

4-2021

Addressing Student Discipline Discrepancies Through Restorative Justice and Positive Behavioral Interventions and Supports

Josh Jackson
Grand Valley State University

Follow this and additional works at: <https://scholarworks.gvsu.edu/gradprojects>



Part of the [Education Commons](#)

ScholarWorks Citation

Jackson, Josh, "Addressing Student Discipline Discrepancies Through Restorative Justice and Positive Behavioral Interventions and Supports" (2021). *Culminating Experience Projects*. 43.
<https://scholarworks.gvsu.edu/gradprojects/43>

This Project is brought to you for free and open access by the Graduate Research and Creative Practice at ScholarWorks@GVSU. It has been accepted for inclusion in Culminating Experience Projects by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Addressing Student Discipline Discrepancies Through Restorative Justice and Positive
Behavioral Interventions and Supports

Josh Jackson

April 2021

A Project Submitted to the Graduate Faculty of
GRAND VALLEY STATE UNIVERSITY

In

Partial Fulfillment of the Requirements

For the Degree of

Master of Education

Acknowledgements

There are many people whom I owe an immense amount of gratitude to for their work in supporting me as I developed this project. For her contributions to my work as a researcher and writer, I am indebted to Elizabeth Stolle for constantly encouraging me as I discovered and created. For his work in developing an understanding of who and what a school counselor is, Shawn Bultsma deserves so many thanks. Further, for the inspiration to explore social and racial justice, I owe my passion for this topic to two of my undergraduate professors, who instilled a lifelong bent towards justice in these areas: David Kirkland and Chezare Warren. Without their spark, I would not seek justice in all aspects of my development as an educator. While these mentors have guided, inspired, and supported me in my work, two colleagues and friends stand tall in their support of me. Thank you, Kevin Squire and Liz Marko, for always giving me an ear to bounce ideas off of, and more so for supporting me through what has been an incredibly tough year. On a more personal note, to my partner, I owe everything for the constant grace, support, encouragement, and space to grow, explore, and write.

Abstract

Schools throughout the country have relied on suspension and expulsion to create ‘safer’ schools, free from harm and distraction. This trend of reliance on suspension started in the mid-1990s, reaching its peak in 2011. This happened as a result of the implementation zero-tolerance discipline policies nearly nationwide. Zero-tolerance called for specific punishments for clearly outlined unsafe behaviors to start, but as years progressed, zero-tolerance in the form of suspension became a catch all for all types of behavior. In this shift toward suspension as a dominate form for behavior correction, Black students have been suspended at an alarming rate in comparison with their White counterparts. The degree to which suspension takes place is nearly three times the rate for Black students in comparison to white students. Compounding this, when students are suspended from school, the likelihood of interaction with he juvenile and criminal justice system roughly doubles. This is problematic but given the history of inequality that has existed in America across racial groups, this demands attention.

There are several recommendations and strategies in this project, which seek to address this problem. This research looks in several directions to answer the challenge of responding to this inequity. Restorative Justice in place of suspension serves as a model for reducing the need and use of suspension for classroom misbehaviors. Further, school discipline policies demand revision to shift the focus from discipline and removal to restoring the community that was harmed by student misbehavior. Finally, there is professional development and training for school counselors to share restorative practices with their school staffs. Through these strategies, the reliance on suspension for addressing student misbehavior will recede.

Table of Contents

Acknowledgements.....	i
Abstract.....	ii
Table of Contents.....	iii
Chapter One: Introduction.....	1
Problem Statement.....	1
Importance and Rationale of Project.....	2
Background of Problem.....	5
Racial Makeup of Teachers.....	6
Student Discipline Across Racial Groups.....	8
Statement of Purpose.....	9
Objectives of the Project.....	10
Definition of Key Terms.....	11
Scope of Project.....	12
Chapter Two: Literature Review.....	15
Introduction.....	15
Theory/Rationale.....	17
Deterrence Theory.....	17
Restorative Justice.....	17
Research/Evaluation.....	19
Zero Tolerance Implementation.....	19
Implicit Bias, Cultural Mismatch, and Student Discipline.....	21
Social and Emotional Learning for Whom.....	23

Restorative Practices w/PBIS Multitiered Supports	27
Summary	29
Conclusion	31
Chapter Three: Project Description	33
Introduction.....	33
Project Components	35
Project Evaluation and Implementation.....	35
Project Conclusions	36
References.....	38
Appendices.....	45
Appendix A.....	45
Appendix B	47
Appendix C	51
Appendix D.....	56
Appendix E	57
Appendix F.....	59
Appendix G.....	67
Appendix H.....	68
Appendix I	69
Appendix J	71
Appendix K.....	72
Appendix L	75
Appendix M	78

Appendix N.....	79
Appendix O.....	81
Approval Form.....	82

Chapter 1: Introduction

Problem Statement

Schools exist to help students grow to be fully developed adults that contribute to society in meaningful ways for both themselves and the society at large. In many ways, this is the case; students feel safe and free to learn and grow in myriad directions. They feel that they can approach their day-to-day school experience free from fear, distraction, or harm. Students often note that a school where they feel supported and safe made them feel comfortable seeking out the help and support that they needed in all areas of development: academic, social/emotional, and career wise (Eliot, Cornell, Gregory, & Fan, 2010). Further, a school where students, staff, parents, and the community collaborate for the safety of all can be transformative in a child's learning and life (Kim, 2020). In short, schools should exist to help students develop in all areas of their life, as a whole person, while allowing students to feel safe and supported.

Students should feel safe and supported as they grow and learn in schools, yet this often is not the case in high schools across the U.S. In many schools across the nation, there is an overuse of suspension and expulsion as highlighted by the Department of Education (2014) as the main tool for school discipline. Adding to this, Eliot et al. (2010) also found that students desire support, academically and from both teachers and other staff members, but when they do not feel supported in these ways, the school climate suffers. Students are also less likely to seek help when bullying or other violent behaviors take place (Eliot et al., 2010). Even more, Eliot et al. (2010) noted that in schools where suspensions and expulsions take place regularly, students feel less supported and safe. Sellers and Arrigo (2018) explained that in comparison with white students, Black students are significantly more likely to be suspended or expelled. Even more alarming though, is that this difference extends to five times more likely in thirteen southern

states (Sellers & Arrigo, 2018). Despite students', teachers', and parents' desire for safe high schools, a discrepancy exists between experience this safety and those that receive disciplinary action, specifically biased along racial lines.

Importance and Rationale of the Project

Inequity has existed in schools throughout history. Access to opportunities has been different for different students throughout generations, but in hopes of making schools 'safer' administrators and districts have often adopted policies that are both harmful for students and unproductive in solving the 'problem' of creating safe schools (Hoffman, 2014). Often, schools adopt several approaches in hopes of making students safer These approaches come in the form of Social Emotional Learning and zero tolerance discipline policies. Often, Social Emotional Learning plans often do not match the culture of the students represented in those schools (Gregory & Fergus, 2017). Even further, these policies are only adopted for students, not staff members. Adding on, implicit bias contributes to teachers and staff members in schools misinterpreting and even escalating common behaviors for students of color as severe misbehaviors when implementing social emotional learning, which might be overlooked or interpreted in different ways for white students (Chin et al., 2020). Compounding this, zero-tolerance discipline policies, which apply strict uniform punishments for misbehavior in school, contribute to the inequity that exists in student discipline (Skiba, 2014).

Contributing to this disproportionality in student discipline is the need for adequate social emotional skills (SEL) for both students and adults alike (Gregory & Fergus, 2017). While some districts have looked to social emotional learning as a way to curb student disciplinary challenges, evidence suggests that this initial reform still leaves room for improvement. In some districts where social emotional learning has been implemented, large disparities in discipline

still exist. Largely, Gregory and Fergus (2017) suggested that this stems from two central causes: “colorblind” conceptions of SEL. Social emotional learning that removes the concept of racial difference from this process, failure to account for power, privilege, and cultural differences. Adding on, SEL models are focused on students learning social emotional skills but not the adults who work with students. The authors highlighted that social emotional learning curriculum is developed with ‘all’ students in mind, but is in fact, predominantly developed with the historical and social emotional needs of white students at the forefront, with students of color being marginalized (Gregory & Fergus, 2017). Compounding this colorblind approach to SEL, teachers and adults who implement this curriculum often lack accountability in participating in the social emotional learning themselves. They are not held to the same standard of emotional flexibility and growth that students are held, and in response, teachers react harshly to behaviors that fall outside of this white frame of reference, that is taught in “colorblind” SEL (Gregory & Fergus, 2017).

Compounding the lack of and inadequacy of current social emotional learning programs, implicit bias on the part of teachers and administrators contributes to this overrepresentation of Black students in terms of exclusionary discipline policy. Chin, Quin, Dhaliwal and Lovison (2020) found that on average, K–12 teachers hold “slight” anti-Black implicit biases. Further, they found that in many cases, teachers of color exhibited lower average bias than White teachers. Even more, according to Chin et al. (2020), this bias takes place to a stronger degree in counties with fewer students of color. Of note here, counties with higher levels of implicit bias tended to have larger White/Black suspension disparities (Chin et al., 2020). This is particularly concerning given that 56% of students K-12 are expected to be students of color by 2024 while

the makeup of this nation's teachers is vastly different, with 82% of teachers identifying as White (Department of Education, 2016).

Adding on, implicit bias has more possibility of taking place when there is less representation for students of color in the teachers they work with. In social science this refers to bureaucratic representation. This is when the people being served are represented or taught by people who have similar backgrounds or identities to their own (Grissom, Kern, & Rodriguez, 2015). In education though, bureaucratic representation often does not happen for minority students as shown by the Department of Education (2016) with 82% of educators being white. Grissom et al. (2015) explained that when representation happens with minority educators, more consideration is given to student culture and ways of being. Minor misbehaviors are not perceived as major misbehaviors that need punitive discipline. In short, when this cultural mismatch or lack of representation takes place, implicit bias and unequal implementation of discipline for students of color happens (Chin et al., 2020).

While implicit bias and lack of productive SEL programming for students, contributes to the disparity in discipline among races, the reliance of schools on zero tolerance and exclusionary discipline policies overwhelmingly contributes to this problem. Sellers and Arrigo (2018) have found that to create safe and supportive learning environments, administrators have adopted zero tolerance policies, which were originally in place for major violent interactions in schools, but now have expanded to include other, more minor examples of student misbehavior. In fact, suspension and expulsion rates reached a peak in 2011 and 2012, with over 3.2 million students suspended and 111,000 expelled from schools (Sellers & Arrigo, 2018). Of note, 56% of these students were Black or Hispanic. Even more alarming, this same group of students make up 70% of those who are involved in school related arrests (Sellers & Arrigo, 2018). Important to

note here, Skiba (2014) suggested that the disparities between discipline rates for Black and White students happen in subjective categories such as defiance and disrespect most often. Even further, Skiba (2014) highlighted that these disparities in part tie into cultural mismatch and inadequate training in culturally responsive classroom management. Ultimately, zero-tolerance discipline policies create drastic disparities in the types of discipline that students receive, with students of color most often being suspended and expelled.

Important to note when examining the application of zero tolerance discipline policies , the ineffectiveness is clear. Curran (2016) found that implementation of zero tolerance policies for discipline lead to an overuse of school exclusion for minor misbehaviors. Even more, Curran (2016) shared that when school leaders were asked to determine if their implementation of zero tolerance discipline actually improved or reduced problem behaviors, they could not note an appreciable difference. In essence, more students were being suspended, but schools were no safer than before implementation. Again, important to note here, Curran (2016) and Hoffman (2014) found that often this discipline policy impacted students of color more harshly than white students. In fact, Hoffman (2014) noted that zero tolerance exacerbated discrepancies that already existed between white students and black students' interactions with school discipline.

Background of the Problem

Unequal schooling has sadly been a central story of the American education system throughout the past century. In digging into the background, and current research, many authors note the history of segregation, differing opportunities, failure to hire diverse educators, and stringent implementation of discipline for students of color, and inequities in many other forms (Curran, 2016; Hoffman, 2014; Grissom et al., 2015; Sellers & Arrigo, 2018; Skiba, 2014). For

the purpose of this project, two main areas of focus are the racial make-up of teachers in schools with diverse student bodies and student discipline across racial groups.

Racial Makeup of Teachers

There have been many course directing decisions in the U.S. in education over the past fifty years, but few have been as influential in determining the present-day realities as *Brown v. Board of Education of Topeka* in 1954. While many regard this as a seminal achievement for both Civil Rights and Education as a whole, this court decision often is examined uncritically (Haney, 1978). *Brown v. Board of Education* called for the integration of schools, but very little was put in place for Black schools that existed in this time period. Most often, integration entailed Black students being integrated into all white schools, almost never the other way around (Haney, 1978). Even more, in the South, states worked hard to displace or remove black educators from their jobs as a means to fight against integration taking place (Haney, 1978).

This was even found by the National Education Association in 1964 as *The Civil Rights Act* made integration of schools as law. At this time, the National Education Association noted that as desegregation for students increased in pace, the higher the chance a black educator was demoted, displaced, or dismissed from their job (Haney, 1978). Not only were Black teachers being displaced, but Black school leaders were also often replaced with White educators, often in majority black schools. Haney (1978) made clear that as Black educators were being replaced, Black students would receive most of their instruction from White educators who knew little and were not familiar with their students' culture. In present day terms as Grissom et al. (2015) clarified, representation for students of professionals in the workforce was growing smaller and being erased. Move forward to now, and Skiba (2014), Gregory et al. (2016) and Chin et al. (2020) noted that cultural mismatch between students and teachers would detract from the

learning environment. Even more, with 82% of the educator force being White, the problems of 1978 still persist today.

Continuing into the 1980s, the Black educator workforce was dwindling as the percentage of Black students making up schools was rising. Just when more Black educators were needed in classrooms, the numbers were growing smaller. Cole (1986) noted that in 1980 Black teachers made up 8.6% of the teaching force, while the percentage of black students was significantly higher. Adding to the work of Cole, Irvine (1988) found similar trends and causes for the trend of declining Black educators. Two specific causes cited by both authors center around a decline in the number of college students declaring education majors, but more, both authors suggested that teacher competency tests were influential in deterring Black educators from entering the profession (Cole, 1986; Irvine 1988). Expanding on this, both authors highlighted that in the push for reform and accountability for teachers, legislatures demanded metrics as opposed to qualitative data, and when issues of equity arose, quantitative data sometimes fell short. Moreover, Cole (1986) underscored the fundamental flaw in the use of teacher competency tests as found by researchers that there was little evidence to suggest that performance on a teacher competency test equated to effective teaching practice.

These historical trends continue to this day. The Department of Education (2016) found that 82% of schoolteachers were White while the percentage of White students in the following fall was 48%, with Black students making up 15% of the student population. Just as Haney (1978) noted that White teachers were not familiar with Black students' culture and ways of being, Chin et al. (2020) and Skiba (2014) found that there persists a cultural mismatch between students and teachers. In many instances, teachers held implicit biases towards their students of

color. Compounding this, the lack of representation negatively impacts students as Grissom et al., 2015 and Todd-Breland (2018) noted.

Student Discipline Across Racial Groups

Certainly, the make-up of who educates our children is critical, but how discipline in schools takes place is also fundamental to the problems that exist in education today. Adding on, discrimination in student discipline through suspension and expulsion contributes to what many refer to as the school to prison pipeline, the tendency to steer students from educational opportunity into the criminal justice system, an aspect of the systemic racism that persists in so many aspects of life in America (Wolf, Kalinich, & DeJarnatt, 2016). Disproportional discipline for students of color persists today, but this did not arise from nowhere; this has been an aspect of education for decades. McCarthy and Hoge (1987), citing a study by the Children's Defense Fund from 1975, emphasized that black students were suspended more than three times as often as white students, also clarifying that the trend continued at the time of their writing.

Additionally, Hoffman (2014) found that while there was change in the 1990s with the discrepancy between White and Black students receiving discipline at over two times the rate, this change returned to 1970s and 1980s levels in the early and mid 2000s. This demands interrogation. What change caused this?

In 1994 the Gun-Free Schools Act was passed, forcefully ensuring that any violence in schools was met with expulsion (APA, 2008). Thus, the birth of zero tolerance policies in schools. At this time, this act was adopted with the perception, and often untrue, (Skiba, 2014) that schools were devolving into constant violence. Although this was not true, schools and legislatures across the nation adopted this act that mandated expulsion for firearm offenses in schools (Curran, 2016). While on the surface, this seemed appropriate, this was not the only

application of this law; zero-tolerance became more widespread in its approach to student discipline when addressing other misbehaviors such as alcohol and drug violations, physical assault and fighting, criminal damage to property, and committing multiple violations in the same school year (like criminal three strikes laws) as Hoffman (2014) highlighted. In short, to create a widespread perception of safe schools, even though schools were not objectively unsafe in the first place, administrators and districts started adopting zero tolerance policies across the board, to the detriment of brown and black students. When students are removed from school, they lose learning opportunities, and even more, the likelihood that a student interacts with the juvenile or criminal justice system increases (Novak, 2019). Given the inequities that exist in the criminal justice system in relation to students of color, and the resulting disadvantages that result from this, this is a civil rights issue.

Statement of Purpose

While this discriminatory practice is a problem, there are current ideas that have promise in how to address student discipline in alternative fashions. Several areas of exploration within the last ten years involving Positive Behavioral Interventions and Support and Restorative Justice. In response to the disparate disciplinary practices between students of color and white students, this project will a school counseling curriculum and administrative disciplinary practice that focuses on the use of Restorative Practices to address student discipline instead of a near zero-tolerance policy, using Positive Behavioral Interventions and Supports (PBIS) as the framework for discipline and Restorative Practices (RP). I will develop a Restorative Practices curriculum as outlined by Gregory et al (2016) to be shared and implemented on a universal level in core academic classes as part of their approach to classroom management, using proactive circles, affective statements and questions, and fair processes as preventative approaches. As

rationale, this project will emphasize the data outlined in Armour (2014) and Gregory et al. (2016), which suggested that RP does effectively reduce student discipline referrals and create a safer climate. Finally, the project will outline school counseling curriculum to develop tier two (small group) and tier three (individual) interventions, which use restorative practices such as restorative dialogues, responsive circles, and restorative conferences that will be used as part of the disciplinary process (Gregory et al. 2016). With these changes, hopefully we can reduce the disparity in exclusionary student discipline between students of color and white students.

Objectives of the Project

The objectives of this project move in four directions:

1. Provide students and schools with an alternative to out of school and in school suspensions as a primary avenue for student discipline.
2. Provide educators with classroom management and conflict resolution strategies to reduce the need for administrative intervention.
3. Develop school counseling curriculum for tier two and three student interventions that use restorative justice and social emotional learning to provide students opportunities to problem solve and resolve conflict.
4. Ultimately, reduce the gap between students of color who receive exclusionary discipline actions in the form of out of and in school suspensions.

To achieve these objectives, this project will provide administrators with alternative discipline policies for implementing restorative practices on a school wide setting, classroom lessons for teachers to implement restorative practices in their own classrooms, school counseling professional development to implement restorative practices in school classrooms, and finally

tier two and three school counseling curriculums to run restorative conferences with students as a school counselor in small group and individual settings.

Definition of Key Terms

Bureaucratic Representation: This refers to the idea that in bureaucracies, government organizations that serve the public, minority groups are better served when people from similar backgrounds are represented and serving in these bureaucracies, with teachers being one place where this is possible (Grissom et al., 2015)

Cultural Mismatch: The difference between a student's and teacher's cultural viewpoints that leads to misinterpretations of behaviors, most often by teachers as more heinous and harmful based on differences in ways of being (Skiba, 2014).

Culturally Responsive Teaching: A method of teach that requires the teacher to take students culture into account as they are developing and implementing curriculum along with the management of their classroom (Skiba, 2014).

Implicit Bias: Implicit bias is a process that takes place outside of one's conscious attention. Two aspects stand out when examining implicit bias in relation to race: implicit attitudes and implicit stereotypes. These highlight the tendency to like or dislike members of a racial group and also associate a group with specific traits. These attitudes and biases can be unconsciously, activated in someone's mind leading to prejudicial actions and judgements even though they do not actively endorse the attitude or stereotype (Chin et al., 2020).

Social Emotional Learning: Social Emotional Learning focuses on the social and emotional aspect of learning as opposed to the more academic skills. It recognizes that students do not only develop academically in schools, but rather, students need to learn skills to help them "identify

and manage thoughts, emotions, and behaviors; develop caring, respectful relationships; make responsible decisions; and effectively solve challenging problems” (Lechner, 2017, p. 1).

Restorative Practices: An approach to discipline in with aspects of both prevention and intervention for misbehaviors focusing on building through community. Specifically, when misbehavior or conflict arises, those involved figure out how the event impacted people, then jointly problem solve to determine what actions will repair the original harm (Gregory, Huang, Anyon, & Greer, 2018).

Zero Tolerance and Exclusionary Discipline Policy: Zero tolerance policy originally started as a drug enforcement policy and then through decades shifted to school discipline policy. This discipline policy often mandates the application of pre-chosen consequences that are severe in nature that are intended to be applied regardless of the gravity of behavior. Often these policies look different from school to school, but they operate under the assumption that removing students from school for disruptive behaviors will discourage others from doing the same (APA zero tolerance task force, 2008).

Scope of the Project

For this project, the focus will be for a secondary setting in a high school, with potential for exploration in middle school. This project will focus on schools with racially and socioeconomically diverse student bodies to determine the effectiveness in reducing the disproportional impact of exclusionary discipline on students of color. Modifications to curriculum might need to take place given the region of the country, but largely, these applications of school discipline policy and student intervention can be broadly applied in most high school settings.

This project will address three main areas in hopes of addressing discrepancies in student discipline across racial groups: school wide discipline policy for administrators, restorative practice training for classroom teachers, and school tier one (whole school), tier two, (small group intervention), and tier three (individual intervention) school counseling curriculum. In these three areas, hopefully there will be the strongest impact for change. These are far-reaching changes for implementation, so there are a few areas to focus on in what this project will not be. For administrators, there will be guidance on how to adopt, but not specific discipline actions for student misbehavior. For classroom teachers, there will be curriculum to implement restorative practices in classrooms, but teacher's freedom in the classroom to implement curriculum will be paramount, so there will not be scripts for teachers to read through in their classrooms. For school counselors, there will be curriculum for classroom teacher's professional development and multi-tier interventions with objectives aligned to American School Counselor Association standards, but again, there will be no scripts for lesson plans for implementation.

This project is unique in one prominent area. Much research has been done on the need for new discipline policy in order to reduce the discrepancy between white students and black students in terms of exclusionary discipline, but the body of research for best practices for student discipline policy that address this discrepancy is not as expansive. Further research into reducing implicit bias in teachers is ongoing. Most often research has been done on each of these topics in isolation; hopefully through this project we can find more evidence to address this need.

There are several factors that might hinder the effectiveness of implementation of this project. Thinking through schools and how they function, most schools adopt new policies and practices for discipline on a yearly basis in the fall as opposed to mid-year. Even more, school discipline looks quite different in 2021 than in past years due to the different learning taking

place in all districts. Many districts have adopted a hybrid (online and part in person learning) or a fully online learning format, which has interrupted common disciplinary tendencies of the past several years. Finally, one of the most challenging potential hindrances to implementation is teacher pushback. Teachers could potentially feel like implementing a new discipline strategy is just more work for them to add into their days and weeks to plan for, and even more teacher might not want students to stay in their classes when misbehavior takes place. They might want students to be removed so there can be fewer distractions.

Chapter Two: Literature Review

Introduction

Of all the places in the world that safety is guaranteed, the classroom should be one of them. Eliot et al. (2010) noted that students desire support and safety when they come to school. Clarifying this point, the National Center on Safe Supportive Learning Environments (NCSSLE, 2021) noted that safe schools protect students from “violence, exposure to weapons, threats, theft, bullying, and illegal substances.” (para. 3) Even more, they highlighted that when schools are safe, student and school outcomes improve, as emotional and physical safety lead to improved school performance (NCSSLE, 2021). Certainly, safe schools are the ideal. This is what educators strive for in every school and classroom, but various approaches to school safety have been implemented through the years, some with more valuable and lasting results, others without. In this effort, to create safe schools, educators and administrators came to rely on detentions, suspension, and expulsion as a means to create ‘safer’ learning environments (Curran, 2016).

Schools began adopting Zero Tolerance Discipline, overly punitive, discipline policies in the 1990s in order to address the problem of school violence in the form of weapons and illegal substances (APA, 2009). In contrast, Skiba (1997, 2001, 2014) highlighted that the perception, mistakenly, was that schools were overwhelmingly unsafe, and action was necessary. Similar to ‘Tough on Crime’ criminal policies of the 1980s and 1990s, schools adopted ‘Tough on Crime’ student misbehavior policies in response to inaccurate perceptions of the overall school climate (Skiba, 2014). In short, this approach missed the mark, and ultimately exacerbated existing inequities that have existed in school discipline and student opportunities along racial lines since the 1970s (McCarthy & Hoge, 1987; Hoffman 2014),

The consequences of this trend in approach to student discipline are damaging not only for the students who experience this discrimination, but also for the families, communities, and economies that these students exist in. Much of the literature on school suspension and discipline is tied to the concept of The School to Prison Pipeline. (Skiba, Arredondo, & Williams, 2016; Novak, 2019). This concept addresses the idea that certain schools across the country prepare students for prison as opposed to full productive lives. Novak (2019) noted that youth who are suspended by age 12 are more likely to report involvement with the justice system at age 18, finding that a suspension while in high school more than doubles the odds that an adolescent is involved with the juvenile a criminal justice system. A whole generation of students has been guided into the criminal justice system because of poor policy choices in response to student discipline. This demands attention.

In response, educators have begun shifting towards social and emotional learning for all students (Gregory & Fergus, 2015). Even more, some have found success in adopting Restorative Practices as a means to address classroom and school misbehavior in place of suspension and expulsion (Gregory et al., 2017). Compounding this point, Skiba (2014) found that when other alternatives to exclusionary discipline are provided to teachers and administrators, cultural mismatch and misinterpretation of student behaviors far less influential in the learning process. Finally, just as educators have move towards social and emotional learning, Positive Behavioral Interventions and Supports as a school wide policy has also shown promise a in reducing the need for suspension and expulsion (Flannery et al., 2014). Through all of this, it is clear that educators must work to address the policy wrongs of past decades with new approaches to classroom management, culturally competent pedagogies and discipline techniques that

encourage growth rather than punishment as the end goal, and finally seek to restore classroom and school environments for all students, not just those who do not misbehave.

Theory/Rationale

Two lenses inform this project's approach to school discipline: deterrence theory and restorative justice.

Deterrence Theory

Largely, schools and the criminal justice system have relied on deterrence theory in response to misbehavior or 'crime'. Novak (2019) suggested that "Deterrence theory argues that individuals are deterred from engaging in delinquent and criminal behavior if consequences assigned for the behavior are appropriately swift, severe, and certain" (p. 1166). Deterrence theory relies on fear of punishment and consequences as the motivating factor for 'correct behavior' on the part of students. In schools, this is applied through the use of suspension and expulsion to deter students from misbehaving. To illustrate, schools use suspension to not only quell the behavior of the student being suspended or expelled, but to also deter other students from committing similar behaviors (Hemphill et al., 2013). Hemphill et al. (2013) also noted that the goal of deterrence theory in the form of suspensions sends a clear message to the student body of a school that certain behaviors will not be accepted in the school environment. Skiba (2013) and Hoffman (2014) found that while the underlying assumption of deterrence theory was logical, they did little to reduce student misbehavior in schools.

Restorative Justice

Like the implementation of 'Zero Tolerance' in applying deterrence theory to schools, restorative justice comes from criminology. The focus of restorative justice is "reparation and reintegration" rather than on enforcing consequences for specific actions. Restorative justice

exists almost in response to the failures of deterrence theory, “due in large part to the overwhelming empirical evidence produced by criminologists in recent decades suggesting that traditional criminal and juvenile justice methods are ineffective at best, and counter-productive at worst” (Ventura Miller, 2008, p. ix), similar to the findings of Skiba (2013) and Hoffman (2014). In short, schools nationwide adopted zero tolerance discipline policies in order to deter the ‘crimes’ of the classroom, but when they were implemented, they often had harmful impacts on student safety, perceptions, and learning. This is the antithesis of what a school is supposed to do.

Adding to the work of Ventura Miller (2008), Hopkins (2015) explained the central premise of restorative justice in action. She argued that while there are different paths to implementing this lens in achieving justice, there are several central ideas:

These include a recognition of the importance of strong, respectful relationship as the ‘glue’ that keeps communities safe, and of the importance of repairing these relationships when things go wrong; a commitment to putting things right and moving on rather than stigmatizing and punishing those responsible for any harm caused; the importance of face-to-face encounter between those affected by the harm or wrongdoing in a community; the need for everyone affected to be able to tell their story and to this with reference to their innermost thoughts and feelings before, during and after the incident; the belief that it is those affected who can and must be the ones to find the ways forward, and the importance of dialogue in finding ways forward that are mutually acceptable. (p.9)

While deterrence theory emphasizes the removal, punishment, and threat of future punishment for wrongdoing, restorative justice emphasizes correcting and righting the

wrongs that have taken place between people. Relationships are central to everything in restorative justice as outlined by Hopkins.

Research/Evaluation

Zero Tolerance Implementation

In the early 1990s, politicians and school leaders alike, suggested that schools across the nation were becoming unsafe and unwelcoming for all students. They argued that there was an influx of guns and drugs into schools that was destroying and limiting student opportunities to receive an education (APA, 2009; Skiba, 2014). Furthermore, policymakers expressed a need for something to be done. In response, Congress passed the *Gun Free Schools Act* in 1994, which set clear guidelines for actions to be taken when students brought weapons into schools. Using the zero-tolerance approach that was adopted in ‘combatting the war on drugs’ students faced immediate suspension and expulsion when they brought guns or other weapons into schools (APA, 2008). The prevailing logic here was that students observed harsh consequences, and then behavior change would take place. While the logic here was sound, the overall impact was negligible, and in some instances, harmful (Curran, 2016).

Striking about the move toward zero-tolerance discipline policies in schools was the scant evidence for implementation (Skiba, 2014). In implementing this policy that removes students from schools, there was no clear evidence that removing students from school made schools safer as highlighted by Hoffman (2014) and Curran (2016). Even more problematic in the implementation of zero tolerance discipline implementation was the trend on the part of schools and teachers to identify other student misbehaviors as violent or drug related (APA, 2008). Behaviors that were once deemed minor such as acting out in class, or continued defiance of a teacher or staff member became grounds for removal from a classroom and school for what

became arbitrary amounts of time (Skiba, 2014). Okonofua and Eberhardt (2015) noted that teachers contributed to this heavily, as they began to construe minor continued offenses by students, specifically students of color, as more egregious and harmful than they were. Rodriguez Ruiz (2014) identified that while the *Gun Free Schools Act* emphasized school violence, 95% of school suspensions were in response more minor non-violent student misbehaviors. The inflexible implementation of zero-tolerance with the shift on the part of teachers to categorize more minor ‘offenses’ as major misbehaviors bordering on violence, and students were suspended and expelled more than ever before (APA, 2008). This lack of creativity, understanding, and empathy when approaching responses to student behavior has been harmful for many students across the nation, but as mentioned by Okonofua (2015) and many others, it has been harmful for students of color, and overwhelmingly for Black students.

With the ineffectiveness of zero tolerance discipline in schools came many harmful impacts. As Novak (2019) pointed out, students who are suspended or expelled from schools are more likely to interact with the juvenile and criminal justice system. Further, Rodriguez Ruiz (2017) highlighted that when student were suspended or expelled from school the, likelihood of long term absences increased, taking away valuable learning opportunities. Even more, Curran (2016) even noted that the people making student discipline decisions could not distinguish an increase in overall school safety or learning. Compounding this work, Eliot et al. (2010) also highlighted that when students are suspended often, the overall school climate decreases, contrary to the logic of zero-tolerance implementation. While these are all reasons to find a different way to create a safe school, the overwhelming rationale to shift away from zero-tolerance is in civil rights. Rodriguez Ruiz (2017) noted that historically marginalized groups, people of color, and more specifically Black students, are disproportionately targeted when zero-

tolerance discipline policies are used. With the historical context of schools and the inequities that have taken place, this needs to be addressed.

Implicit Bias, Cultural Mismatch, and Student Discipline

Cultural Mismatch is the difference between a student and teachers' cultural viewpoints that leads to misinterpretations of behaviors, most often by teachers as more heinous and harmful based on differences in ways of being (Skiba, 2014). In short, teachers view common everyday actions and interactions with students as worse than they actually are because of a cultural divide that exists. In most instances this divide takes place because of the difference between those who teach and those who are being taught. *The U.S. Department of Education* report on the state of racial diversity in the teacher workforce noted that overwhelmingly teachers throughout the United States are white, while the students in schools are becoming much more diverse. Nearly 80% of teachers are white, while the percentage of white students is much lower. (Department of Education, 2016).

In many instances, this cultural mismatch takes place because of a lack of cultural competency on the part of teachers. They have not been trained in culturally relevant and competent ways of classroom management (Skiba, 2014). In response, teachers are more prone to respond to student misbehavior in the easiest way possible as opposed to the most effective way, which ends with students being removed from the classroom, sometimes being suspended (Okonofua & Eberhardt, 2015). Zero tolerance as mentioned above, became a catch all for most student behaviors as opposed to for the most egregious and dangerous student behaviors. A student defying the directions of a teacher has become akin to 'violence'. Again, important to highlight, is the predominance of over-removal of students of color and Black students (APA., 2008). When a cultural mismatch exists in this realm, these students are removed from school

more often. Okonofua et al. (2016) and Novak (2019) clarified the problem here: when students are removed from school, the likelihood of interaction with the juvenile or criminal justice system increases along with many other lifelong consequences.

To illustrate, the work of Skiba et al. (2002) and Okonofua et al. (2016) is informative. In a study of over 4,000 schools, Skiba et al. (2002) found that White students were more likely to be referred to the office for objective offenses like smoking or vandalism. In contrast, Black children were more likely to be referred for subjective offenses like disrespect or threatening behaviors. This clarifies the idea of a cultural mismatch as mentioned above. Black students are removed from class at the teacher's discretion while White students are removed from class for by the book, objective rules that are more likely to be found in a school's student handbook. Of note, Okonofua et al. (2016) highlighted that when "information is ambiguous, people use stereotypes to fill in gaps and make inferences" (p. 383). When people have to fill in information without a full understanding, they use the stereotypes they have learned or heard to figure out the rest. When student discipline takes place, this can have tremendously harmful impacts as Okonofua et al. (2016) suggested that these stereotypes for Black children, and Black boys specifically are often negative: aggressive and dangerous to highlight a few. These prevailing assumptions cause harm when this is the default for teachers when working with students.

Okonofua et al. (2016) also noted the harmful impact on students as they approach the learning environment when this takes place. When students feel stereotyped, and that this stereotype has contributed to their negative interactions with a teacher or staff member, they also feel a sense of alienation from learning. Students became less likely to work with a teacher in a positive manner when this escalation of discipline took place. Sladek et al. (2020) found similar results in studying students at the college level: "poor fit between the cultural values endorsed by

individuals and the institutions to which they belong results in emotional distress and activation of physiological stress” (p. 1). When students experience a mismatch between what they see as their identity and cultural values and those of the institution they belong to, the school, emotional distress takes place. Students who experience this mismatch and stereotyping experience a more challenging school life than those who do not. Again, this most often happens with students of color.

Social and Emotional Learning for Whom

While zero-tolerance and implicit bias coupled with cultural mismatches negatively impact students, there are several directions to help move away from antiquated failing discipline and teaching practices. One avenue for change in this is through social and emotional learning. Social Emotional Learning (SEL) focuses on the social and emotional aspect of learning as opposed to the more academic skills. It recognizes that students do not only develop academically in schools, but rather, students need to learn skills to help them “identify and manage thoughts, emotions, and behaviors; develop caring, respectful relationships; make responsible decisions; and effectively solve challenging problems” (Lechner, 2017, p. 1). SEL offers promise in developing strong relationships between students and teachers, but it is also imperative to clarify how and who participates in this learning. Gregory and Fergus (2017) explained that SEL often is only implemented for students to take part in while teachers did not need to actively learn alongside of students. This contributed to the inequity that exists in student discipline, as teachers again misperceived or overperceived student behaviors for students of color as SEL was taking place. Highlighting the work of Chin et al. (2020) and Okonofua et al. (2016), it is clear that this needs to shift.

One of the current challenges that exists in implementing SEL programs in schools is in what Gregory and Fergus (2017) identified as a central focus on Eurocentric, white ways of being. The authors explained that current understanding of SEL is adopted in a “colorblind” manner, which fails to take into account “power, privilege, and cultural difference—thus ignoring how individual beliefs and structural biases can lead educators to react harshly to behaviors that fall outside a white cultural frame of reference” (Fergus & Gregory, p. 117, 2017). They pointed out that ultimately, SEL as it has been implemented so far, has emphasized that the mismatch between a teacher’s culture and those of their students could lead to harsh overreactions when students do not adequately adopt the social emotional learning curriculum being taught (Skiba, 2014). Further, they explained that most social emotional learning models are centered on students rather than the adults who are teaching them, adding that teachers own social emotional competencies and cultural biases influence students’ motivation to learn and participate in the culture of a school. This concurs with Okonofua et al. (2016), who suggested that the interplay of student and teacher interactions strongly influences students desire to learn and participate as well as their overall attitude towards schooling.

Gregory and Fergus (2017) along with Okonofua et al. (2016) highlighted the need for competency training for teachers both in SEL as well as student cultures in order to address the mismatch that exists between teacher perceptions and student misbehaviors. One way to do this is through teacher development programs. Swanson et al. (2019) heeded the call of Gregory to emphasize the social emotional learning of teachers by embedding SEL in their pre-service teacher training program. Not only were student SEL competencies taught, but these competencies were modeled through practice in this pre-service programming. Further, they emphasized learning through cultural complexity, which Gregory and Fergus (2017) and

Okonofua et al. (2016) explained contributed to the over-suspension of students of color. When pre-service teachers were trained to understand and empathize with different student cultures, they were able to be more effective in building relationships with students and developing a safe classroom culture. Similarly, Donahue et al. (2019) focused on training for SEL along with culturally responsive teaching (CRT) practices in their pre-service program for future teachers. Like Skiba (2014), Donahue et al. (2019) explained,

Beginning teachers are particularly prone to acutely feeling emotional exhaustion and epistemological challenges that often provoke anxiety, frustration, insecurity, fear, and/or other challenging emotions. Attending to the instructional, management, and emotional demands of a classroom requires a tremendous amount of emotional resilience for new teachers. When demands outpace skills, stress rises, and teachers may react to students in hostile and/or punitive ways. (p. 152)

When teachers are ill-equipped to meet the social, emotional, and cultural demands of the job they are doing, they respond in negative ways, with students experiencing this harm. Minor misbehaviors on the part of students become major misbehaviors in the eyes of teachers due to all of the ideas mentioned above. Donahue et al. (2019) further added that training teachers in both SEL and CRT alike helped teachers feel more prepared to tackle the challenge of addressing all the needs that exist within a classroom. Even more, this approach allowed teachers to find better alternatives than “hostile and punitive ways” of interacting with students.

Outside of teacher preparation though, work should be done with current teachers to develop more cultural competency and empathy as outlined by Gregory and Fergus (2017) and Okonofua and Eberhard (2014). In response, Okonofua et al. (2016) experimented with brief interventions with students and teachers alike to develop SEL and CRT approaches to classroom

behaviors. In their experiment, the Okonofua et al. developed a short learning experience (45 minutes) for teachers in which they viewed and read student and parent perspectives from students who were racially different from themselves about how teacher interactions with students were perceived. When this one simple ‘intervention’ took place with teachers across 31 schools and 1682 students, Okonofua et al. (2016) found that suspension rates among students who had teachers who took part in the intervention dropped from 9.6% to 4.6%. Even more, the reduction in suspension for racially stigmatized students lowered from 12.3% to 6.3%. In this brief intervention, Okonofua et al. (2016) were able to “provide teachers insight into and empathy for racially stigmatized students’ psychological experience in school, including experiences of threat and how threat can cause misbehavior” (p. 389). This points back to the work of Skiba (2014) and Gregory and Fergus (2017) which suggested that not only do students need to participate in SEL, but teachers must also do the work to become culturally competent as they respond to normal student behaviors and misbehaviors.

While change in approach is necessary for teachers, SEL interventions for students also hold merit in helping to reduce the number of students suspended, as well as the number of minority students who are suspended Okonofua et al. (2016). Similar Okonofua et al. (2016), Goyer et al. (2016) worked through a brief intervention with students in relation to their sense of belonging in the classroom and school community. In their work Goyer et al. (2019) implemented a brief intervention at the start of students’ sixth grade year by reading writings from seventh grade students explaining fears and common worries when entering middle school, along with writing exercises that clarified the new sixth graders fears about teachers and belonging as well. With this two-class session intervention, Goyer et al. (2019) found reduced disciplinary instances among Black boys over the next seven years, not just in the first year, but

through the end of high school. while Black boys in the control group averaged 2.92 discipline incidents per year over this period, those in the treatment condition averaged 1.04 incidents per year. When these students felt like they belonged in the school, and like their cultural values were part of that school as Sladek et al. (2020) noted, their tendency to misbehave in the eyes of teachers was reduced. SEL on the part of both teachers and students is paramount. Both need to take part to reap the benefits and ultimately reduce the discrepancy in student discipline that currently exists.

Restorative Practices w/PBIS Multitiered Supports

There are two growing bodies of research in regard to student discipline, and how best to manage the school environment. Positive Behavioral Interventions and Supports (PBIS) as outlined by Flannery et al. (2014) in their meta-analysis, shifts away from focusing on removing students from the classroom but focuses on multitiered supports for students that focus on building a positive school climate. Students are taught the behaviors that are expected in the school environment and provided support at varying levels of intervention. Flannery et al. noted that students receive support along a continuum rather than a one size fits all approach to discipline. This largely accounts for a move away from zero-tolerance, suspension and expulsion approach to creating safe schools. All students receive direct instruction about expectations, while secondary, group supports provide supplemental learning, leaving individual intervention for fewer, select students (Flannery et al., 2014).

Restorative practices as outlined by Armour (2014) and Gregory et al. (2016) have the potential to be of incredible value here as the secondary and tertiary systems of support. Restorative Practices (RP) provide an alternative to the punitive discipline and justice system by allowing those affected by an infraction or misbehavior to come together to determine how

people were impacted by the event, and from there, they decide together how to repair the harm caused by the event (Gregory et al., 2016). Even more, Reimer (2020) highlighted that Restorative Justice is a practice that views harm as an infraction against people and relationships as opposed to against existing rules. Important to note, both Armour (2014) and Gregory et al. (2016) found that restorative practices such as restorative circles, a space in a classroom where teachers and students collaborate to determine who has been wronged by whom, and determine collectively what comes next, and collaborative problem solving between teachers and students were effective in reducing the number of exclusionary discipline procedures, and even further, they improved the school climate as perceived by the students. Coupled with the brief student and teacher interventions as outlined by Okonofua et al. (2016) and Goyer et al. (2019), students and teachers work to develop a classroom community acknowledging the inherent humanity in each individual in the room. Even more, Gregory et al. (2014) mentioned that when teachers, administrators, and counselors implemented RP with fidelity, the disparity in student discipline between racial groups decreased.

In conceptualizing Restorative Practices in schools, Green et al. (2019) noted that restorative practices take place in tiers. The first tier emphasizes proactive practices “used daily in classrooms and other school settings to foster relationships and prevent conflicts” (Green et al., 2019, p. 169). The second tier uses more formalized practices to respond specific situations and harms that have taken place with those that are directly involved. In this practice of behavior management, the emphasis has shifted away from punishing those who misbehave in order to deter further misbehavior, but rather, teachers and students alike work towards creating a classroom climate that is agreeable and safe for all students. The tiers of support withing RP fit well with the three-tiered supports of PBIS (Flannery et al., 2014). Complementing this work,

Johnson et al. (2018) argued that when Positive Behavioral Intervention Systems are used, Cultural Relevant approaches to student behavior must be taken into account. Acknowledging that cultural mismatch can exist between students and teachers, Johnson et al. (2018) made clear that stakeholders developing student expectations with cultural ways of being in mind is critical. They clarified that stakeholders, both faculty in schools, along with parents and students, need to communicate to clearly enforce and build culturally responsive ways of being. Finally, Johnson et al. (2018) and Reimer (2020) both emphasized that when the need for corrective, traditional forms of discipline are necessary, the focus needs to be centered on justice for those who are harmed by misbehavior rather than punishment.

Examining both PBIS and RP, if implemented together, these could have a tremendous impact on reducing the over-exclusion of students from valuable class time. Flannery et al. (2014) noted that using the multi-tiered behavioral system of interventions outlined in PBIS lead to a decrease in the amount of out of classroom behavior referrals. Using restorative justice in this process could compound the initial work of clarifying expectations and using different tiers of support by reducing the amount of exclusionary disciplinary actions as noted by Armour (2014). The proactive circles, use of affective statements and questions, and fair processes for prevention outlined by Gregory et al. (2016) could be implemented as tier one, universal supports in PBIS. Adding on, the restorative dialogues, responsive circles, and restorative conferences for reparation could be used as tier two and three supports in PBIS (Gregory et al., 2016). Through this process, the racial disparity in exclusionary discipline can be addressed.

Summary

Clearly, zero-tolerance disciplinary policies coupled with implicit bias and cultural mismatch on the part of teachers and educators have created vast problems. The deterrence

theory approach to school discipline and addressing of student misbehavior as outlined by Novak (2019) has failed in damaging ways as the APA (2008) and Sellers and Arrigo (2010) highlighted. This demands a more creative nuanced approach to student discipline and classroom management. The status quo of removing the disruptive student from the classroom has been in practice for far too long, with little positive result as Curran (2016) and Hoffman (2014) highlighted. Administrators who have relied on zero-tolerance exclusionary policies have noted that they cannot perceive a noticeable difference in the safety of their schools when major misbehaviors are treated with suspension and expulsion. Even more Eliot et al. (2010) emphasized that when suspension and expulsion take precedence over other disciplinary actions students note felt less safe and felt their sense of belonging in the school reduce. Even more, Eliot et al. (2010) highlighted that students were less likely to seek help when suspension and expulsion were prevalent.

This demands an alternative way of creating safe schools that respond to the actual needs of students, not to the fears of politicians (Skiba, 2014). Zero-tolerance in schools was implemented with little evidentiary basis (APA, 2008). Other avenues for working with students that emphasize humanity and belonging have shown to be more effective in creating safe classrooms and schools (Okonofua et al., 2016). In order to shift away from zero-tolerance, over-exclusionary forms of discipline, several changes need to take place. While SEL has proven to be helpful in reducing the number of students being removed from school, teachers need to take part in this process as well (Gregory & Fergus, 2016). Additionally, it is important that teachers participate in this Social Emotional Learning in culturally responsive way, which builds teachers empathizing ability with students of color (Okonofua et al., 2016). Further, Goyer et al. (2019) highlighted that while teachers should participate in SEL, students working with teachers to

develop a sense of belonging in the school community contributed to a reduction in suspensions throughout their middle school and high school years.

Finally, to reduce the use of suspension and expulsion as a ‘go to’ for student discipline, Johnson et al. (2018) found that implementing a Culturally Responsive Behavioral Intervention System could help. Flannery et al. (2014) also found that a more general approach to PBIS, when implemented with fidelity reduces the use of suspension and expulsion in schools. Further, Armour (2014) and Gregory et al. (2016) found that using Restorative Practices to address student misbehaviors reduces the need for suspension and expulsion in classrooms, adding to the work of Kline (2016). The need for change in how schools create a safe environment for all students is clear. Zero-tolerance, exclusionary discipline has been ineffective, and has harmed students of color. The promise of Restorative Justice in combination with Positive Behavioral Interventions and Supports that are culturally responsive is clear.

Conclusion

Exclusionary discipline policies in schools harm students: that is clear. Even more, zero tolerance policies harm students of color in that students of color are excluded from school at a rate nearly three times that of White students (Sellers & Arrigo, 2014). When minority students are excluded from school, their likelihood of interacting with the justice system increase dramatically (Novak, 2019). Given the history of inequity that exists in schools and society at large, an alternative approach to creating safe schools is necessary. The status quo of students misbehaving, being removed from school, and becoming alienated by schools demands an interruption because of the harm that it causes- specifically for minority students.

In response, current research shows the effectiveness of Positive Behavioral Intervention Supports and Restorative Practices in shifting away from exclusion as the ‘go to’ form of

discipline in schools (Johnson et al., 2018). While there is not a strong body of research suggesting that the combination of each of these practices drastically reduces student suspensions, or discriminatory practices, RP fits into the larger tiered intervention system of PBIS as noted by Green et al. (2019). Even further, framing Restorative Practice in the classroom and school for teachers, and students alike, fits with the culturally responsive approach to PBIS that Johnson et al. (2018) outlined.

Taking all of this into account, teachers, school administrators, and school counselors are the agents for change in dismantling the current systems of inequity that exist. School behavior management and discipline policies need to be re-written clarifying which behaviors teachers, staff, students, and parents want to see in their classrooms. Further, students and teachers should have agency in creating the types of communities that they want to exist in their classrooms, and how everybody should respond to student misbehavior. The school counselor is in a unique position to help teachers, students, and administrators navigate the shift in approach to student misbehavior. The school counselor is equipped to work with administrators, teachers, parents, and students to craft a policy of discipline that is both equitable and just in working through these misbehaviors. Even more the school counselor can work with teachers and students in brief cultural awareness, and social emotional lessons. Finally, the school counselor can be the expert to guide teachers and administrators through restorative practices with their classes and in higher level interventions.

Chapter Three: Project Description

Introduction

Exclusion from school has proven to be ineffective in creating safer school climates as highlighted by Skiba (2014), Okonofua (2015), and Novak (2019). In fact, exclusion from school is harmful to the sense of safety that students should feel when in schools (Eliot et al., 2010). Even further, Sellers and Arrigo (2018) noted that schools utilize exclusionary discipline for students of color at an alarming rate in comparison with white students. Given the history of inequity that exists; this level of discrepancy demands addressing. The author has developed resources in several key areas.

To start, school discipline policies need to shift in a new direction, encouraging positive behavior modifications as opposed to punitive measures relying on deterrence theory (Novak, 2019; Ventura Miller, 2008). While the logic of deterrence theory, the concept that when students see others punished for minor and major misbehaviors alike, they will change their own behaviors, holds for other areas of life, students behave in ways that defy the logic of other areas of life (Hoffman, 2014). Curran (2016) noted that while adults pay attention to the cost benefit analysis of certain behaviors in their lives in relation to time and pay off, students far over value the payoff of peer rewards in comparison to the cost of consequences. In short, student brains have not fully developed, and they respond to the punishment of others with the same behaviors they previously did. In response, the author has created an alternative path to school discipline and behavior management (Appendix A-C). This approach to school discipline focuses on the human relationships that exist in schools in classroom and restoring the harm that is done to relationships through restorative justice, taking the form of classroom community building, restorative circles, and one on one restorative conferences (Gregory et al., 2016). This new

school discipline policy will encourage and allow schoolteachers and administrators alike to find alternatives to removal from class and school as the ‘go to’ form of behavior management.

Moreover, teachers and students work best when there is an understanding and value of student cultures as opposed to mismatch (Skiba, 2014). Better understanding of student cultures can allow teachers to view students in more empathetic ways as outlined by Okonofua and Eberhardt (2018). In this area, the school counselor can lead teachers in a brief intervention to build empathetic outlooks toward students (Appendix F-K). In this way, teachers can develop lasting understanding of students and their experiences in the classroom, and even further reduce their use of exclusion when working with students due to this new understanding. In implementing this new discipline policy along with interventions for teacher empathy, school safety and community can flourish.

Finally, a school counseling curriculum that unifies the vision of students, teachers, school employees, and parents alike, is of utmost importance (Appendix E). The school counselor is in the unique position to identify areas of weakness in school discipline, academic, and career development approaches and develop appropriate curriculum to respond in all three areas (Hatch, 2017). The school counselor can work with administrators, teachers, and parents to develop curriculum that is culturally responsive (Johnson, 2018), while also using PBIS to develop tiered interventions meeting the needs of all students (Appendix D). Further, as an agent for school change and equity, the school counselor can be an advocate for all students, specifically for students who have been the subject of historical discrimination (American School Counselor Association, 2018). Following the guidance of Johnson (2018), the school counselor has crafted a school counseling curriculum that emphasizes all the following: cultural responsiveness, positive behavioral interventions and supports, and restorative justice (Appendix E)

Project Components

The appendices for this project include three specific components. One is an alternative school discipline policy statement (Appendix A-C) with forms for input from students and parents for input and feedback on implementation (Appendix D). In this policy statement, the author shares revised approaches for implementing PBIS and Restorative Practices for teachers, administrators, and school counselors. In this alternative discipline policy, the author highlights noted differences between the past school discipline policy and the revised version.

Adding to the discipline policy outlined above, the author has crafted a school counseling curriculum calendar (Appendix E), outlined following ASCA (2019) standards of student behaviors and mindsets for success. In this calendar, the researcher has outlined when to implement specific strategies, meetings, and interventions with students, staff, and administrators. Heavily influential in this curriculum is the use of Culturally Responsive PBIS and Restorative Practices. Of note in the curriculum, the data forms from (Appendix D) will be used to inform the development of school counseling curriculum.

Furthering the work of this school counseling curriculum is the restorative practices and brief empathy bootcamp professional development for teachers to then use in their classrooms (Appendix G-L). In this two, half-day professional development, teachers will learn the basics of restorative practices in their classroom, including community building circles, restorative circles, and restorative conferences along with cultural empathy skills.

Project Evaluation

This project is intended to be used for the 2021-2022 academic school year, beginning in August of 2021 at Grand River Preparatory High School. Throughout the research and development process, the researcher worked sought feedback from the dean of students, school

social worker, school counselor, principal and Freshman advisory teachers in revising the school code of conduct/discipline policy. Further, the researcher has obtained feedback in staff willingness to implement restorative practices and participate in cultural empathy training before providing lessons and professional development in these areas (Appendix F), with staff overwhelmingly in agreement to work towards anti-racist school policies. Finally, the researcher has sought the feedback of the program director for Grand Valley State University's School Counseling program to clarify scope of practice for school counselors and possibility of implementation.

In evaluating this project, it will be important to examine student behavior referrals form 2019-2020 (pre-pandemic) in comparison with student restorative referrals after the 2021-2022 school year (Appendix M). Adding to this, there are three categories to focus on, restorative referrals written, detention/suspension/expulsion data along with racial breakdown, and finally teacher feedback on how they implemented restorative practices in their classroom (Appendix N). In looking at data from these three areas, we will be able to see how effective the implementation of this discipline policy and approach, school counseling curriculum, and restorative justice practice works in reducing the number of suspensions as well as if it addresses equity in student removal from schools.

Project Conclusions

The overwhelming approach to schooling over the last several decades has maintained the status quo throughout education and society writ large. Especially in the approach to school discipline, educators must strive for imaginative, creative solutions to the existing challenges and inequities of today. In this project, the researcher has worked to create an alternative to exclusionary school discipline policies because they have proven year after year to be

ineffective. Again, the work of the APA (2008) and Sellers and Arrigo (2018), among many more, highlighted the overwhelming discrepancy that exists in which students are expelled from schools, specifically students of color. This project hopes to address this in several ways through discipline policy, teacher training, and school counseling curriculum at the high school level. In doing so, the exclusion of students of color from classrooms will hopefully be reduced.

Ultimately, this project focuses on three specific areas. One, schools must reduce the number of students that are being suspended because it is harmful to the overall sense of safety and learning in schools. Two, teachers must become more aware of the cultures that students inhabit and exist within in order to better relate and teach students, especially students of color. Three, through both avenues, the disparity that exists in school exclusion between students of color and white students will hopefully be reduced. With education so deeply tied to many other areas of life, this work is of the utmost importance.

References

- American School Counselor Association (2019). ASCA Mindsets and Behaviors for Student Success. Author.
- American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools?: An evidentiary review and recommendations. *American Psychologist*, 63(9), 852–862. <https://doi.org/10.1037/0003-066X.63.9.852>
- Armour, M. (2014). *Ed White Middle School Restorative Discipline Evaluation: Implementation and Impact, 2013/2014 Sixth & Seventh Grade* (Rep.). University of Texas.
- Chin, M. J., Quinn, D. M., Dhaliwal, T. K., & Lovison, V. S. (2020). Bias in the air: A nationwide exploration of teachers' implicit racial attitudes, aggregate bias, and student outcomes. *Educational Researcher*. 49(8), 566-578.
<http://doi.org/10.3102/0013189X20937240>
- Curran, F. C. (2016). Estimating the effect of state zero tolerance laws on exclusionary discipline, racial discipline gaps, and student behavior. *Educational Evaluation and Policy Analysis*, 38(4), 647–668. <https://doi.org/10.3102/0162373716652728>
- Cole, B. (1986). The Black educator: An endangered species. *The Journal of Negro Education*, 55(3), 326-334. doi:10.2307/2295103
- Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino Students. *Professional School Counseling*, 12(2), 170–175.
- Donahue-Keegan, D., Villegas-Reimers E., & Cressey J. M. (2019). Integrating social-emotional learning and culturally responsive teaching in teacher education preparation programs: The Massachusetts experience so far. *Teacher Education Quarterly*, 46(4), 150–168.

- Eliot, M. E., Cornell, D. G., Gregory, A., Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology, 48*, 533-553.
- Findlay, N. M. (2008). Should there be zero tolerance for zero tolerance school discipline policies? *Education & Law Journal, 18*(2), 103-143.
- Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly, 29*(2), 111-124.
<https://doi.org/10.1037/spq0000039>
- Gade C.B.N. (2018) “Restorative Justice”: History of the Term’s International and Danish Use. In: Nylund A., Ervasti K., Adrian L. (eds) Nordic Mediation Research. Springer, Cham.
https://doi.org/10.1007/978-3-319-73019-6_3
- Goyer, J. P., Cohen, G. L., Cook, J. E., Master, A., Apfel, N., Lee, W., Henderson, A. G., Reeves, S. L., Okonofua, J. A., & Walton, G. M. (2019). Targeted Identity-Safety Interventions Cause Lasting Reductions in Discipline Citations Among Negatively Stereotyped Boys. *Journal of Personality and Social, 117*(2), 229–259. <https://doi-org.ezproxy.gvsu.edu/10.1037/pspa0000152>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J.(2015). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation, 25*, 1–29.
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children, 27*(1), 117-136.

- Gregory, A., Huang, F. L., Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions. *School Psychology Review*, 47(2), 167–182.
- Green, A. E., Willging, C. E., Zamarin, K., Dehaiman, L. M., & Ruiloba, P. (2019). Cultivating healing by implementing restorative practices for youth: Protocol for a cluster randomized trial. *International Journal of Educational Research*, 93, 168–176
- Grissom, J., Kern E., & Rodriguez, L. (2015). The “representative bureaucracy” in education: Educator workforce diversity, policy outputs, and outcomes for disadvantaged students. *Educational Researcher*, 44(3), 185–192.
- Haney, J. (1978). The effects of the brown decision on black educators. *The Journal of Negro Education*, 47(1), 88-95. doi:10.2307/2967104
- Hatch, T. P. D. (2020). Multi-tiered, multi-domain system of supports. *Hatching Results*.
<https://www.hatchingresults.com/blog/2017/3/multi-tiered-multi-domain-system-of-supports-by-trish-hatch-phd>.
- Hemphill, S. A., Kotevski, A., Herrenkohl, T. I., Smith, R., Toumbourou, J. W., & Catalano, R. F. (2013). Does school suspension affect subsequent youth non-violent antisocial behavior? A longitudinal study of students in Victoria, Australia and Washington State, United States. *Australian Journal of Psychology*, 65(4), 236–249. <https://doi-org.ezproxy.gvsu.edu/10.1111/ajpy.12026>
- Hoffman, S. (2014). Zero benefit: Estimating the effect of zero tolerance discipline policies on racial disparities in school discipline. *Educational Policy*, 28(1), 69–95. <https://doi.org/10.1177/0895904812453999>

- Irvine, J. (1988). An analysis of the problem of disappearing Black educators. *The Elementary School Journal*, 88(5), 503-513. Retrieved February 14, 2021, from <http://www.jstor.org/stable/1002056>
- Kim, J., & Gentle-Genitty, C. (2020). Transformative school–community collaboration as a positive school climate to prevent school absenteeism. *Journal of Community Psychology*, 48: 2678– 2691 <http://doi.org/10.1002/jcop.22444>
- Kline, D. M. S. (2016). Can restorative practices help to reduce disparities in school discipline data? A review of the literature. *Multicultural Perspectives*, 18(2), 97–102. <https://doi-org.ezproxy.gvsu.edu/10.1080/15210960.2016.1159099>
- Johnson, A. D., Anhalt, K., & Cowan, R. J. (2018). Culturally responsive school-wide positive behavior interventions and supports: A practical approach to addressing disciplinary disproportionality with african-american students. *Multicultural Learning and Teaching*, 13(2) doi:<http://dx.doi.org/10.1515/mlt-2017-0013>
- Larson, K. E., Bottiani, J. H., Pas, E. T., Kush, J. M., & Bradshaw, C. P. (2019). A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology*, 77, 152–167. <https://doi-org.ezproxy.gvsu.edu/10.1016/j.jsp.2019.09.003>
- Lechner, K. M. (2017). Implementing social and emotional learning standards in a high school setting: A case study (Doctoral dissertation). ProQuest Dissertations and Theses database. (No. 10254797)
- McCarthy, J., & Hoge, D. (1987). The social construction of school punishment: Racial disadvantage out of universalistic process. *Social Forces*, 65(4), 1101–1120. <https://doi-org.ezproxy.gvsu.edu/10.2307/2579025>

- National Center for Educational Statistics. (2019). Indicator 15: Retention, suspension, and expulsion. Retrieved April 27, 2021, from https://nces.ed.gov/programs/raceindicators/indicator_RDA.asp.
- Noltemeyer, A. L., Ward, R. M., & McLoughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review, 44*(2), 224-240.
- Novak, A. (2019). The School-to-prison pipeline: An examination of the association between suspension and justice system involvement. *CRIMINAL JUSTICE AND BEHAVIOR, 46*(8), 1165–1180. <https://doi-org.ezproxy.gvsu.edu/10.1177/0093854819846917>
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science, 26*(5), 617–624. <https://doi.org/10.1177/0956797615570365>
- Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social–psychological account of extreme racial disparities in school discipline. *Perspectives on Psychological Science, 11*(3), 381–398. <https://doi.org/10.1177/1745691616635592>
- Reimer, K. E. (2020). “Here, it’s like you don’t have to leave the classroom to solve a problem”: How restorative justice in schools contributes to students’ individual and collective sense of coherence. *Social Justice Research, 33*(4), 406. <https://doi.org/10.1007/s11211-020-00358-5>
- Restorative theory in practice : Insights into what works and why.* (2015). ProQuest Ebook Central <https://ebookcentral-proquest-com.ezproxy.gvsu.edu>

- Rodríguez Ruiz, R. (2017). School-to-prison pipeline: An evaluation of zero tolerance policies and their alternatives. *Houston Law Review*, 54(3), 803–837.
- Sellers, B. G., & Arrigo, B. A. (2018). Virtue jurisprudence and the case of zero-tolerance discipline in U.S. public education policy: An ethical and humanistic critique of captivity's laws. *New Criminal Law Review*, 21(4), 514-544
- Skiba, R. J., Michael, R., Nardo, A., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34, 317–342.
- Skiba, R. J. (2013). Reaching a critical juncture for our kids: The need to reassess school justice practices. *Family Court Review: An Interdisciplinary Journal*, 51, 380-387.
- Skiba, R. J. (2014). The failure of zero tolerance. *Reclaiming children and youth*, 22(4), 27.
- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 4, 546.
- Sladek, M. R., Doane, L. D., Luecken, L. J., Gonzales, N. A., & Grimm, K. J. (2020). Reducing cultural mismatch: Latino students' neuroendocrine and affective stress responses following cultural diversity and inclusion reminder. *Hormones and Behavior*, 120. <https://doi.org/10.1016/j.yhbeh.2020.104681>
- Swanson P., Rabin C., Smith G., Briceño A., Ervin-Kassab L., Sexton D., Mitchell D., Whitenack D. A., & Asato J. (2019). Trust your team : Our journey to embed social and emotional learning in a teacher education program focused on social Justice. *Teacher Education Quarterly*, 46(4), 67–91.

- Todd-Breland, E. (2018). Teacher power: Black teachers and the politics of representation. In *A Political Education: Black Politics and Education Reform in Chicago since the 1960s* (pp. 111-140). Retrieved February 14, 2021, from http://www.jstor.org/stable/10.5149/9781469647173_todd-breland.9
- Ventura Miller, H. (2008). *Restorative Justice : From Theory to Practice*. JAI Press Inc.
- U.S. Department of Education. (2014) *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2016). *The State of Racial Diversity in the Educator Workforce*.
- WeAreTeachers Staff (2019). What teachers need to know about restorative justice. *We Are Teachers*. <https://www.weareteachers.com/restorative-justice/>.

Appendix A

Revised Positive Behavior Intervention Support and Restorative Practices for Grand River Preparatory High School (revisions highlighted in yellow with previous version in parenthesis)

Positive Behavior Intervention Support and Restorative Practices

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, PrepNet schools actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools.

Further, Grand River Preparatory implements School Wide Behavior support with a focus on restorative practices. This means that in each classroom, and area of the building, when conflicts occur, resolution is an active participatory process rather than reactive. Students and staff are expected to work together to find solutions to most acts of misconduct that take place within the school setting.

Even more, recognizing issues of inequity that have existed in schools, especially diverse Title I schools such as Grand River, in regard to students of color being suspended at a rate nearly three times the rate of white students, it is the intention of this school community to work together to find more beneficial, productive resolutions to student behavior than detentions and suspension. In working to do so, we will rely on parents and families to actively participate in our expectations of student behaviors in ways that are culturally responsive, so students, teachers,

and other staff develop clear understandings of students' ways of being. Finally, each staff member has participated in active cultural empathy training in order to work with our diverse student body in positive, culture affirming ways.

Building-Wide Expectations

The PBIS expectations at PrepNet high schools are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction.

Adding to this, we have sought the guidance of parents and students alike to clarify what the ideal implementation of culturally responsive behavioral expectations looks like. Recognizing that cultural mismatch exists between teachers and staff, it is important to clearly outline different cultural expectations for behavior while maintaining a safe learning environment for all stakeholders. These expectations will be clearly posted in each of our schools, and students who Prepare, Respect, Excel, and Prioritize will be recognized regularly for their positive contribution to the school environment.

Appendix B

Revised Student Code of Conduct for Grand River Preparatory High School

Our goal is to offer a quality education program **that promotes the safety and learning of all students**. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the school campus decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enacting the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by **listening to staff members and students alike**, being kind to others, and being considerate of others and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential **responses** as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of school staff and administration **along with feedback from parents and students**, which the Board of Directors has given the authority and responsibility for discipline problems arising within the school. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to **respond** appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline **in accordance with restorative justice practices**. When possible, students,

teachers, and administrators will act to resolve matters of disruption and misconduct with the intent of restoring relationships where harm has taken place. Students and teachers are encouraged to find resolution to misconduct within the learning environment by involving those who are wronged and those who have committed infractions. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school in instances where restorative practices have been attempted, implemented, and resolution has not taken place. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board of Directors disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

The Student Code of Conduct applies to students when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- at any time or place when the student's behavior causes a substantial disruption to the educational environment.

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Sexual harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Policy
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Violations of building rules and

regulations • Violations of rules or policies as set forth in the Parent and Student Handbook • Smoking, tobacco, nicotine, vaping, and/or e-cigarette or paraphernalia possession or use • Trespassing, loitering • Suspended or expelled student on school property or attending school activities • False alarms • Use of electronic device(s) in violation of school practices and procedures • Defacement/Damage of property or theft/possession of stolen property • Coercion, extortion or blackmail • Possession of firework(s), explosive(s) and/or chemical substance(s) • Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances • Possession of drug-related paraphernalia • Possession of cannabidiol (CBD) products or paraphernalia • Possession of look-a-like weapons • Possession of weapons or dangerous instruments • Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.) • Fighting, physical assault and/or battery on another person • Gangs and gang related activity • Violation of Technology Use and Internet Safety Policy, Laptop Acceptable Use Policy • Misconduct prior to enrollment • Persistent disobedience • Verbal assault • Malicious or willful types of behavior that endanger the safety of others • Extreme acts of defiance and/or threats toward teachers/other adults/fellow students • Excessive tardiness or absences as defined in the Attendance Policy

The following acts of misconduct at school, as defined by state law, may subject a student to permanent expulsion from all public schools in the State of Michigan:

• Possession of a dangerous weapon** • Arson • Criminal Sexual Conduct • Physical Assault at school by a student grade 6 or above against an employee, volunteer or contractor of the

school Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

****Michigan law requires the school administration to permanently expel a student for possession of a firearm at school unless there is clear and convincing evidence of one of the following:**

- The student did not possess the firearm for use as a weapon or for delivery to another person for use as a weapon.
- The student did not knowingly possess the firearm.
- The student did not know or have reason to know that the firearm constituted a dangerous weapon.
- The student possessed the firearm at the suggestion, request or direction, or with express permission, of the school or police.

Appendix C

Revised Disciplinary Procedures for Grand River Preparatory

A restorative disciplinary intervention may take place (A student may be disciplined) at any level depending upon the frequency and/or severity of the act of misbehavior. The Board of Directors authorizes the school administration to make a determination of the level of intervention given (discipline to be imposed) when the act of misbehavior exceeds Level 3 as defined below. A intervention referral will be completed for each violation of the Code of Conduct, regardless of the level of the violation, and recorded electronically in the school's Student Information System, to which parents have access. Intervention records for violations of the Student Code of Conduct which result in a long-term suspension, expulsion, or permanent expulsion will be a part of the student's permanent education record and included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

In every instance of student misbehavior, teachers and administrators will work to find resolution to misbehavior through means of restoration as the goal rather than punishment. In some instances, student misbehavior results in a less safe school, which demands removal from the classroom to ensure student safety. Excluding clear safety concerns for the student and others, the staff at Grand River Preparatory will work to use restorative practices to ensure that students are safe and misbehaviors/misconduct result in a safer school than before the misbehavior. This does not always look like detention, suspension, or expulsion.

Teacher Classroom Management and Restorative Justice

Teachers at Grand River Preparatory will take part in professional development at the start of each school year in building classroom culture, expectations, practices, and routines that encourage the facilitation of a safe learning community. Paramount in this development is the use of restorative practices and student and teacher constructed classroom expectation creation. Further, emphasis will be placed on culturally responsive classroom management policies to ensure shared cultural understandings in these professional development opportunities. In taking part in this training, removal from class becomes an avenue of last resort instead of the first response to student misbehavior. Recognizing that different interventions are necessary, removal of student from class is still an option.

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, the teacher may suspend that student from the class, subject, or activity for up to one full school day. Such removals are not subject to a prior hearing, provided the removal is for a period of less than one school day. While teachers are given the empowerment to remove students from class, they are encouraged to exhaust all other means of behavior correction before removing a student

The teacher will immediately report the removal to the principal or other school administrator and send the student to the principal or the principal's designee for appropriate action. After such a removal, the teacher will ask the parent of the student to participate in a parent-teacher conference regarding the removal. The focus of these meetings shall take place with a focus on restoration of the classroom environment rather than discipline of the student.

Student misbehavior hurts the learning of the entire class, and we need all of that time if we are to successfully prepare each student for lifetime success. Students who are disruptive and/or not

cooperative with school staff or who otherwise disrupt the educational environment as determined by administration will be provided space in the student success center to write a written reflection of what has taken place in the classroom to cause their removal. While the student reflects, teachers will also be required to write a written reflection of the interactions and events that lead to the removal of student from class. Before the next class meeting, the student and teacher will participate in a restorative conference to discuss how the student and teacher can restore the classroom environment based on written reflections. (will be sent home. Students will receive detention and/or other consequences. Parents are provided notice of the incident and of the detention and/or other consequences. Before the next class meeting, students must meet with the teacher who sent them out of class to ensure that the problem is resolved.)

Levels of Intervention and Support (Discipline)

The level of discipline is determined by the administration in accordance with due process procedures and applicable law.

Level 1 EARLY RESTORATIVE INTERVENTION: The behavior may be a violation of the code of conduct and/or a disruption of the communal operation of the classroom or a school activity. The inappropriate behavior is addressed with the student and classroom as a whole. When students misbehave, the class works to address the wrong/harm that was made by the offending student, and determines what needs to take place to make amends. An intervention referral is completed and recorded electronically in the school's Student Information System to which parents have access. Further, the teacher will conference with the student to determine next steps for restoration of the classroom community.

Level 2 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate action. The teacher will clarify what actions took place on the part of

the student, and which actions were taken by the class to come to a restoration of the classroom community.

Level 3 RESTORATIVE ACTION PLAN (RAP): When the behavior(s) has reached a level of persistent disobedience, the teacher and/or administrator shall schedule a meeting with the parents in order to implement a Restorative Action Plan (“RAP”). A RAP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. In this intervention, the emphasis is on the student to develop a plan to improve and repair the harm done in the classroom community. By emphasizing positive behaviors, students can effectively restore their standing in the classroom. The RAP shall be signed by all parties and copies are made for the parent and kept in the student’s file.

Level 4 IMPLEMENTATION OF DISCIPLINARY INTERVENTIONS: When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience, the school may impose consequences that interventions such as restorative practices, restitution, counseling with the school counselor to find appropriate restorative actions, and exclusion from school activities that include suspension of up to 10 school days. With Restorative Practices in mind, the teacher, administrators, and student must work to develop a plan that allows the student to restore the harm done to the classroom community. When all other resources have been exhausted, suspension may be used as an option. The school administration may convene a meeting with the student, parents and others to develop or update an existing Restorative Action Plan that outlines the expected behavior and corrective action. This plan shall be signed by all parties and copies are made for the parent and

kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct.

Level 5 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct, (removed persistent disobedience), or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or be expelled from the school. Again, administrators and teachers must exhaust all other disciplinary interventions before removing a student from school long term. The parent and student are notified in writing of the violation, and of the recommended disciplinary consequence. The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct.

Level 6 PERMANENT EXPULSION: When the act of misconduct violates the provisions of Sections 1311(2) or 1311a of the Revised School Code, the student may be permanently expelled only when all forms of restorative intervention have been attempted. (depending on the circumstances). It is the intention that a student not expelled for persistent disobedience as outlined in other versions of the student code. When the act of misconduct is possession of a firearm, the student shall be permanently expelled. Permanent expulsion is subject to reinstatement as provided in the statutes. Upon request, the school will provide parents with information about reinstatement.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Revised and Reprinted with permission from Grand River Preparatory High School

Appendix D

Written Permission for use of Grand River Preparatory High School Student Code of Conduct

April 30, 2021

On behalf of Grand River Preparatory High School, operated by National Heritage Academies, this document certifies that Josh Jackson has permission to use the Grand River Preparatory High School Student Code of Conduct for analysis and use in his Master's Project.



Mike Irwin
Principal,
Grand River Preparatory High School
PrepNet Schools/National Heritage Academies

Appendix E

Parent and Student Culturally Responsive PBIS and Restorative Practices Letter and Form

Dear Parents and Guardians,

Included with this letter, you will find a brief survey about the positive behaviors and actions that we want our children and students to emulate in their time at Grand River Preparatory. As we prepare for the upcoming year which hopefully looks more normal than the 2020-2021 school year, we want to place emphasis on the positive behaviors that we espouse as a school and community.

In the interest of developing a shared understanding of behavioral expectations for all students across all cultures, we wanted to reach out to families for input on the values and expectations you would like to see grow at Grand River.

Grand River's diverse student body is one of our most valuable assets, and we want to ensure that cultural values are considered as we develop our Positive Behavioral expectations for next school year.

Thank you for your intentional thought and responses here. We are looking forward to using your input to help us create a safe, positive Titan community.

Thank You,

Josh Jackson
Grand River Preparatory
School Counseling Candidate
English Teacher

Positive Behavior Expectations for Grand River Prep

What character traits do you view as fundamental as your child grows into a young adult?

How do you communicate and encourage positive expectations for behavior for your children in at home?

What habits, behaviors, routines and goals do you want to see grow in your student as they attend our school?

What cultural information about you and your student is important to know as we craft our positive behavior expectations for our school?

What questions might you have about Positive Behavior Expectations as we move towards the 2020-2021 school year?

Appendix F

School Counselor Year Long Calendar and Planned Curriculum

School Counseling Calendar and Curriculum Points of Emphasis for 2021-2022 School Year

- Central Focus: Equity for all students using restorative justice and positive behavior expectations to reduce reliance on exclusion from class.
- Tier 1 Restorative Practices for All Staff and Students
 - Lessons in each of the following restorative practices
 - Building Culturally Responsive Classroom Communities
 - Using Classroom Circles to Build Classroom Community
 - Using Restorative Circles to Correct Student Actions
 - Participating in Classroom Management
- Biweekly Tier 2 & 3 meetings with teachers and students in response to Restorative Practices Implementation
 - Develop a team of mentee and mentor students to take part in Restorative Justice/PBIS lessons and practices.
 - This school counselor will join classes, create small groups, or one on one discussions to mediate restorative circles and restorative conferences.
- Implementation of Restorative Circles for tier 2 social/emotional interventions.
 - Starting second semester, identify and select student leaders for restorative conferences and circles.
- Implementation of Restorative Conferences (one on one) with students for tier 3 social/emotional interventions.
- Tier 3 Administrative Restorative Interventions will include the school counselor as often as possible to find possible restorative resolutions as opposed to removal from school.
- Emphasis on collection of student discipline data and staff response to student misbehavior throughout to help form the future of the program and to show impact.

American School Counselor Standards for Student Success are identified with each activity involving students.

Month	Social Emotional	Academic	Career and Postsecondary
August	Tier 1 -New student and student ambassador program (M3) -Mental health awareness bulletins around school (B-SMS 9)	Tier 1 -Work with changes in student schedules (B-LS3) - Restorative Practices Professional Development for Teachers and Administrators (B-SS 6)	Tier 1 -Update the school website, links, dates, and necessary forms to reflect emphasis on Restorative Practices and PBIS school wide. -Career development and exploration as a Positive

	<ul style="list-style-type: none"> -Restorative Practices Professional Development for Teachers and Administrators (B-SS 6) -Data collection of past intervention referrals 		behavior schoolwide highlighted on school website.
	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Data dive: Identify student discipline and exclusionary discipline trends from 2019-2020 (Pre-Pandemic) 	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Work with teachers, students and families to identify small group needs for academic support (B-SS 3) -Identify first time AP class enrollees 	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Data collection and identification for further supports for Juniors and Seniors -Mentor/Mentee sign-up for Freshman/Seniors (M3)
September	<p>Tier 1</p> <ul style="list-style-type: none"> -Meet the school counselor 5-minute classroom sessions (B-SS 3) -Mental health lesson for Advisory classrooms (B-SS 8) -Strong Feelings and coping strategies lesson for Advisory classrooms (B-SMS 7) -Belonging in a school lesson plan for students in 9th grade(M-3) - Cultural empathy lesson for teachers (B-SS 7) -Restorative justice and PBIS parent night (B-SS 5) 	<p>Tier 1</p> <ul style="list-style-type: none"> -Senior credit audits and post high school planning meeting. (B-SMS 1) -Classroom Community Lessons for Positive Habits (M3) 	<p>Tier 1</p> <ul style="list-style-type: none"> -Common applications and reports for Seniors (B-SMS 4) - Career and College exploration week for Freshman-Juniors (B-SMS 4) <p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Check in with Seniors to help plan post-secondary aspirations and plans (B-LS 7) -Mentor/Mentee initial meeting Freshman/Seniors focus: Positive Behaviors and Goals (M3)
	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Meet with individual students and use past intervention referrals to 	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -504 reviews -Begin positive habits study groups based on past year intervention 	<p>Tier 2 & 3</p> <ul style="list-style-type: none"> -Check in with Seniors to help plan post-secondary aspirations and plans (B-LS 7)

	<p>plan for small groups (B-SS 3)</p> <p>-Restorative Circle Discussion with 11th and 12th grade students and teachers to create restorative justice expectations (M3, B-SS-3)</p> <p>-Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>referrals aligned with mentor/mentee sign-ups (B-SS 2)</p> <p>-Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>-Mentor/Mentee initial meeting</p> <p>Freshman/Seniors focus: Positive Behaviors and Goals (M3)</p>
October	<p>Tier 1</p> <p>-Test anxiety lesson (B-SMS 9)</p> <p>-Ongoing PD for applying Restorative Practices in classrooms (B-SS 6)</p>	<p>Tier 1</p> <p>-Parent teacher conferences</p> <p>-PSAT, ACT, SAT prep (B-LS 3)</p>	<p>Tier 1</p> <p>-Financial aid night presentation (B-SMS 4)</p> <p>-College and job application week (M4)</p> <p>-FAFSA workshop (B-SMS 4)</p>
	<p>Tier 2 & 3</p> <p>-Small groups for anxiety, and families in change. (B-SMS 6)</p> <p>-Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Tier 2 & 3</p> <p>-Identified students AP class check-ins</p> <p>-Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p> <p>-Mentor/Mentee meeting</p> <p>Freshman/Seniors focus: Academic Mindsets and Habits (M3, B-LS 1)</p>	<p>Tier 2 & 3</p> <p>-Struggling Seniors college/career planning interventions (B-SS 3)</p>
November	<p>Tier 1</p> <p>-Building better humans' campaign (built in with Thanksgiving theme) (B-SS 5)</p> <p>-Restorative justice and PBIS in Freshman Classrooms (B-SS 5)</p> <p>Gratitude focus bulletin boards (M 3)</p>	<p>Tier 1</p> <p>-Schedule changes for second trimester</p> <p>-Junior class audits</p>	<p>Tier 1</p> <p>-Begin Educational Development Plans (EDP) Freshman-Juniors (M4)</p> <p>-Junior class meetings for their future (B-LS 7)</p> <p>-Career Fair on Campus (M4)</p>

	<p>Tier 2 & 3 -Identified students discipline check-ins -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5) -Mentor/Mentee meeting Freshman/Seniors focus: finding effective restorations in our classes (M6, B-SS 1)</p>	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B-SS 3) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Tier 2 &3 -Struggling Seniors college/career planning interventions and learning group (B-SS 3)</p>
December	<p>Tier 1 -Positive Behaviors refresher lesson for Juniors and Seniors (B-SS 9)</p>	<p>Tier 1 -Positive Behaviors refresher lesson for Juniors and Seniors (B-SS 9)</p>	<p>Tier 1 -Continue with EDP's (M4)</p>
	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B-SS 3) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5) -Mentor/Mentee meeting focus: building community in school and class (M6, B-SS 1)</p>	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B-SS 3) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5) -Mentor/Mentee meeting focus: building community in school and class (M6, B-SS 1)</p>	<p>Tier 2 & 3 -Work with identified students individually using motivational interviewing (B-SS 3)</p>
January	<p>Tier 1 -School wide New Years goals and resolutions bulletin boards and activities (B-SS 4) -Restorative circle leaders' application for student leaders (B-SS 7)</p>	<p>Tier 1 -School wide New Years goals and resolutions bulletin boards and activities (B-SS 4) -Second semester schedule changes</p>	<p>Tier 1 -Finish EDP's and career exploration in Freshman Advisory classes (M4) -Scholarship information 101 lesson -School wide New Years goals and resolutions</p>

	-Social Justice/Martin Luther King Jr Day classroom lessons (B-LS 10)	-Sophomore year credit audit -Restorative circle leaders' application for student leaders (B-SS 7)	bulletin boards and activities (B-SS 4)
	Tier 2 & 3 -Restorative circle leaders' interviews for student circle leaders (B-SS 7) -Work with students with restorative referrals individually using motivational interviewing (B-SS 3) -Data dive: Student intervention referrals from teachers. Identify students who are struggling. Use data to inform use of restorative practices moving forward. -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5) -Mentor/Mentee meeting focus: school community goals/values setting (M6, B-SS 1)	Tier 2 & 3 -Restorative circle leaders' interviews for student circle leaders (B-SS 7) -Work with students with restorative referrals individually using motivational interviewing (B-SS 3) -Connect with teachers, administration, students and families struggling academically (B-SS 8) -Connect students with peer tutors based on semester 1 academic performance (B-SS 1) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)	Tier 2 & 3 -Early college information night and program planning (B-LS 7)
February	Tier 1 -Strong Feelings and Coping Skills for Freshman with focus on classroom community and culture (B-SMS 2, B-SMS 7)	Tier 1 Goal setting lesson for Juniors and Seniors (B-LS 7)	Tier 1 -Student and parent night for information regarding scholarships, financial aid options, and career training programs to select (B-SMS 5)
	Tier 2 & 3 -Work with students with restorative referrals individually using	Tier 2 & 3 -504 review -Work with students with restorative referrals	Tier 2 & 3 -Scholarship application help and small groups for

	<p>motivational interviewing (B-SS 3) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>individually using motivational interviewing (B-SS 3) - Restorative Circles Leader Training (B-SS 7) -Freshman year credit audits to identify mentees for fall 2022 (M 5) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Juniors and Seniors (B-SMS 5) -Mentor/Mentee meeting focus: future planning for mentees (M6, B-SS 1)</p>
March	<p>Tier 1 -Working well with others lesson Freshman (B-SMS 2, B-SMS 7)</p>	<p>Tier 1 Goal setting lesson follow-up with Juniors and Seniors (B-LS 7)</p>	<p>Tier 1 -Senior class building a resume and cover letter after school workshop (M 4)</p>
	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Data dive: Student restorative referrals. Identify students and teachers who are struggling for future restorative circles. -Student lead restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5) -Mentor/Mentee meeting focus: becoming student leaders for restorative circles (M6, B-SS 9)</p>	<p>Tier 2 & 3 Junior year college visits planning (M4)</p>
April	<p>Tier 1 -Facing responsibility and making good choices for the future lesson (B-SMS 1, B-SMS 2, B-SMS 7)</p>	<p>Tier 1 -Positive Behaviors and Expectations Refresher Lesson 9-12 (B-SMS 2)</p>	<p>Tier 1 -8th grade parent/student information meeting on transition to HS (M3) -College fair for sophomores and juniors (M4)</p>

			-Senior college/career decision day and celebration (B-LS 7)
	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Student lead restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Connect with teachers, administration, students and families to check in with identified needs/set goals -Restorative conferences and circles for student misbehavior and restoration. (B-SS 5)</p>	<p>Tier 2 & 3 -EDP Audit Revisions (M3)</p>
May	<p>Tier 1 -Student and family surveys reflecting on Restorative Practices and circles for 2022 (N-SS 1)</p>	<p>Tier 1 -Graduation and future lesson for 9th and 10th grade (M4) -Advisory reflection for positive behavior and academic goals for 2022 at all grade levels (B-LS 6)</p>	<p>Tier 1 -Counselor transition meeting -Program evaluation</p>
	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Data dive: Student restorative referrals, identifying trends and areas for improvement in 2022. -Mentor meetings for student leaders of restorative practices in</p>	<p>Tier 2 & 3 -Work with students with restorative referrals individually using motivational interviewing (B SS 3) -Honors and awards night</p>	<p>Tier 2 & 3 -Credit recovery planning for summer school. (B-SMS 6)</p>

	2022 school year (B-SS &)		
--	------------------------------	--	--

Appendix G

Staff Pre-Learning Restorative Justice Feedback Form

What do you know about restorative justice?

On a scale of 1-10 how willing are you to try a new approach to classroom and school management this year? Why?

No Way	Indifferent	Sign me up now!
1	5	10

What is your process to addressing student misbehavior in class right now?

When thinking of student discipline, identify your three initial thoughts?

Appendix H

Restorative Practices in the Classroom and Building Empathic Discipline Approaches Objectives and Learning Goals

Objectives and Learning Goals	
Teacher: Josh Jackson	Staff PD
Unit: Restorative Practices and Empathic Discipline	Days: 8/15/2021-8/16/2021
Essential Question How can we most effectively work with students to create positive, safe learning environments for all students?	
Learner Objectives Teachers will be able to empathize with the experiences of students in the classroom when discipline takes place. Teachers will develop strategies to implement and use restorative practices when students misbehave in class.	
Assessment Teachers will develop their own classroom community building plan and restorative circles expectations	

Appendix I

Agenda Session One

12:00-12:30: Hook: If a student misbehaves in my classroom.... discussion and share out using menti.com. What does your ideal classroom look, sound, and feel like? For you? For students?

12:30-1:00: What has school safety, discipline, and classroom management looked like through the years? What things do we notice? What things need to change? What do we do about it?

1:00-1:30: What is Restorative Justice? Discussion

1:00-1:10: Break

1:10-2:00: A Restorative Justice Centered PBIS Classroom and School (Modelling for classroom teachers by doing this as a staff)

Step 1: Community Building through co-constructed classroom expectations.

Step 2: Building and creating understanding of diverse perspectives.

2:00-2:15 Break

2:15-3:00: A Restorative Justice Centered PBIS Classroom and School (Modelling for classroom teachers by doing this as a staff)

Step 3: What happens when someone causes harm?

Step 4: Major harms to the learning environment and what comes next.

Agenda Session Two

9:00-9:15: Refresher from yesterday. Most eye opening/valuable moment reflection.

9:15-9:30: Student relationships with teachers trust vs distrust. How to build trusting, understanding, and empathetic relationships with students.

9:30-10:00: Empathy vs Punishment and alternatives to classroom removal brainstorm.

10:00-10:10: Break

10:10-11:00: Putting ourselves in students' shoes and what we can learn from their experiences.

11:00-11:30: Lunch

11: 45-1:00 A Restorative Justice Centered PBIS Classroom and School (Teachers planning for their own classrooms in departments)

Step 1: Community Building through co-constructed classroom expectations.

Step 2: Building and creating understanding of diverse perspectives.

Step 3: What happens when someone causes harm?

Step 4: Major harms to the learning environment and what comes next.

1:00-1:10 Restorative Justice and Empathy in review

Appendix J

Safe Classrooms Discussion Slides

(Each slide is presented using Mentimeter.com which allows students and teachers alike to respond using a computer or phone.

Go to www.menti.com and use the code 5152 9690

Finish this sentence: *When a student misbehaves in class...*



Press S to hide image



Go to www.menti.com and use the code 5152 9690

What does your ideal classroom look, sound, and feel like



Go to www.menti.com and use the code 5152 9690

What does an ideal classroom look, sound, and feel like for students?



Press S to hide image



Appendix K

What Has School Safety Looked Like/What is Restorative Justice? (Day 1)

Pear deck is a slideshow add on that allows students (in this case teachers) to join in the slideshow and respond directly to the questions being presented to them. In each slide, students (teachers) have the option to respond.

Agenda

Student Discipline in Recent Time

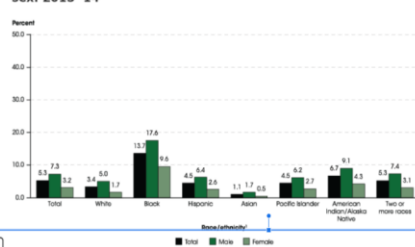
- I can understand and describe recent trends in student discipline data and its impact on student learning.

What is Restorative Justice

- I can understand and implement the basics of restorative justice to build school-wide expectations for teachers to follow.

What stands out about the graphs below?

Figure 15.3. Percentage of public school students who received out-of-school suspensions, by race/ethnicity and sex: 2013–14 (NCES, 2019)



*What trends do you notice across both graphs?
What do you think might cause this? Is this something that we can accept? What do we do?*

When a student misbehaves in our classroom what strategies do we use to help correct their actions and allow class to continue undisturbed?

How often do you remove students from your classroom and for what reasons? What do you do before removing students?

After a student is out of your classroom for a period of time, what changes happen in their behavior (if they do)?

Inequity in Suspension and Expulsion

Based on the previous graphs and new information:

- Black students are suspended at a rate nearly 3x more likely than their white counterparts nationwide.
- Study after study shows that suspension and expulsion take away from a student's growth.
- Suspension from school increases the likelihood of interaction with the juvenile or criminal justice system.
- THIS IS A CIVIL RIGHTS ISSUE

WHAT DO WE DO?

RESTORATIVE JUSTICE

Restorative Justice vs Retributive Justice

How have schools used these ideas based on what we know?

Retributive justice	Restorative justice
1. Crime defined as violation of the state	1. Crime defined as violation of one person by another
2. Focus on establishing blame, on guilt, on past (did he/she do it?)	2. Focus on problem-solving, on liabilities and obligations, on future (what should be done?)
3. Adversarial relationships & process normative	3. Dialogue and negotiation normative
4. Imposition of pain to punish and deter/prevent	4. Restitution as a means of restoring both parties; reconciliation/restoration as goal
5. Justice defined by intent and by process: right rules	5. Justice defined as right relationships; judged by the outcome

Restorative Justice vs Retributive Justice

What big differences do you notice between these two conceptions of justice?

Retributive justice	Restorative justice
1. Crime defined as violation of the state	1. Crime defined as violation of one person by another
2. Focus on establishing blame, on guilt, on past (did he/she do it?)	2. Focus on problem-solving, on liabilities and obligations, on future (what should be done?)
3. Adversarial relationships & process normative	3. Dialogue and negotiation normative
4. Imposition of pain to punish and deter/prevent	4. Restitution as a means of restoring both parties; reconciliation/restoration as goal
5. Justice defined by intent and by process: right rules	5. Justice defined as right relationships; judged by the outcome

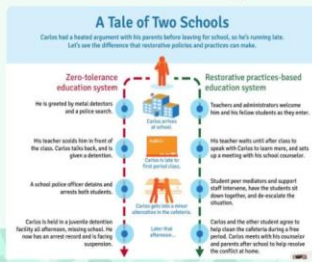
Restorative Justice vs Retributive Justice

How have schools used these ideas based on what we know?

Retributive justice	Restorative justice
1. Crime defined as violation of the state	1. Crime defined as violation of one person by another
2. Focus on establishing blame, on guilt, on past (did he/she do it?)	2. Focus on problem-solving, on liabilities and obligations, on future (what should be done?)
3. Adversarial relationships & process normative	3. Dialogue and negotiation normative
4. Imposition of pain to punish and deter/prevent	4. Restitution as a means of restoring both parties; reconciliation/restoration as goal
5. Justice defined by intent and by process: right rules	5. Justice defined as right relationships; judged by the outcome

Restorative Justice vs Retributive Justice

Compare and contrast the two different experiences from Carlos' perspective.



Restorative Justice for Us

- Step 1: Community Building through co-constructed classroom expectations
- Step 2: Building and creating understanding of diverse perspectives.
- Step 3: What happens when someone causes harm?
- Step 4: Major harms to the learning environment and what comes next.
- Step 5: Restorative circles and conferences in the classroom and out of the classroom

Harm

- Restorative Justice focused on the concept of harming relationships.
- When students have misbehaved, in most ways they have harmed or taken away from the original safety, community, and positive view of relationships.
- Restorative justice focuses on restoring relationships through dialogue and community.

Step 1: Community Building and Expectations

What expectations do we want to follow when work together throughout the rest of this school year?

- What habits and routines do we want to share in as we meet?
- What habits and routines do we want to avoid?
- What does an ideal version of our work together look like?

Step 2: Diverse People

What do we care about as people?

- What aspects of your culture are important to you?
- What values do you have?
- What is important to you?
- How do you want to be treated/treat others?
- How does your culture impact these ideas?

Step 3: Harm to the Group

When someone causes “harm” or disruption to our group, how do we as a group respond?

- When this happens among teachers, is someone removed from the group?
- What happens? How do we address this in teacher groups?
- How can we apply this to our students?

Step 4: Major harm to the Group and How to Respond

- Restorative Conferences and Circles
- Focus is always on the relationship and restoring relationships
- Dialogue questions to restore the relationship:
 - What happened?
 - How did it happen?
 - What part did you play?
 - How were you affected by what you did?
 - Who else was affected by what you did?
 - How were others affected by what you did?
 - What can you do to repair the harm?
 - What do you need to make it right?

Step 4: Major harm to the Group and How to Respond

- When and how does this take place?
- As a group, after the “harm” takes place.
- Involve those who have been “harmed” and those who have caused “harm”
- Focus on the events that have taken place and how to restore the relationships to safety and community.
- Think, “how can the person who caused harm help amend/restore their relationship with those harmed?”

What big takeaways will you take from this first day?

Appendix L

Empathic Discipline vs Punishment/Restorative Justice in our Classrooms? (Day 2)

Agenda

Student Discipline: Empathy vs Punishment

- I can understand and describe recent trends in student discipline data and its impact on student learning.
- I can develop a more empathetic approach to student discipline.

Restorative Justice in Our Classrooms

- I can understand and implement the basics of restorative justice to build classroom expectations for students to follow.

What have been effective ways to build strong relationships with your students throughout your career?

Empathy vs Punishment

- Several studies highlight that when discipline is viewed as punishment for student misbehavior, students begin losing trust in their relationship with their teacher.
- Even more, when students are punished for misbehavior, there is little evidence that the behavior changes
- Finally, when students lose trust in their relationship with a teacher, the likelihood of further misbehavior increases.

How do we avoid addressing student misbehavior with punishment? What other strategies can we use?

Imagine You Are

- A ninth grader
- You have disrupted class by repeatedly walking around to throw away trash.
- Your teacher
 - assigned detention and referred you to the principal's office.

I think Mrs. Jackson deserves my respect

Determine on a scale of 1-7 whether you agree with the statement above based on how Mr. Jackson treated you after your disruption.

1= Strongly Disagree

2-6= Disagree-Agree

7= Strongly Agree

It is important to me that I follow rules in this class

Determine on a scale of 1-7 whether you agree with the statement above based on how Mr. Jackson treated you after your disruption.

1= Strongly Disagree

2-6= Disagree-Agree

7= Strongly Agree

Imagine You Are

- A ninth grader
- You have disrupted class by repeatedly walking around to throw away trash.
- Your teacher
 - Asked you about your misbehavior and moved the wastebasket closer to your desk.

I think Mrs. Jackson deserves my respect

Determine on a scale of 1-7 whether you agree with the statement above based on how Mr. Jackson treated you after your disruption.

- 1= Strongly Disagree
- 2-6= Disagree-Agree
- 7= Strongly Agree

It is important to me that I follow rules in this class

Determine on a scale of 1-7 whether you agree with the statement above based on how Mr. Jackson treated you after your disruption.

- 1= Strongly Disagree
- 2-6= Disagree-Agree
- 7= Strongly Agree

What do you notice about your ratings across both types of responses?

What do you think students are feeling as they experience this?

What do causes students to misbehave?

What Causes Student Misbehavior

- Fatigue
- Boredom
- Hunger
- Stress
- Insecurity
- Uncertainty at home
- Fear of fitting in
- Struggling academically
- Need attention
- Frustration
- Peer pressure
- Anxiety
- Depression
- ADHD
- ADD
- Family Relationships
- Jobs
- Peer relationships

Among All of These Causes

Do you notice a desire to make life hard for a teacher or other students?

Student Misbehavior and Our Response

- Notice our responses to the last slide.
- Students are not specifically troublemakers (or other terms for this) or not; they have needs and respond to these needs in often irrational ways to adults.
- Everything that a student experiences, they bring with them into the classroom.
- Starting with this understanding goes far in developing trusting, positive relationships with our students.

With Your Departments

Determine what each step of this restorative justice process looks like in your classrooms. Clearly outline each step in your department.

Step 1: Community Building through co-constructed classroom expectations

Step 2: Building and creating understanding of diverse perspectives.

Step 3: What happens when someone causes harm?

Step 4: Major harms to the learning environment and what comes next.

*What big takeaways will you
take from today?*

Appendix M

**Restorative Justice and Empathic Discipline Feedback Form
Positive Behavior Expectations for Grand River Prep**

What does restorative justice in the classroom look like to you?

On a scale of 1-10 how prepared do you feel to implement restorative justice practices in your classroom and school? Explain below.

**Very Unprepared
1**

**Moderately Prepared
5**

**Super Prepared
10**

What questions, worries, fears, or concerns do you have about implementing restorative justice in your classroom?

How will you try to use empathy in your disciplinary process after working through this Professional Development?

How has your thinking about classroom management, discipline, and student exclusion changed since you started this professional development?

Appendix N

**Student Behavioral/Restorative Intervention Data Analysis Form w/Detention, Suspension
and Expulsion Data 2019-2020 vs 2021-2022 School Year**

Student Behavioral/Restorative Intervention Data Analysis Form w/Detention, Suspension and Expulsion Data 2019-2020 vs 2021-2022 School Year		
Total Behavioral Referrals for 2019-2020 School Year:	Total Restorative Referrals for 2021-2022 School Year:	Year to Year Change
Behavioral Referrals for 2019-2020 School Year by Racial Group:	Behavioral Referrals for 2021-2022 School Year by Racial Group:	
White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	
Total Detentions for 2019-2020 School Year:	Total Detentions for 2021-2022 School Year:	
Detentions for 2019-2020 School Year by Racial Group:	Detentions for 2021-2022 School Year by Racial Group:	
White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	
Total Suspensions for 2019-2020 School Year:	Total Suspensions for 2021-2022 School Year:	
Suspensions for 2019-2020 School Year by Racial Group:	Suspensions for 2021-2022 School Year by Racial Group:	
White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	
Total Expulsions for 2019-2020 School Year:	Total Expulsions for 2021-2022 School Year:	
Expulsions for 2019-2020 School Year by Racial Group:	Expulsions for 2021-2022 School Year by Racial Group:	

White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	White: Black: Latinx: Asian/Pacific Islander: Native American: Unknown:	
--	--	--

Appendix O

Teacher Restorative Justice Implementation Feedback From (End of 2021-2022 School Year)

What did restorative justice look like for you in your classroom this year?

How did restorative justice help or hinder your classroom management and culture this year?

On a scale of 1-10 how do you feel about using restorative justice in your classroom again next year? Explain below.

I do not want to use	I will use it but have questions	100% I'm using it
1	5	10

If you were to implement restorative justice in your class next year, what would you want to change or revise to make it better?

What questions or concerns did you have as you were implementing restorative justice in your classroom?



The signature of the individual below indicates that the individual has read and approved the project of Joshua Jackson in partial fulfillment of the requirements for the degree of Master of Education.

Elizabeth Stolle, Project Advisor

Date

Accepted and approved on behalf of the
School Counseling Program

Accepted and approved on behalf of the
Educational Leadership & Counseling Unit

Shawn Bultsma, Graduate Program Director

Catherine Meyer-Looze, Unit Head

Date

Date