

restorative practices

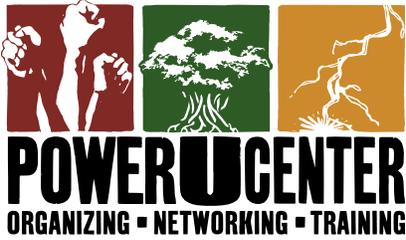
AN INTRODUCTION FOR
MIAMI-DADE EDUCATORS



POWER CENTER
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FEBRUARY 2014





Power U Center for Social Change is a GRASSROOTS organization based in Miami, Florida; FIGHTING for our land, our people, our community; ORGANIZING for justice in our schools and communities; SUPPORTING the struggle of social, environmental, and economic justice.

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INTRODUCTION

In the fight to make sure every student walks across the stage on graduation day, the issues of school discipline and school climate have risen to the top of many educators' priority lists. Miami-Dade Public Schools have made serious strides on this front that must be commended, including the implementation of Positive Behavioral Interventions and Supports and an overall drop in school suspensions, but we know much more is needed. Our teachers and administrators need meaningful tools and support to get to the root causes of disciplinary issues in students. Our students need meaningful relationships with educators and staff, a safe space to learn, and an opportunity to be heard. Most pressingly, and underscored by recent guidance from the U.S. Department of Education and Department of Justice, we must ensure that students are being treated equally, no matter the color of their skin or their zip code.¹ Every teacher and administrator in this district wants their students to succeed. Restorative Practices are a key part of accomplishing those goals.

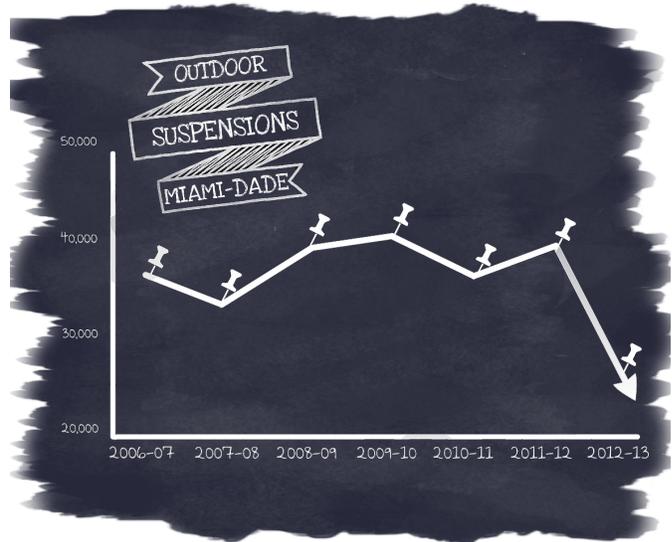
IDENTIFYING THE PROBLEM

THE SCHOOL-TO-PRISON PIPELINE IN MIAMI

For close to a decade, Miami-Dade Public Schools have recognized the need to address disparities in school discipline, or what many know as the School-to-Prison Pipeline. Students, teachers and community leaders have seen the devastating impact that outdoor suspensions, expulsions, arrests² and even the use of Baker Acting³ has had on school climate and academic outcomes. A recent longitudinal study of Florida students by John Hopkins University found that just a single outdoor suspension in the ninth grade *doubles* the chances a student won't graduate.⁴ Suspensions decrease the chances that a student will grow up to vote, volunteer or be actively involved in their community.⁵ Most disturbingly, suspensions simply aren't achieving their stated goals of helping students modify their behavior or improving safety in our halls. A survey by Power U Center for Social Change found that 80% of students thought a suspension failed to improve the situation or made the underlying situation worse.⁶ Rather than coming back to class more focused and better behaved, students are returning from suspensions with less trust in their school and far behind on the material.

In the 2011-12 school year, there were 37,512 outdoor suspensions in the county, some as many as 10 days long, totaling hundreds of thousands of lost instructional hours.⁷ The problem was so severe that some middle and high schools issued more outdoor suspensions than they had students enrolled that year.⁸ 2012-13 saw big improvements:

- a 28% drop in number of students of that received an outdoor suspension and a 32% drop in number total outdoor suspensions.
- less than 5% (down from 2011-12's 6.5%) of students receive an outdoor suspension and about 6% (down from 7%) receive an indoor.
- approximately seven outdoor suspensions are



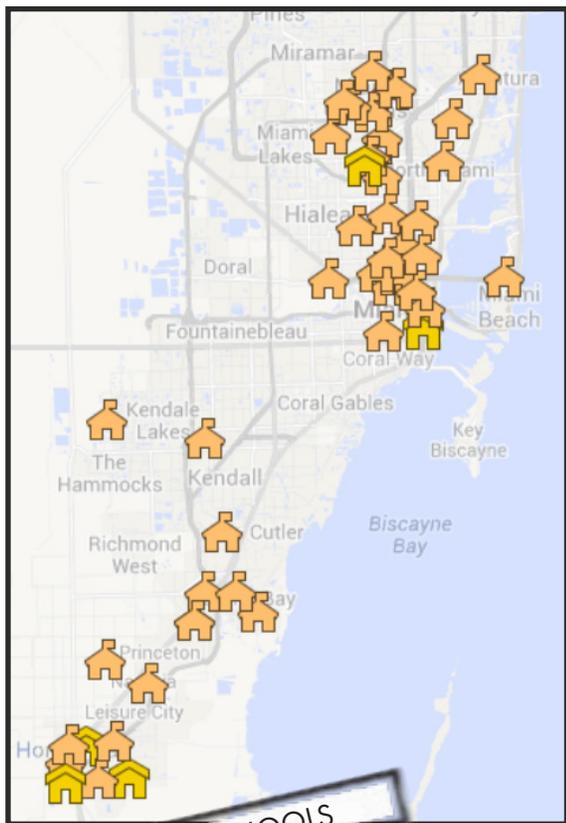
With a continued commitment to addressing these issues, the district has seen additional drops in the first grading period of 2013-14. Indoor suspensions decreased by 21 percent while outdoor suspensions decreased by 31 percent.⁹

District wide, less than 5% of students received an outdoor suspension in 2012-13. Yet when we focus in on key schools, like Carol City Middle School, we find that more than 34% of students received at least one suspension there. When we take into account



multiple suspensions for the same student, almost 70 outdoor suspensions for every 100 students enrolled are reported. Among the 50 key schools identified, we found that 23% of students experienced at least one outdoor suspension and about 40 total suspensions were given out for every 100 students.

These gains can and should be celebrated. Yet, there is still much work to do. Despite many improvements in the 2012-13 school year, several schools actually posted higher suspension rates and showed a need for targeted investment. A group of just 50 elementary, middle and high schools that serve 12% of the district's students made up more than half of the district's outdoor suspensions in 2012-13 year. These schools disproportionately serve low-income students of color.¹⁰



50 SCHOOLS
 HALF OF ALL SUSPENSIONS
 12% OF STUDENTS

Middle schools tend to be the worst offenders, but schools on the list included charter, magnet, alternative disciplinary and neighborhood schools. Contrary to a district wide trend, these schools tended to use outdoor suspensions more than indoor. Many of these schools were located in the urban core and their feeder patterns demonstrate that students are being subjected to exclusionary discipline year after year, compounding the harmful effects to students.

In addition, the biggest contributors to these statistics tend to be minor misbehaviors that are better handled in school. Despite a 2012 commitment to end outdoor suspensions for Level 1 and 2 infractions, a sampling of schools found over 8,300 suspensions in these categories and over 850 students excluded from school for more than ten days.¹¹

Students of color, students with disabilities and LGBTQ students are more likely to be impacted by these disciplinary tactics. Studies have shown these disparities are not due to differences in behavior, but rather to the differences in responses by adults. In 2011-12, the most recent year where data is available for racial disparities, Black students in Miami were over three and a half times more likely to be suspended out-of-school than their White peers, and in elementary school that disparity jumps to almost six times as likely.¹² Almost 30% of Black males in sixth through eighth grade received an outdoor suspension that year. Hispanic and Latino students are also at heightened risk, with second graders more than twice as likely as their White peers to receive an outdoor suspension. The U.S. Department of Justice and Department of Education have taken a strong stand on the issue, going as far as issuing guidance to school districts on the importance of addressing these disparities in compliance with federal law.¹³



FINDING SOLUTIONS

RESTORATIVE PRACTICES

Q: What are Restorative Practices?

A: Restorative Practices are based on the values of cooperation, mutual understanding, trust and respect. It can be used to respond to or prevent conflict in a school setting by giving individuals impacted by a disciplinary infraction or conflict an opportunity to talk through their experience in a safe space. Through this process, the group can find solutions that hold students accountable, restore relationships and repair the harm done to the school community.¹⁴

Schools in California, Colorado, Connecticut, District of Columbia, Georgia, Illinois, Maine, Maryland, Michigan, Minnesota, Missouri, Pennsylvania, New York, Texas, and Wisconsin are using Restorative Practices to improve school climate and create safer, more effective schools.¹⁵

Q: Why do we need Restorative Practices?

A: Today, many students are faced with a lack of resources in their schools and communities.¹⁶ Restorative Practices shift the focus from punishment and exclusion to a new paradigm that embraces healing and inclusion, leading to improved short-term and long-term outcomes. Most importantly, Restorative Practices help build relationships and create trusting, safer environments for everyone in the school community.¹⁷

Aside from the reductions in the number of students suspended and expelled, the use of Restorative Practices in schools has also contributed to improved attendance, fewer classroom disruptions, higher academic performance, a greater sense of safety in school,¹⁸ and higher graduation rates.¹⁹

examples:

A student is caught scribbling graffiti on a school bathroom wall. Rather than simply suspend the student, a voluntary meeting, also known as a restorative circle, is set up with the school janitor, student and neutral facilitator. At the meeting, the student hears from the janitor about how he will have to stay late, missing time with his family, to clean up the wall. Together, they decide that an appropriate punishment is for the student to remove the graffiti and write a letter apologizing to the janitor's family. After the incident, the student has a new found respect for his school and a positive relationship with an adult in the building.



A teacher catches a student sleeping in class for the third time. After the period is over, she decides to have a restorative chat with the student. During their conversation, the teacher discovers that, contrary to her initial impression that the student was being disrespectful, the student has been working nights to help provide for his younger siblings. Through their conversation, the student also learns how his actions are impacting his teacher and classmates. Rather than suspend the student, the teacher connects him with a social worker. The student leaves with a new found respect for the work his teacher puts in to lesson planning and a new found trust in her.



Q: Are Restorative Practices just about discipline?

A: While Restorative Practices can be used in place of ineffective tactics, like outdoor suspensions, they are most effective when implemented as a whole-school approach that can help teachers and administrators avoid disciplinary issues in the first place and make classrooms a safer and more effective environment for everyone.

Restorative Practices build community, celebrate accomplishments, transform conflict, rebuild relationships that have been harmed, develop social-emotional understanding and skills, promote a sense of belonging in the school community and reintegrate students who have been suspended or expelled. Overall the goal of restorative practices is to cultivate a school environment that is based on mutual respect, accountability and interconnection.

Q: Without the use of suspensions, how can we hold students accountable?

A: Suspension often focuses on punishing students for misconduct. However, suspensions alone do not change behavior or get to the root causes of why a student acted out in the first place. A student who has been suspended seldom is given the opportunity to reflect on their behavior and often develops resentment toward the punisher.²⁰ On the other hand, Restorative Practices teach students to take responsibility for the impact of their actions and teaches them that their behavior has an impact on others. Restorative Practices allow students to talk about conflict and keeps students more accountable than exclusionary discipline.

Q: Will the use of Restorative Practices help reduce suspension rates?

A: Restorative Practices have been shown to reduce suspension rates in several cities. For example, before Restorative Practices were implemented in 2005, Cole Middle School in Oakland, CA suspended one-third of their student population. Two years after the implementation of Restorative Practices, Cole Middle School's suspension rate dropped to 10%.²¹

After the implementation of a Restorative Practices Program in Denver, CO in four schools, the suspension rate dropped by 29% and the expulsion rate dropped by 26% within one year.²² As a final example, at City Springs School in Baltimore, Maryland, suspensions plummeted from 86 to 9 in just one year after the implementation of restorative practices.²³

In Milwaukee, a pilot program of just a few schools saved over one thousand instruction days that would have been lost to suspension.

Q: What about serious threats to school safety?

A: Restorative Practices focus on repairing harm so that situations don't escalate in the first place. As a result, Restorative Practices improve school safety.²⁴ For example, at West Philadelphia High School, a school that had been declared persistently dangerous, there was a substantial reduction in violent acts and serious incidents after the implementation of Restorative Practices.²⁵ School connectedness, or the relationships students have to adults within their school community, has been shown to be a leading factor in the prevention of violence and positive school climates.²⁶ Restorative Practices foster these connections in an intentional manner.

However, there may be times when a student presents a clear danger to him or herself or to others and other tactics must be employed. Ultimately, the use of restorative practice requires the voluntary and safe participation of all those affected by someone's behavior.

After an incident of violence in a school or students' community, Restorative Practices can be an immensely powerful tool to help students and educators process what they experienced and find ways to create safer environments.

Q: We already have Positive Behavioral Intervention Supports (PBIS). Why do we need Restorative Practices?

A: Restorative Practices are not simply another program. It is a philosophy. It does not replace current initiatives, but enhances them. Promising and evidence-based programs such as PBIS and other initiatives complement restorative practices.²⁷ PBIS and Restorative Practices provide two approaches to creating safe school environments that focus on supporting students. One establishes a school-wide framework to teach and support students' pro-social behavior, while the other seeks to engage the group to encourage helpful, healthy behaviors and allow student voices to be heard. The two approaches are not mutually exclusive. They both draw on a public health framework for prevention and, together, they fill in gaps from each respective approach.²⁸

Restorative Practices have also been shown to supplement areas that PBIS fails to address. For instance, emerging research shows that while schools using PBIS alone have failed to make a significant impact on racial disparities in school discipline, schools using Restorative Practices are showing big improvements.²⁹

Q: Can Restorative Practices enhance teaching?

A: When attention is given to the whole population through school-wide prevention practices and restorative practices are used to manage difficulties, there will be fewer students in crisis who require intense intervention.³⁰ With fewer students requiring intense intervention, teachers will not only have more time to teach, but will also have more engaged students. Further, restorative practices are meant to support teachers. Restorative practices allow teachers to examine school practices and personal discipline methods, and to learn more about unmet needs that students may have.³¹

Q: Can Restorative Practices help educators teach substantive content?

A: Yes! At James Baldwin High School in New York City, Restorative Practices have been used in classrooms to teach history, government, and other subjects. Restorative Practices can even become part of the curriculum. For example, in Cole Middle School in Oakland, a teacher and Restorative Practices Coordinator taught an elective class in Restorative Practices and conducted workshops in classrooms, facilitating discussion in justice and oppression, social-emotional intelligence, and taking responsibility.³² Morning circles were used to develop a forum for participation in general activities, and the daily use of morning circles helped develop connectedness and community among the students and teachers.³³ Milwaukee Public Schools offer courses in Restorative Practices and Peer Justice/Juries to students that use restorative circles for cases that otherwise would have been referred to suspension or expulsion.

Q: Are Restorative Practices just about circles?

A: Restorative circles - spaces in which participants take turns speaking about a topic, guided by at least one circle keeper, using a talking piece and going around to ensure that everyone has an equal opportunity to speak³⁴ - are a cornerstone restorative practice. There are several types of circles that can be used, including problem-solving circles, intervention circles, discipline circles, and daily morning circles. There are multiple restorative practices that can be used in addition to and in conjunction with circles. These include fairness committees, impact panels, restorative conversations and conferencing, peer mediation, relational practices, routines and follow-up.

Q: Have any other schools implemented Restorative Practices?

A: Restorative Practices have been applied in schools across the world. In fact, there are several schools in the United States that have already implemented Restorative Practices. Such schools can be found

in places such as Denver, Colorado; Oakland, California; Washington, D.C.; New York, New York; Minneapolis, Minnesota; Baltimore, Maryland; Madison, Wisconsin; Jacksonville, Florida; Fort Lauderdale, Florida; Chicago, Illinois; and several other cities.

Aside from reductions in suspensions and expulsions, which occur in nearly every school that implement Restorative Practices, schools and districts experience other positive outcomes from Restorative Practices. For example, in Minneapolis, after a year in a Restorative Practices program, students' school attendance increased by 21 days, students' GPAs and earned credits increased, and their on-track to graduate rate increased from 14% to 43%.³⁵ At Humanities Preparatory Academy in New York City students' graduation rate was 10% higher than the city average, and the rate of students planning to attend a 2 or 4 year college was 94%, compared to a city average of 58%.³⁶

Q: How will the use of Restorative Practices affect school funding?

A: In addition to the costs of paying for security measures and holding disciplinary hearings, schools often lose funding as a result of issues with student attendance. Specifically, methods currently used to discipline students, such as hiring school-based security guards, paying for city police officers to patrol schools and installing security cameras can cost over \$70 million.³⁷ Further, the cost of expulsion hearings, appeals and officers can cost over \$1 million.³⁸ This does not even account for lost state and federal funding for attendance, which could cost school districts close to \$370 million in revenue.³⁹ For example, before Restorative Practices were implemented at Cole Middle School, the school lost close to \$10,000 due to attendance issues. However, after Restorative Practices helped increase attendance rates, that number dropped to only \$262.⁴⁰

Overall, research suggests that the use of Restorative Practices do not consume more resources, but actually

help schools preserve their scarce resources. In many places, local school districts, county agencies, and even states have provided additional funding for the implementation of Restorative Practices.⁴¹ Some districts, such as Hamtramck Public Schools in Michigan, have even used Title I funding to hire full-time district Restorative Practices Coordinators.⁴² Even without external funding, these savings can occur with a realignment of current resources.⁴³

Q: Is Restorative Practices used in other contexts?

A: Restorative Practices have been part of the justice system of many indigenous cultures around the world. In particular, New Zealand is known for its reliance on and success with restorative justice. Restorative Practices have been used during and after conflicts in Rwanda, Northern Ireland, and South Africa. Restorative Practices have interested policymakers in the U.S for several decades. In addition to the use of restorative justice in the school setting, many states have promoted restorative justice in their juvenile and criminal justice systems.⁴⁴

Q: Restorative Practices sound great. How would I implement it in my classroom?

A: Many teachers report that they have been practicing in a restorative way before they even knew what Restorative Practices meant.⁴⁵ Learning about Restorative Practices gives teachers the language to describe their own methods and helps them refine their practice by providing additional tools to advance their methods. Restorative practices, such as circles, have been used not only as a community building tool, but also as a method of teaching substantive content in an engaging and participatory way. If you would like to learn more about the efforts to bring Restorative Practices to Miami-Dade Public Schools, please contact Power U Center for Social Change at www.poweru.org, 305.576.7449 or by email at info@poweru.org. For more general information, please turn to the endnotes for a subset of literature on Restorative Practices.

APPENDIX

OUTDOOR SUSPENSIONS IN MIAMI-DADE SCHOOLS 2011-2012 SCHOOL YEAR

OUT OF SCHOOL SUSPENSIONS - RATE PER 100 STUDENTS

	White			Black			Hispanic			Female	Male	TOTAL	Black/White DISPARITY
	Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL	TOTAL	TOTAL		
PK	0	0	0	0	0	0	0	0	0	0	0	0	-
KG	0	1	1	1	4	2	0	1	1	0	2	1	3.0
1	0	1	1	1	5	3	0	1	1	0	2	1	4.1
2	0	1	0	3	8	6	0	2	1	1	3	2	12.2
3	0	2	1	3	11	7	0	2	1	1	4	3	7.7
4	1	2	2	4	13	9	0	3	2	1	5	3	5.7
5	0	3	2	5	13	9	1	4	2	2	6	4	5.5
6	3	6	4	16	30	23	3	11	7	6	15	11	5.2
7	2	7	5	21	31	26	5	12	9	9	16	13	5.4
8	3	9	6	19	28	23	6	13	9	9	16	12	3.8
9	3	9	6	16	23	20	6	11	9	8	14	11	3.2
10	4	9	6	12	19	15	5	11	8	7	12	10	2.4

OUT OF SCHOOL SUSPENSION - TOTAL STUDENTS SUSPENDED AT LEAST ONCE

	White			Black			Hispanic			Female	Male	TOTAL
	Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL	TOTAL	TOTAL	
PK	0	0	0	1	6	7	0	4	4	1	10	11
KG	2	13	15	22	129	151	14	115	129	39	262	301
1	0	14	14	34	144	178	22	102	124	56	266	322
2	2	7	9	73	249	322	26	135	161	102	402	504
3	2	19	21	108	374	482	28	224	252	141	618	759
4	6	28	34	127	404	531	29	235	264	163	669	832
5	5	32	37	169	411	580	80	349	429	256	799	1055
6	29	65	94	517	996	1513	291	1054	1345	842	2129	2971
7	26	88	114	668	1052	1720	451	1155	1606	1152	2311	3463
8	31	115	146	632	888	1520	497	1162	1659	1165	2171	3336
9	39	124	163	553	842	1395	522	1087	1609	1118	2065	3183
10	44	114	158	391	614	1005	476	975	1451	920	1710	2630
11	41	85	126	314	473	787	335	742	1077	693	1318	2011
12	35	85	120	153	307	460	183	518	701	374	918	1292
TO	262	789	1051	3762	6889	10651	2954	7857	10811	7022	15648	22670

Source: FL DOE; Analysis by Advancement Project

OUTDOOR SUSPENSION HOT SPOTS IN MIAMI-DADE 2011-2012 & 2012-2013

SCHOOL	REGION	DISTRICT	2012-13		2011-12		Change	
			Suspensions Given per 100 Students	Percent of Students Suspended	Suspensions Given per 100 Students	Percent of Students Suspended	Suspensions Given per 100 Students	Percent of Students Suspended
5971 NATHAN B YOUNG ELEMENTARY	6	1	18	11%	17	10%	0.8	0.3
6241 HIGHLAND OAKS MIDDLE SCHOOL	1	3	19	10%	34	17%	-15.7	-7.2
6091 CITRUS GROVE MIDDLE SCHOOL	6	6	19	13%	29	19%	-10.4	-5.4
3600 DOWNTOWN MIAMI CHARTER	7	6	19	10%	19	10%	-0.1	0.0
2941 LAURA C SAUNDERS ELEM	6	9	20	12%	33	18%	-13.7	-6.2
7731 MIAMI SOUTHRIDGE SENIOR	6	9	21	13%	67	35%	-46.6	-22.3
6481 MIAMI EDISON MIDDLE SCHOOL	6	2	22	17%	67	35%	-45.7	-18.4
5931 PHILLIS WHEATLEY ELEMENTARY	6	2	22	14%	14	10%	7.6	4.6
8019 ACADEMY FOR COMMUNITY ED	4	6	22	18%	-	-	-	-
7341 MIAMI JACKSON SENIOR	6	2	23	17%	23	16%	-0.2	0.3
6541 NAUTILUS MIDDLE SCHOOL	1	3	23	12%	29	14%	-6.1	-2.1
6251 HOMESTEAD MIDDLE SCHOOL	6	9	24	16%	63	25%	-39.8	-8.9
6521 MIAMI SPRINGS MIDDLE SCHOOL	4	5	24	14%	27	15%	-3.2	-1.2
3024 FLORIDA INTERNATIONAL ELEM	7	1	24	13%	6	4%	18.5	9.2
7351 ARTHUR & POLLY MAYS 6-12	6	9	24	18%	26	16%	-1.3	1.7
6571 NORLAND MIDDLE SCHOOL	1	1	25	17%	36	19%	-11.1	-1.3
7231 MIAMI CAROL CITY SENIOR	6	1	26	18%	29	19%	-2.4	-1.5
7121 JOHN A FERGUSON SENIOR HIGH	5	7	27	10%	23	10%	4.0	-0.6
7251 MIAMI CENTRAL SENIOR	6	2	28	18%	25	16%	2.9	1.5
0081 LENORA BRAYNON SMITH EL	6	2	32	15%	25	16%	7.0	-0.7
6081 CENTENNIAL MIDDLE SCHOOL	5	9	32	21%	60	32%	-27.8	-11.0
7541 NORTH MIAMI BEACH SENIOR	6	3	33	17%	22	13%	11.7	3.3
7381 MIAMI NORLAND SENIOR	6	1	34	21%	12	10%	21.7	11.9
8181 RUTH OWENS KRUSE ED CENTER	5	7	35	25%	-	-	-	-
6781 RICHMOND HEIGHTS MIDDLE	5	9	36	21%	38	17%	-2.1	3.9
7050 KEYS GATE CHARTER SENIOR	7	9	37	22%	12	11%	24.2	10.9
7065 MAVERICKS HIGH SOUTH MIAMI	7	9	38	28%	41	32%	-3.5	-3.7
7411 MIAMI NORTHWESTERN SENIOR	6	2	39	22%	28	19%	11.0	3.1
6631 NORTH MIAMI MIDDLE SCHOOL	6	1	40	20%	43	22%	-3.0	-2.0
6010 FLORIDA INTERNATIONAL ACAD	7	1	40	25%	16	11%	24.2	13.2
7151 HOMESTEAD SENIOR HIGH SCHL	6	9	41	24%	60	32%	-18.8	-8.4
6721 PARKWAY MIDDLE COMM SCHOOL	6	1	42	25%	67	35%	-25.2	-9.8
7036 LAWRENCE ACD SR HIGH SCHL	7	9	46	29%	44	30%	2.0	-1.2
6981 WESTVIEW MIDDLE SCHOOL	6	2	47	26%	35	22%	11.7	4.6
8101 JAN MANN OPPORTUNITY SCHOOL	1	1	48	32%	-	-	-	-
6008 LAWRENCE ACADEMY	7	9	48	39%	49	33%	-0.5	6.1
6111 CUTLER RIDGE MIDDLE SCHOOL	5	9	49	23%	45	22%	4.1	1.9
6591 NORTH DADE MIDDLE SCHOOL	6	1	50	25%	65	29%	-15.0	-3.4
6411 HORACE MANN MIDDLE SCHOOL	4	2	51	25%	50	26%	0.7	-0.3
6141 CHARLES R DREW MIDDLE SCHL	6	2	51	26%	30	18%	20.7	8.5
6061 CAMPBELL DRIVE MIDDLE SCHL	6	9	56	23%	101	40%	-44.9	-16.4
6431 MAYS COMMUNITY MIDDLE SCH	6	9	57	32%	57	31%	0.5	0.6
6031 BROWNSVILLE MIDDLE SCHOOL	6	2	57	27%	48	29%	9.9	-1.3
6361 JOSE DE DIEGO MIDDLE SCHOOL	6	2	58	31%	66	35%	-8.4	-3.6
6761 REDLAND MIDDLE SCHOOL	6	9	59	27%	113	41%	-53.8	-13.9
6011 ALLAPATTAH MIDDLE SCHOOL	6	2	59	32%	93	40%	-33.6	-8.1
6391 MADISON MIDDLE SCHOOL	6	2	64	35%	67	35%	-3.6	-0.2
6051 CAROL CITY MIDDLE SCHOOL	6	1	70	34%	54	30%	16.0	4.6
8151 ROBERT RENICK ED CENTER	1	1	71	39%	-	-	-	-
7631 MIAMI MACARTHUR SOUTH	5	9	132	86%	235	87%	-102.7	-1.2
ALL MIAMI-DADE COUNTY			7	5%	11	7%		
AVERAGE OF 50 SCHOOLS			40	23%				

Source: Miami-Dade Schools; Analysis by Advancement Project

ENDNOTES

- 1 US Department of Education, Guidance Package, Jan. 2014. <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html?exp=1>
- 2 Florida Department of Juvenile Justice, 2011-2012 Delinquency in Schools Analysis, [http://www.djj.state.fl.us/docs/research2/fy-2011-12-delinquency-in-schools-analysis-\(final-june-2013\)-recvd-sj-07-08-13-final.pdf?sfvrsn=0](http://www.djj.state.fl.us/docs/research2/fy-2011-12-delinquency-in-schools-analysis-(final-june-2013)-recvd-sj-07-08-13-final.pdf?sfvrsn=0)
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