

The Maryland Commission on the School-to-Prison Pipeline and Restorative Practices

Commission on Innovation and Excellence
September 5, 2018

**Barbara Grochal, Director of the School Conflict Resolution
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(C-DRUM)**

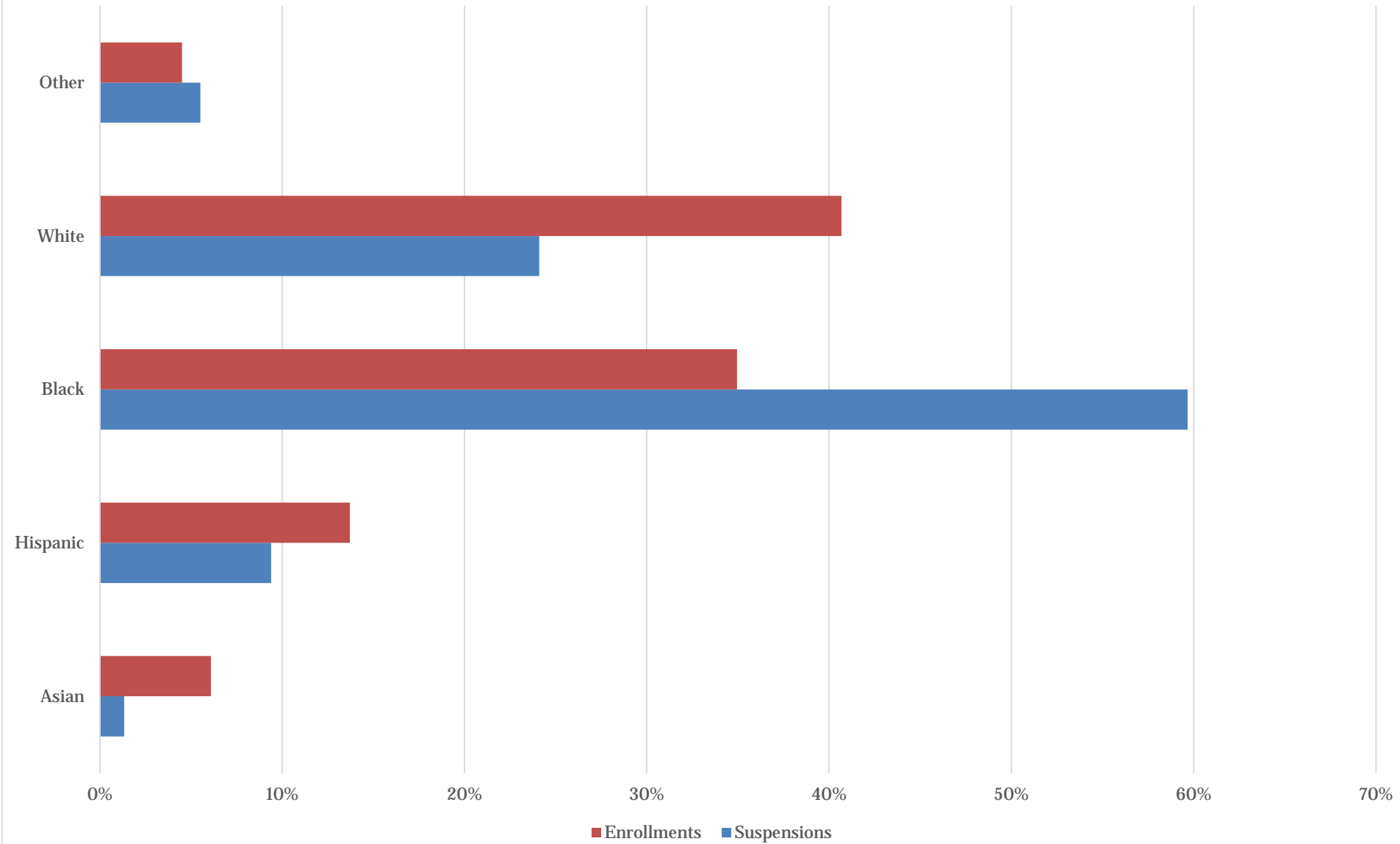


Mission

Formulate recommendations on:

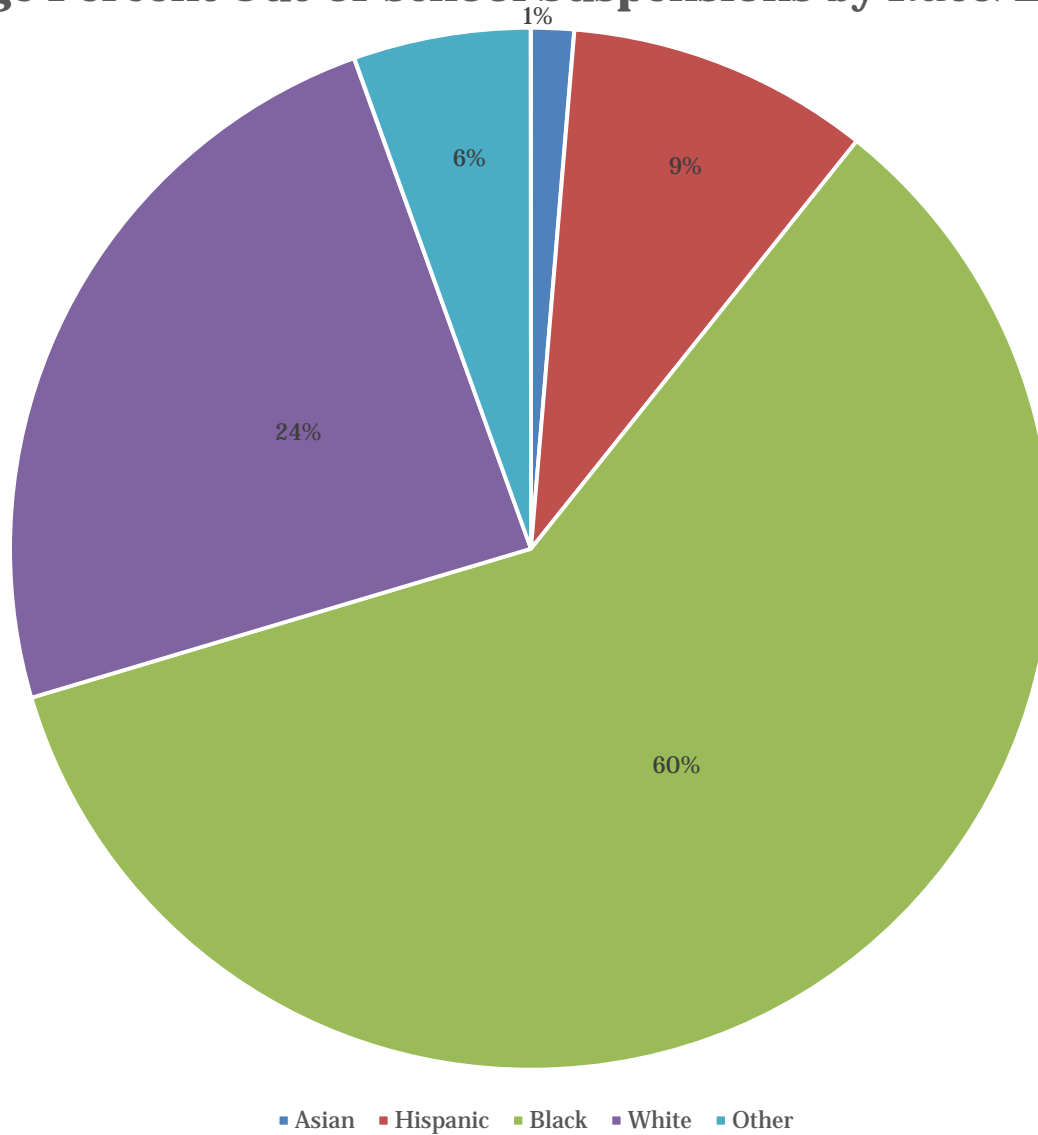
- **Establishment of Collaborative Action Plan**
Create a statewide network for redesigning public school discipline practices around restorative justice practices, eliminating the MD school-to-prison pipeline
- **Legislative and policy initiatives that can used to enact the Collaborative Action Plan**

Average Percent Out-of-school Suspensions & Enrollments by Race/Ethnicity



Source: Upcoming report from Maryland Equity Project, data from US Department of Civil Rights averaged across three years (2011, 2013, 2015)

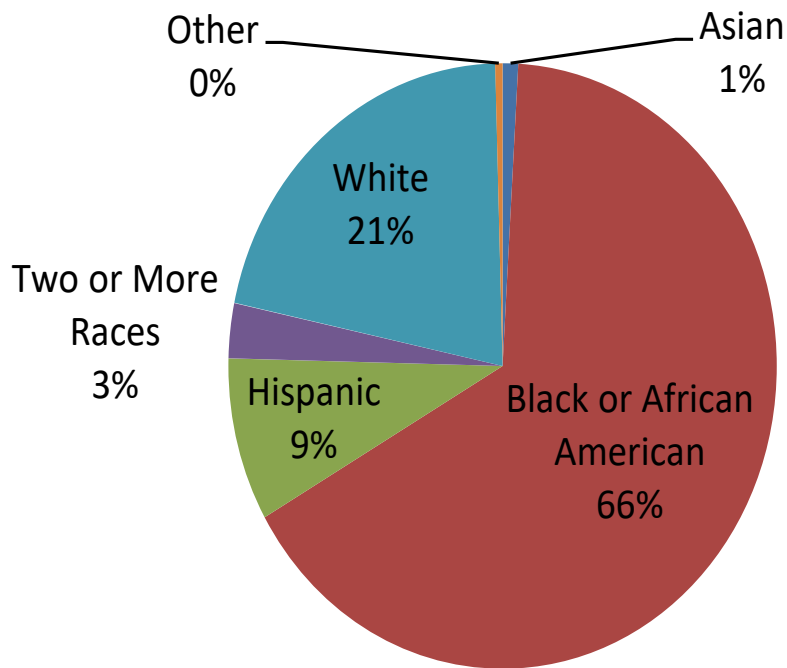
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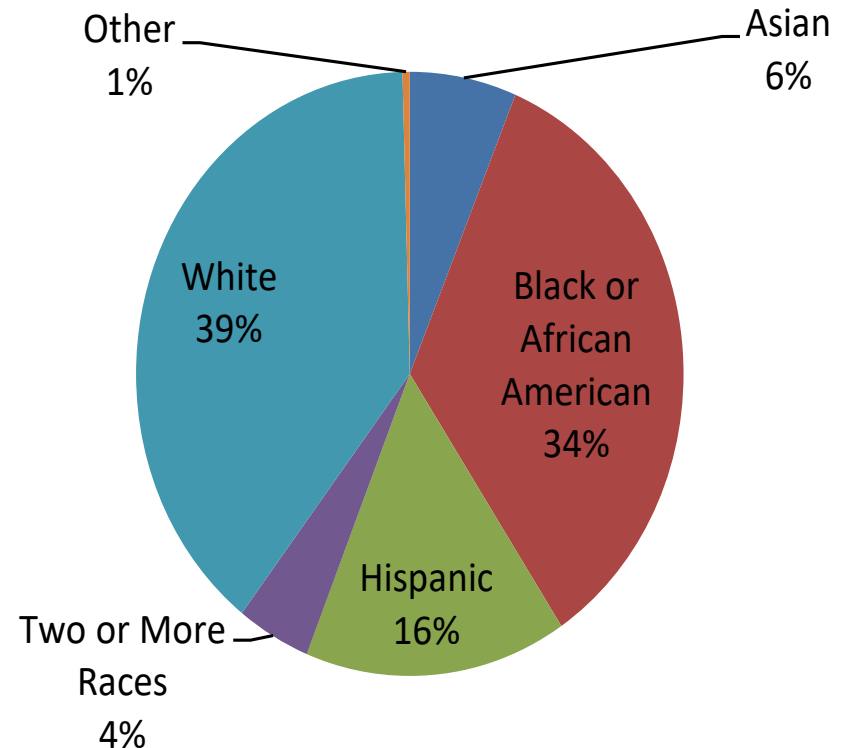
Source: Upcoming report from the Maryland Equity Project, data from Maryland State Department of Education, State Report Card, 2014 & 2015

School-related arrests and enrollment by race, 2015-2016

Arrests by Race



K-12 Enrollment by Race



From Sunderman, G. L. & Janulis, E. (2018). *When law enforcement meets school discipline: School-related arrests in Maryland*, Maryland Equity Project. Source of data: Maryland State Department of Education, Student Arrest Data Collection, 2015-2016

Restorative Practices

- A whole-school ethos that creates a climate and culture that is just, racially equitable, and relationship-focused
- Develops healthy, productive responses to conflict that increase connections between community members
- Engage all stakeholders (students, parents, teachers, staff, and community partners), through voice and influence in decision-making
- Prevent and repair harm through dialogue that addresses **accountability** to promote trauma responsive and safe school environments for students, staff and families.



Not: *What's wrong with you?*
Or *WHY* did you do that?



But: *What happened to you?*

Separate the “deed from the doer”



Evidence

- Significant reduction in exclusionary practices
- Increased instructional time
- Greater sense of caring and support between administrators, teachers, students and families
- Increased academic achievement (Hampstead Hill Academy, Baltimore)

Example Studies

- Brooklyn, NY
- Oakland, CA
- Denver, Co
- Baltimore Schools

Early Childhood Education

- Restorative tools for building social emotional and communication skills
- Restorative techniques for managing misbehavior as opposed to reliance on punitive exclusionary practices

High Quality Teachers and Leaders

- Teachers struggle with “not enough teaching time” in part because of classroom misbehavior
- Focus on relationship-building
- Restorative leaders model and provide strong support and strong control
- Universities to offer restorative practices training for teachers and administrators

At-risk Students

- **Need to feel a welcome part of the community**
- **Restorative tools to engage all youth and develop social emotional skills**
- **Trauma responsive**
- **Just discipline systems**

Infrastructure to Build More Restorative Schools

- Support in terms of funds for training and staffing at the state, district and school level
 - **Trainers, Restorative Coordinators, and Coaches**
- Seed money to access federal grants
- University-based teacher and administration training in restorative practices (pre-service and possible certificate program)
- Recognize “excellence” through data measurement of positive exemplars

Restorative practices offers the framework and tools to create safe and positive school climates to optimize academic and social emotional learning for all.

RP
CS

RESTORATIVE PRACTICES

- **At City Springs**
- **Elementary/Middle School**
- *It's not a color. It's an attitude!*
- **Dr. Rhonda L. Richetta,
Principal**

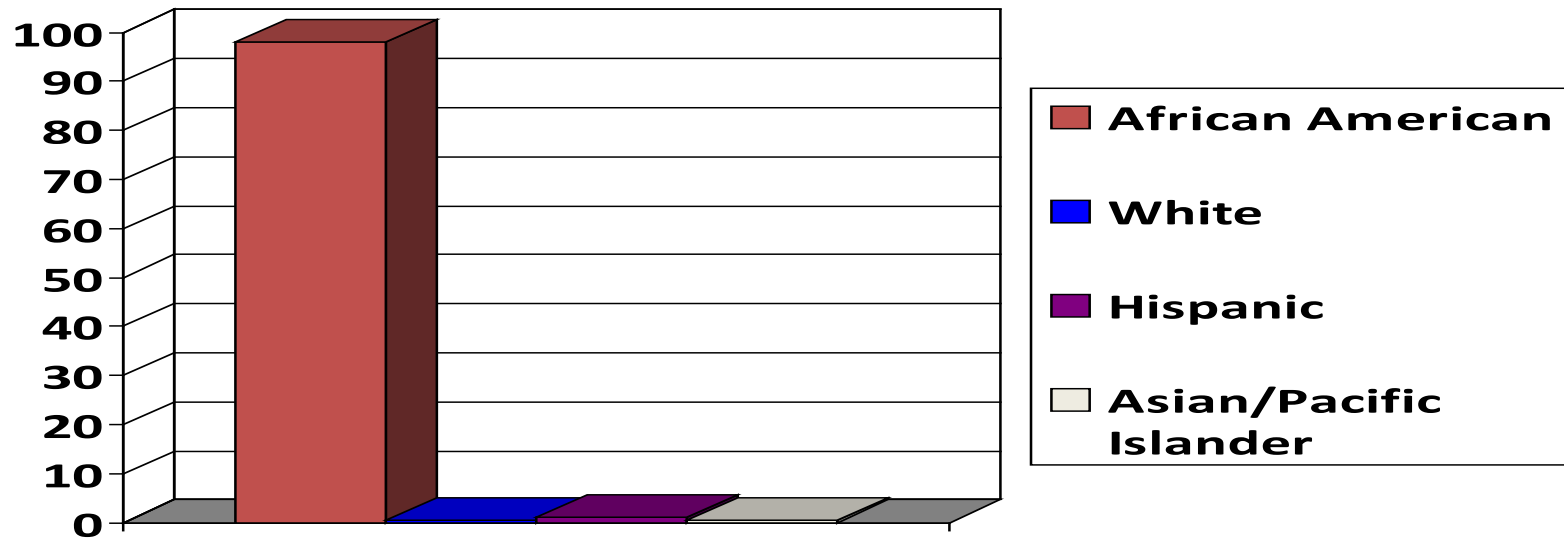
2016 Abell Foundation Rankings by Community Eligibility Provision (CEP)

(CEP -meal service option for school districts in low-income areas using a formula based on percentage of students enrolled in various programs for needy families rather than FARMS applications)

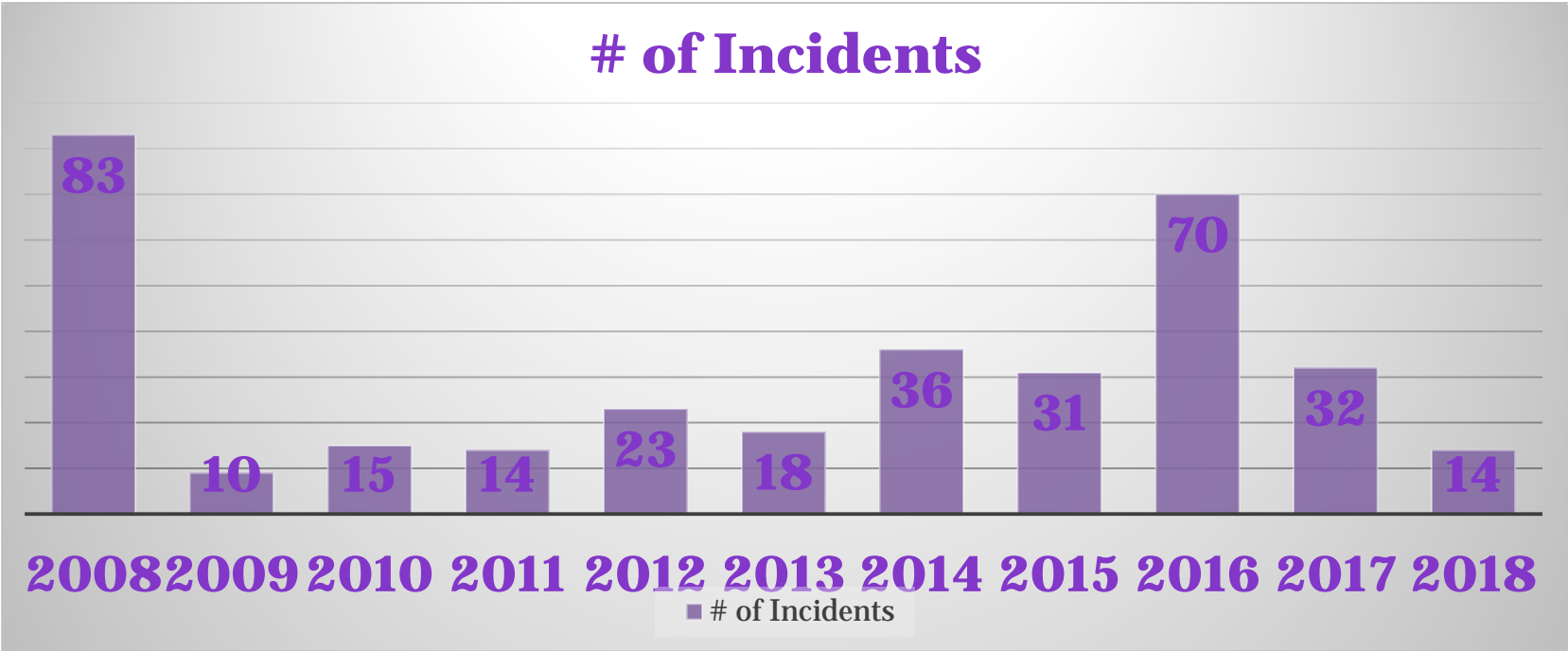
**City Springs ranked 125 out of 125
elementary schools**

**City Springs ranked 93 out of 93 middle
schools**

City Springs Elementary/Middle School Demographics



City Springs Elementary/Middle School Suspensions (Implemented RP in 2007)



For more information:

For more information on Restorative Practices:

<http://www.law.umaryland.edu/Programs-and-Impact/Alternative-Dispute-Resolution/Restorative-Practices/>

For more information about the Maryland Commission on the School-to-Prison Pipeline and Restorative Practices:

<http://www.law.umaryland.edu/Programs-and-Impact/Alternative-Dispute-Resolution/> at the bottom under C-DRUM initiatives

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Questions and Reflections

