Welcome
AGENDA

• Welcome
• Introductions, Recognitions, and Dean’s Remarks
• Round Table Presentations on Grants
• Overview and Round Table Presentations on Restorative Practices, Positive Behavior Interventions and Supports (PBIS), and Conflict Resolution
• Reflection and Closing
• Adjourn
Faculty and Staff Introductions
Crystal Flores
Administrative Support Coordinator, Child & Family Development
Rebecca Koo
Interim Administrative Support Coordinator, Counseling & School Psychology
Leticia Estrella
Administrative Support Coordinator, Center for Community Counseling & Engagement
Recognitions and Dean’s Remarks
2016 UGP Award Winners

• Marissa Vasquez Urias
  – Administration, Rehabilitation & Postsecondary Education
  – The Role of Women in the Masculine Identity Development and Academic Success of Latino Male Transfer Students in California
  – $9,718

• Rachel Haine-Schlagel
  – Child & Family Development
  – Enhancing Parent Engagement in the Initial Autism Spectrum Disorder Diagnostic Evaluation Process
  – $10,000
2016 UGP Award Winners

• **Nola Butler-Byrd**
  – Counseling & School Psychology
  – *Ubuntu Community Counseling Anti-Recidivism Project*
  – $10,000

• **Colette Ingraham**
  – Counseling & School Psychology
  – *Outcomes of Giving and Receiving Feedback on Multicultural Consultation: Developing Competence*
  – $9,988
2016 UGP Award Winners

• Christopher Brum
  – Special Education
  – Shared Story Reading for Students with Deafblindness
  – $10,000

• Katie Sciurba
  – Imperial Valley Campus, Teacher Education
  – Reading for Relevance: Young Men of Color and the Complexities of Textual Significance
  – $10,000
IMPROVING FUTURES FUND AWARD WINNERS

• Juan Camarena
  – Counseling & School Psychology
  – Counseling for Community Change

• Trish Hatch & Diana Camilo
  – Counseling & School Psychology
  – Supporting Access to Higher Education for Immigrant and Undocumented Students

• Virginia Loh-Hagan
  – School of Teacher Education
  – Aztecs for Education – Adopt a School Program
GRANTS

• **CalPromise Initiative**
  – Administration, Rehabilitation & Postsecondary Education
  – Caren Sax

• **National Science Foundation (NSF) Grants**
  – Administration, Rehabilitation & Postsecondary Education
  – Luke Wood
  – Felisha Herrera Villarreal

• **Palo Alto Veterans Institute for Research**
  – Child & Family Development
  – Rachel Haine-Schlagel
GRANTS

- **The Native American and Indigenous Scholars Collaborative (NAISC)**
  - Counseling & School Psychology
  - Carol Robinson-Zañartu

- **Wallace Foundation Grant**
  - Educational Leadership
  - Doug Fisher

- **The Center for Secondary Education for Students with Autism Spectrum Disorders (CSESA)**
  - Special Education
  - Laura Hall & Bonnie Kraemer
GRANTS

• Upward Bound Summer Residential Program 2016
  – School of Teacher Education
  – Cynthia Park

• Integrated Teacher Education Program (ITEP)
  – Karen Cadiero-Kaplan, DLE
  – Laura Hall, SPED
  – Rafaela Santa Cruz, STE
2017-18 Sabbaticals

- **Sarah Garrity**
  - Child & Family Development

- **Tonika Green**
  - Counseling & School Psychology

- **Cheryl James-Ward**
  - Educational Leadership

- **Ian Pumpian**
  - Educational Leadership
Roundtable Presentations
Restorative Practices, PBIS, and Conflict Resolution
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we….?”

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2
PARADIGM SHIFT WITH RESTORATIVE PRACTICES

**Punitive**
- Focus on the *infraction*
- “Do the crime, do the time”
- No new behaviors learned
- Limited reentry support
- High rate of repeat offenses

**Restorative**
- Focus on the *relationship*
- Repair the harm
- Builds empathy, communication and relationship skills
- Engages all parties involved
- Gives voice to the victim
- Conflict resolution strategies
- Engages and builds community
RESTORATIVE TIERED APPROACH

- **TIER 1**: Relationships, Social emotional skills & practice
- **TIER 2**: Restorative response to harm/conflict
- **TIER 3**: Intensive wrap around support

- **RE-ENTRY**: 5%
- **RESTORATIVE JUSTICE DISCIPLINE**: 15%
- **RESTORATIVE PRACTICES, COMMUNITY BUILDING**: 100% student population
Affective Statements

Small Impromptu Conference

Community Building Circle

Restorative Justice Conference

Informal, less time, proactive

Formal, more time, reactive
Behavior Incident Referrals before (Baseline) and During first 3 Years of Program Implementation at Cherokee Point

Source:
ACADEMIC IMPACT OF RESTORATIVE PRACTICES

- **Chronic absenteeism** in middle schools dropped 24% at RJ schools and increased by 62.3% at non-RJ schools.

- **Reading levels** measured by SRI in grade 9 doubled in RJ high schools from an average of 14% to 33%, an increase of 128%, compared to 11% in non-RJ high schools.

- From 2010-2013, RJ high schools experienced a 56% decline in high school dropout rates in comparison to 17% for non-RJ high schools.

- **Four-year graduation rates** in RJ schools increased significantly in the past 3 years post-RJ intervention-- a cumulative increase of 60% for RJ schools, compared to 7% for Non-RJ schools.

Restorative Justice in Oakland Schools Implementation & Impacts Report, 2014
Thank You
HAVE a SUCCESSFUL SEMESTER!