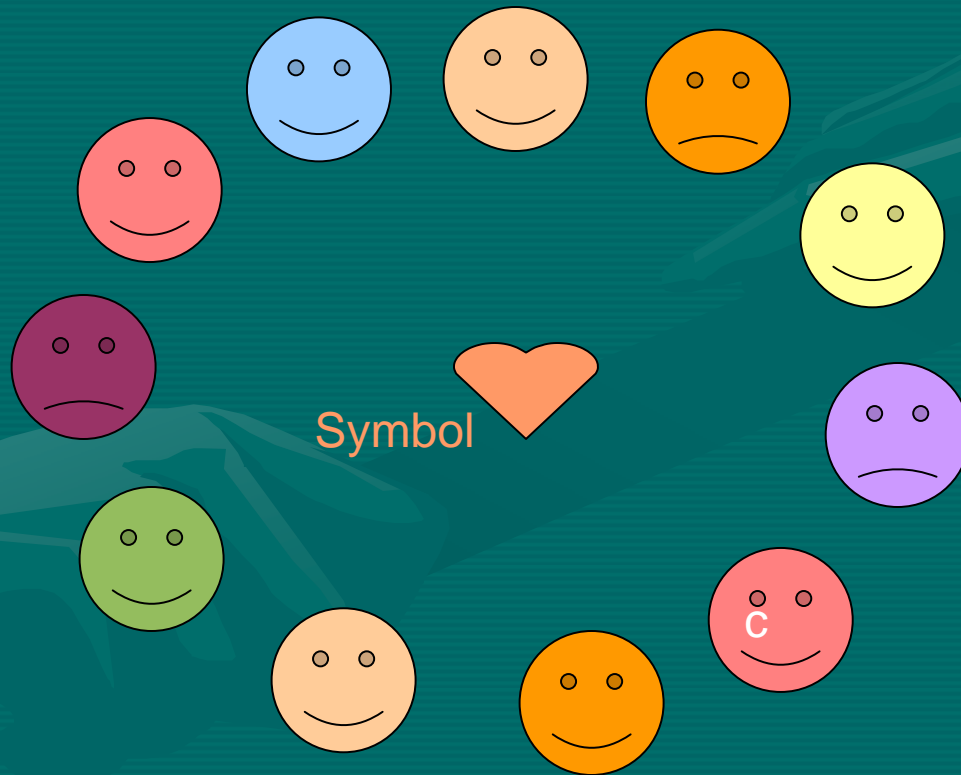
Victim Offender Mediation



Restorative Practices

Circling

Facilitator



Restorative Practices

Large Group Conferencing

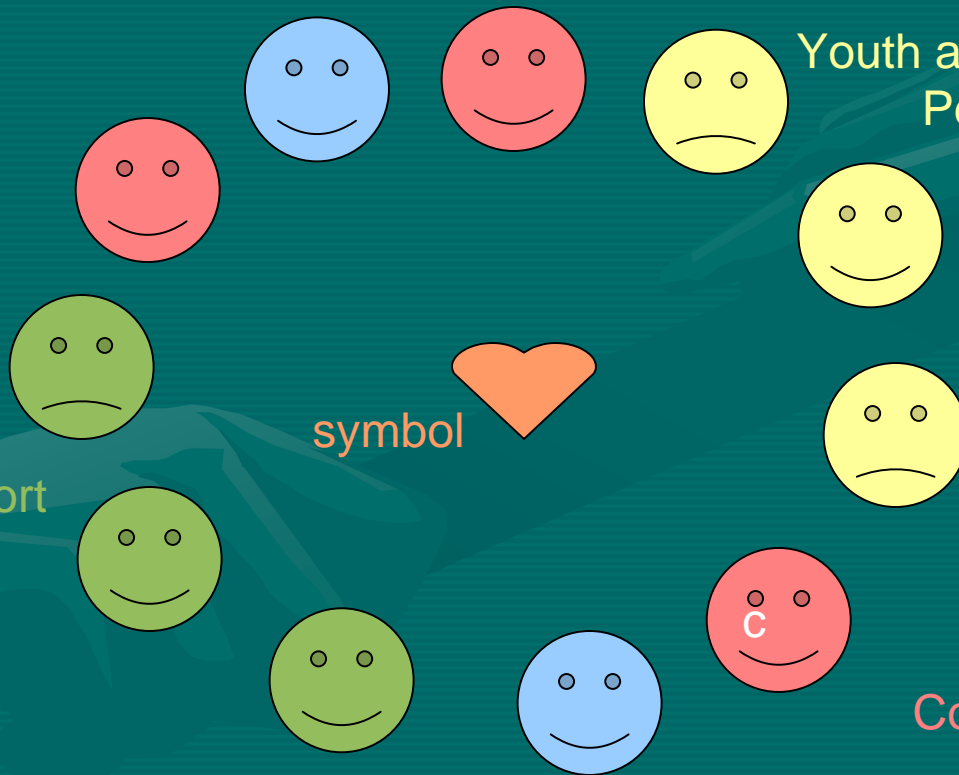
Facilitators

Youth and Support
People

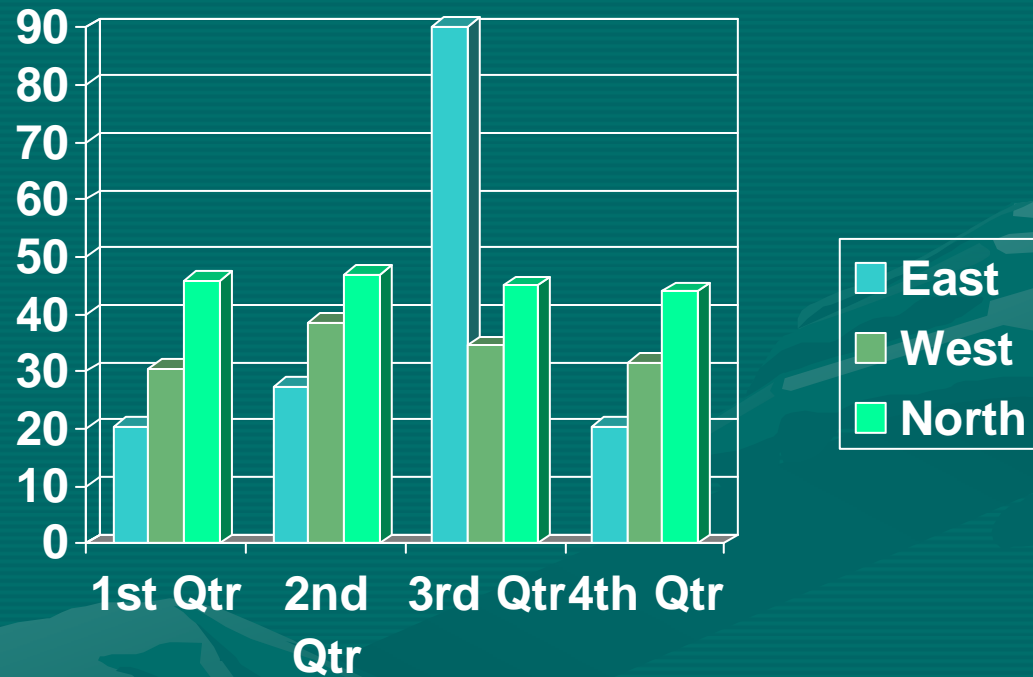
symbol

Youth and Support
People

Community members



Parkrose Video



Expansion Project

King K – 8 (288 Students)

Overall Suspensions & Expulsions

→ 07-08 – 62

→ 08-09 – 141

→ 09-10 – 126

→ 10-11 – 23

→ 11-12 YTD – 10

Expansion Project

King K-8

Relative Rate Index

	07-08	08-09	09-10	11-12 YTD
African American	2	5	4	1
Hispanic	0	0	1	0
API	1	1		0

Expansion Project

Beverly Cleary K-8 (604 Students)

Overall Suspensions & Expulsions

→ 07-08 – 61

→ 08-09 – 46

→ 09-10 – 30

→ 10-11 – 31

→ 11-12 YTD – 0

Expansion Project

Beverly Cleary

Relative Rate Index

	07-08	08-09	09-10	10-11	11-12 YTD
African American	6	4	5	12	3
Hispanic	1			3	2
American Indian/ Alaskan Native	6				3

Expansion Project

Grant HS (1,620 Students)

Overall Suspensions & Expulsions

- 07-08 – 74**
- 08-09 – 108**
- 09-10 – 98**
- 10-11 – 85**
- 11-12 YTD – 4**

Expansion Project Grant HS

Relative Rate Index

	07-08	08-09	09-10	10-11	11-12 YTD
African American	10	8	7	8	2
Hispanic	8	6	3		1
American Indian/ Alaskan Native		11	4	5	1
API		2	0	1	<1

SUN Schools

Introductory RJ in Schools Training (3 hours)

- **Site Managers – approx. 50 attendees**
- **SSSES – 45 attendees**

Intensive RJ in Schools Training (4 days)

- **41 registered**
- **30 wait-listed**