

OUR GOALS:

ZERO DROPOUTS

ZERO ARRESTS

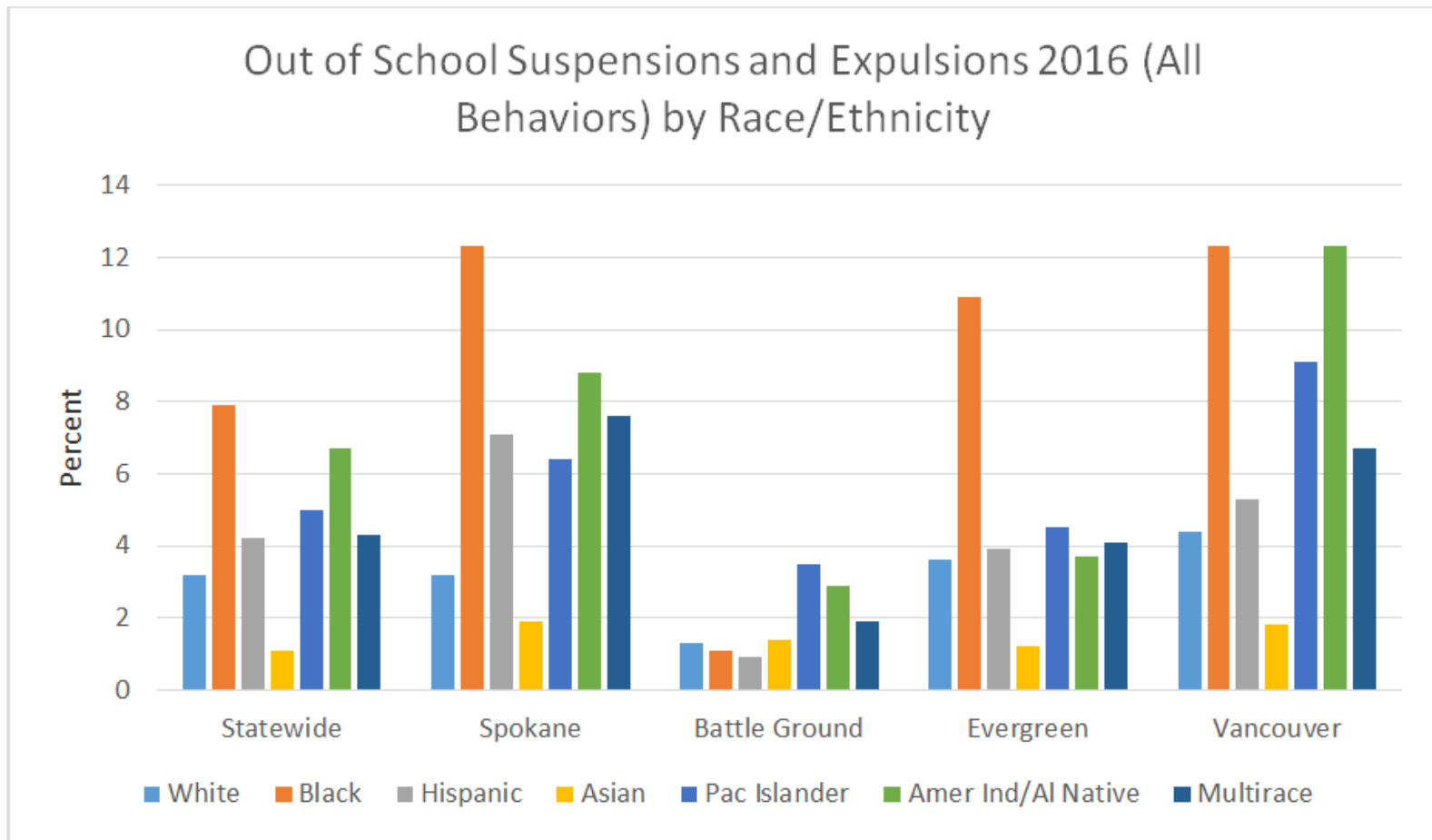
**ACHIEVING SYSTEMIC REFORM THROUGH
COLLABORATION –**

A RESTORATIVE SCHOOL BASED DIVERSION PROJECT

CLARK COUNTY'S HISTORY

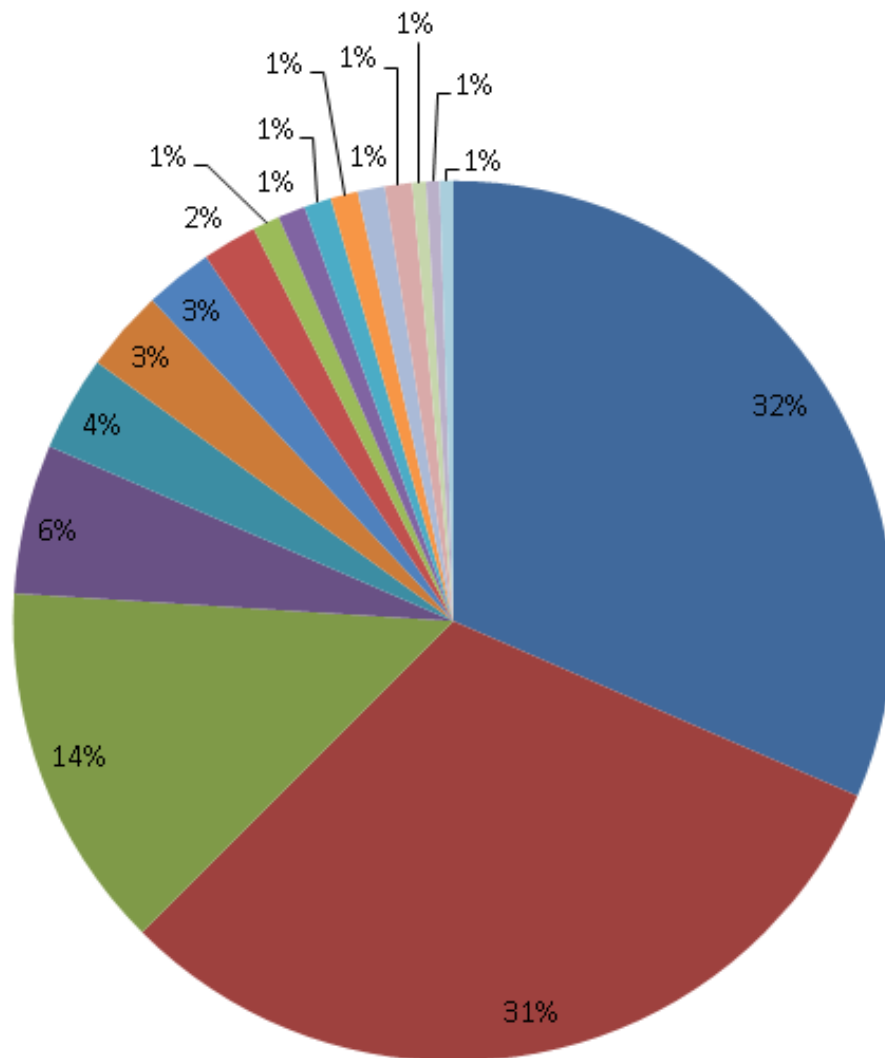
- 1996 – Becca Bill went into effect. Clark County developed the Clark County Truancy Project.**
- 2000 – Clark County implemented a Balanced and Restorative Justice Philosophy.**
- 2007 – Clark County became a Models for Change site funded by the MacArthur Foundation.**
- 2012 – Clark County joined the Juvenile Detention Alternatives Initiative and formed the Juvenile Justice Council.**
- 2015 – Clark County received a OJJ grant to reduce racial and ethnic disparities at the point of arrest and referral**
- 2016 – WA passed legislation limiting long-term suspensions/expulsions to no more than the length of an academic term and prohibited long-term suspensions/expulsions from being used for discretionary discipline.**

STATE AND DISTRICT DATA



Black students have the highest rate of school exclusions statewide, and in the Spokane, Evergreen, and Vancouver School Districts. Statewide, and in the Spokane, Evergreen, and Vancouver School Districts, the rates of suspensions/expulsions for Black youth are more than double the rates for Whites.

2017 DATA FOR SCHOOL ARRESTS



- Marijuana < 40 grams
- Assault IV
- Minor in Possession
- Theft III
- Disturbing School Activities
- Disorderly Conduct
- Harassment
- Possession of Stolen Property
- Cyberstalking
- Dangerous Weapons on School Premises
- Disclosing Intimate Images
- Fire Alarm Tampering
- Legend Drug
- Malicious Mischief III
- Criminal Trespass
- Insulting a Teacher

JUVENILE JUSTICE COUNCIL

- **Chuck Atkins, Clark Co. Sheriff**
- **Marc Boldt, Clark Co. Councilor**
- **Ann Christian, Indigent Defense Manager**
- **Tony Golik, Prosecutor (Co-Chair)**
- **Kira Lewis-Carter, Division of Children and Family Services Area Administrator**
- **James McElvain, Vancouver Police Department Chief**
- **Clay Mosher, Washington State University Professor**
- **Mike Nerland, Educational Service District 112 Assistant Superintendent**
- **Trish Piliado, Vancouver Public Schools, Director of Student Welfare and Attendance**
- **Bob Richardson, Battle Ground Police Department Chief (Co-Chair)**
- **Chris Simonsmeier, Juvenile Court Administrator**
- **Jennifer Snider, Court Commissioner**
- **John Steach, Evergreen Public Schools Superintendent**

A COMMON VISION

We all desire our kids to grow into healthy, successful, productive, and contributing members of our community. Along the way, we know that they will make mistakes or poor choices. Being held accountable and repairing harm for poor conduct and delinquency is important, but incarcerating children should be the last option. Our goal is to provide kids the tools they need through education and social-emotional development that will encourage a sustainably prosperous outcome for all in an equitable manner. This approach does not ignore incidents of criminal conduct, but is responsive to evidence-based research that has proven to be more effective to reduce juvenile delinquency and increase public safety.

A Restorative Lens:

- ▶ Disciplinary issues are more than rule-breaking – they are about causing harm
 - ▶ *Harm* is the focal point through which we engage youth
- ▶ Punishment is not enough
 - ▶ Taking personal responsibility for harm done leads to genuine restoration and healing, and to personal growth
- ▶ Those directly impacted and the school community as a whole are as important as the youth who caused the harm
- ▶ Our response to harm done in the school should result in a safer/healthier school community

Restorative Practice Outcomes

▶ **Accountability:**

- ▶ Youth take meaningful, personal responsibility to make amends/repair harms done.

▶ **Integration:**

- ▶ Building positive relationships between the youth and their school community through the actions taken to meaningfully address harms.

▶ **Change:**

- ▶ *Helping the youth* see themselves as valuable, contributing members of their school community.
- ▶ *Helping the school community* see the youth as individuals who are capable of making a positive contributions to the community.
- ▶ *Helping the school community* see itself as capable of helping to create a safe, healthy community.

IMPACT OF ACES

- ▶ **Changes youth's VIEW of the world AND how they RESPOND to it**
 - ▶ Hinders healthy brain development
 - ▶ Low stress tolerance: React with defiance, fighting, or checking out (survival mode)
 - ▶ Decrease ability to respond, learn, and problem solve
 - ▶ Difficulty making friends, maintaining relationships, and trusting adults
 - ▶ View adults as unsafe people who can't be trusted
 - ▶ Develop negative self-concept ("I'm bad")

WHAT WE KNOW

- ▶ **Punitive discipline is not effective with students who have high ACEs score**
 - ▶ Does not teach skills or resolve conflict
- ▶ **They already see the world as hostile**
 - ▶ Punitive responses increase stress and trigger survival responses (e.g., defiance)
- ▶ **Punitive disciplinary practices disproportionately impact minority students and students with special education needs**
- ▶ **Students just need one healthy adult relationship to offset ACEs score**

RESTORATIVE SCHOOL BASED DIVERSION LEARNING COLLABORATIVE

- **Line Level Practitioners**
- **Quarterly Meetings**
- **Share successes and challenges**
- **Share data**
- **Provide lunch**

PROFESSIONAL DEVELOPMENT: POLICING THE TEEN BRAIN

Training Overview:

- **Strategies for Youth provided training on June 19, 20, 21**
- **Over 40 people attended including SROs, school security officers and school administrators**
- **Supported by Clark County School Superintendents' Association and Local Chiefs and Sheriff**
- **Funded by RED grant received by the Juvenile Court from the Office of Juvenile Justice**

PTBIS TRAINING COMPONENTS

DAY 1

- What's your role?
- Teen brain changes
- Typical mental health issues

DAY 2

- Trauma
- Special education issues

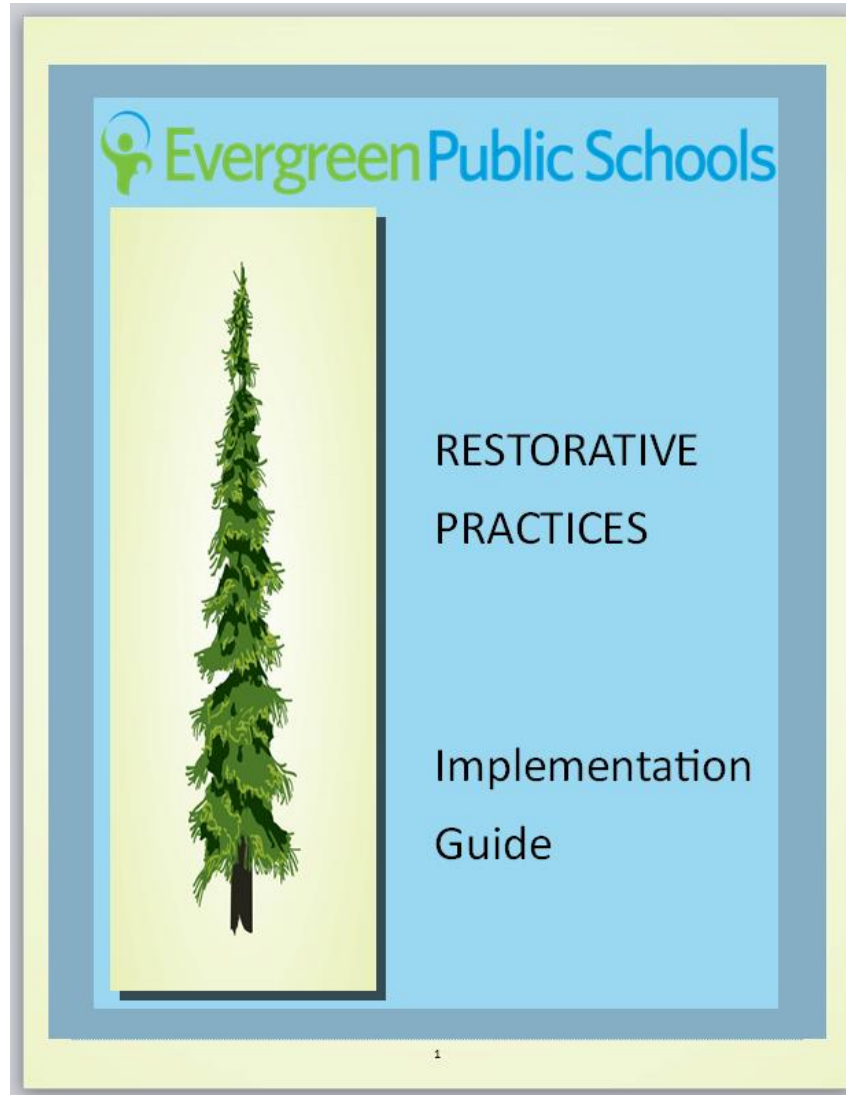
DAY 3

- Demographic and cultural factors
- Development & the Courts
- Asserting Authority
- How youth see it

RESTORATIVE PRACTICES AT EVERGREEN PUBLIC SCHOOLS

- ▶ **Restorative Practices is a social-emotional district-wide initiative**
- ▶ **Under the umbrella of Equity and Access**
- ▶ **District level planning and implementation:**
 - ▶ Updated Board Policy (3241) regarding discipline Spring 2016
 - ▶ Student Services Team
 - ▶ Restorative Practices Steering Committee
 - ▶ Implementation Guide
 - ▶ Ongoing staff training and professional development

CREATE AN IMPLEMENTATION GUIDE



RESTORATIVE PRACTICES AT EVERGREEN PUBLIC SCHOOLS

▶ Building level

- ▶ Restorative Practice Committees/Work Groups
- ▶ Community building circles
- ▶ Affective statements (i.e., “I feel statements”)
- ▶ Use of restorative questions
 1. Who was harmed by your actions?
 2. What harm did you cause
 3. What can you do to try to make things right?
- ▶ *Formal restorative conferences – Victim Offender Meetings

RESTORATIVE PRACTICES CONTINUUM

*80% of work is preventative/community building

*20% is formal



Community Circles occur across the continuum of Restorative Practices

WHY SHIFT TO RESTORATIVE PRACTICES?

EPS Goal: Zero drop outs!

- **We aren't there yet. Getting closer, but still not there.**
- **Attendance focus - kids should be in school.**

Teacher Fatigue

- **Educators are finding that our traditional model isn't effective.**
- **Educators have a passion to teach - they want the student to learn something from the situation.**
- **Clamoring for a difference.**

Recidivism

- **Our goal is to change the behavior in the classroom (and in the school at large)**
- **Suspensions/Exclusions don't do that.**
- **Students are more likely to offend/drop out when suspended.**

Loss of Community

RELATIONSHIP BETWEEN SRO AND ADMINISTRATION

- Absolutely necessary to be on the same page and share a similar vision.**
- The school has more power than you think with regard to offenses that “could” result in an arrest.**
- Eliminate the school to prison pipeline.**

FOOTBALL FIELD FOUR-RUNNIN'



HERITAGE HIGH SCHOOL DISCIPLINE REFERRALS

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL Referrals (# of Incidents)
'16-'17 School Year	285	523	441	224	306	275	363	2417
'17-'18 School Year	129	262	152	158	113	134	222	1170

BATTLE GROUND HIGH SCHOOL

Restorative Practices Pilot

27 students involved in 28 incidents

11 MIP

17 Possession of Marijuana <40 grams

15 male/12 female

22 incidents at BGHS/6 incidents off campus

15 students successfully completed

9 students continuing next year

2 students unsuccessful/unenrolled from BGHS

1 student moved out of area

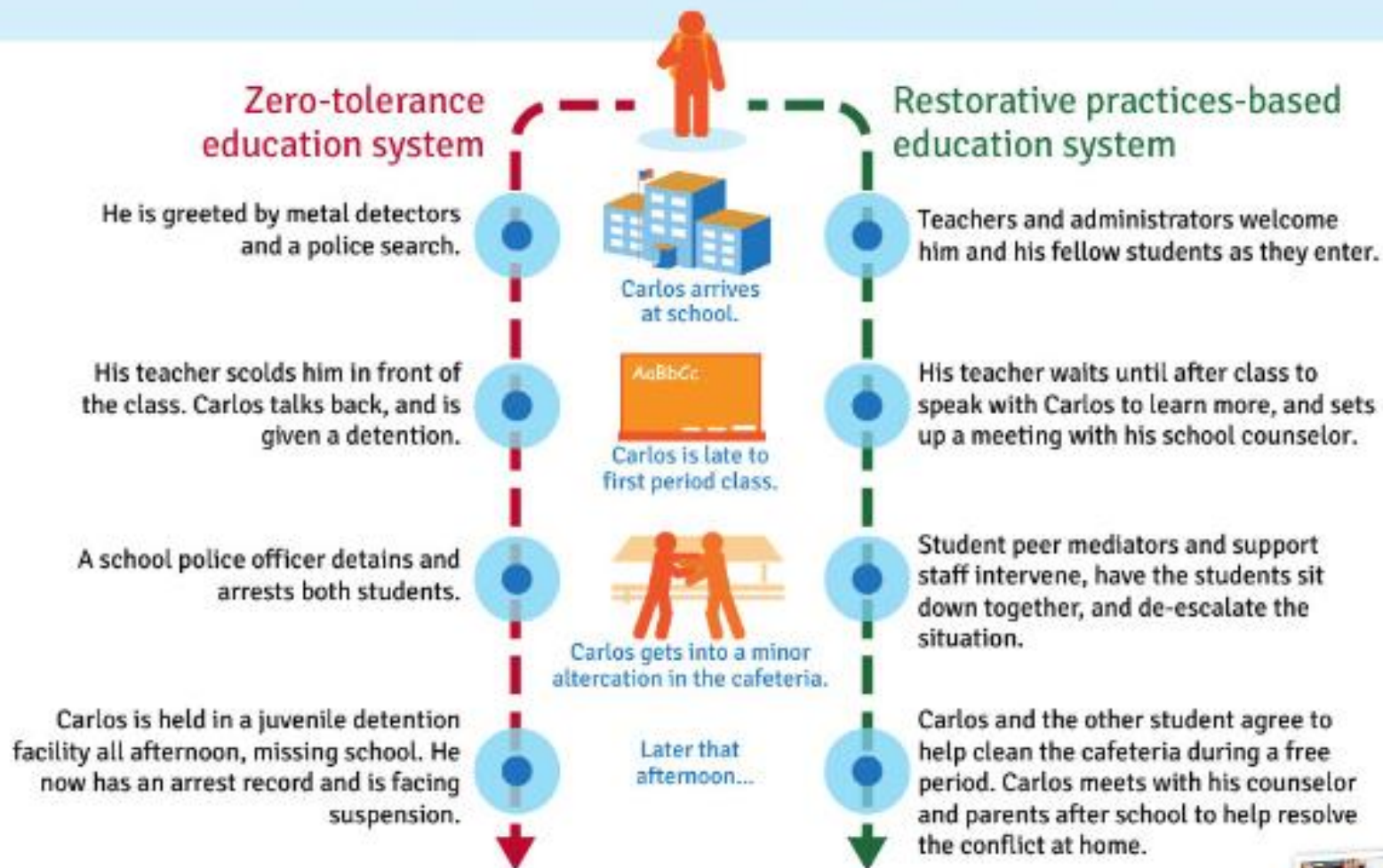
VANCOUVER PUBLIC SCHOOLS

For first time offenses regarding the following violations, it is expected to treat them as school discipline issues and not legal issues. Meaning, SROs can counsel students but are not expected to arrest or write referrals. Such violations include:

- Possession or use of alcohol**
- Possession or use of marijuana under 40 grams**
- Fighting which is mutual and doesn't involve weapons**
- Cyber issues that don't involve child pornography or stalking**

A Tale of Two Schools

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



QUESTIONS



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