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SUSPENSIONS AND REFERRALS TO LAW ENFORCEMENT
OF AFRICAN AMERICAN STUDENTS PRE AND POST RESTORATIVE JUSTICE

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Leadership and Higher Education
in the College of Community Innovation and Education
at the University of Central Florida
Orlando, FL

Spring Term
2019

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ABSTRACT

The purpose of this study was to compare the number of suspensions and referrals to law enforcement from traditional consequences administered to students in a large urban school district in southeastern United States for the school year 2013 to 2014 to the number of suspensions and referrals to law enforcement from consequences rendered after the implementation of restorative justice practices in the 2015 to 2016 school year, as reported to the Civil Rights Office of Data Collection (CRDC, 2016). There was statistical evidence that schools had policies and/or practices in place that had a discriminatory bias towards racial groups when school discipline was administered (USDOE, 2016). Restorative justice processes worked to guide the conduct of individuals issuing the discipline and those needing to be disciplined (Rawls, 1971). Crosstabulations were used to determine if there were differences in students' behaviors in a large urban school district, categorized by race, gender, and socioeconomics for those who received traditional discipline practices in 2013-2014 compared to those who received discipline during the implementation of restorative justice practices in 2015-2016. A decrease in discipline infractions was the standard used to define a successful outcome for this alternative discipline. Restorative justice allowed discipline to be proactive when implemented with fidelity (Adler, 2011). Findings in this large urban school district, suggested that African American students continued to receive discipline infractions at a disproportionate rate after the implementation of restorative justice. Utilization of this alternative discipline proved to be successful in decreasing the number of single and multiple out-of-school suspensions and referrals to law enforcement.

This work is dedicated to anyone who has faced overwhelming obstacles and there appeared to be no help in sight. Keep going. Help is on the way.

ACKNOWLEDGMENTS

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11 NIV

- To my dissertation chair, Dr. RoSusan Bartee, thank you for leading me to the authenticity of my true self.
- To my patient editor, Dr. Mary Ann Lynn, you are a hero who sits quietly in the shadows.
- To my encourager, Dr. Pamela Carroll, I want to say thank you for being an Angel of Light, Vision, and Hope in absolute darkness.
- To my committee member, Dr. Leigh Ann Bradshaw, thank you for supporting me in my weakest of times.
- To my committee members, Dr. Dave Edyburn, Dr. William Gordon, and Dr. Jerry Johnson, thank you for choosing to help me when you could have easily said no. I am eternally grateful.
- To my mother in Heaven, Virginia Crayton, thank you for holding me when I needed to cry.
- To my father, Eddie Crayton, there is no one like you. You have invested in me and believed in me when I gave up. Thank you for saying though people try to break me, they will not succeed.
- To my heartbeat, Kevin Hird, you brought joy and smiles. I do not have the words to express what you mean to me.
- To my daughters, TooPrecious, Miracle, Blessin, Patience, and Praise, you ladies are my everything. I love you. In all your ways, acknowledge God and He will direct your path.

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CHAPTER 1 INTRODUCTION

Background of the Study

The state of Florida has led the nation in the school-to-prison pipeline (Stucki, 2013). According to Hing (2013), 12,000 students were arrested for a total of 13,870 times in 2012. Hing stated, “Last year, Florida produced the highest documented number of school-based arrests in the country--and that number was an improvement over previous years” (p. 1). The statement suggests that these actions turn what should be a nurturing school environment into a hostile place for students. Hing (2013) also observed how problematic an issue of arrest could become in a child’s life, as the student must answer affirmatively to arrest charges on any future job applications. To that end, restorative justice was suggested as an alternative for the school-to-prison pipeline which was failing children of color. Processes through restorative justice opened lines of communication between students, teachers, and administrators (Adler, 2011).

The Civil Rights Project at Harvard University (CRP) and Northeastern University’s Institute on Race and Injustice (IRJ) presented two varying perspectives on the school-to-prison pipeline to give insight on the topic pointing to criminalization of minority children. According to Wald and Losen (2003), CRP referenced the educational side of the pipeline by acknowledging when leaders view the strain of high-stakes testing on minority children, lack of highly qualified teachers, disproportionate numbers regarding youths of color with exceptional education labels, and so much more within the schools, our educational system is to blame for the visible disparities within discipline and the juvenile justice department. IRJ, on the other hand, stated if leaders researched the juvenile and criminal justice systems and the unfair number

of minorities in each one, they would be led back to the schools which strongly enforced the school-to-prison pipeline. Schools were created to teach children how to give positively to society and make the world better (Hing, 2013). School-to-prison pipeline teaches children how society views discipline and varying groups (Monroe, 2005).

Restorative justice derives from a Platonic ideal of justice, permitting a view of crime as occurring against persons or society rather than against the state or law (Pomerleau, 2016). According to Pomerleau, theories of distributive justice question the content of consequences, to whom consequences have been distributed, and the proper distribution of consequences given the circumstances. Boyes-Watson (2014) of Suffolk University's Center for Restorative Justice defined restorative justice as the following:

A growing social movement to institutionalize peaceful approaches to harm, problem-solving and violations of legal and human rights ... Rather than privileging the law, professionals and the state, restorative resolutions engage those who are harmed, wrongdoers and their affected communities in search of solutions that promote repair, reconciliation and the rebuilding of relationships. Restorative justice seeks to build partnerships to reestablish mutual responsibility for constructive responses to wrongdoing within our communities. Restorative approaches seek a balanced approach to the needs of the victim, wrongdoer and community through processes that preserve the safety and dignity of all. (p. 2)

The interpreted idea of Boyes-Watson's quote above is that restorative justice placed rehabilitation in the hands of the one harmed and the one who has issued harm. The Adler School (2012) leadership used restorative justice, following this Platonic philosophy, to ask, "a) Who has been hurt, b) What are their needs, and c) Who had an obligation to address needs and restore relationships?" (p. 5). Leadership figures used tools from restorative justice to ask members of society to include those in the community in the process of healing infractions towards

individuals. Freire (1999) revealed that the oppressed must take part in the struggle for freedom to embrace their liberation and authenticity. Restorative justice allowed students, teachers, and administrators to participate in a structured program that took steps toward the freedom of criminalization of students.

Restorative justice emerged in school districts in 1990 when community groups and not-for-profit juvenile justice agencies decided to sponsor a conference explaining restorative justice and how it could help repair the harm of crime and strengthen communities in Minnesota (Pranis, 1997). The repair and strength of communities came from the offender rectifying the harm in the form of pro-social competencies which included counseling, transitional programs, and more. Because of this conference, the Minnesota Department of Corrections created an internal committee to research and study the benefits of restorative justice. When the statewide conference was held two years later in 1992, the findings were well received by conference attendees who included corrections, law enforcement, education, and community leaders (Pranis, 1997). Through the positive response, “a full-time position was created within the Minnesota Department of Corrections for a restorative justice planner to explore the possibilities for applying restorative justice principles within law enforcement, corrections, courts, communities and education” (Pranis, 1997, p. 1). The goals of this position were to transform change agents’ mindsets from reactive to proactive. Individuals were trained to understand when offenses happened there was a crime that took place against the relationship within the community (Payne & Welch, 2013). Based on research conducted by Payne and Welch (2013), schools would only

have implemented successfully restorative justice programs when they viewed discipline differently.

School districts, such as Long Beach Unified School District (LBUSD) in California, have begun working to improve relationships in their schools by reducing traditional punishment of suspensions and citations for truancy using the restorative justice program (Zoukis, 2016). School administrators began to realize that the constant removal of students from the classroom resulted in time lost in academic learning and that these forms of punishment served to criminalize students rather than correct behaviors, creating a school-to-prison pipeline (Zoukas, 2016). Restorative justice utilizes teams to work with offenders to correct behaviors and lessen truancy issues. With these efforts, Long Beach Unified School District has seen results:

According to LA School Report, suspensions have fallen statewide by 33.6 percent since 2011-2012, when the truancy program was overhauled, which particularly banned punishments for willful defiance. Truancy filings have dropped from 256 to 56 in the same time period. Chronic absence rates have also dropped such as at LBUSD where they dropped from 26.18 percent in 2013-2014 to 9.6 percent in 2014-2015. (Zoukas, 2016, p. 1)

Though there has been tremendous improvement, Long Beach Unified School District has continued to experience a huge disparity in the number of suspensions for African American students. Restorative justice was used to successfully decrease truancy.

However, LBUSD continued to work within schools to transform the relationship within schools to decrease suspension rates.

Zoukas (2016) suggested that trainings be offered on identifying racial bias and to look at issues through a lens of race. Across the United States, schools have worked to

fight against discrimination in education. Rudd (2014), using data compiled from the Ohio Children's Defense Fund, stated "African American students, and especially African American boys, are disciplined more often and receive more out-of-school suspensions and expulsions than White students" (p. 4). African American males are reported for discipline issues at a rate three times higher than white males. These consequences have been linked to the fact that education in America has been led predominantly by white female teachers. White female teachers have made up more than 70% of the educational workforce (Deruy, 2018). A study conducted in North Carolina found when African American students had a teacher of the same race, the student was less likely to be suspended or expelled (Linsay & Hart, 2017).

Groups from Philadelphia fighting to reduce suspension and referrals to law enforcement rates in their city took a bus to Florida to protest the disproportionate number of suspensions and referrals to law enforcement administered to African American students; and students from the northeast petitioned Florida legislators in Tallahassee to follow restorative justice policies and put an end to the school-to-prison pipeline (Stucki, 2013). The National Association for the Advancement of Colored People (NAACP) entered into an agreement with the Broward County School District in the state of Florida to serve as a model for the nation in ending disproportionate school discipline for African American students (National Association for the Advancement of Colored People [NAACP], 2016). The NAACP stated, "The collaborative agreement establishes proven alternatives to arrest for misdemeanor infractions by students that include common sense approaches such as counseling and mentorship" (para. 1). In discussing

restorative justice, the Adler School Institute on Public Safety and Social Justice (2012) observed that it was not a new practice and that school districts were presently working to put an end to incarceration as the primary means of retribution and rehabilitation.

The large urban school district located in southeastern United States used in this study, had approximately 192,500 students (Florida Department of Education [FDOE], 2015). Students and parents must sign a code of conduct listing behavioral expectations and consequences for breaking the “code,” and a student must have a processed referral to receive school discipline (Deidentified, 2015b). School discipline in this large urban school district had four levels. Levels one to three allowed discipline administrators to assign disciplined which ranged from warning to detention to suspension. The fourth level, being the greatest offense, which resulted in expulsion from school. In the year 2015-2016, restorative justice was added to each of the four levels in the Code of Conduct as an alternative to in- and out-of-school suspensions and referrals to law enforcement so students were allowed to discuss offenses openly (Deidentified, 2015b).

Children are sent to school to learn academic, relationship, and social skills. Educational institutions created structured discipline to teach students that their actions have consequences. Consequences were designed to curve the undesired behavior (Erb & Erb, 2018). Many lessons in discipline focused on the embarrassment of an offender, shame, and humiliation in front of peers. Restorative justice focused on building community and mending relationships. Punitive consequences have shown little results in improving student behavior. When students have been given alternative skills to resolve conflict, school environments showed less violence (Erb & Erb, 2018). With more African American students being taught by white female teachers,

schools needed to create a forum for open dialogue to decrease the school-to-prison pipeline (Hing, 2013). Plato stated, “In such a state of society the teacher fears and flatters his scholars, and the scholars despise the teachers” (as cited by Sansone, 2016, p. 1,029). It is from democracy that tyranny takes place. Tyranny is the rule of one with absolute power. Schools have been given absolute power. Disciplinary policies in instructional institutions have often been harsher than the criminal justice system on adults (Cartledge & Simmons-Reed, 2014). Promises are made for equality but never delivered under the rule of a tyrant (Sansone, 2016). Researchers have revealed that African Americans, Latinos, students with disabilities, and males are disciplined at a much higher rate than any other cultural group (Cartledge & Simmons-Reed, 2014). It is the desire for democracy that has criminal justice systems and schools looking to restorative justice. Conflict can, to some extent, bring about harmony in a society, but it cannot occur at the expense of individuals (Sansone, 2016).

Suspensions and referrals to law enforcement of students is at an alarmingly high disproportionate level for minorities. More specifically, data support that these disparities lean more against African American students (USDOE, 2016). Restorative justice was implemented in schools to minimize the criminalization of students. Discipline in schools has become reactive based upon the school leader’s perception of the offense. The school leader’s perception may be implicitly or explicitly learned (Lawrence III, 1987). Either way it distorts how the discipline should be handled. Restorative justice has opened lines of communication and statistically proven to lower truancy and suspensions (Erb & Erb, 2018). The large urban school district of this study chose to implement restorative justice in 2015-2016 to monitor the effectiveness the

program had on decreasing disproportionate discipline practices. The goal of the program was to decrease the number of days students missed from school.

Statement of Problem

There has been very little research to measure the influence restorative justice had in the large urban school district focused this study. This study focused on thirty-five (35) middle schools mandated to implement restorative justice to evaluate the success of intervention on discipline. In addition, limited research has been conducted to include the gender, socioeconomic status, and potential racial disparities in discipline at middle schools participating in the restorative justice initiative for this school district. What is commonly known as the school-to-prison pipeline is now being called the cradle-to-prison pipeline (Schiff, 2018). Unfair discipline practices have been found in minority students' records as early as Pre-Kindergarten. Reactive discipline issued to students continued to show disproportionalities and disparities towards minorities. Students of color, disadvantaged students, and those with disabilities were often faced with traumatic situations and circumstances in their communities. Schools have become microcosms to the criminalization of minorities. Restorative justice was adopted by educational leaders to build social relationships between a predominate white workforce and the minority students served (Schiff, 2018). Restorative justice was implemented to build safer school environments for all students.

Educators have long experienced and worked to decrease the achievement gap that exists among racial groups by building quality instructional schedules. In the 35 different middle schools in the target school district in an urban context, as reported for 2014-2015, sixty-five

percent of the students who were suspended, expelled, or arrested were African American (Deidentified, 2015a). During the same academic year, only nine percent of suspensions and referrals to law enforcement were received by White students (Deidentified, 2015b). At the time of the study, the racial groups were 27.8 percent (53,515) White; 26.5 percent (51,013) African American; 38.4 percent (73,920) Hispanic/Latino; 4.5 percent (8,663) Asian; 0.3 percent (578) Native Hawaiian or other Pacific Islander; 0.3 percent (578) American Indian or Alaska Native; and 2.2 percent (4,235) two or more races (Deidentified, 2015b).

All middle schools in this large urban school district in southeastern United States were mandated by the school district to implement restorative justice processes to decrease the number of students who were suspended, expelled, or arrested (Deidentified, 2015a). Thus, the statement of the problem focused on whether this large urban school district could decrease the number of suspensions and referrals to law enforcement by enhancing students' abilities to evaluate their choices using behavioral judgment and restorative justice. This is important since during the 2014-2015 academic year, students in the school district missed 4,564 days due to out-of-school suspensions in the first quarter (Deidentified, 2015a). Surprisingly to the school committee, educational leaders discovered that after just the first quarter of results following the implementation of restorative justice showed a decline in out-of-school suspensions of 734 days (Deidentified, 2015a). These results provided the impetus to continue forward with the restorative justice initiative. Consequently, improving students' abilities to evaluate their behavior using restorative practices would be reflected in a declining number of suspensions and

referrals to law enforcement. Restorative justice processes are put in place to reshape undesired behaviors and change how consequences are distributed.

Purpose of Study

The purpose of the quantitative study is to determine the influence restorative justice had on school suspensions and referrals to law enforcement in a large urban school district in Central Florida using pre- and post- Civil Rights data (CRDC, 2016). Law enforcement may have included, but was not limited to the School Resource Officer or the closest police precinct available to assist. The study particularly compares the number of suspensions and referrals to law enforcement from traditional discipline practices administered to students in a large urban school district in southeastern United States for the 2013-2014 school year to the number of suspensions and referrals to law enforcement from consequences rendered after the implementation of restorative justice practices in 2015-2016. This study aimed to assist teachers, administrators, and district leaders to better understand the importance of appropriate discipline.

Research Questions

The research questions for this causal-comparative study were used to examine the difference between the reduction of discipline, as measured by suspensions and referrals to law enforcement through the implementation of the restorative justice processes in a large urban school district in southeastern United States. The data collection sources stemmed from the USDOE (2016), The Office of Civil Rights Data Collection (2016), Florida Department of Education (2016), and Florida Department of Juvenile Justice (2016). The Office of Civil Rights

Data Collection obtained data for school years concluding in an even year (i.e. 2011-2012, 2013-2014, and 2015-2016). To that end, the quantitative questions are as follows:

1. What difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?

H₀ – There is no difference that exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016.

2. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016.

3. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on socioeconomic for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on socioeconomic for 2013-2014 compared to 2015-2016.

4. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016.

5. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016.

Theoretical Framework

The theoretical framework for this study is based upon Rawls's Theory of Justice and Critical Race Theory. There are two principles of the Theory of Justice used to support the formation of restorative justice as based upon the work of Rawls (1971). Those principles are the liberty principle and the fair equality of opportunity and the difference principle. Rawls states the liberty principle as, "Each person has an equal right to a fully adequate scheme of equal basic liberties which is compatible with a similar scheme of liberties for all" (p. 291). Every individual must work to maintain status in a well-organized society. Next, Rawls defined the fair equality of opportunity and difference principle stating, "Economic inequalities [that] should only be permitted if they are to the benefit of society, and especially if they are to the benefit of its least advantaged members" (p. 297). Rawls believed that injustices could be resolved in a well-ordered society with the fair distribution of resources (Thompson, 2015). He argued that there should be a reconciliation between liberty and equality for there to be a well-ordered society.

Kliewer and Zacharakis (2015), adopting an egalitarian philosophy, posited that justice can only exist in a society where there is equality. Rawls (1971) also created a model for a fair choice in which individuals would choose mutually acceptable principles of justice. Based on Rawls's theory of justice, society remained mindful of protecting the governance of the majority.

They must do this while simultaneously protecting the rights of those who are temporarily in the minority (Martinson, 2006). The theory of justice does not address race specifically when describing the well-ordered society. Rawls was criticized for not categorizing race and the social history attached to the races of men (Thompson, 2015). The theory of justice was created to bring light to an ideal society moving toward fairness of justice for all.

Expanding on the earlier work of Rawls (1971) and Zehr (2002) provided an influential conceptualization for restorative justice, outlining elements of the theory of justice in groups of three. There are three assumptions that underlie restorative justice: (a) when people and relationships are harmed, needs are created; (b) the needs created by harms lead to obligations; and (c) the obligation is to heal the harms (Adler School, 2012; Zehr, 2002). Zehr also identified three principles to a just response: (a) acknowledges/repairs the harm caused by and revealed by wrongdoing (Restoration to the relationship by way of acknowledging what has happened); (b) encourages appropriate responsibility for addressing needs and repairing the harm (Accountability to put in the work to rebuild the relationship that has been damaged); and (c) involves those impacted, including the community, in the resolution (Engagement by all stakeholders to be committed to the healing process).

Zehr (2002) also discussed three underlying values which provide the foundation: (a) respect (Listening and allowing open dialogue to hear with ears and heart), (b) responsibility (Acknowledging and wrong doing that has damaged the relationship), and (c) relationship (That which enables individuals to move into a well-organized society). He posed three questions which were central to restorative justice. Who was hurt, what were their needs, and who had the

obligation to address the needs, right the harms, and restore the relationships? These questions are asked in lieu of the following questions: What rules were broken; who broke the rules; and what punishment did they deserve? Lastly, Zehr stated that three key stakeholder groups were involved in the process to move in the direction of healing a relationship: (a) those who have been harmed, (b) those who have caused harm, and (d) the community.

This study approached restorative justice from the theoretical framework and philosophical viewpoints of Rawls (1971) and Zehr (2002). Hopkins (2002) addressed issues from the perspective of critical race theory (CRT). CRT was rooted in the social sciences which examined society and culture, as these pertain to race, law, and power (Capper, 2015). Hopkins (2002) wrote that it was more important to repair harm and damage committed toward an individual than to dispense punishment. He theorized restorative justice as a set of values (i.e., principles; e.g., respect, equality, non-judgment, collaboration, openness, etc.), skills (i.e., counseling skills; e.g., empathetic listening, reflecting, summarizing, etc.), and processes (i.e., interventions- the modalities or vehicles of practice; e.g., peace circles or restorative justice circles, as defined for this study, victim-offender conferences, dialogues, and more).

According to CRT theorist Lawrence III (1987), the malignancy of racial discrimination cannot be diagnosed because this nation is so contaminated with the disease. The history of America contains memories and experiences which shaped each individual's schema towards races. However, the depth of individual and collective experiences has influenced racially motivated behaviors (Lawrence III, 1987). CRT was formed to ensure civil rights were protected. A forum was created in legal studies to give a platform to racial disparities in America. The goal

was to bring scholars of color together to address how the law treated race-conscious cases and find a way to legally defend the rights of others (Bell, 2012). Bell stated racism is not going anywhere. In whatever way, individuals must face institutional challenges and adversities to create a more equitable existence.

Rawls's theory of justice and the critical race theory both are linked to critical theory. The critical theory looked into social injustices and economic inequalities. Critical theorists believed society operated at many different levels of meaning. Understanding and knowledge are key components to thriving in this society when resources are fairly distributed (DeMarrais & LeCompte, 1999). According to these theorists, resources are unequally distributed by class, race, gender, and other categories. The critical theory followed much of Freire's (1999) work which theorized that individuals must continue to seek understanding and knowledge of their own salvation to reach liberation. The Adler School (2012), leadership used restorative justice, following Rawls's philosophy, to ask can a well-organized society be formed by asking "a) Who has been hurt, b) What are their needs, and c) Who had an obligation to address needs and restore relationships?" (p. 5). Leadership figures used tools from restorative justice to ask members of society to include those in the community in the process of healing infractions towards individuals. Freire (1999) stated that as one takes this walk toward liberation it would be a painful rebirth. Rebirth was needed to open dialogue between racial groups, offended individuals, and those who offended. Lastly, it is important to note that although this particular research study is regarding middle school restorative justice practices, the Critical Race Theory was particularly instrumental for this study due to its exploration of racial of racially related

issues in America. As such, the root of restorative justice issues in education has a much deeper and race related foundation.

Significance of Study

The implementation of restorative justice interventions provides school administrators with information on how to improve student behaviors, build relationships, and decrease the number of suspensions and referrals to law enforcement. The U.S. Department of Justice (USDOJ, 2016) and the USDOE (2016) reported data collected showing quantitative evidence to support a growing number of concerns regarding student behavior on educational campuses. It was reported that discrimination in school discipline begins as early as preschool for African American students and continues throughout a child's educational career. Boyes-Watson (2005) stated, "Restorative resolutions engage those who are harmed, wrongdoers, and their affected communities in search of solutions that promote repair, reconciliation, and the rebuilding of relationships" (p. 2). The implementation of restorative justice interventions provides insight for school administrators into new ways to change harmful school behavior.

Changing harmful school behaviors extends to all grade levels and into the community. Elementary students are able to build a culture of open communication to problem solving. Problem solving builds cognitive skills that strengthen students academically and behaviorally. At an early age, students are able to speak their truth as an individual (Freire, 1999).

Limitations of the Research Study

This study was limited by three distinct areas commonly found in this large urban school district. The three areas outlined in this study were autonomy of schools, fidelity of the

restorative justice, and interpretation of restorative justice by each individual dean. Deans are not the only administrative leaders who administer discipline. However, they are used as the principal's designees to lead discipline on campus. This study focused on the number of suspensions and referrals to law enforcement issued by deans. The research did not target specific discipline infractions leading to suspension and/or referral to law enforcement. These limitations were valuable to this study and the success of restorative justice. In addition to these areas of limitation, a methodological limitation of the study is that the researcher did not participate/observe the implementation of the program. Rather, the researcher relied on extant data. Hence, this study was a form of program evaluation. This is related to the issue of fidelity of implementation.

A school was granted autonomy as to how restorative justice was administered, deciding who participated in the restorative justice program and who was suspended, expelled, or arrested. The goal of restorative justice was to change the discipline practices currently in place. The school culture needed to implement specifically designed restorative practices. Building positive discipline practices took time and absolute buy-in (Irby, 2014). Granting school autonomy did not allow for educational leaders to work toward social liberation of the offender and the offended. This fact added limitations to the study because it may not have fully allowed the core beliefs of restorative justice to be actionable for all students. The values rooted in restorative justice have a core belief of (a) the importance and equality of every participant; (b) an emphasis on respectful dialogue and treatment; (c) the notion that when needs are met, change is possible;

(d) the necessity of accountability in healing; and (e) the collaborative effort required of all participants when partaking in this process (Adler School, 2012).

This study remained limited by the fidelity of school disciplinarians to utilize restorative justice processes, moving from reactive discipline to proactive procedures. Due to the autonomy given to schools, there are ways to code restorative justice without having students participate in the program. This means that students can be documented in the school management system as having participated in restorative justice when they did not; rather, they may have been suspended, expelled, or arrested. Wolery (2011) stated there must be fidelity measurement in place to ensure when new interventions are in place, they are successful. Measuring the fidelity of the program implementation builds confidence, outlines who did or did not work the program and their results, quantitatively shows how to replicate, and qualitatively shares experiences (Wolery, 2011).

Discipline is based on the discretion of the dean, potential perceptual distortion of the individual writing the referral, and the individual's interpretation of the letter or the spirit of the law of restorative justice processes. Perceptual distortion plays a large role in the equitable and equal implementation of restorative justice. The individuals facilitating, participating, or involuntarily subjecting themselves to a restorative justice circle may not cognitively process the procedure in the manner in which it was intended. There is some subjectivity regarding the meaning of conduct guidelines listed on the discipline referral. An insubordination definition may differ for student, teacher, and school administrator. The researcher could not measure, quantitatively, implicit racial bias in school wide discipline procedures because there was no

tangible tool to measure what one does not realize exists in one's professional or personal decision-making.

Definition of Terms

This research examined the causal-comparative difference that existed between restorative justice and the decrease in the number of written referrals administered to White, Hispanic, and African American students in a large urban school district located in southeastern United States. The following terms have been defined to assist the reader in understanding how each term was used and defined in the context of the study.

African American: This is a very diverse group of people in American society. For the purpose of this study the group is made up of different ethnic backgrounds that consist of: (1) The Caribbean Culture, (2) The African Culture, and (3) The American Black Experience.

Criminalization: This term describes “school discipline [that] includes the direct involvement of criminal justice employees and sanctions, such as arrests and referrals, as well as the adoption and implementation of zero tolerance suspension and expulsion policies” (Ramey, 2015, p. 3).

Discipline: For the purposes of this study, this term refers to consequences imposed on students when their conduct has a detrimental effect on the health, safety or welfare of the student, of other students, of the school or of school personnel.

Exceptional student education: This refers to “students who are special needs” (USDOE, 2016x). For the purpose of this study, the term includes students with the labels of specific learning disability (SLD), emotional behavioral disorder (EBD), other health impaired (OHI),

autism spectrum disorder (ASD), intellectual disability (InD), speech impairment (SI) and Gifted. Speech impairment and gifted are not included in the study.

Explicit racial bias: This includes the attitudes or stereotypes that affect one's understanding, actions, and decisions in a conscious manner (Rudd, 2014).

Expulsion: This represents the act of depriving someone the opportunity of participating in an educational organization for a period (Support for Learning Act of 2004, 2016). For the purpose of this study, the term is used to define the number of days a student is dismissed from school interaction and instruction for at least 45 days.

High SES: This is an appropriate descriptor for a school's free and reduced lunch population that is less than 50 percent.

Hispanic: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture.

Implicit racial bias: This includes "the attitudes or stereotypes [about race] that affect our understanding, actions, and decisions in an unconscious manner" (Rudd, 2014, p. 20).

Level I offenses: These are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation (Deidentified, 2015c).

Level II offenses: These are intermediate acts of misconduct and are more serious or disruptive examples of the offenses in Level I (Deidentified, 2015c). Level II also includes repeated acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others (Deidentified, 2015c). The misconduct must be

reported to the appropriate school administrator for disciplinary action. The administrator who is normally the dean will follow the procedure designated for minor violations (Level I) in investigating the situation and deciding on progressive disciplinary action. Out of school suspension is not an available disciplinary response for Level II violations (Deidentified, 2015c).

Level III offenses: These are major acts of misconduct. They include repeated misconduct acts from Level II; serious disruptions of school order; threats to the health, safety, and property of others; and other acts of serious misconduct. The misconduct must be reported right away to the school administrator, who may remove the student from the school or activity immediately (Deidentified, 2015c).

Level IV offense: These offenses are grounds for expulsion and result in a mandatory 10-day suspension with consideration for a recommendation for expulsion. Major acts of misconduct must be reported immediately to the school administrator and may result in immediate removal of the student from the school (Deidentified, 2015c).

Low socioeconomic: This includes schools that have 76 percent or higher of students who receive free or reduced lunch. These schools are called Provision 2 schools.

Medicalization: This entails the process by which human conditions and problems are considered medical conditions, and are subjected to medical study, diagnosis, prevention, or treatment.

Moderate economics: This includes schools that have 51-75 percent of their student population on free or reduced lunch.

Overcriminalization: This entails the trend to use the criminal law rather than the civil law to solve problems, to punish every mistake, and to compel compliance with regulatory objectives. (Ramey, 2015).

Perceptual distortion: This refers to an abnormality in sensory or psychological perception (Klein, 2006).

Racial disparities: This includes the large number of inconsistencies in behavioral consequences towards African American, Hispanic, and their White student counterparts committing the same offense (Rudd, 2014).

Restorative justice: This represents the philosophy of justice that seeks to address offenses by understanding the harm that was caused, understanding who was harmed, and deciding what can be done to repair the harm (Adler School, 2012).

Restorative justice circles: This refers to methods of dialogue, which serve to discuss particular issues, facilitate understanding, and heal broken relationships. This is a safe place of listening and hearing what it is like to be someone else (Adler School, 2012).

School Year: The time researched is mentioned as 2013-2014 (prior to restorative justice) and 2015-2016 (post restorative justice) meaning beginning of school in August to end of school in May or June.

Social Economic Status (SES): the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.

For the purpose of this study, social economic status is based upon a family's income (American Psychological Association, n.d.).

Suspension: This refers to “a temporary removal from school activities, classroom, assemblies, etc.” (Support for Learning Act of 2004, 2016, para. 1). For the purpose of this study, the term is used to define how many days a student is dismissed from school interactions and instruction for any number of days with a maximum of 10 days in any one suspension for those listed as non-exceptional student education pupils. Students with the label of exceptional student education are suspended for a maximum of 10 days for the year.

Theory of justice: This is a theory focusing on the individual who has been harmed and how to repair the relationship without incarcerating the offender (Hopkins, 2002; Rawls, 1971; Zehr, 2002).

White: Individuals classified with original Europeans, Middle East, Irish, German, etc.

Zero tolerance: This refers to the target school district's policy of “refusal to accept antisocial behavior, typically by strict and uncompromising application of the law” (Support for Learning Act of 2004, 2016, para. 1).

Summary of Chapter 1

As discussed in this chapter, the overarching purpose of the quantitative study was to examine the influence restorative justice had on school suspensions and referrals to law enforcement in a large urban school district in Central Florida using pre- and post- Civil Rights data (CRDC, 2016). By comparing the rates at which students were suspended, expelled, and arrested from traditional consequences administered to students to the number of suspensions

and referrals to law enforcement from consequences rendered after the implementation of restorative justice practices this research was able to assess and determine if a difference existed. Moreover, this causal-comparative quantitative study looked to determine the influence restorative justice had on school suspensions and referrals to law enforcement in a large urban school district in Central Florida using pre- and post- Civil Rights data (CRDC, 2016). Review of the research and findings revealed that restorative justice worked to bring about a decline in writing referrals for misunderstood behaviors. Further, Rawls and the Critical Race Theory suggested equal resources for all individuals. For this reason, research suggested that administrators consciously perpetuated disproportionate discipline practices upon certain racial groups (Cartledge & Simmons-Reed, 2014).

In addition, the ramifications of restorative justice practices extend far beyond the classroom, to all grade levels and into the community. Students are able to learn how to communicate, solve problems and manage their emotions, and students who grow up and are more prepared to enter into society thus enhance communities. Another benefit according to research was that problem solving was found to build cognitive skills that strengthened students academically and behaviorally. At an early age, students were able to speak their truth as an individual (Freire, 1999). Following this chapter is a review of the literature as it relates to discrimination, racism, bias and restorative justice issues.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

Chapter 2 has been organized to address conscious and unconscious discrimination, the evolution of American education, and how the practice of restorative justice serves as an alternative to reactive disciplinary practices. Restorative justice provided an opportunity to give a voice to those who have offended and the individuals who have been offended (Adler, 2011; Ryan & Ruddy, 2015; Schiff, 2018). Restorative justice is a mechanism used to bring unconscious discrimination into talking circles. Open communication provided a way of moving forward as education has continued to evolve since early seventeenth century (Payne & Welch, 2013). Conscious efforts through restorative justice, allowed educators to hear how racial groups viewed discipline in schools. This led to the healing of relationships and a well-organized society (Payne & Welch, 2013). Restorative justice processes provided a bridge to move from implicitly unconscious reactions to explicitly conscious proactivity.

Conscious and Unconscious Discrimination

Individuals implicitly taught by friends, family members, news reports, social media, etc. on how to view other races using conscious and/or unconscious discrimination. Though, at times, we do not explicitly teach children about race relations, they learn through our actions (Lawrence III, 1987). Vygotsky stated children learn through social interactions. What we see, hear, and experience throughout our developmental years shape our perceptions. A large percentage of our actions are rooted in the background knowledge we have implicitly learned (Lawrence III, 1987). This is

why individuals do not realize at times when they have demonstrated damaging racially motivated behaviors. Their cognitive processing of racial and cultural biases is often not at a conscious level. Restorative justice sought to open communication to move individuals from unconscious thinking to consciously acknowledging harmful acts (Payne & Welch, 2013).

Restorative justice entered public education in 1994 through the initiative of the Minnesota Department of Corrections (Pranis, 1997). The Minnesota Department of Children, Families, and Learning published a booklet encouraging the use of restorative practices in schools as an alternative to suspensions and referrals to law enforcement (Pranis, 1997). Pranis observed that offenders often do not understand there are other options than the displayed behavior, noting, “Those people most affected by the behavior play an important role in resolving the incident” (p. 1). Educational systems have found evidence to support ideology that harsh punishment for small offenses does not reduce crime rates (Zoukas, 2016). To the contrary, statistics have shown that offenders go to prison rather than to college (Zoukas, 2016). Pranis (1997) stated, “We now know from years of research that positive forces are more powerful motivators than negative forces, that relationships shape behavior more than fear” (p. 1).

Rawls’s Theory of Justice was criticized for not addressing racism. He believed a well-organized society meant all individuals regardless of race (Thompson, 2015). Advocates of pure equality argued that Rawls was unable to completely theorize justice for all without addressing the inequalities directed toward the few. Critical Race Theory believed racism would always be

in existence. Once an individual came to terms with the reality of societal racism, a quality life could be obtained (Bell, 2012). The Harvard University Civil Rights Project on Zero Tolerance interviewed attorneys fighting cases against African American and Latino students who received unfair discipline consequences in school. Racial profiling was the title given to the experience these students endured at the hands of school administrators (Henault, 2001). Critical Race Theory stated it would be difficult to prove racial discrimination as a link to the criminalization of youths of color (Lawrence III, 1987). An individual's motives are easy to disguise and limit the ability of those involved to be transparent.

Racialized Perception

Racialized perception unified both conscious and unconscious discrimination by combining what has been implicitly and explicitly learned through social interactions. Moreover, racialized perception has viewed implicit and explicit social interactions through the lens of race. Lambert, Peak, Eadeh, and Schott (2014) conducted a study to analyze perceptual distortion of individuals, finding that people rarely learned from their personal experience. They tended to make the same mistakes repeatedly, and these persistent mistakes could reflect foundational limitations in human information processing. Often, instead of learning from the past, according to Lambert et al., individuals lived through a distorted view of what past events actually taught. In their study, Lambert et al. (2014) found that when male and female participants were asked to recall the intensity of a recent affective experience, which happened within the hour, male participants had more intense anger compared to female participants who, when compared to the male participants, had more intense sorrow. When participants were asked by the researchers to

draw on emotions of the past, more cognitive effort was needed. Many participants had neither the ability nor motivation to exert.

When people see individuals or a group together, it is important to understand the mood of the crowd to reduce panic (Huis in 't Veld & De Gelder, 2015). Perception of body expressions are linked to emotions more than facial expressions. Researchers such as Lambert et al. (2014) have shown that when people are emotionally charged and seek revenge, rather than moving beyond the infraction, individuals may prolong hedonic reactions by continuously reliving acts of the transgression. Hence, revenge is not sweet but emotionally damaging. Lambert stated, "The stability of our findings with respect to anger is consistent with the fact that intentional social norm violations, especially when such actions harm the self and/or in-group members, should consistently elicit increased feelings of anger" (p. 84). Participants in Lambert study showed the most consistent evidence of perceptual distortion when primed with a relevant aspect of their feelings toward the in-group. This contingency was expected considering the dynamics of the in-group, the dynamics for revenge, and vice-versa.

With perceptual distortion, "social categorization processes may play an important role in the way that people process information about emotional experience" (Lambert et al., 2014, p. 92). Individuals can perceive or have distorted perception of individuals in a group, especially when there is happiness, fear, and sadness (Huis in 't Veld & De Gelder, 2015). According to Lambert, revenge is often intertwined with the motivation to protect in-group interests. Moreover, when psychological associations with an in-group are made salient, a revenge mentality is activated with the belief that one will feel better once retaliation is rendered.

However, daily group movement allows individuals to detect unnatural group behavior. Participants in this study believed hedonic emotions were reached after revenge took place. Bold responses by participants were much more frequent in areas of fear compared to those of participants who were placed in a happy or neutral environment. Data showed that when reminded of infractions, participants had an increased level of anger rather than the cathartic effects that they believed took place (Lambert et al., 2014). Lambert found that the likelihood of individuals to engage in any given action was driven by the perceived level of hedonic benefits which the action would later render.

Perceptual distortion also leads to dysfunctional actions. When examining the dysfunction passed from generation to generation, one must realize strengthening and restoring the family means strengthening and restoring the individual (Dugas, 2014). A dysfunctional person has perceptual distortion about living life normally but does not recognize the signs of a dysfunctional lifestyle. When individuals are taught, raised, and believe in a certain way for generations, it often takes generations to undo the residual effects. If individuals can learn to master their own behaviors, they can learn to live with and through past flaws, circumstances, and ideology (Dugas, 2014). People, or races, can forgive each other for the dysfunction of the past by beginning to repair broken and missing pieces within themselves. Society focuses on how big one's house is, the number of cars in the driveway, number of degrees, money in the bank, and all sorts of external achievements. What has not been addressed by society is the expense at which these accomplishments were gained. Dugas provided a simple definition of dysfunction: "the condition of having poor and unhealthy behaviors and attitudes within a group

of people” (p. 21). Poor and unhealthy behaviors and attitudes within groups stem from a lack of understanding how harmful effects are to others. The unconscious level of thinking from implicitly learned lessons leads to dysfunctional perceptions. Dysfunctional perceptions allow one group to believe they are superior to other groups.

Ideology of Superiority and Inferiority

Superiority versus inferiority amongst races was embroidered in the fabric of our history. Most compelling evidence was found in letters written by Queen Elizabeth I. During times of exploration, many Moors made their way to London. Moors were Berber and Arab mixed people who lived in North-West Africa. This group of people invaded Spain in the 8th Century where they remained until 1492 when they were driven out by King Alfonso Henriques’s forces. Queen Elizabeth I was very nervous that the population of Moor’s was growing in England because of their strong ties to Spain. An open letter written in 1596, Queen Elizabeth I stated London had too many Blackmoors (Williamson, 2010). The country would be best served to sell these people back to Spain as servants. In 1601, Queen Elizabeth I complained once more about the Negars and Blackamoors¹ being infidels with no understanding of God. Blackamoors were sold as prisoners in exchange for currency (Williamson, 2010). Implicitly, Queen Elizabeth I opened the door to unconscious racism out of fear of being conquered.

Jordan’s (2012) historical accounts of relations between Whites and Blacks began in the 1500s when Hakluyt stirred the nation with his accounts of traveling the globe. English

¹ Historical Names of African Americans: Blackmoors->Blackamoors->Negar (derived from Negra)->Nigger->negro (lower case “n”)->Negro->Colored->Black->African American (Jordan, 2012; Williamson, 2010); Bennet Jr., 1967)

voyagers did not touch the shores of West Africa to trade goods with the natives until after 1550. Englishmen believed the natives of Africa were very different in color, religion, and way of life. Jordan elaborated, stating that Whites saw the Blackness of the Negro skin as a salient quality noticed by all Englishmen. The complexion of the Africans had a powerful cognitive output on perceptions. The first West African Negroes were taken to London in 1554 to learn English until they could assist Englishmen with trading on the coast of Africa. Prior to the 16th century, the meaning of Black meant, “Stained with dirt, foul, soiled” (Jordan, 2012, p. 82). The color of skin was viewed as evil, deadly, horrible, and wicked. The accepted color of beauty was modeled by Queen Elizabeth I who was a pale White person with rose-colored cheeks (Jordan, 2012).

Jordan (2012) further stated that Englishmen also viewed the Negroes of Africa as savages who did not conduct themselves in the manner of civilized persons. The ethnocentric ideology of the English people tended to distort their perceptions of the African culture. The Africans’ clothing and behavior deemed them naturally wicked in the eyes of most Englishmen. In addition, Grant (2015) stated that in 1670, the colony of Charles Town, South Carolina was considered an unorganized settlement. For three decades, the colony was described as acting idle, having piracy, and participating in illegal enslavement. Colonial states established and maintained order in their colonies by deploying racializing ideologies to separate free Whites from enslaved Blacks.

On the issue of slavery, scholars have long argued that the dangerous freemen were overwhelmingly European, and the dangerous slaves were exclusively African and Native

American (Grant, 2015; Jordan, 2012). The traditions of the slave trade further cemented the preexisting perceptions of Europeans that Africans were racially inferior (Grant, 2015). Writings about Negroes described the Africans as bred villains of a perverse nature and possessing an innate quality to steal from foreigners (Jordan, 2012). Englishmen continued to describe the African Negroes in vicious terms, (e.g., brutish, beastly, rapacious). These feelings were strengthened by Englishmen when slave traders in Africa handled Negroes the same way men in England handled beasts (Jordan, 2012).

Jordan (2012) further stated that slavery was viewed as a perpetual condition. It was thought of as hereditary and characterized by a lifetime of labor. Some believed the scarcity of food and harsh weather conditions forced colonists to create strict laws for slaves (Polhemus, 2015). Furthermore, slavery in the south was much different from that in the New England colonies (Jordan, 2012). The land and the climate made the south a region that could be prosperous with cheap, tireless labor. Fear of slave uprisings and more hurricanes placed White settlers in the south on high alert (Polhemus, 2015). To that end, slavery's development took a three-step phase in the tobacco colonies (Jordan, 2012). First, a Dutch man sold the colonies 20 servants in 1619 when the Negroes arrived. It is not known if these Negroes were indentured servants or slaves. In 1649, it was estimated that Virginia had approximately 300 Negroes in the population. After 1660, slavery was written into law in Virginia. By 1705, Virginia produced a set of laws that strictly applied to Negro slaves (Jordan, 2012).

The first signs of enslavement were made evident in the sentencing of three servants by the General Court of Virginia. One was a Dutchman, one a Scot, and one a Negro; and all were

retaken after absconding to Maryland. The Dutchman and the Scot were sentenced to one more year of service to their masters and three more years of service to the colony. The Negro, John Punch, was sentenced to serve his master all the days of his natural life here or elsewhere. No White servant in any English colony has been known to receive such a sentence (Jordan, 2012).

Wax (1967) stated that due to the shortage of cheap labor, slave owners had to create unequal laws continuously to ensure a labor force. Disproportionate discipline of Negroes is documented to have begun as early as 1640. The Negroes were referred to as the only creatures proper to improve the soil of the land. Colonists documented that it was “folly” to live in the south and not have Negro slaves working the land. Negroes were considered property. Slaves were subservient to their masters. Rights for Negroes was not a concept.

In 1657, Rowland Burnham dispensed his large number of White and Negro servants in two different specifying manners (Jordan, 2012). His will stated that the White servants would serve their time, and the Negroes would serve forever. Documents in the mid to late 1600s outlined servants, time to serve, and cost to purchase. In the documentation, Negroes would have no time of service. All the documents included were their name, cost to purchase, and whether they were a Negro man or woman. In 1656, John Hammond wrote that tobacco colonies ordinarily worked men, “yet some [sic] wenchens that are nasty, and beastly and not fit to be so employed are put into the ground (as cited by Jordan, 2012, p. 77).” This statement encompassed the ideals of the time; it was written into law that Negro women would work the fields with the men.

Jordan (2012) further stated that from the mid-1600s to approximately 1769, cruel punishment to emasculate and maim Negroes was legalized. Officials in England were shocked at the inhumane practices created by American's racial slavery. Medical science and early Southern nationalism reinforced one another to create a fictitious Negro type (Haller, 1972). Haller stated that dirt eating was a natural occurrence among Black races. He wrote that Black races differed significantly from the White man in skull size, bone system, and in internal organs. The researcher went on to write that the nervous systems of Blacks were less sensitive and irritable compared to those of Whites. This was medical proof that the Black race was to be treated differently than that of Whites (Haller, 1972). In addition, Jordan added to this by stating that some Americans believed castration was a practice necessary for restraining a barbarous people. Whites considered Negroes to be the same as their bulls and stallions. Negroes' spirits could be subdued by emasculation. Negroes raping or attempting to rape White women were castrated, hung, and burned alive. Under the law, Negro women were not protected from rape by White or Negro men (Jordan, 2012).

Jordan (2012) wrote that Thomas Jefferson was energetic in documenting the society's inward feelings and attitudes toward the Negroes in this period of history. Yet, writings in the 1960s depicted Jefferson as a hypocrite (Pasley, 2006). Jefferson was believed to demonstrate, in his writings, that he hated slavery but thought Negroes were inferior to White men (Jordan, 2012). Pasley (2006) wrote about the writings of Bernstein stating that Jefferson would never rape a slave girl or cheat with a substitute wife. He was told by his doctors that sexual intercourse was a necessity to maintain a healthy balance of his internal forces. Jefferson, called

the Negro President, was criticized for the inconsistencies of his personal and political life. The way Thomas Jefferson patterned his perceptions easily assimilated the Indians to his anthropology and to America, but his handling of the Negroes was different (Jordan, 2012).

Legalized Interpretations

Schools are granted autonomy in the legal interpretation of who and how to discipline students. History outlined how legalized interpretation has placed the burden on an individual or an entity to rationally define what the written law states. Lincoln cited Jefferson as the author of the Declaration of Independence and the originator of the policy to prohibit slavery (Merrill, 2015). Until 1776, Aristotle's famous words, "From the hour of their birth, some men are marked out for subjection, others for rule," governed the land (as cited by Wiencek, 2012, p. 20). In the Declaration of Independence Jefferson wrote, "All men are created equally" (as cited by Merrill, 2015, p. 122). Jefferson did not view the idea of the expansion of slavery as a contradiction to natural rights.

The country was divided based on following the letter of the law that all men were created equally or the spirit of the law that all men were created equally (Wiencek, 2012). In a statement regarding the Missouri Crisis, Jefferson famously stated in a letter to Holmes on April 22, 1820, that "Slavery presents a profound dilemma for American slave owners, because justice for the slaves and the self-preservation of the slave owners are at odds" (as cited by Merrill, 2015, p. 122). Massachusetts freed all slaves based on the strength of the Declaration of Independence in their state constitution of 1780 (Wiencek, 2012). Six southern states wrote into their constitution that all "freed men" were "created equally" (Wiencek, 2012, p. 122). As a

young lawyer, Jefferson was known to fight for the eradication of slavery. Jefferson stated, “I have never been able to conceive how any rational being could propose happiness to himself from the exercise of power over others” (as cited by Wiencek, 2012, p. 3). Yet, a Virginian abolitionist, Conway, scornfully stated, “Never did a man achieve more fame for what he did not do” (as cited by Wiencek, 2012, p. 5).

Jefferson owned over 600 slaves in his lifetime. In 1817, Jefferson owned his largest slave population consisting of 140 slaves in total. In a letter to President George Washington in 1792, Jefferson wrote that he made a profit of 4 percent each year due to the birth of Black children:

In another communication from the early 1790s, Jefferson takes the 4 percent formula further and quite bluntly advances the notion that slavery presented an investment strategy for the future. He writes that an acquaintance who had suffered financial reverses “Should have been invested in negroes.” He advises that if the friend’s family had any cash left, “every farthing of it [should be] laid out in land and negroes, which besides a present support bring a silent profit of from 5 to 10 percent in this country by the increase in their value. (as cited by Wiencek, 2012, p. 10)

Jefferson later argued that the extension of slavery was the best way of ameliorating the evils of slavery and perhaps even the best way to end it (Merrill, 2015).

Economists in the 1970s discovered that on the eve of the Civil War, slaves were three times more valuable than manufacturing and the railroad business (Wiencek, 2012). The only commodity more valuable than slaves was the land itself. In his letter to John Holmes on April 22, 1820, Jefferson described the situation of American slavery as grabbing the “wolf by the ear” (as cited by Merrill, 2015). Jefferson continued to say that slave owners have the “wolf by the ear” and can neither hold him nor let him go (as cited by Merrill, 2015, p. 124). Because self-preservation is a natural right, Jefferson set the tone in his letters that justice was on both sides.

In 1953, more letters surfaced regarding the treatment of Black boys 10 to 12 years of age who were forced to work in Jefferson's nail factory (Wienczek, 2012). The boys were whipped in the interest of working to ensure profits were made from the nail business. Slave boys would hammer out 5,000 to 10,000 nails per day to receive double the food of the field workers. White boys were hired to keep the fire going in the nail factory for 50 cents per day, on the weekends, when there was no schooling. The plantation of Monticello was considered a machine, which operated carefully on calibrated brutality (Wienczek, 2012).

In 1950, Edwin Betts edited one of Colonel Randolph's plantation reports in Jefferson's *Farm Book*, in which he stated that the nailery was running well due to the whipping of the young ones who did not take kindly to reporting to the factory before dawn in the winter's frost (Wienczek, 2012). The young men were whipped for nonattendance. Betts did not want the account to be published in Jefferson's *Farm Book* and tucked the letter away in the archives of the Massachusetts Historical Society (Wienczek, 2012). The letter, in its entirety, was not seen in print until 2005. Jefferson concluded in his letter to John Holmes that slavery was a life or death situation in the South (Merrill, 2015). If the North did not allow the expansion of slavery, the South would become more entangled with the wolf. According to Jefferson, this situation forced slave owners to make a choice of justice or self-preservation (Wienczek, 2012).

Three years prior, in 1817, Jefferson's old friend, Tadeusz, bequeathed in his will a substantial amount of money to free Jefferson's slaves and purchase land and equipment for them to live free lives (Wienczek, 2012). Jefferson declined the offer. Up to six months after the time of Jefferson's death, slave families were sold on the auction blocks with individual families

sold among seven to eight plantations. The letter of the law divided a nation as to how to interpret the spirit of the law stating, “All men are created equally” (Wienczek, 2012, p. 124).

Moreover:

A strict observance of the written laws is doubtless one of the high duties of a good citizen, but it is not the highest. The laws of necessity, of self-preservation, of saving our country when in danger, are of higher obligation. To lose our country by a scrupulous adherence to written law, would be to lose the law itself, with life, liberty, property and all those who are enjoying them with us; thus, absurdly sacrificing the end to the means., (Finkelman, 2015, p. 34)

Jefferson, according to Finkelman (2015) has been considered the saint of American civil religion. In Jefferson’s statements, his beliefs are clear: “It is the slave owners whose backs are against the wall, whose very existence is in question, and it is the allegedly antislavery leaders who are the Machiavellians, pursuing pure self-interest under the cover of moral principle” (as cited by Merrill, 2015, p. 125). Jefferson was the President of the United States, a philosopher, father of the University of Virginia, patron of the Lewis and Clark expedition, and among so many other accomplishments, he co-authored the Declaration of Independence (Finkelman, 2015). Yet, Finkelman (2015) stated that one must remember Jefferson was neither a saint nor a god but a flesh and blood human.

American Education System

Contextual viewpoints of American education systems have specifically looked internally to examine operations and interactions within public schools since the seventeenth century. Arguably, compulsory education began in Massachusetts with the legislative acts of 1642, 1647, and 1648 (Hazlett, 2011). The most famously known act was that of the Old Deluder Satan Law of 1647, which stated that any town with a population of 50 or more must

hire a reading and writing teacher and any town with a population of 100 must have a Latin Grammar school. However, laws for educating children were not strictly enforced until advocated schooling for all with the Common School Movement beginning in Massachusetts in 1852 (Hazlett, 2011). Governmental entities began taxing citizens to support the beginning of public schooling and educational systems were birthed.

At the beginning of the 21st Century, one in five Americans were students in the K-12 school system (Mondale & Patton, 2001). In 2015, that number was calculated at 54,876,000 (National Center for Education Statistics [NCES], 2015). The total number of teachers in K-12 education, according to NCES data, was approximately 3,792,721. From generation to generation, schools have been credited with shaping students' lives (Mondale & Patton, 2001). Schools are places where students fight for education and learn about democracy. Through schools, students evolve into the nation's citizenry (Mondale & Patton, 2001).

Mondale and Patton (2001) stated that in the 13 colonies, only the largest towns were required by law to build schools. In other areas, education was not free nor was education public. Some colonial parents paid to send their children to Dame schools. These early schools were more similar to daycares for children where students learned their letters and how to be a disciplined individual. Most schooling was linked to the Protestant Bible in which students would learn the alphabet and a prayer. The Puritans worried that citizens would not follow the teachings of the Bible. Students were taught that if they did not follow the Bible, they would be damned to hell for all eternity. Older boys were allowed to go to grammar schools to learn

mathematics, latin, and philosophy (Mondale & Patton, 2001). Only the most privileged children were allowed to continue their education at a college or university.

The *New England Primer* was introduced in 1690 and remained virtually the only textbook used until 1783 when Webster introduced his *American Spelling Book* (Hazlett, 2011). From 1770 to the early 1800s, the major objective of school was to preserve the status quo. Eighteenth century schools worked to prepare children to take the place of their parents. By the time of the Revolutionary War, the majority of Americans had just enough education to read a newspaper, the Bible, and calculate their taxes (Mondale & Patton, 2001).

After winning independence from Great Britain, America had to find a way to build a nation from the former 13 colonies (Mondale & Patton, 2001). Many believed schools could play a critical role in unifying a nation. Webster, called the schoolmaster of America, posited that the first step towards educating privileged children included eliminating schools of British textbooks (Mondale & Patton, 2001). Richardson (2016) reported that Webster created textbooks that told the story of Washington and the cherry tree, change the spelling of British words, and taught children American history. After Washington's death, many wanted to know about the life of Washington. Webster capitalized on the demand, portraying Washington as the perfect role model, especially for young Americans. During this time period, the average lifetime school attendance for children was 82 days (Mondale & Patton, 2001). Jefferson, in advocating for public education of all children, wrote, "General education, to enable every man to judge for himself what will secure or endanger his freedom," (as cited in Mondale & Patton, 2001, p. 20).

In 1778, as a member of the Virginia Assembly, Jefferson drafted a proposal guaranteeing three years of education to all children with advanced education for a select few (Mondale & Patton, 2001). The two premises of his proposal were to give people the basics of a democracy to vote and elect officials and to be a filtration system for those who would become aristocrats and run the country. The plan only allowed girls to go to school for three years to learn to be wives and mothers (Mondale & Patton, 2001). Slaves were to have no education at all. In addition, from 1779 to 1817, Jefferson's bill for the more general diffusion of education was defeated three times. America was just emerging from a revolution and did not want tax dollars going towards public education, nor did they want the government having a say in their schools. Jefferson said people cared more for roads than they did education (Mondale & Patton, 2001).

The 1830s and 1840s brought a new advocate for Jefferson's vision (Mondale & Patton, 2001). Horace Mann proposed that it was the responsibility of the state to build institutions and the economy and that the state needed to intervene to create schooling for children. Mann was named the first Secretary of the Board of Education in Massachusetts. Beginning in 1837, it was documented that Mann rode horseback from district to district to examine schools. During this time, students were learning lessons of listening to others and not themselves (Hazlett, 2011). It was believed that if young students listened to themselves, bad decisions were made and horrible consequences would follow. Youth were taught not to question authorities. This ideology left students' critical thinking skills undeveloped and left young students believing they must obey authority regardless of appropriateness.

Mann visited 1,000 schools in a six-year period (Mondale & Patton, 2001). In his travels, he found that schools varied widely by towns based on taxes and small fees paid by parents. Buildings were unequitable, and the poorest of children could not attend school. Students in classrooms were often extremely young and sometimes the same age as the teacher. The teacher had to work diligently to organize the classroom since each child had a different assignment. Rules were posted to describe which actions would be attached to a consequence of one to five lashings. Children, according to Hazlett (2011) were not allowed to behave as children.

Perfection was the expectation for a child's education (Hazlett, 2011). Teachers were men believed not to be successful at any profession and mentally unstable (Mondale & Patton, 2001). However, the belief of the time was to teach children through absolute fear to decrease negative behaviors (Hazlett, 2011). As the Secretary of the Massachusetts Board of Education, Mann fought to offer free education to all children and to make public education more appealing than private schools (Mondale & Patton, 2001). Mann believed that public or common schools would teach a common body of knowledge, thereby giving children equal opportunities. Mann stated that the government must make it possible for all children to come together, free of charge, and funded by taxpayers (Mondale & Patton, 2001).

Much like Jefferson, Mann was met with great opposition. Yet, through his efforts, he obtained training for teachers, seats with backs for individual children, blackboards, and standard textbooks. In Massachusetts, the average attendance in school expanded from four months in 1837 to seven months in 1848. The average cost per pupil increased from \$2.81 in

1837 to \$4.80 in 1848 due to school reforms (Mondale & Patton, 2001). In 2015, the total cost of public education for K-12 students in the United States was \$597,485,869,000 (NCES, 2015).

With the formation of public schooling, religion began to play an important role in the shaping of what was taught in schools (Mondale & Patton, 2001). Though Christianity's doctrine taught forgiveness, students were taught that the Bible did not mean forgiveness for all (Hazlett, 2011). One huge influence was New York's immigration of Catholic Irishmen (Mondale & Patton, 2001). Catholic tax dollars were used to send Irish children to protestant schools. Bishop Hughes launched a protest against paying taxes to send Catholic children to a school that would deny their Catholic heritage and teach the Protestant religion (Mondale & Patton, 2001). This revolt left the streets of New York with over 20,000 children refusing to go to school because of their parents' religious beliefs (Mondale & Patton, 2001). As one example, the Philadelphia Bible Riots left 13 dead. Eventually, principals removed any language that was offensive to Catholic Irish children from each text book by hand (Mondale & Patton, 2001).

Another battle fought in the equitability of public education was by African Americans (Mondale & Patton, 2001). In the winter of 1846, a group of almost 90 Negroes drew up a petition to the Boston School Committee calling for an immediate end to segregation. The segregated schools were believed more harmful to the children, and these were often housed on unstable foundations (Mondale & Patton, 2001). The committee investigated the Negro schoolhouses and found them to be in deplorable condition. Despite the findings of the investigation, no actions were taken to improve the schoolhouses (Mondale & Patton, 2001). The committee claimed that segregation was maintained for the benefit of the colored children;

that due to the nature of the children's peculiar skin color, actions, and intellect, a separate learning facility was merited that would be different from that of the White children (Mondale & Patton, 2001). Hazlett addressed some of the differences considered at the time, (e.g., the difference between educating children by allowing questioning, thinking, and reflecting and indoctrinating children by omitting conversations of controversial materials, discouraging questioning of actions from inappropriate adults, and dismissing actual social awareness).

Nationalized Discipline Practices. Nationalized discipline practices became a part of the American education system when researchers began to oppose the effects reactive discipline had on students. In the 1800s, education was a way to obtain more wealth for those who were rich, because the belief was that the poor were uneducable (Thattai, 2017). Horace Mann pleaded in 1852 for all children to be given an opportunity to learn (Thattai, 2017). Paddling or spanking students was the penalty for an incorrect answer or an undesired behavior. Thorndike stated individuals learn from their consequences (McLeod, 2007). Hence, in the late 1800s, Thorndike developed the Law of Effect (McLeod, 2007). The Law of Effect states that when a behavior is met with a pleasant consequence, it will most likely be repeated. When the behavior is met with an unpleasant consequence, according to Thorndike, the behavior will change (McLeod, 2007).

The 19th century European ideology introduced how strong the teachers' role was in education and school discipline (Thattai, 2017). By the year 1910, teachers were granted permission to act on behalf of the parent, (i.e., *in loco parentis*). As teachers began to take more of the parent role in schools, society was working to separate juvenile offenders from adult

perpetrators. The belief was that adults should be punished for their crimes, and children should be rehabilitated for their offenses (Thattai, 2017).

Irby (2014) stated, “As is the case in society at large, establishing strategies to prevent violations or repeat offenses, punishing wrongdoers for their offenses, removing offenders from the community, teaching offenders a lesson, and helping offenders to help themselves” (p. 513). The 20th Century brought about the ideology of children sitting quietly in the classroom, while information was transmitted from the teacher to the student, using corporal punishment to accomplish the end goal (Rousmaniere, Dehli, & Coninck-Smith, 1997). This era brought with it the belief system that schools were created to control the behavior of children so pupils could gain as much knowledge as possible (Rousmaniere et al., 1997). Contrary to this belief, there were theorists, such as Dr. Spock, who contested the use of rigid child-rearing methods (Thattai, 2017). Critics of Dr. Spock’s educational methods believed that by not being rigid, children would become lazy, selfish, and non-compliant to rules when they clearly understood right from wrong (Thattai, 2017).

In the second half of the 20th century, healthcare professionals and educators began to understand that some behaviors stemmed from psychological and physiological disorders such as attention deficit disorder and other emotional disturbances (Rousmaniere et al., 1997). Despite much progress in understanding and dealing with human behavior during the 20th century, the 21st Century brought with it a rise in school violence (Rousmaniere et al., 1997). Many administrators, parents, and stakeholders called for more stringent discipline in schools to make

the students safer (Rousmaniere et al., 1997). The cycle of school discipline moved from corporal punishment to suspensions and referrals to law enforcement.

Globalized Discipline Practices. American education systems began to look outside of nationalized discipline to research globalized discipline practices. Rajdev (2012) stated that there was a time in history in which corporal punishment was as common as ringing the school bell. Across the globe, lawmakers began to form the belief that the rights of children needed to be preserved. Legislators expressed the belief that corporal punishment infringed on those rights and needed examination for its effectiveness in the classroom setting. With these rights being violated, legislators were called to find other options. Though laws were constructed to protect children and remove corporal punishment in many areas around the world, corporal punishment remains in place in many school systems (Rajdev, 2012).

In discussing the United Kingdom, Rajdev (2012) reported that legislators came together and proclaimed that students felt respected when they were involved in the decision-making process of the school and the discipline that was carried out by administrators. Lawmakers believe that when children are allowed to discuss their behaviors with administrators, teachers, and their peers, more positive outcomes take place. According to Rajdev, students in the UK are typically asked to discuss a behavior and explain why the behavior is inappropriate. Though parents in the UK have expressed the belief that behaviors are improving, surveys have shown that 51 percent of parents indicated they would welcome the return of corporal punishment (Rajdev, 2012).

In China, lawmakers decided it was important to ban corporal punishment (Rajdev, 2012). However, when the letter of the law was examined against the spirit of the law, dependent on location, China will dictate whether or not students are physically punished (Rajdev, 2012). In addition, there was a *one-child* policy that was for years enforced by the state, which forced sterilizations and abortions, exacerbated gendercide, and led some parents to take matters into their own hands (Hatten, 2012). This was further complicated because boys have been valued more than girls. Rajdev (2012) stated that in less developed areas, parents did not speak out against teachers striking their children. Teachers have been viewed as an authority figures who know what is best for each student. According to Rajdev, the law stated that teachers “must not impose any corporal punishment on students or other acts of insult to human dignity and must not violate legitimate rights and interests of students” (p. 167). Rajdev suggested that even with this law in place, 60 percent of Chinese children experienced excessive classroom discipline.

Rajdev (2012) stated that, in Africa, corporal punishment was against the law. Some teachers, however, have responded negatively to the non-use of corporal punishment in the schools. The unrest is due to teachers’ beliefs that they do not have a satisfactory alternative solution to corporal punishment. Complaints of students being talkative in class, disturbing instructional time, and displaying open defiance have been common complaints among African teachers. Rajdev reported that without the use of corporal punishment, teachers found themselves searching for what would work in their classrooms.

In the United States, the corporal punishment of students was originally in schools to regulate behaviors and prepare future workers for an industrialized workplace (Ramey, 2015).

Kritsonis (2015) reported that in 1832, Samuel Hall petitioned female teachers to find positive alternatives to punishment (e.g., reasonable assignments, impartiality, organization, and student responsibility). As the country transitioned from an industrialized marketplace to a service centered conglomerate, schools needed to make changes to how discipline was issued (Ramey, 2015).

The media played a pivotal role in how discipline had been restructured in schools. As shootings and gang violence on campuses increasingly occupied headlines in news broadcasts, parents demanded that school boards and administrators ensure school safety (Ramey, 2015). Legislators, hearing the concerns of parents, teachers, and school administrators, passed into law the Safe Schools Act of 1994 (1993).

The Dichotomy of the Safe Schools Act and Minority Students

The dichotomy of the Safe Schools Act was written to protect all while legalized interpretations criminalized minority students. Major Owens was a Democratic House Representative who sponsored H.R. 2455 to call for safer school campuses (Safe Schools Act of 1993, 1994). The Safe Schools Act allowed the Secretary of Education to allocate additional funding to school districts based on how safe and free of violence their academic campuses were as outlined by Goals 2000: Educate America Act in 1994 (Ramey, 2015). This bill was passed into law with the expectation that every school in the United States would be drug free and free of violence by the year 2000 (Ramey, 2015). School focus began to change from corporal punishment to zero tolerance, leading to out-of-school suspension, and expulsion. Many schools became nothing more than criminal justice institutions with surveillance cameras, metal

detectors, random searches, and school resource officers. The Safe Schools Act called for the rights of all children to be protected.

Additional funding for schools was also developed because of the Gun-Free Schools Act (1994). This law stated that schools receiving funding under the Elementary and Secondary Education Act of 1965 must require educational agencies to adopt a policy which expels students for at least a year for bringing a firearm to school. With this additional funding pouring into schools to ensure safety, educational institutions began to mirror criminal institutions (Ramey, 2015).

Schools were increasingly also required to function under a zero-tolerance mandate. Students who were having a dispute with other students or being disruptive to an authority figure were isolated from classmates, kept from social gatherings, and at times arrested (Ramey, 2015). Often these students become heroes to their peers and adopt an institutionalized mentality (Ramey, 2015). For many, it becomes more beneficial to be out of school than to participate in the instructional day. Moreover, less time in the instructional classroom showed direct correlation to a lowered success rate on high stakes testing (Ramey, 2015).

Ramey (2015) explained how school punishment mirrored the criminal justice system and became a form of criminalization, stating, “The consequences of school punishment mirror many sanctions in the criminal justice system” (p. 183). In addition to criminalization, Ramey noted that schools have increasingly begun to rely on mental health counselors to prescribe medication to students who educators believe need behavior altering drugs. The views of teachers and school administrators contribute greatly to the final diagnosis leading to a child’s

being medicated to control behavior. On any given day, students are Baker Acted, meaning to give emergency mental health assistance, assigned to in home counselors, and educationally labeled due to undesired behavior (Ramey, 2015). Christensen and Knezek (2015) discussed the importance of the development of positive environmental attitudes in adolescents and the significance these attitudes will have on their behavior later in life.

Student Criminalization

The criminalization of students conditioned minority boys and girls of the unfair discipline practices in schools. In the light of disproportionate discipline, Florida was ranked number one in the school-to-prison pipeline (Hing, 2013). Undesired behavior brings about more consequences than just labeling. According to Berg and Cornell (2016), misbehaving students is the major reason given by teachers for leaving the profession. A national study of teachers in K-12 schools revealed that 80 percent experienced some form of victimization in the current or past year (Berg & Cornell, 2016). Urban schools were reported to have higher number of reports for victimization towards teachers than rural and suburban schools and teachers reported feeling less safe in low socioeconomic and high minority populated schools (Berg & Cornell, 2016). Berg and Cornell stressed the importance of creating a safer school environment through a discipline structure that is strict but fairly enforces school rules. High poverty rate schools with large numbers of minority students must make schools safe for teachers and students so all can enter the educational environment prepared to increase academic achievement. A positive school climate coupled with the feeling of being safe has been proven to increase academic achievement (Berg & Cornell, 2016).

Researchers have shown that when Black male students are compared to other students by gender and race, they consistently rank lowest in academic achievement (Ogbu, 2003), have the worst attendance records (Voelkle, Welte, & Wieczorek, 1999), are most frequently suspended and expelled (Raffaele-Mendez, 2003), are most likely to drop out of school, and most often fail to graduate from high school or earn a GED (Martin, Martin, Gibson, & Wilkins, 2007; Pinkney, 2000; Pollard, 1993).

Henfield and Washington (2012) explored a concern about the limited personal experiences of majority teachers, (i.e., White teachers) with people who are ethnically, racially, linguistically, and culturally different from themselves. Ramey (2015) noted that attribution theory suggests that teachers seek more to control Black and Hispanic students through criminalization rather than medication and that schools view young Black and Hispanic boys as a product of poor parenting and cultural deficiencies. Low expectations by school personnel with the belief that these children are destined for a criminal future is added to the ideology. Ramey described low economic schools as battling deviant behaviors with swift removal. In Ramey's view, disruptive students are often categorized as being inattentive, distracting, achieving low test scores, non-caring, and contributing to other students' low-test scores. Ramey also expressed the belief that the ever-growing pressure to increase performance on standardized tests has led schools to use more punitive consequences to get students to absorb the needed information.

Research into student behavior has shown that teachers with more experience in the classroom are victimized at a lower rate compared to new teachers (Berg & Cornell, 2016). For new teachers in the high-stakes testing era, the challenges are great. Novice teachers have always

had to deal with various forms of initiation, (e.g., questionable behavior to test classroom boundaries), into the teaching profession by their students (Kritsonis, 2015). These behaviors often frustrate, upset, and place into question the choice of teaching as a profession when faced with a spate of behavior problems (Kritsonis, 2015). Consequently, according to Kritsonis, most new teachers find it easier to relax classroom management and befriend their students rather than to correct defiant actions firmly. When addressing discipline issues, Kritsonis asked teachers to consider the following three principles before moving to action:

“A few basic principles apply to all: (a) know the facts relative to the infraction, (b) know the rules, legal and otherwise, that apply, and (c) do not take action while angry, under emotional stress or while suffering from fractured dignity.” (p. 20).

In essence, these three principles lead teachers back to the three core values of restorative justice: responsibility, relationship, and respect (Adler School, 2012).

In investigating the role of teachers in schools, Harvey, Suizzo, and Jackson (2016) found that the ethnicity of the student strongly influenced a teacher’s judgements and expectations regarding their students. African American and Latino students were viewed to be less academically successful than their European American and Asian American counterparts (Harvey et al., 2016).

In a meta-analysis of 39 studies of teachers’ expectations of students’ academic and social performance, Tenenbaum and Ruck (2007) found, “Teachers held more-positive expectations and made more referrals to gifted programs for European American and Asian American students than for African American and Latino students” (p. 253). Only four of the 39 studies reviewed, however, focused on teachers’ academic expectations of middle school or high

school students (Harvey et al., 2016). Harvey et al. also noted that there has been minimal research about the middle and high school teachers' expectations for the academic success of African American and Latino students. Expectations were found to be very low, coupled with the negative expectation that these students would attend college.

In their study of ethnically diverse, low-income secondary students, Harvey et al. (2016) found that teachers' beliefs were strongly related to how the students viewed themselves in mathematics, reading, and other academic courses. Teacher's low expectations were also linked to stereotypes and prejudices in the study. Harvey et al. (2016) posited, "Cultural differences between teachers and students may lead teachers to misunderstand student behaviors and mistakenly attribute some behaviors to students' disinterest in schoolwork" (p. 513). When European American educators taught African American students, the negative effects of teachers' perceptions were particularly pronounced, and these perceptions increased the achievement gap between African American and European American students (Harvey et al., 2016). The low expectations of low-performing students and low-income communities were found to have a high tendency to produce anti-social behaviors among adolescents, who were then more likely to enter juvenile and criminal justice systems. Quantitative and qualitative reports (Monroe, 2005; Ramey, 2015) reflected that African American males were given reprimands and punitive consequences at a much higher rate compared to those of their White peers.

Classes populated with low income or African American youths were viewed as needing to be "controlled" (Monroe, 2005, p. 20). According to Monroe, teachers also tend to give

harsher punishment to African American students compared to what is required for the infraction. Monroe placed some responsibility for the harsher action and the growing trends in the discipline gap of African American boys on teacher preparation programs, stating that preparation programs have not assisted future teachers to adapt culturally to the ritualized behaviors of certain ethnic groups. The result has been that many educators and school administrators may view African American males as disrespectful, aggressive, and disobedient. Monroe posited that allowing teachers in undergraduate preparatory programs to participate in culturally responsive pedagogy could assist in minimizing the need to control African American males through harsh punishment (Monroe, 2005).

The USDOJ (2016) and USDOE (2016) issued a “Dear Colleague” letter to state departments of education and local school districts to advise that racial disparities in school discipline constituted violations of federal antidiscrimination laws. Moreover, schools’ leadership must take prompt and effective steps to prevent and reduce differential treatment by race (Heilbrun, Cornell, & Lovegrove, 2015).

Figure 1, detailed from the National Educational Policy Center (2012), identified rates of suspension for minor offenses by African American students as being suspended at a rate almost three times higher than their White peers. Figure 1 showed that these first-time offenders were often suspended for non-aggressive behaviors. Unfortunately, the disproportionality in the discipline of students grows as the pupil gets older (CRDC, 2016). African American students are more likely to be placed in special education courses given their unequitable experiences with discipline issues (Monroe, 2005). Figure 1 is as follows:

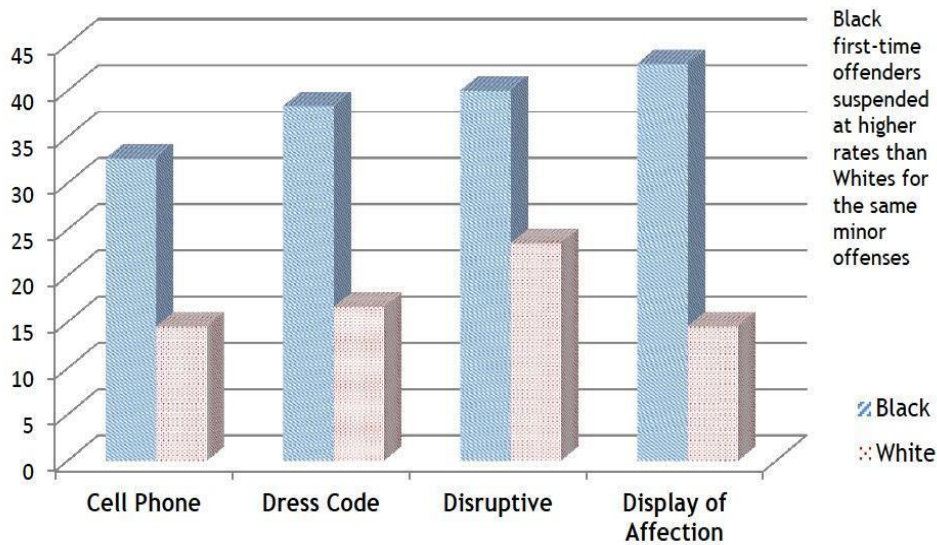


Figure 1. Discipline Practice by Race

Note. African American students were disciplined two to three more times than their White peers.

Restorative Principles of Justice

Alternative Discipline Approach

As an alternative approach, restorative justice emerged in school districts in 1990 when community groups and not-for-profit juvenile justice agencies decided to sponsor a conference explaining restorative justice and how it could help repair the harm of crime and strengthen communities in Minnesota (Pranis, 1997). The Adler School (2012) has reported that increasing numbers of cities around the world have begun to follow the philosophical framework of restorative justice to reduce the prison pipeline in communities of color and low socioeconomics. The report provided the following examples: “Countries with large indigenous populations such

as Australia, New Zealand, and Canada, are more likely to integrate aboriginal custom with Western legal traditions” (p. 4). As early as the 12th century, crimes were considered as those occurring against human rights instead of perpetuated towards the person. Hence, the crime was against the state, not the individual. According to the Adler School (2012), “Restorative justice is a philosophy that views harm and crime as violations of people and relationships” (p. 5).

There have been various reasons for educators to adopt restorative justice. One is related to academic achievement: researchers have found that schools with high suspension and expulsion rates have lower pass rates on mathematics and English Language Arts standardized testing (Ryan & Ruddy, 2015). Also, according to Ryan and Ruddy, school leaders can use restorative justice to question whether the punishment fits the crime. These researchers observed that “Restorative justice focused on transforming wrongdoing by healing harm, particularly to relationships, that is created by the harmful behavior” (p. 254). They also believed that this alternative form of consequence developed naturally for each person.

The Adler School (2012) stated that restorative justice had three underlying values: respect, responsibility, and relationship. With the three core values there are five essential beliefs linked to different forms of the restorative justice model used in a variety of governing entities. The beliefs include (a) the importance and equality of every participant, (b) an emphasis on respectful dialogue and treatment, (c) the notion that when needs are met, change is possible, (d) the necessity of accountability in healing, and (e) the collaborative effort required of all participants when partaking in this process. Through restorative justice, participants must collectively decide the parameters and outcomes of the process (Adler School, 2012).

Berg and Cornell (2016) stated, “Teacher reports of student aggression toward teachers were positively correlated with school records of disciplinary infractions involving threats against faculty members” (pp. 126-127). Berg and Cornell conducted research on 9,134 middle school teachers in the Virginia School District. “The most common forms of student aggression toward teachers were students saying rude or insulting things, stealing or damaging teachers’ personal property, and threats of harm” (p. 20). When schools were structured and supportive of students, faculty, and staff, teachers felt safer with less aggression from students (Berg & Cornell, 2016).

Restorative Justice in Practice

Additionally, from a practical stance, putting theory in practice looked to take what had been hypothesized as a successful discipline plan and implement said plan into the education environments. Deidentified (2015) involved a school district in the large urban southeastern region of the United States which focused on implementing theoretical components of restorative justice in a practical way. The use of restorative circles provided direct approach to engage students in meaningful dialogue (i.e. lead questioner, prompting questions, and diverse stakeholder involvement). Teaching social justice, however, through restorative circles also involved creating student goals, teacher goals, and classroom community goals (Clifford, 2013). Students, teachers, and parent volunteers were to work through 10 weekly trainings to understand the processes of classroom circles. The process began with hypothetical situations and progressed to immediate issues which affected the school. Encouragement and support take time to embed into culture and community that bring about shifts (Zehr, 2014).

Three approaches needed to take place in the restorative justice process (Clifford, 2013). Those approaches include the following: 1) acknowledgement that troublesome behavior is normal; 2) authority figures act more like facilitators as opposed to judge, juror, and executioner; and 3) responsibility of the well-being of the community is placed back into the hands of the community. Teachers who followed the manual with full fidelity have reported compelling changes in the safety of the school environment. Relationships improved, students grew emotionally and socially, and teachers enjoyed coming to school (Clifford, 2013).

According to Clifford (2013), the process required circle keeping, a tool box, a center, and an individual who had been thoroughly trained through the 10 weekly sessions in the open-ended questioning of the group. Notes and records were kept to track circle conversations and future interactions with circle group members to monitor progress. Some schools throughout the United States devoted full staff members to restorative justice to ensure successful implementation of the program (Adler School, 2012). The district studied notwithstanding, had three days of training and used discipline deans to administer restorative justice processes (Deidentified, 2015(b)). Deans were given other school responsibilities. The methodology was created to evaluate the effectiveness of restorative justice implementation.

Program Implementations

Archer (2009) had asked the educational system to challenge the school-to-prison pipeline by finding alternative programs to combat suspensions and referrals to law enforcement. Often, in public education, our high-minority schools lack needed resources. These schools have teachers who battle with self-efficacy, classroom management, and cultural bias issues. It is no

wonder the school-to-prison pipeline affects high-minority schools at such a large percentage. The overcrowding in schools puts students on the path to suspensions and referrals to law enforcement. Alternative approaches target, but is not limited to, school over-crowding, teacher and student perceptions, expectations, classroom management, school climate, and much more (Welsh & Little, 2018).

Alternatives needed to be found to counteract the civil rights injustices taking place in the public-school system. “In April 2009, the Racial Justice Project of the New York Law School Justice Action Center and the American Civil Liberties Union’s Racial Justice Program co-sponsored a symposium on challenging the school-to-prison pipeline.” (Archer, 2009, p. 869). The symposium opened the door to conversations offering a variety of alternatives to traditional school discipline. Restorative justice was one alternative but others were also being implemented.

Police officers worked with school officials to decriminalize acts that did not merit the law to intercede. Educators were taught how to place safety and learning first in order to deescalate situations that led to inequalities in school discipline (Thurau & Wald, 2009). Diagnoses of students’ unmet educational needs caused truancy, insubordination, and inactivity in classes. Having a strong special education advocate in schools would decrease the role these behaviors played in status offenders (Tulman & Weck, 2009).

A strategy used to combat these disparities was Chicago’s Safe School program which views unwanted discipline behaviors as an issue to bring teachers, administrators, and community together. The Board of Education and Police Department partner together to ensure

the safety of students and educators alike (Brady, Balmer, & Phenix, 2007). This example demonstrates how educational leaders, the judicial system, and the surrounding community are working as a cohesive unit to find alternative measures to criminalization of students.

The post-arrest diversion (PAD) program of Miami-Dade County is a joint program between the Miami-Dade County Juvenile Assessment Center, Miami-Dade State Attorney's Office, Dade Public Schools, Department of Corrections, and local community programs (Dembo et al., 2008). Instead of criminalizing students, the PAD program diverts thousands of juvenile offenders per year to programs within the community “that provide counseling, educational assistance, drug testing, and youth and family treatment” (Dembo et al., 2008, p. 362).

The My Teacher Project (MTP) puts the focus on classroom level discipline. How well do the teachers and students relate to one another, did the teacher build relationships with students, how is the classroom management model (Welsh & Little, 2018)? Wayne County, Michigan's Correct Course diversion program brings together the offender and offender's family, officials from the justice system, including judges and prosecutors, and community-based programs that provide services for juveniles and their families (Hodges et al., 2011). It was surmised that when teachers and school leaders have allowed minor offenses to continue without proactive discipline greater behavioral infractions take place (Welsh & Little, 2018).

A more recent alternative program is the WISE arrest diversion program implemented in Utica, New York (Fader et al., 2015). Empirical data have proven that though African American students are referred for discipline most often, it is not due to more infractions by this group of

students (Welsh & Little, 2018). The vast majority of classroom teachers are White middle-class women. Okonofua and Eberhardt (2015) found that African American students were given more referrals for defiant behavior by their teachers and were treated with harsher discipline.

In Arizona's Maricopa County diversion program, a group of stakeholders come together to deescalate criminalization of students' behaviors. Arizona officials call on victims and their families, offenders and their families, the justice system, and school officials to work together using restorative justice principles (de Beus & Rodriguez, 2007). Taking a community approach benefits not only the students, but the school and the surrounding neighborhoods.

Consequently, programs such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are popular in alternative practices at the school level but these interventions do not address the educational learning environments' external factors that contribute to discipline practices (Welsh & Little, 2018). A few external factors were the race of the student, demographics of the school, teacher's classroom management and attitude of the principal. Evidence suggested that though many schools participated in RTI and PBIS the aforementioned external variables were stronger discipline factors than the successful implementation of these programs.

Restorative justice programs implemented in schools take more of a community or stakeholders' approach to resolving conflict in schools. Stakeholders include but are not limited to school officials, school resource officers, family members, churches, and anyone who is involved in the community (Fader, Lockwood, Schall, & Stokes, 2014). Teachers play a pivotal role as stakeholders as well as the implementation of discipline. The tolerance level of the

educator, resources available to the educator, and demographic mismatches of teacher and student ratios increase discipline disparities (Welsh & Little, 2018).

The essence of the restorative justice model is to give a voice to the one who has offended and the one who has been offended. By inviting stakeholders to join the conversation, individuals work to understand the behaviors of others as well as themselves. The website, restorativejustice.org offers step-by-step best practices for how a successful program may be implemented. The program has allowed individuals to mitigate bias by opening up discussion. The program has grown to work in schools and the juvenile justice system because it is a methodical healing process that was algorithmically created. All stakeholders continue to work the program until the set goal by all parties has been reached.

Summary of Chapter 2

This chapter discussed the overarching reasons the U.S. educational system needed alternative discipline practices to suspensions and referrals to law enforcement. By comparing the disproportionate rates at which African American students were suspended, expelled, and arrested through the usage of traditional consequences, this chapter examined the history of race relations (Jordan, 2012). Next, this literary review discussed the evolution of the American educational system (Hazlett, 2011) and how alternative processes to discipline have worked to change referral disparities, community outreach, and educational views (Berg & Cornell, 2016). This causal-comparative quantitative study looked to determine if restorative justice could have a positive effect on school suspensions and referrals to law enforcement in a large urban school district by decreasing the number of discipline outcomes. Restorative justice practices extend far

beyond the classroom. Various forms of alternative discipline extend from the learning environment to the local judicial system, and into the community (Archer, 2009). Students are able to learn how to communicate, solve problems and manage their emotions, with the help of all societal stakeholders (Brady et al., 2007).

CHAPTER 3 RESEARCH METHODS

Chapter 3 advances the study into the methodology of how data were collected and analyzed. In this quantitative study, the researcher sought to statistically analyze the influence restorative justice had on decreasing suspensions and referrals to law enforcement in the inaugural year of implementation. This causal-comparative research study, also known as “ex post facto,” was undertaken to investigate the difference that existed in the behavioral outcomes of middle school students in a large urban school district. The purpose of the study was to determine the influence restorative justice had on school suspensions and referrals to law enforcement in a large urban school district using pre- and post- Civil Rights data (CRDC, 2016). Suspensions and referrals to law enforcement from traditional consequences administered to students in 2013-2014 were compared to the same disciplinary actions after the implementation of restorative justice practices in 2015-2016. Data collection sources were derived from the U.S. Department of Education [USDOE] (2016), the Office of Civil Rights Data Collection for school years concluding on an even year, (2013-2014 and 2015-2016), the Department of Juvenile Justice (2016), and the Florida Department of Education (2016). Participants included middle school students, teachers, and leadership teams mandated to implement restorative justice in opposition to reactive styles of discipline (i.e., in and out of school suspensions and referrals to law enforcement). Data collection, procedures, participants, design, research questions, and analyses that were used to determine statistical outcomes are described in detail in this chapter.

Data Collection Measures

The unit of analysis for this study are the students. The data collection process consisted of both measures taken and sources from which data were collected. The sources included school and discipline reports (i.e. suspensions and referrals to law enforcement) and poverty levels (i.e. free and reduced meals) along with a host of databases and publicly available information. This section has been organized to include a discussion of the database or data resources, the data collection measures and their applicability to the study where relevant. These data sources were retrieved from the Office of Civil Rights Data Collection, Florida Department of Education, and the Department of Juvenile Justice.

As for the data collection measures, the researcher utilized information made accessible by various laws and databases containing pertinent data. In 1968, the United States Department of Education (USDOE) and the Office of Civil Rights Data Collection (CRDC) worked to collect data on educational and civil rights issues throughout the nation (CRDC, 2016). To comply with reporting mandates, the Florida Department of Education (FDOE) has, therefore, collected data from each educational institution to ensure federal reports are correct and monitor the progression of the state's schools. For the purpose of this study the researcher was able to obtain the federal reports containing these data.

The collection of federal data came from the Office of Civil Rights Data Collection. These data reports are produced every two years. Reports on schools or districts were retrieved from the CRDC website order form. Every report has allowed the nation's schools to include more detailed information as education advances. As it related to this study, a few of the 2015-2016 new data items added to school surveys were Pre-K discipline and days missed due to

suspensions (CRDC, 2016). The researcher retrieved the data reports for 2013-2014 and 2015-2016 directly from the CRDC website request form. Schools also reported information to the Office of Civil Rights Data Collection as a Fall snapshot. The school form is filed by October 1st or the closest school day to October 1st. Reported data for this study included discipline, attendance, advanced courses taken, race, and gender. Using data received, the Office of Civil Rights Data Collection formulated comprehensive reports for their website and research usage. The researcher was able to request all data in Excel format on two CD roms. The USDOE took comprehensive data reports and created informational Personal Data Forms or PDFs for public viewing. Information was collected from the Civil Rights Office of Data Collection in the form of Excel spreadsheets to run statistical analyses utilizing IBM SPSS 25. Reports written by the USDOE were included to describe their findings.

Additionally, at the state level, the Florida Department of Education (FDOE) provided data for number of students per school, demographic breakdown, free and reduced lunch percentages. The information reported to the state for in- and out-of-school suspensions and referrals to law enforcement was reported to the Office of Civil Rights Data Collection. For the purpose of this study, the number of students per school, demographic breakdown, and free and reduced lunch percentages were extracted from the FDOE and placed in Excel spreadsheets to run statistical analyses utilizing IBM SPSS 25.

The Florida Department of Juvenile Justice offered an interactive data website. The website collected arrests for each school, district, and county in the state of Florida. The data were divided by racial groups, felony or misdemeanor, and number of occurrences per

educational institution. All data were reported to the Civil Rights Office of Data Collection and included on the requested CDs. For the purposes of this study, arrests numbers were placed in Excel spreadsheets to run statistical analyses utilizing IBM SPSS 25.

At the local educational level, referrals in this large urban school district have been completed based on the infraction of the student, as defined by the school's Code of Conduct (Deidentified, 2015a). Any school employee may initiate a referral for a student; the school's discipline dean decides the level of the incident and the punishment that should be issued. Once an infraction is identified on the referral form (Appendix A), the information is entered into the School Management System (SMS). In the School Management System, the dean marked, at minimum, the type of discipline, number of days, and added in 2015-2016 school year restorative justice.

The large urban school district documented the number of suspensions and referrals to law enforcement for middle school students, with restorative justice added to discipline referrals. The school level deans were tasked with processing referrals to place information into the School Management System or SMS. The consequences for the students were decided by the dean based on, but not limited to, the level of infraction, number of days students had received, and discipline used. Discipline could be in-school or out-of-school suspension, restorative justice in 2015-2016, and/or conference with parents. The exact coding for each infraction mandated by this large urban school district in southeastern United States to implement restorative justice was as follows (Deidentified, 2015a): (a) Insubordination, level 1H, level 2F, and level 3H, (b) Disrespect, level 1D, level 2B, and level 3D, and (c) Fighting, level 2C and level 3F. However,

this large urban school district strongly encouraged the use of restorative justice processes in all discipline. Deans were required to log all referral information into the School Management System which downloaded the data into a district-wide educational data warehouse. The Minority Achievement Office, housed in the school district offices, stored all data for restorative justice and discipline in conjunction with district level discipline offices. District-level data were reported to the state level. The state level offices reported to federal offices.

The target school district had four discipline levels: I, II, III, and IV, with Level IV being the most severe of the discipline infractions, resulting in potential expulsion. The level of infraction, chosen by the school level dean, determined whether in- or out-of-school suspension or expulsion occurred for the student. The target district mandated that restorative justice be identified on all Level I, II, and III referrals for insubordination and disrespect and Levels II and III for fighting (Deidentified, 2015c). The desired outcome was that the restorative justice processes be utilized throughout school discipline. These data were presented from school, to district, and then to the state. Data surveys were checked for inconsistencies and errors at the state level. If a discrepancy was found, the state reported it to the district which would recheck with individual schools. Data collected from school surveys were public records of the Office of Civil Rights Data Collection. These public records displayed the number of in- school suspensions, single and multiple out-of-school suspensions, and referrals to law enforcement by gender, race, and socioeconomics for schools. Data were collected from the Florida Department of Education for the number of students per school

receiving free and reduced lunch. These departments served as sources of public records' documents accessed in the data collection process.

At the end of the academic school year, all data were processed and reported based on school districts, schools, gender, race, and socioeconomics and coding for infraction. The data included the number of days for in- and out-of-school suspensions and referrals to law enforcement. For this study, data were predominantly collected from the Office of Civil Rights Data Collection (2016) to calculate the 2013-2014 suspensions and referrals to law enforcement for middle school students that occurred in this large urban school district in southeastern United States. These calculations were compared to the 2015-2016 suspensions and referrals to law enforcement that occurred once restorative justice processes were implemented. This information was also reported to the Office of Civil Rights Data Collection. The data focused on the potential racial disparities that existed in middle school discipline in this large urban school district in southeastern United States with regard to suspensions and referrals to law enforcement for behavioral issues of students in the general population. Disparities were calculated based on (a) race, (b) gender, and (c) socioeconomics as defined by the percentage of students receiving free and reduced lunch.

The target district in this study participated in restorative justice circles. Circles are one form of walking through the restorative justice process. Schools are granted autonomy as to how circles are conducted and how many are conducted. Circle time was recorded on forms to document the time of meeting, stakeholders involved, offense, and time for follow-up session. This documentation was entered into the district site for each school. Due to the inconsistency of

the circles conducted from school to school, the researcher did not consider this information in this study.

Procedures in the Research Study

Procedures for this research study included accessing and requesting public discipline records from the Office of Civil Rights Data Collection, Florida Department of Education, and Department of Juvenile Justice System for the middle schools in the school district. For the purpose of this study, data were collected regarding suspensions and referrals to law enforcement. To define a suspension, expulsion, and referral to law enforcement, the district's Code of Conduct was used. Suspensions were single and multiple out-of-school infractions. For single out-of-school suspensions, a student received a time period of being out of the learning environment as a form of discipline only one time (CRDC, 2016). The time period could range from 1-10 days. For multiple-out-of-school suspensions, a student received a time period of being out of the learning environment as a form of discipline more than one time (CRDC, 2016). Each time period could range from 1-10 days. Expulsions were given at the discretion of the school administrator. A student received a time period of being out of the learning environment for 45 days. Arrests made in the educational learning environment were administered by local law enforcement.

To conduct this study in a large urban school district in southeastern United States, thirty-five (35) middle schools were chosen based upon the percentage of students receiving free and reduced lunch. Data describing the reported school discipline for middle school students attending these schools for the suspensions and referrals to law enforcement reported to Civil

Rights Office of Data Collection (2016) were reviewed. These data were for reported school discipline for suspensions and referrals to law enforcement based on race, economics of the school as defined by the percentage of students receiving free/reduced lunch, and gender.

First, procedures for this research involved the comparison of the number of suspensions and referrals to law enforcement administered in 2013-2014 through traditional discipline practices to the number of suspensions and referrals to law enforcement administered after the implementation of restorative justice practices in 2015-2016. Initially, the researcher investigated the number of students who received suspensions and referrals to law enforcement for behavioral issues in 2013-2014 before the restorative justice initiative compared to after the restorative justice processes in 2015-2016, as based on the gender of the students. The statistical tool used to examine the difference in the number of suspensions and referrals to law enforcement to males and females was cross tabs test utilizing the Statistical Package for the Social Sciences (SPSS).

Second, the researcher investigated the number of students receiving suspensions and referrals to law enforcement for behavioral issues in 2013-2014 before the restorative justice initiative compared to the number reported after the restorative justice processes were in place in 2015-2016 based on the socioeconomics of the school as defined by the percentage of students who received free and reduced lunch. The statistical tool used to examine the difference in the number of suspensions and referrals to law enforcement pre- and post-restorative justice in low, middle, and high economic middle schools, as defined by the percentage of students receiving free and reduced lunch, was a crosstabulation test utilizing SPSS.

Third, the researcher investigated if any racial disparities in the middle school discipline of students receiving suspensions and referrals to law enforcement for behavioral issues occurred in 2013-2014. Those results were compared to behavioral outcomes after the restorative justice initiative in 2015-2016. The statistical tool used to examine whether school discipline racial disparities existed in the middle schools located in a large urban school district in southeastern United States was a crosstabulation test utilizing SPSS.

Lastly, the researcher investigated the number of White, Hispanic, and African American students, as categorized by gender, suspensions and referrals to law enforcement for behavioral issues. Included were occurrences in 2013-2014 before the restorative justice initiative as compared to occurrences after the restorative justice processes were in place in 2015-2016. The statistical tool, which was used to examine the difference in the number of suspensions and referrals to law enforcement for White, Hispanic, and African American students, as categorized by gender, was a crosstabulation test utilizing SPSS.

The researcher relied upon school district data reported to state and federal offices to investigate the extent to which restorative justice decreased the number of suspensions and referrals to law enforcement in the 35 middle schools located in the large urban school district in southeastern United States. Again, sources of data included documentation on suspensions and referrals to law enforcement reported to the Office of Civil Rights Data Collection (2016), the Florida Department of Education (2016), and the Florida Department of Juvenile Justice (2016). These data were based on the demographic breakdown of race, gender, socioeconomics, number of days for infraction, and code for infractions. All schools were granted autonomy in how and

when restorative justice was implemented. The research procedures were initiated only after the proposal for the project had been reviewed and approved by the Institutional Review Board of the University of Central Florida (Appendix B).

Participants in the Research Study

The school district in this study chose to mandate all middle schools to participate in restorative justice practices. Every middle school in the district had to document how restorative justice circles were used to decrease discipline issues. The population of the subjects for this study was students who attended any one of the 35 middle schools in a large urban school district in southeastern United States. The school district had 38 middle schools. Three of the schools were excluded because they were K-8. For the purpose of the study the researcher focused on Grades 6-8 middle schools. Collectively, there were approximately 41,000 middle school students in the large southeastern school district. The study group was comprised of students who had received traditional discipline in schools during the 2013-2014 academic school year and those involved in the restorative justice program during the inaugural year of 2015-2016. The researcher investigated the decrease in suspensions and referrals to law enforcement, if any, of African American, White, and Hispanic students for the two specified time periods. Also examined were behavioral improvements based on gender and socioeconomics, as indicated by the number of suspensions and referrals to law enforcement.

Due to the large student population in the target urban middle school settings, the findings were capable of demonstrating greater statistical power than would smaller numbers. Schools were separated into three groups: (a) high, (b) middle socioeconomic, and (c) low

socioeconomic, as determined by the number of students receiving free or reduced lunch in the 2013-2014 academic school year. High socioeconomic schools were those schools with a student population of 25% to 50% receiving free or reduced lunch. Moderate socioeconomic schools were those schools with a student population of 51% to 75% percent receiving free or reduced lunch. Low socioeconomic schools were those schools with a student population of 76% or higher receiving free or reduced lunch. Of the 35 middle schools in this large urban school district, nine (24%) were in a high socioeconomic category, 13 (38%) were in the middle socioeconomic category, and 13 (38%) were categorized as low socioeconomic for the purposes of the research.

Research Design

The research design used for this study was causal-comparative. The researcher examined whether or not the use of restorative justice procedures influenced a decrease in behavioral outcomes of middle school students for a large urban school district, as measured by suspensions and referrals to law enforcement. Data were collected after restorative justice had been implemented for one year in the school district. This research design happened after the fact or Ex Post Facto (Gay, Mills, & Airasian, 2009). Causal-Comparative design investigates one of three types of research. The three types of research are the exploration of effects, causes, or consequences. Coupled with the three types of research, causal-comparative research is also concerned with whether a study is retrospective or prospective. By definition, retrospective design is often used in educational research to look at effects and investigate causes. Prospective

design starts with a cause to investigate the effects that have occurred. This was a retrospective study which sought to identify a “phenomena of interests” (Gay et al., 2009).

This type of research design aligns appropriately with the study because restorative justice has been used successfully in the criminal and juvenile justice systems as well as educational institutions. The program had gained interest across the nation as an alternative to the school-to-prison pipeline. School district administrators in a large urban school area spent one year to document the effects restorative justice would have on the number of days students are out of school due to discipline. Educational leaders wanted to decrease the number of suspensions and referrals to law enforcement occurring in schools.

Moreover, in a causal-comparative research design, variables are not manipulated (Gay et al., 2009). Some independent variables investigated under the category of causal-comparative research design have been gender, ability, race, school-related issues, and personality. The research questions in this study were structured to identify the effects, if any, that occurred in behavioral outcomes based on race, gender, and socioeconomics. These are all categorical variables in which data could not be manipulated. Equally important to understand is that a causal-comparative research design could be difficult to establish cause-effect relations with a great degree of confidence (Gay et al., 2009). A research study such as this must be carefully analyzed to find if any true causal results exist. In this study, the researcher examined statistical data through the utilization of IBSS 22 which calculated descriptive and inferential statistics to determine whether participation in restorative justice processes changed the suspensions and referrals to law enforcement rates of middle school students. For the purpose of this research,

the data analyses did not reflect school size, types of discipline, insubordination, disrespect, and fighting are not reported.

Research Questions

To that end, the following questions and null hypotheses identified for this causal-comparative study were as follows:

1. What difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?

H₀ – There is no difference that exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016.

2. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016.

3. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016.

4. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016.

5. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016.

Table 1 presents the research questions, the variables applicable to each question, and the statistical analyses used to test the associated hypotheses. Table 1 is as follows:

Table 1

Questions, Variables Tested, and Statistical Analyses

No.	Research Questions	Variables Tested	Statistical Test
1.	What difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?	Independent – Restorative justice Dependent – suspensions and referrals to law enforcement	Cross Tabs
2.	What difference exists, if any, in incidents per 100 students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016?	Independent – Restorative justice Gender Dependent – suspensions and referrals to law enforcement	Cross Tabs
3.	What difference exists, if any, in incidents per 100 students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016?	Independent – Restorative justice Socioeconomics Dependent – suspensions and referrals to law enforcement	Cross Tabs
4.	What difference exists, if any, in incidents per 100 students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016?	Independent – Restorative justice Race Dependent – suspensions and referrals to law enforcement	Cross Tabs
5.	What difference exists, if any, in incidents per 100 students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016?	Independent – Restorative justice Race Dependent – suspensions and referrals to law enforcement	Cross Tabs

As shown in Table 1, crosstabulation test was used to determine if there was a relationship in results between the 2013-2014 traditional school discipline and 2015-2016 implementation of restorative justice processes as reflected in suspensions and referrals to law enforcement when considered as follows: for Research Question 1, overall; for Research Question 2 by gender; for Research Question 3 by socioeconomic status; for Research Question 4 by race; and for Research Question 5 by race and gender.

Data Analyses

Data analyses used for this research design were descriptive statistics (a basic overview of what has taken place in discipline) and inferential statistics (a bottom line or conclusion drawn) (Statistics, 2015). Crosstabulations were used to analyze if a decrease in suspensions and referrals to law enforcement took place after the implementation of restorative justice. Disaggregated data were used to analyze the overall behavioral outcomes of middle school students for pre- and post-restorative justice implementation. Crosstabulations were used to determine if a difference in behavioral outcomes existed post restorative justice based on race, gender, and socioeconomics. In other words, does the event occur more times in one group than another? More importantly, crosstabulations were used to determine if the outcomes of the sample data matched what was expected in the actual population (Bruce & Bruce, 2017). The independent variables of this research study included race, gender, socioeconomics, and restorative justice implementation for students receiving discipline. The dependent variables included suspensions and referrals to law enforcement, as processed and reported by the large urban school district in the southeastern United States. The success rate of restorative justice was

measured by calculating the decline, if any, of the number of suspensions and referrals to law enforcement from the 2013-2014 to the 2015-2016 academic school years. In order to achieve a more efficient approach to analyzing the data of discipline incidents proportionally, the researcher uses per 100 students by calculating total enrollment divided by one hundred.

A few threats to the validity of this type of research are selection bias, location, and variable manipulation. No variable manipulation took place because the study was conducted after restorative justice was implemented. School leaders spent one year participating in the restorative justice program before data were collected. Location may have been a threat to test validity due to each school being granted autonomy in how the program was embedded into the school culture.

More specifically, for the purpose of this study, causal-comparative data were used to calculate the existing difference in behavioral outcomes of students during pre and post restorative justice for middle school students. Cross tabs were conducted for Research Question 1 to compare the difference of suspensions and referrals to law enforcement from the 2013-2014 academic school year to the 2015-2016 school year. The desired outcome was for the difference to be negative. If the difference was negative, the analysis showed fewer suspensions and referrals to law enforcement in the 2015-2016 school year. For Research Questions 2-4, the crosstabulation test was the statistical tool utilized to analyze the data. Crosstabulation was chosen to calculate how likely it was that an observed distribution of suspensions and referrals to law enforcement were evenly distributed per 100 students. Crosstabulation tests were used to measure how well the observed distribution of the dependent variables (frequency of suspensions

and referrals to law enforcement) fit with the observed distribution of the independent variables (race, gender, socioeconomics, and restorative justice).

After initially tabulating the data, the researcher disaggregated the information across different variables and subcategories of variables by using crosstabs through SPSS. For Research Questions 2-4, the data analysis was conducted utilizing IBM SPSS 25. The researcher created tables by inputting data into IBM SPSS 25 data view. Once all data were entered, the researcher went into variable view to add name, label, and attach value. The frequency was assigned a measure of scale. Once the frequency and all data were created, the researcher went into the transform tab, compute variable, and calculated $\text{frequency}/(\text{enrollment}/100)$. Disaggregation of the data by subcategories within variables allowed the researcher to look deeper into each category and the variables that defined the categories in order to determine if there was a difference in results between the 2013-2014 traditional school discipline and 2015-2016 implementation of restorative justice processes. The results of the statistical analyses are presented in Chapter 4.

Additionally, it is important to understand the alignment of the research questions with the theoretical framework. Table 2 displays the linkage between the research questions which guided the study, theoretical framework alignment, and theorists and their theoretical ideological perspectives. Table 2 is as follows:

Table 2

Research Questions, Theoretical Framework Alignment, and Theorists

No.	Research Questions	Theoretical Framework Alignment	Theorists
1.	What difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?	Theory of Justice focuses on each individual having equal rights and fairness to the equality of opportunity. Research Question 1 is important because it examines whether or not restorative justice equalizes the behavioral outcomes for students receiving referrals.	Rawls (1971)
2.	How does the difference, if any, in behavioral outcomes of students vary based on gender for 2013-2014 compared to 2015-2016?	Critical Theorist Freire argued for understanding of how societal standings (i.e. gender) is a prescription for inequitable treatment. Research Question 2 is important because it examines whether or not restorative justice equalizes the behavioral outcomes for male and female students receiving referrals.	Freire (1999)
3.	How does the difference, if any, in behavioral outcomes of students vary based on socioeconomics for 2013-2014 compared to 2015-2016?	Theory of Justice and the fair equality of opportunity stated inequalities in economics is fine as long as the society and the least advantaged benefit from the categories. Research Question 3 is important because it examines whether or not restorative justice equalizes the behavioral outcomes of low to high economic schools for students receiving referrals.	Rawls (1971)
4.	How does the difference, if any, in behavioral outcomes of students vary based on race for 2013-2014 compared to 2015-2016?	Critical Race originator believed racism is central to human interactions and creates superior and inferior racial divides. Research Question 4 is important because it examines whether or not restorative justice equalizes the behavioral outcomes for students of all races receiving referrals.	Bell (2012)
5.	How does the difference, if any, in behavioral outcomes of students vary based on race and gender for 2013-2014 compared to 2015-2016?	Critical Race originator believed racism is central to human interactions and creates superior and inferior racial divides. Critical Theorist Freire argued for understanding of how societal standings (i.e. gender) is a prescription for inequitable treatment. Research Question 5 is important because it examines whether or not restorative justice equalizes the behavioral outcomes male and female students receiving referrals regardless of race.	Bell (2012) Freire (1999)

Summary of Chapter 3

This chapter has presented the methods and procedures used to conduct the study. Included were an introduction, an explanation of procedures, the sources of and collection of data, and the statistical analyses performed to respond to the five research questions that guided the study. Race, gender, and socioeconomics were used to determine the causal-comparative results of implementing restorative justice processes into discipline practices. Crosstabulation analyses were used to determine if a significance existed in the data “Ex Post Facto” restorative justice for middle school students in a large urban school district.

CHAPTER 4 RESULTS AND ANALYSIS

Introduction

The problem stated in this study asked whether restorative justice could reduce the number of suspensions and referrals to law enforcement among African American middle school students in a large urban school district. The research evaluated racial disproportionality, gender, and socioeconomics of students who received traditional school discipline compared to those who received restorative justice processes. For the purpose of this study, the discipline records of students enrolled in 35 different middle schools located in a large urban school district were pulled and evaluated through the usage of IBM SPSS 25.

Crosstabulation tests were run to analyze the proportions by race, gender, and socioeconomics of those who received suspensions and referrals to law enforcement. A crosstabulation test was a suitable statistic for this portion of the study, because it permitted the researcher to test whether the frequencies of discipline incidents for African American students differed significantly from the frequencies of discipline incidents for the White and Hispanic populations.

The purpose of this quantitative study using a correlation research design was to compare the number of suspensions and referrals to law enforcement from traditional consequences administered to students in a large urban school district in southeastern United States for the school year 2013-2014 to the number of suspensions and referrals to law enforcement from consequences rendered after the implementation of restorative justice practices in the 2015-2016 academic year, as reported to the U.S. Department of Education. The present study was

instrumental in determining if there were any relationships in the implementation of restorative justice related to the reduction of suspensions and referrals to law enforcement while aiding in improving the behavior of African American middle schoolers as reported by written referrals. Chapter 4 contains descriptive data and crosstabulation tests. IBM®SPSS® Statistics Version 25 was utilized to conduct the data analysis. The following research questions and hypotheses guided the analysis for this study:

1. What difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?

H_0 – There is no difference that exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016.

2. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016?

H_0 – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016.

3. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016?

H_0 – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016.

4. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016.

5. What difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016?

H₀ – There is no difference that exists in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to 2015-2016.

Summary of the Demographic Characteristics of the Sample

At the time of the study, the racial groups for the entire student population in the large urban school district were calculated to be 27.8% (53,515) White; 26.5% (51,013) African American; 38.4% (73,920) Hispanic/Latino; 4.5% (8,663) Asian; 0.3% (578) Native Hawaiian or Other Pacific Islander; 0.3% (578) American Indian or Alaska Native; and 2.2% (4,235) Two or More Races (Deidentified(c), 2015). Only 35 middle schools in this large urban school district were selected for the study. The schools were divided into three categories. Nine (24%) of the schools were in a high socioeconomic category, 13 (38%) were in a middle economic category, and 13 (38%) were in a low socioeconomic category as defined by this research. Each school was given an identifying letter from A-Z including AA-HH.

For the purpose of this study, suspensions were single and multiple out-of-school infractions. For single out-of-school suspensions, a student received a time period of being out of the learning environment as a form of discipline one time (CRDC, 2016). The time period could

range from 1-10 days. For multiple-out-of-school suspensions, a student received a time period of being out of the learning environment as a form of discipline more than one time (CRDC, 2016). The suspension time period could range from 1-10 days. Crosstabulations were used to investigate the difference in referrals to law enforcement, in-school suspensions, single out-of-school-suspensions, and multiple out-of-school-suspensions for those who received traditional discipline practices in 2013-2014 compared to those who received discipline during the implementation of restorative justice practices in 2015-2016.

Table 3 displays the number and percentages of middle school students in the target school district, by race and gender, as reported by the Florida Department of Education (FDOE) in the target school district in 2013-2014 prior to the implementation of restorative justice and in 2014-2015 during the implementation of restorative justice. These percentages for groups are close in range. It was expected that the discipline count for infractions would also be close percentage-wise for each categorical group. Table 3 is as follows:

Table 3

General Population of Middle School Students in a Large Urban School District: During 2013-2014 Traditional Discipline Practices and 2015-2016 Restorative Justice Implementation

Middle School Students	2013-14		2015-2016	
	<i>f</i>	%	<i>f</i>	%
Total	35,043	100	37,374	100
Race				
African American	10,970	31	10,735	27
White	11,123	32	11,928	30
Hispanic	12,950	37	14,711	37
Gender				
Female	17,172	49	18,313	49
Male	17,871	51	19,061	51

Table 3 displayed the percentage for races and genders in the middle schools of study for pre and post restorative justice. These percentages for groups are close in range. The expected discipline count would be the infractions are also close percentage wise for each categorical group.

Table 4 displays the number of students in the 35 schools (Schools A-Z), organized by the following categories as reported to the Office of Civil rights: (a) socioeconomic status of low, middle, or high showing the number of students who received free and reduced lunch; (b) number of students enrolled in the schools studied based on race; and (c) number of students enrolled in the schools studied based on gender for the 2013-2014 school year. Table 5 displays the same information for students in the 35 schools for the 2015-2016 school year. Tables 4 and 5 are as follows:

Table 4

Middle School Students by Race, Socioeconomic Status, and Gender: 2013-2014 During Traditional Discipline

Schools	Socioeconomic Status	Hispanic		African American		White	
		Male	Female	Male	Female		
A	Middle	188 (16%)	191 (16%)	221 (19%)	188 (16%)	182 (15%)	182 (15%)
AA	Middle	275 (31%)	287 (32%)	68 (8%)	53 (6%)	86 (10%)	89 (10%)
B	Middle	116 (12%)	122 (13%)	158 (17%)	191 (20%)	152 (16%)	179 (19%)
BB	Middle	128 (11%)	131 (12%)	194 (17%)	158 (14%)	266 (23%)	227 (20%)
C	Low	62 (7%)	62 (7%)	347 (42%)	317 (38%)	5 (.6%)	8 (1%)
CC	Middle	290 (33%)	266 (30%)	80 (9%)	77 (9%)	74 (8%)	68 (8%)
D	Middle	176 (17%)	170 (16%)	155 (15%)	158 (15%)	170 (16%)	185 (18%)
DD	High	155 (14%)	152 (14%)	50 (5%)	44 (4%)	326 (30%)	317 (29%)
E	Middle	206 (16%)	200 (15%)	167 (13%)	164 (13%)	278 (21%)	257 (20%)
EE	High	323 (21%)	305 (20%)	95 (6%)	71 (5%)	335 (22%)	362 (24%)
F	Middle	149 (16%)	134 (14%)	122 (13%)	143 (15%)	185 (20%)	167 (18%)
FF	Middle	236 28%	200 23%	92 11%	77 9%	98 11%	122 14%
G	High	212 17%	197 15%	71 6%	74 6%	344 27%	353 28%
GG	Middle	290 30%	272 28%	89 9%	56 6%	122 13%	95 10%
H	Low	50 5%	59 6%	284 30%	296 31%	131 14%	104 11%
HH	High	341 25%	317 23%	65 5%	74 5%	251 19%	269 20%

Schools	Socioeconomic Status	Hispanic		African American		White	
		Male	Female	Male	Female	Male	Female
I	Low	98	83	215	215	77	68
		12%	10%	27%	27%	10%	9%
II	High	125	116	86	92	311	365
		11%	10%	8%	8%	28%	32%
J	High	59	53	107	110	266	269
		7%	6%	12%	12%	30%	30%
K	High	299	260	65	56	107	89
		33%	29%	7%	6%	12%	10%
L	Low	62	38	542	557	14	14
		5%	3%	43%	44%	1%	1%
M	Low	500	437	56	71	101	92
		39%	34%	4%	5%	8%	7%
N	Low	248	260	332	311	17	20
		20%	21%	27%	25%	1%	2%
O	Low	329	287	83	104	50	59
		35%	30%	9%	11%	5%	6%
P	Low	80	56	449	428	11	17
		7%	5%	42%	40%	1%	2%
Q	Middle	221	212	56	59	221	194
		22%	21%	6%	6%	22%	20%
R	Middle	365	374	44	38	86	80
		36%	37%	4%	4%	8%	8%
S	Low	32	26	314	293	8	5
		4%	4%	44%	41%	1%	1%
T	Middle	158	140	143	170	242	203
		14%	13%	13%	16%	22%	19%
U	High	254	260	32	44	170	191
		26%	26%	3%	4%	17%	19%
V	Middle	113	101	206	206	251	230
		10%	9%	18%	18%	22%	20%
W	Middle	146	128	101	74	221	206
		16%	14%	11%	8%	24%	23%
X	Middle	188	224	74	53	296	302
		16%	19%	6%	5%	25%	26%
Y	Low	371	383	65	71	62	38
		36%	37%	6%	7%	6%	4%
Z	Middle	182	134	314	236	170	173
		15%	11%	25%	19%	14%	14%

Table 5

Middle School Students by Race, Socioeconomic Status, and Gender: 2015-2016 During Restorative Justice Discipline

Schools	Socioeconomic Status	African American		Hispanic		White	
		Male	Female	Male	Female	Male	Female
A	Middle	209	192	206	199	159	135
		18%	17%	18%	18%	14%	12%
AA	Middle	269	263	66	45	81	74
		32%	31%	8%	5%	10%	9%
B	Middle	118	132	163	190	165	207
		12%	13%	16%	19%	16%	20%
BB	Middle	156	140	187	154	278	241
		13%	12%	16%	13%	23%	20%
C	Low	86	75	294	324	10	9
		10%	9%	35%	39%	1%	1%
CC	Middle	313	277	72	91	83	67
		33%	30%	8%	10%	9%	7%
D	Middle	195	219	158	151	162	169
		18%	20%	15%	14%	15%	16%
DD	High	222	237	61	59	400	410
		16%	17%	4%	4%	28%	29%
E	Middle	241	195	182	190	246	224
		18%	15%	14%	14%	19%	17%
EE	High	388	364	93	90	392	355
		23%	21%	5%	5%	23%	21%
F	Middle	179	158	130	140	160	187
		18%	16%	13%	14%	16%	19%
FF	Middle	249	221	96	86	106	101
		28%	25%	11%	10%	12%	11%
G	High	237	242	59	61	327	348
		18%	19%	5%	5%	25%	27%
GG	Middle	301	283	63	60	124	84
		32%	30%	7%	6%	13%	9%
H	Low	59	61	266	278	139	99
		6%	7%	28%	30%	15%	11%
HH	High	461	481	66	78	293	288
		27%	28%	4%	5%	17%	17%

Schools	Socioeconomic Status	African American		Hispanic		White	
		Male	Female	Male	Female	Male	Female
I	Low	110	85	204	229	64	54
		14%	11%	26%	29%	8%	7%
II	High	121	117	97	81	347	345
		11%	10%	9%	7%	30%	30%
J	High	71	83	97	94	276	248
		9%	10%	12%	12%	34%	31%
K	High	294	250	40	56	80	64
		36%	30%	5%	7%	10%	8%
L	Low	72	60	597	554	17	14
		5%	4%	44%	41%	1%	1%
M	Low	442	372	56	51	73	60
		41%	34%	5%	5%	7%	6%
N	Low	278	245	301	293	18	13
		24%	21%	25%	25%	2%	1%
O	Low	352	288	91	95	46	53
		37%	30%	9%	10%	5%	6%
P	Low	78	74	437	407	13	16
		7%	7%	41%	38%	1%	2%
Q	Middle	263	206	48	48	204	179
		28%	22%	5%	5%	22%	19%
R	Middle	424	347	53	41	69	67
		41%	34%	5%	4%	7%	6%
S	Low	32	28	333	308	4	3
		4%	4%	45%	42%	>1%	>1%
T	Middle	205	173	179	168	238	213
		17%	14%	15%	14%	21%	18%
U	High	324	281	29	35	171	207
		30%	26%	3%	3%	16%	19%
V	Middle	136	125	226	206	226	224
		12%	11%	19%	18%	19%	19%
W	Middle	169	147	47	41	215	181
		20%	18%	6%	5%	26%	22%
X	Middle	253	205	73	70	290	298
		21%	17%	6%	6%	24%	24%
Y	Low	382	325	67	65	50	36
		40%	34%	7%	7%	5%	4%
Z	Middle	196	179	270	253	171	151
		16%	14%	22%	20%	14%	12%

Tables 4 and 5 indicated the number of students for each category of research for the 2013-2014 and 2015-2016 academic years as reported the Office of Civil Rights. Data were calculated based on enrollment divided by one hundred (100) students.

Data Analysis on Comparative Discipline Practices Overall

The first research question, what difference exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016?, served as an attempt to understand any progress gained from the use of restorative justice interventions.

This research question served as an attempt to understand any progress gained from the use of restorative justice interventions. To respond to Research Question 1, a crosstabulation was conducted. The number of incidents per 100 students was calculated by taking the frequency of suspensions and referrals to law enforcement, divided by the total enrollment per 100 students. The incidents per 100 students were compared for pre-restorative justice to discipline incidents during restorative justice. The success rate of restorative justice was measured by a negative difference when subtracting pre- from post incidents, as reported to the Office of Civil Rights Data Collection. Table 6 shows the differences in number of suspensions and referrals to law enforcement between periods of traditional discipline practices and after implementation of restorative justice. Table 6 is as follows:

Table 6

Differences in Suspensions and Referrals to Law Enforcement During Traditional Discipline Practices (Pre 2013-2014) and After Implementation of Restorative Justice Practices (Post 2015-2016) Overall Per 100 Students

Descriptors	Suspensions			Law Enforcement Referrals	Total
	In-school	Single Out-of-school	Multiple Out-of-school		
Pre restorative justice					
Incidents	3168	2094	1440	210	6912
Incidents per 100 students	9.17	6.1	11.9	.6	27.77
Post restorative justice					
Incidents	4222	2133	1527	133	8015
Incidents per 100 students	11.5	5.8	4.1	.4	21.8
Difference					
Post-Pre incidents per 100 students	2.33	-.3	-7.8	-.2	4.95

Table 6 indicated that students decreased the number of single out-of-school suspensions by 4.9%, lowering the incident rate per 100 students from 6.1 to 5.8. Likewise, students decreased the number of multiple out-of-school suspensions by 65.5%, lowering the incident rate per 100 students from 11.9 to 4.1. Table 6 also reveals that students decreased the number of referrals by 65.5 (33.3%), lowering the incident rate per 100 students from .6 to .4. This shows there was a relationship in students' behavior in a large urban school district overall, as measured by suspensions for those who received traditional discipline practices in 2013-2014 compared to those who received discipline during the implementation of restorative justice practices in 2015-2016.

Table 7 displays the overall results, including the rate of change in the number of suspensions and referrals to law enforcement during the periods of pre and post restorative

justice practices. The desired outcome regarding in-school suspensions was not reached. Table 7 indicates that students increased in the number of in-school suspensions by 25%, increasing the incident rate per 100 students from 9.2 to 11.5. With these results, the null hypothesis for Research Question 1 that “There is no difference that exists in behavioral outcomes of students who received traditional discipline practices in 2013-2014 compared to those who received restorative justice discipline practices in 2015-2016” was rejected for single and multiple suspensions and referrals to law enforcement. Table 7 is as follows:

Table 7

Overall Differences in Rate of Change in Suspensions and Referrals to Law Enforcement During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices Per 100 Students

Discipline	Pre- Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
In-School Suspensions	9.17	11.50	+25.4%
Single Out-of-School Suspensions	6.10	5.80	-4.92%
Multiple Out-of-School Suspensions	11.90	4.10	-65.55%
Referrals to Law Enforcement	.60	.40	-33.33%

Table 7 indicated that the desired outcomes for restorative justice, overall, were met. However, in-school suspensions increased from pre to post. Research question 2 examined the behavioral outcomes based on gender.

Data Analysis on Comparative Discipline Practices by Gender

The second research question, what difference exists, if any, in discipline incidents for students from pre to post restorative justice based on gender for 2013-2014 compared to 2015-2016?, served as an attempt to understand any progress gained from the use of restorative justice interventions.

This research question served as an attempt to understand any progress gained from the use of restorative justice interventions. To respond to Research Question 2, crosstabulation was conducted. The number of incidents per 100 students were calculated by taking the frequency of discipline incidents, divided by the total enrollment per 100. The incidents per 100 students were compared for pre-restorative justice to those during restorative justice implementation based upon gender. The success rate of restorative justice was measured by a negative difference when subtracting pre from post incidents. The researcher created tables utilizing IBM SPSS 25. All data were entered into variable view to add name, label, and attach value. For Research Question 2, the label gender was added giving males a value of 0 and females a value of 1. The label for pre and post restorative justice was added with pre having a value of 0 and post having a value of 1. The final name, label, and value were the disciplines being in-school suspensions set at 0, single out-of-school suspensions set at 1, multiple out-of-school suspensions set at 2, and referrals to law enforcement set at 3. The three labels were assigned a measure of “nominal.” The frequency or number of observed discipline incidents were assigned a measure of “scale.” Incidents per 100 were calculated by utilizing “computing variable.” The target variable was frequency (enrollment) per 100).

Table 8 shows the observed count of in-school suspensions, single out-of-school suspensions, multiple out-of-school suspensions, and referrals to law enforcement as categorized by gender and pre/post restorative justice as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. The desired outcome was to have the count for post implementation of restorative justice to be less (negative difference) than pre-restorative justice.

Tables 9-12 display the number of discipline infractions (in-school suspensions, single and multiple out-of-school suspensions and law enforcement referrals) by gender and rate of change during pre- and post-restorative justice as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. Table 8 is as follows:

Table 8

Differences in Suspensions and Referrals to Law Enforcement During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Gender Per 100 Students

Gender	Suspensions			Law Enforcement Referrals	Total
	In-school	Single Out-of-school	Multiple Out-of-school		
Male pre restorative justice					
Incidents	2062	1315	974	124	4475
Incidents per 100 students	35.55	22.41	16.92	2.11	76.99
Male post restorative justice					
Incidents	2688	1304	952	94	5088
Incidents per 100 students	43.58	21.05	15.9	1.41	81.94
Difference					
Post-pre incidents per 100 students	8.03	-1.36	-1.02	-.7	4.95
Female pre restorative justice					
Incidents	1106	779	466	86	2417
Incidents per 100 students	20.06	14.0	8.54	1.53	44.13
Female post restorative justice					
Incidents	1534	829	575	39	2977
Incidents per 100 students	26.57	14.28	10.2	.63	51.63
Difference					
Post-pre incidents per 100 students	6.51	.28	1.66	-.9	7.5

Table 8 combined all male and female discipline incidents for pre and post restorative justice.

Tables 9, 10, 11, and 12 breakdown each individual discipline incident for both genders.

In-school Suspensions: Gender

In-school suspensions, during pre-restorative justice, varied for males and females. Table 9 shows that males had 15 more incidents per 100 students than females. Post restorative justice, in-school suspensions varied for males and females at a rate of 17 more discipline incidents for

males than females. After restorative justice was implemented, in-school suspensions increased for males by 22.5%, with an increase of 35.5 incidents per 100 students rising to 43.58 incidents. Females increased in the number of in-school suspensions 32%, rising from 20.06 incidents to 26.57 during restorative justice implementation. Table 9 is as follows:

Table 9

Differences in Rate of Change: In-school Suspensions during Pre (2013-2014) and Post (2015-2016) Restorative Justice by Gender Per 100 Students

Gender	In-school Suspensions		Percentage of Increase (+) or Decrease (-)
	Pre-Restorative Justice	Post Restorative Justice	
Males	35.55	43.58	+22.59%
Females	20.06	26.57	+32.45%

Table 9 indicated an increase for males and females for in-school suspensions after the implementation of restorative justice. Table 10 displayed the results for single out-of-school suspensions.

Single Out-of-school Suspensions: Gender

Table 10 shows that males received 8.41 more discipline incidents per 100 students than females during pre-restorative justice for single out-of-school suspensions. Post restorative justice for single out-of-school suspensions varied for males and females at a rate of 6.77 more discipline incidents for males than females per 100 students. After restorative justice was implemented, single out-of-school suspensions increased for females by 2%. Discipline incidents

per 100 females, increased from 14 to 14.28. Males decreased in the number of single out-of-school suspensions by 6%. Lowering the incident rate per one 100 students from 22.41 to 21.05. The number of discipline infractions for gender during pre- and post-restorative justice for single out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. Table 10 is as follows:

Table 10

Differences in Rate of Change: Single Out-of-school Suspensions during Pre (2013-2014) and Post (2015-2016) Restorative Justice by Gender Per 100 Students

Single Out-of-school Suspensions			
Gender	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
Males	22.41	21.05	-6.07%
Females	14.00	14.25	+1.79%

Table 10 indicated an increase for females regarding single out-of-school suspensions after the implementation of restorative justice. Table 11 displayed the results for multiple out-of-school suspensions.

Multiple Out-of-school Suspensions: Gender

Table 11 displays the number of discipline infractions for gender during pre- and post-restorative justice for multiple out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. Males received 8.38 more discipline incidents per 100 students than females during pre-restorative justice for multiple

out-of-school suspensions. Post restorative justice for multiple out-of-school suspensions varied for males and females at a rate of 5.7 more discipline incidents for males than females per 100 students. After restorative justice was implemented, multiple out-of-school suspensions increased for females by 19.4%. Discipline incidents per 100 females, increased from 8.54 to 10.2. Males decreased in the number of multiple out-of-school suspensions by 6%, lowering the incident rate per 100 students from 16.92 to 15.9. Table 11 is as follows:

Table 11

Differences in Rate of Change: Multiple Out-of-School Suspensions During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Gender Per 100 Students

Gender	Multiple Out-of-School Suspensions		Percentage of Increase (+) or Decrease (-)
	Pre-Restorative Justice	Post Restorative Justice	
Males	16.92	15.90	-6.02%
Females	8.54	10.20	+19.44%

Table 11 indicated an increase for females regarding multiple out-of-school suspensions after the implementation of restorative justice. Table 12 displayed the results for referrals to law enforcement.

Referral to Law Enforcement: Gender

Table 12 displays the number of discipline infractions for referral to law enforcement by gender during pre- and post-restorative justice for in-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. The data

revealed that males received .58 more discipline incidents per 100 students than females during pre-restorative justice for referrals to law enforcement. Post restorative justice for referrals to law enforcement varied for males and females at a rate of .78 more discipline incidents for males than females per 100 students. After restorative justice was implemented, referrals to law enforcement decreased for both males and females. Discipline incidents per 100 females, decreased by 58.8%, lowering referrals to law enforcement from 1.53 to .63. Males decreased in the number of referrals to law enforcement by .33%, lowering the incident rate per 100 male students from 2.1 to 1.4. Table 12 is as follows:

Table 12

Differences in Rate of Change: Referrals to Law Enforcement During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Gender Per 100 Students

Gender	Referrals to Law Enforcement		Percentage of Increase (+) or Decrease (-)
	Pre-Restorative Justice	Post Restorative Justice	
Males	2.11	1.41	-33.18%
Females	1.53	.63	-58.82%

Table 12 did not indicate an increase for males nor females regarding referrals to law enforcement after the implementation of restorative justice. The desired outcome was reached for referrals to law enforcement.

In summary, the results favored single out-of-school suspensions for males. The number of referrals to law enforcement, after implementation of restorative justice practices were lower

for male and female samples. Lower discipline incidents, per 100 students, during the post-implementation period indicated success. The results meant that the success rate of restorative justice was higher for males than females in terms of improvement in the number of single and multiple out-of-school suspensions. Table 9 showed the numbers of discipline incidents by males and females for in-school suspensions displayed an increase post-implementation of restorative justice. The desired outcome of restorative justice was to have all discipline areas lower in number of infractions per 100 students.

Data Analysis on Comparative Discipline Practices by Socioeconomic Status

The third research question, what difference exists, if any, in discipline incidents for students from pre to post restorative justice based on socioeconomics for 2013-2014 compared to 2015-2016?, served as an attempt to understand any progress gained from the use of restorative justice interventions.

Socioeconomic status was defined by the percentage of students receiving free and reduced lunch, and students' free and reduced lunch status was determined by the family's annual income, which was submitted via an online application through the student's school district. The data were then reported to state. For the purpose of this study data were retrieved from the Florida Department of Education website. Table 13 presents the annual income requirements for families to participate in the food program which was used to determine socioeconomic status in this study. Table 13 is as follows:

Table 13

Income Guidelines for Free and Reduced Lunch Approvals

Household Size	Yearly Income	Monthly Income	Weekly Income
1	\$21,775	\$1,815	\$419
2	\$29,471	\$2,456	\$567
3	\$37,167	\$3,098	\$715
4	\$44,863	\$3,739	\$863
5	\$52,559	\$4,380	\$1,011
6	\$60,255	\$5,022	\$1,159
7	\$67,951	\$5,663	\$1,307
8	\$75,647	\$6,304	\$1,455
For each additional family member, add:	\$7,696	\$642	\$148

Table 13 outlined the income received in a family for a student(s) to be allowed to receive a reduced cost for lunch or free lunch.

The third research question served as an attempt to understand any progress gained from the use of restorative justice interventions. To respond to Research Question 3, crosstabulation was conducted. The number of incidents per 100 students was calculated by taking the frequency of suspensions and referrals to law enforcement, divided by the total enrollment per 100. The incidents per 100 students were compared for pre-restorative justice to those during restorative justice implementation based upon socioeconomic status. The success rate of restorative justice was measured by a negative difference when subtracting pre from post incidents. The researcher created tables by utilizing IBM SPSS 25. All data were entered into the variable view to add name, label, and attach value. For research question number 3, the label socioeconomics was added giving “low” socioeconomics a value of 0, “moderate” socioeconomics a value of 1, and

“high” economics a value of 2. The label for pre and post restorative justice was added, with pre having a value of 0 and post having a value of 1. The final name, label, and value were the disciplines being in-school suspensions set at 0, single out-of-school suspensions set at 1, multiple out-of-school suspensions set at 2, and referrals to law set at 3. The three labels were assigned a measure of “nominal.” The frequency or number of observed discipline incidents were assigned a measure of “scale.” Incidents per 100 were calculated by utilizing “computing variable.” The target variable was $\text{frequency}/(\text{enrollment}/100)$.

Table 14 presents the number of discipline infractions by socioeconomic status during pre and post restorative justice as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. The observed counts of in-school suspensions, single out-of-school suspensions, multiple out-of-school suspensions, and referrals to law enforcement as categorized by socioeconomic status pre/post restorative justice are shown. The desired outcome was to have the count for post implementation of restorative justice to be less (negative difference) than pre-restorative justice. Table 14 is as follows:

Table 14

Differences in Number of Suspensions and Referrals to Law Enforcement During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Socioeconomic Status Per 100 Students

Socioeconomic Status (SUS)	Suspensions			Law Enforcement Referrals	Total
	In-school	Single Out-of-school	Multiple Out-of-school		
Low SUS pre restorative justice					
Incidents	1371	835	775	66	3047
Incidents per 100 students	14.02	8.54	7.93	.68	31.17
Low SUS post restorative justice					
Incidents	1918	966	877	75	1020
Incidents per 100 students	20.1	10.1	9.19	.78	40.17
Difference					
Post-pre incidents per 100 students	6.1	1.6	1.3	.1	9
Middle SUS pre restorative justice					
Incidents	1281	943	506	109	2839
Incidents per 100 students	7.87	5.79	3.1	.67	17.43
Middle SUS post restorative justice					
Incidents	1567	838	499	49	4292
Incidents per 100 students	9.4	5.03	2.99	.29	17.71
Difference					
Post-pre incidents per 100 students	1.5	-.76	-.11	-.38	.28
High pre restorative justice					
Incidents	565	373	152	35	1125
Incidents per 100 students	5.79	3.2	1.56	.36	10.91
High post restorative justice					
Incidents	737	329	151	21	2703
Incidents per 100 students	6.94	3.09	1.42	.19	11.64
Difference					
Post-pre incidents per 100 students	1.15	-.11	-.14	-.17	.73

Table 14 combined all low, middle, and high socioeconomic status schools for discipline incidents during pre and post restorative justice. Tables 15, 16, 17, and 18 breakdown each individual discipline incident for economic status.

In-school Suspensions: Socioeconomic Status

In-school suspensions, during pre-restorative justice, varied by low, middle, and high socioeconomic status. Table 15 presents the number of discipline infractions by socioeconomic status during pre- and post-restorative justice and the rate of change for in-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students.

Students in low socioeconomic schools received twice as many in-school suspensions per 100 students compared to those in middle socioeconomic schools for pre and post restorative justice. The same students in low socioeconomic schools received in-school suspensions at a rate three times higher than students who attended more high schools during pre and post restorative justice. Table 15 shows that after restorative justice was implemented, in-school suspensions increased for low, middle, and high socioeconomic schools. In-school suspensions for low socioeconomic students increased by 43.4% with an increase of 14 incidents per 100 students, rising to 20.1 incidents per hundred students. Middle socioeconomic schools increased in the number of in-school suspensions by 19.4%, rising from 7.9 incidents to 9.4 incidents during restorative justice implementation. High socioeconomic schools increased in the number of in-school suspensions by 19.9%, rising from 5.8 to 6.9 incidents per 100 students during post restorative justice. Table 15 is as follows:

Table 15

Differences in Rate of Change: In-school Suspensions During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Socioeconomic Status Per 100 Students

Socioeconomic Status	In-school Suspensions		
	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
Low	14.02	20.10	+43.37%
Middle	7.87	9.40	+19.44%
High	5.79	6.94	+19.86%

Table 15 indicated an increase for low, middle, and high schools regarding in-school suspensions after the implementation of restorative justice. Table 16 displayed the results for single out-of-school suspensions.

Single Out-of-school Suspensions: Socioeconomic Status

Table 16 displays the number of discipline infractions by socioeconomic status during pre- and post-restorative justice for single out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students.

Table 16 shows single out-of-school suspensions for students in low socioeconomic schools were 1.5 higher per 100 students, than for those in middle socioeconomic schools prior to restorative justice. The same discipline incident, during pre-restorative justice, happened 2.6 times as often in low socioeconomic schools than in high socioeconomic schools. During post restorative justice, students in low socioeconomic schools were issued single out-of-school suspensions twice as often than middle economic schools and 3.3 times as often as in high

socioeconomic schools. Low socioeconomic schools issued 8.5 single out-of-school incident infractions per 100 students prior to restorative justice and 10.1 incidents during post implementation. Single out-of-school suspensions increased from pre to post by 18.3%. Middle socioeconomic schools issued 5.8 single out-of-school incident infractions per 100 students prior to restorative justice and five incidents per 100 students during post implementation. Single out-of-school suspensions decreased from pre to post by 13.3%. High socioeconomic schools issued 3.2 single out-of-school incident infractions per 100 students prior to restorative justice and 3.1 incidents during post implementation. Single out-of-school suspensions decreased from pre to post by 3.4% per 100 students. Table 16 is as follows:

Table 16

Differences in Rate of Change: Single Out-of-school Suspensions During Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices by Socioeconomic Status Per 100 Students

Socioeconomic Status	Single Out-of-school Suspensions		
	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
Low	8.54	10.10	+18.27%
Middle	5.79	5.03	-13.28%
High	3.2	3.09	-3.44%

Table 16 indicated an increase for only low socioeconomic schools regarding single out-of-school suspensions after the implementation of restorative justice. Table 17 displayed the results for multiple out-of-school suspensions.

Multiple Out-of-school Suspensions: Socioeconomic Status

Table 17 reports the number of discipline infractions by socioeconomic status during pre- and post-restorative justice for multiple out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students.

Table 17 shows that multiple out-of-school suspensions for students in low socioeconomic schools happened 2.6 times more often per 100 students than for those in middle socioeconomic schools prior to restorative justice. The same discipline incident, during pre-restorative justice, happened at a rate of 5.1 higher for low socioeconomic schools than for students in high socioeconomic schools. During post restorative justice, students in low socioeconomic schools were issued more than three times as many multiple out-of-school suspensions (9.19) as mid economic schools (2.99) and more than four times those of high socioeconomic schools. Low socioeconomic schools issued 7.9 multiple out-of-school incident infractions per 100 students prior to restorative justice and 9.2 incidents during post implementation. Multiple out-of-school suspensions for low socioeconomic students increased from pre to post by 15.9%. Middle socioeconomic schools issued 3.1 multiple out-of-school incident infractions per 100 students prior to restorative justice and 2.9 incidents during post implementation. Multiple out-of-school suspensions decreased from pre to post by 6.5%. High socioeconomic schools issued 1.6 multiple out-of-school incident infractions per 100 students prior to restorative justice and 1.4 incidents during post implementation. Multiple out-of-school suspensions decreased from pre to post by 8.9% per 100 students in high socioeconomic schools. Table 17 is as follows:

Table 17

Differences in Rate of Change: Multiple Out-of-school Suspensions During Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices Based on Socioeconomic Status Per 100 Students

Socioeconomic Status	Multiple Out-of-school Suspensions		Percentage of Increase (+) or Decrease (-)
	Pre-Restorative Justice	Post Restorative Justice	
Low	7.93	9.19	+15.89%
Middle	3.10	2.99	-6.45%
High	1.56	1.42	-8.97%

Table 17 indicated an increase for only low socioeconomic schools regarding multiple out-of-school suspensions after the implementation of restorative justice. Table 18 displayed the results for referrals to law enforcement.

Referrals to Law Enforcement: Socioeconomic Status

Table 18 shows the number of discipline infractions for gender during pre- and post-restorative justice for referrals to law enforcement as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. The table reflects referrals to law enforcement for students in low socioeconomic schools (.68) differed only slightly per 100 students than for those in middle socioeconomic schools (.67) prior to restorative justice. The same discipline incident for high socioeconomic schools was .36 during pre-restorative justice. During post restorative justice, students in low socioeconomic schools were issued referrals to law enforcement (2.7) times higher than mid economic schools and (4.1) higher than high socioeconomic schools. Low socioeconomic schools issued .7 referrals to law enforcement

infractions per 100 students prior to restorative justice and eight tenths .8 incidents during post implementation. Referrals to law enforcement for low socioeconomic students increased from pre to post by 14.7%. Table 18 shows that middle socioeconomic schools issued .7 referrals to law enforcement incident infractions per 100 students prior to restorative justice .3 incidents during post implementation. Referrals to law enforcement decreased from pre to post by 57%. High socioeconomic schools issued .4 referrals to law enforcement infractions per 100 students prior to restorative justice and .2 incidents during post implementation. Referrals to law enforcement decreased from pre to post by 50% per 100 students. Table 18 is as follows:

Table 18

Differences in Rate of Change: Number of Referrals to Law Enforcement During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Socioeconomic Status Per 100 Students

Referrals to Law Enforcement			
Socioeconomic Status	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
Low	.68	.78	+14.71%
Middle	.67	.29	-56.72%
High	.36	.19	-47.22%

Table 18 indicated an increase for low socioeconomic schools regarding referrals to law enforcement after the implementation of restorative justice. The desired outcome was reached for referrals to law enforcement.

In summary, the results for socioeconomic schools favored two categorical variables. The middle and high socioeconomic schools showed a decrease in single out-of-school suspensions, multiple out-of-school suspensions, and referrals to law enforcement after the implementation of restorative justice. The desired outcome was to see a decrease in the number suspensions and referrals to law enforcement after the implementation of restorative justice. All socioeconomic schools showed an increase in the number of in-school suspensions. Contrary to the desired outcome, low socioeconomic schools showed an increase in all discipline incidents.

Data Analysis on Comparative Discipline Practices by Race

The fourth research question, what difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race for 2013-2014 compared to 2015-2016?, served as an attempt to understand any progress gained from the use of restorative justice interventions.

This research question served as an attempt to understand any progress gained from the use of restorative justice interventions. To respond to Research Question 4, crosstabulation was conducted. The number of incidents per 100 students were calculated by taking the frequency of suspensions and referrals to law enforcement, divided by the total enrollment per 100. The incidents per 100 students were compared for pre-restorative justice those to those during restorative implementation based upon their gender. The success rate of restorative justice was measured by a negative difference when subtracting pre from post incidents. The researcher created tables by utilizing IBM SPSS 25. Once all data were entered, the researcher went into variable view to add name, label, and attach value. For research question number 4, race was

added giving Whites a value of 0, African Americans a value of 1, and Hispanics a value of 2. The three labels were assigned a measure of “nominal.” Pre and post restorative justice were also added with pre having a value of 0 and post having a value of 1. The final name, label, and value were the disciplines being in-school suspensions set at 0, single out-of-school suspensions set at 1, multiple out-of-school suspensions set at 2, and referrals to law enforcement set at 3. The frequency or number of observed discipline incidents were assigned a measure of “scale.” Incidents per 100 were calculated by utilizing “computing.” The target variable was $\text{frequency}/(\text{enrollment}/100)$.

Table 19 reports the number of discipline infractions by race during pre- and post-restorative justice as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students, showing the observed count of in-school suspensions, single out-of-school suspensions, multiple out-of-school suspensions, and referrals to law enforcement as categorized by race and pre/post restorative justice. The desired outcome was to have the count for post implementation of restorative justice to be less (negative difference) than pre-restorative justice. Table 19 displays that the number of discipline infractions for race during pre- and post-restorative justice were greater for African American students than for all other racial groups. Tables 20-23 present the rate of change for each discipline infraction. Table 19 is as follows:

Table 19

Differences in Suspensions and Referrals to Law Enforcement during Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Race Per 100 Students

Race	In-school	Suspensions			Total
		Single Out-of-school	Multiple Out-of-school	Law Enforcement Referrals	
White pre restorative justice					
Incidents	457	314	132	43	946
Incidents per 100 students	8.21	5.64	2.38	.78	17.01
White post restorative justice					
Incidents	585	288	130	17	1020
Incidents per 100 students					
Difference					
Post-pre incidents per 100 students	2.18	-.52	-.07	-.48	1.11
African American pre restorative justice					
Incidents	1743	1012	931	85	3771
Incidents per 100 students	32.32	18.79	17.23	1.58	69.92
African American post restorative justice					
Incidents	2171	1074	986	61	4292
Incidents per 100 students	40.52	20.06	18.4	1.13	80.11
Difference					
Post-pre incidents per 100 students	8.2	1.27	1.17	-.45	10.19
Hispanic pre restorative justice					
Incidents	968	768	377	82	2195
Incidents per 100 students	15.08	11.98	5.85	1.28	34.19
Hispanic post restorative justice					
Incidents	1466	771	411	55	2703
Incidents per 100 students	19.24	10.15	5.39	.72	35.5
Difference					
Post-pre incidents per 100 students	4.16	-1.83	-.46	-.56	1.31

Table 19 combines all White, African American, and Hispanic students' discipline incidents for pre and post restorative justice. Tables 20, 21, 22, and 23 breakdown each individual discipline incident for the three races of students.

In-school Suspensions: Race

Table 20 contains data on in-school suspension for by race during pre- and post-restorative justice for in-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. In-school suspensions, during pre-restorative justice, varied for White, African American, and Hispanic students. African American students received twice (2.1) as many in-school suspensions per 100 students compared to Hispanic students for pre and post restorative justice. African American students also received in-school suspensions at a rate four times higher than White students during pre and post restorative justice. Table 20 shows that after restorative justice was implemented, in-school suspensions increased for White, African American, and Hispanic students. African American students showed a rise for in-school suspensions by 25.4% with an increase of 32.3 incidents per 100 students, rising to 40.5 incidents. Hispanic students increased in the number of in-school suspensions 27.6%, rising from 15.1 incidents to 19.2 per 100 students during restorative justice implementation. White students increased in the number of in-school suspensions by 26.6%, rising from 8.2 incidents to 10.4 per 100 students during restorative justice implementation.

Table 20 is as follows:

Table 20

Differences in Rate of Change: In-school Suspensions During Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Race Per 100 Students

		In-school Suspensions		
	Race Ranking (Greatest to Least Number of Infractions per 100 Students)	Pre- Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African Americans	32.32	40.52	+25.37%
2	Hispanic	15.08	19.24	+27.59%
3	White	8.21	10.39	+26.55%

Table 20 indicates an increase for African American, Hispanic, and White students regarding in-school suspensions after the implementation of restorative justice. Table 21 displays the results for single out-of-school suspensions.

Single Out-of-school Suspensions: Race

Table 21 displays the rate of change for single, out-of-school suspensions during pre and post restorative justice by race as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by one hundred students (100). The table shows that single out-of-school suspensions for African American students happened one and six (1.6) times more, per 100 students, than Hispanic students prior to restorative justice. The same discipline incident, during pre-restorative justice, happened at a rate of three and three tenths (3.3) higher for African American students than White students. During post restorative justice, African American students were issued single out-of-school suspensions two (2) times higher than Hispanic students and three and nine tenths (3.9) higher than White students. African American students

were issued eighteen and eight tenths (18.8) single out-of-school incident infractions per 100 students prior to restorative justice and twenty and one tenth (20.1) incidents during post implementation. Single out-of-school suspensions increased from pre to post by six and eight tenths (6.8%) percent. Hispanic students were issued eleven and nine tenths (11.9) single out-of-school incident infractions per 100 students prior to restorative justice and ten and two tenths (10.2) incidents during post implementation. Table 21 indicates that single out-of-school suspensions decreased from pre to post by fifteen and three tenths (-15.3%) percent. White students were issued five and six tenths (5.6) single out-of-school incident infractions per 100 students prior to restorative justice and five and one tenth (5.1) incidents during post implementation. Single out-of-school suspensions decreased from pre to post by nine and two tenths (-9.2%) percent per 100 students. Table 21 is as follows:

Table 21

Differences in Rate of Change: Single Out-of-school Suspensions During Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices by Race Per 100 Students

Single Out-of-school Suspensions				
	Race Ranking (Greatest to Least Number of Infractions per 100 Students)	Pre- Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African Americans	18.79	20.06	+6.76%
2	Hispanic	11.98	10.15	-15.28%
3	White	5.64	5.12	-9.22%

Table 21 indicates an increase for African American students regarding single out-of-school suspensions after the implementation of restorative justice. Table 22 displays the results for multiple out-of-school suspensions.

Multiple Out-of-school Suspensions: Race

Table 22 displays the number of discipline infractions for race during pre- and post-restorative justice for multiple out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. Multiple out-of-school suspensions for African American students happened two and nine tenths (2.9) times more, per 100 students, than for Hispanic students prior to restorative justice. The same discipline incident, during pre-restorative justice, happened at a rate of seven and two tenths (7.2) higher for African American students than White students. During post restorative justice, African American students were issued multiple out-of-school suspensions three and four tenths (3.4) times higher than Hispanic students and seven and nine tenths (7.9) higher than White students. African American students were issued seventeen and two tenths (17.2) multiple out-of-school incident infractions per 100 students prior to restorative justice and eighteen and four tenths (18.4) incidents during post implementation. Multiple out-of-school suspensions for low socioeconomic students increased from pre to post by six and eight tenths (6.8%) percent. Hispanic students were issued five and nine tenths (5.9) multiple out-of-school incident infractions per 100 students prior to restorative justice and five and four tenths (5.4) incidents during post implementation. Multiple out-of-school suspensions decreased from pre to post by seven and nine tenths (-7.9%) percent. White students were issued two and four tenths (2.4)

multiple out-of-school incident infractions per 100 students prior to restorative justice and two and three tenths (2.3) incidents during post implementation. Multiple out-of-school suspensions decreased from pre to post by two and nine tenths (-2.9%) percent per 100 students. Table 22 is as follows:

Table 22

Differences in Rate of Change: Multiple Out-of-school Suspensions during Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices by Race Per 100 Students

Multiple Out-of-school Suspensions				
Ranking by Race (Greatest to Least Number of Infractions per 100 Students)		Pre- Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African Americans	17.23	18.40	+6.79%
2	Hispanic	5.85	5.39	-7.86%
3	White	2.38	2.31	-2.94%

Table 20 indicates an increase for African American students regarding multiple out-of-school suspensions after the implementation of restorative justice. Table 22 displays the results for referrals to law enforcement.

Referrals to Law Enforcement: Race

Table 23 shows the number of discipline infractions for race during pre- and post-restorative justice for referrals to law enforcement as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100. Referrals to law enforcement for African

American students happened one (1) time more, per 100 students, than Hispanic students prior to restorative justice. The same discipline incident, during pre-restorative justice, happened at a rate of two times (2) higher for African American students than White students. During post restorative justice, African American students were issued referrals to law enforcement one and six tenths (1.6) times higher than Hispanic students and three and eight tenths (3.8) higher than White students. African American students were issued one and six tenths (1.6) referrals to law enforcement infractions per 100 students prior to restorative justice and one and one tenth (1.1) incidents during post implementation. Table 24 displayed that referrals to law enforcement for African American students decreased from pre to post by thirty-one and three tenths (-31.3%) percent. Hispanic students were issued one and three tenths (1.3) referrals to law enforcement incident infractions per 100 students prior to restorative justice and seven tenths (.7) incidents during post implementation. Referrals to law enforcement decreased from pre to post by forty-six and two tenths (-46.2%) percent. White students were issued eight tenths (.8) referrals to law enforcement infractions per 100 students prior to restorative justice and three tenths (.3) incidents during post implementation. Referrals to law enforcement decreased from pre to post by sixty-two and five tenths (-62.5%) percent per 100 students. Table 23 is as follows:

Table 23

Differences in Rate of Change: Referrals by Law Enforcement during Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Race Per 100 Students

Referrals to Law Enforcement				
Ranking by Race (Greatest to Least Number of Infractions per 100 Students)		Pre- Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African Americans	1.58	1.13	-28.48%
2	Hispanic	1.28	.72	-43.75%
3	White	.78	.30	-61.54%

Table 23 indicates a decrease for African American, Hispanic, and White students regarding referrals to law enforcement after the implementation of restorative justice. The desired outcome was reached for referrals to law enforcement.

The results favored single and multiple out-of-school suspensions for Hispanic and White racial groups. African Americans, Hispanics, and Whites showed a decrease in the number of referrals to law enforcement after the implementation of restorative justice. The desired outcome was to see a decrease in the number suspensions and referrals to law enforcement after the implementation of restorative justice. African American students showed an increase in discipline incidents for single and multiple out-of-school suspensions per 100 students. African Americans, Hispanics, and Whites all showed an increase for in-school suspensions.

Data Analysis on Comparative Discipline Practices of Race by Gender

The fifth research question, what difference exists, if any, in discipline incidents for students from pre to post restorative justice based on race by gender for 2013-2014 compared to

2015-2016?, served as an attempt to understand any progress gained from the use of restorative justice interventions.

This research question served as an attempt to understand any progress gained from the use of restorative justice interventions. To respond to research question 5, a crosstabulation was conducted. The number of incidents per 100 students were calculated by taking the frequency of suspensions and referrals to law enforcement, divided by the total enrollment per 100. The incidents per 100 students were compared for pre-restorative justice to incidents during restorative implementation by gender. The success rate of restorative justice was measured by a negative difference when subtracting pre from post incidents. The researcher created tables by utilizing IBM SPSS 25. Once all data were entered, the researcher went into variable view to add name, label, and attach value. For Research Question 5, the label gender was added giving males a value of 0 and females were assigned a value of 1. The label of race was added giving Whites a value of 0, African Americans a value of 1, and Hispanics a value of 2. The label for pre and post restorative justice was added with pre restorative justice having a value of 0 and post having a value of 1. The final name, label, and value were the disciplines being in-school suspensions set at 0, single out-of-school suspensions set at 1, multiple out-of-school suspensions set at 2, and referrals to law enforcement set at 3. The variables were assigned a measure of “nominal.” The frequency of discipline incidents was assigned a measure of “scale.” Incidents per 100 were calculated by utilizing “computing variable.” The target variable was $\text{frequency}/(\text{enrollment}/100)$.

Table 24 presents the number of discipline infractions for race by gender during pre- and post-restorative justice as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. The number of discipline infractions for race by gender during pre- and post-restorative justice was greater for African American males and females. Table 24 shows the observed count of in-school suspensions, single out-of-school suspensions, multiple out-of-school suspensions, and referrals to law enforcement as categorized by race and gender for pre/post restorative justice. The desired outcome was to have the count for post implementation of restorative justice to be less (negative difference) than pre-restorative justice. Tables 25-28 show the rate of change for each discipline infraction. Table 24 is as follows:

Table 24

Differences in Suspensions and Referrals to Law Enforcement during Pre (2013-2014) and Post (2015-2016) Restorative Justice by Race and Gender Per 100 Students

Race	Suspensions				Total
	In-school	Single Out-of-school	Multiple Out-of-school	Law Enforcement Referrals	
White male pre restorative justice					
Incidents	343	224	92	31	690
Incidents per 100 students	6.14	4.01	1.65	.56	12.36
White male post restorative justice					
Incidents	449	212	94	12	767
Incidents per 100 students	7.88	2.72	1.65	.21	12.46
Difference					
Post-pre incidents per 100 students	1.74	-1.29	0	-.35	.1
African American male pre restorative justice					
Incidents	1057	580	605	44	2286
Incidents per 100 students	19.27	10.57	11.03	.8	41.67
African American male post restorative justice					
Incidents	1256	598	579	47	2480
Incidents per 100 students	23.23	11.06	10.71	.87	45.87
Difference					
Post-pre incidents per 100 students	3.96	.49	-.32	.07	4.2
Hispanic male pre restorative justice					
Incidents	662	511	277	49	1499
Incidents per 100 students	10.14	7.83	4.24	.75	22.96
Hispanic male post restorative justice					
Incidents	983	494	279	35	1791
Incidents per 100 students	12.47	6.27	3.54	.44	22.72
Difference					
Post-pre incidents per 100 students	2.33	-1.56	-.7	-.31	-.24
White female pre restorative justice					
Incidents	114	90	40	12	256
Incidents per 100 students	2.07	1.63	.73	.22	4.65
White female post restorative justice					
Incidents	136	76	36	5	253
Incidents per 100 students	2.51	1.4	.66	.09	4.66

Race	Suspensions				Total
	In-school	Single Out-of-school	Multiple Out-of-school	Law Enforcement Referrals	
Difference					
Post-pre incidents per 100 students	.44	-.23	-.07	-.13	.01
African American female pre restorative justice					
Incidents	686	432	326	41	1485
Incidents per 100 students	13.05	8.22	6.2	78	28.25
African American female post restorative justice					
Incidents	915	476	407	14	1812
Incidents per 100 students	17.29	9	7.69	.26	34.24
Difference					
Post-pre incidents per 100 students	4.24	.78	1.49	-.52	5.99
Hispanic female pre restorative justice					
Incidents	306	257	100	33	696
Incidents per 100 students	4.94	4.15	1.61	.53	11.231
Hispanic female post restorative justice					
Incidents	483	277	132	20	912
Incidents per 100 students	6.77	3.88	1.85	.28	12.78
Difference					
Post-pre incidents per 100 students	1.83	-.27	.24	-.25	1.55

Table 24 combines all White, African American, and Hispanic male and female students' discipline incidents for pre and post restorative justice. Tables 25, 26, 27, and 28 breakdown each individual discipline incident for race by gender.

In-school Suspensions: Race by Gender

Table 25 shows the number of discipline infractions for race by gender during pre- and post-restorative justice for in-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100. As shown in Table 25, in-school

suspensions, during pre-restorative justice, varied for all students. Rankings for students from greatest to least number (for every 100 students) of in-school suspensions were: (1) African American males, 19.3; (2) African American females, 13.1; (3) Hispanic males, 10.1; (4) White males, 6.1; (5) Hispanic females, 4.9; and (6) White females, 2.1. Table 25 reveals that after restorative justice was implemented, in-school suspensions increased for all students as categorized by race and gender. Students ranked from greatest to least by number of in-school suspensions per 100 students were as follows: (1) African American males, 23.2, increasing by 20%; (2) African American females, 17.3, increasing by 32%; (3) Hispanic males, 12.5 increasing by 23.8%; (4) White males, 7.9, increasing by 29.5%; (5) Hispanic females, 6.8, increasing by 38.2%; and White females, 2.5, increasing by 19%. Table 25 is as follows:

Table 25

Differences in Rate of Change: In-school Suspensions during Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices (Race by Gender) Per 100 Students

		In-school Suspensions		
Ranking (Greatest to Least Number of Infractions per 100 Students)		Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African American Males	19.27	23.23	+20.6%
2	African American Females	13.05	17.29	+32.5%
3	Hispanic Males	10.14	12.47	+23.0%
4	White Males	6.14	7.88	+28.3%
5	Hispanic Females	4.94	6.77	+37.0%
6	White Females	2.07	2.51	+21.3%

Table 25 indicates an increase for African American, Hispanic, and White male and female students regarding in-school suspensions after the implementation of restorative justice. Table 26 displays the results for single out-of-school suspensions.

Single Out-of-school Suspensions: Race by Gender

Table 26 presents the number of discipline infractions for race by gender during pre- and post-restorative justice for single out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by one hundred students (100).

Table 26 shows that single out-of-school suspensions, during pre-restorative justice, varied for all students. Rankings for students from greatest to least number (for every (100 students) of single out-of-school suspensions: (1) African American males, 10.6; (2) African American females, 8.2; (3) Hispanic males, 7.8; (4) Hispanic females, 4.2; (5) White males, 4.0; (100) students; (6) White females .8. After restorative justice was implemented, single out-of-school suspensions only increased for African American males and females. Students ranked from greatest to least for number of single out-of-school suspensions as follows: (1) African American males, 11.1, increasing by 10.3%; (2) African American females, 9, increasing by 9.5%; (3) Hispanic males, 6.3, decreasing by 19.9%; (4) Hispanic females, 3.9, decreasing by 6.5%; (5) White males, 2.7, decreasing by 32.2%; (6) White females, 1.4, decreasing by 14.1%. Table 26 is as follows:

Table 26

Differences in Rate of Change: Single Out-of-school Suspensions During Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices by Race and Gender Per 100 Students

Single Out-of-school Suspensions				
Ranking (Greatest to Least Number of Infractions per 100 Students)		Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African American Males	10.57	11.06	+4.6%
2	African American Females	8.22	9.00	+9.5%
3	Hispanic Males	7.83	6.27	-19.9%
4	Hispanic Females	4.15	3.88	-6.5%
5	White Males	4.01	2.72	-32.2%
6	White Females	1.63	1.40	-14.1%

Table 26 indicates an increase for African American male and female students regarding single out-of-school suspensions after the implementation of restorative justice. Table 27 displays the results for multiple out-of-school suspensions.

Multiple Out-of-school Suspensions: Race by Gender

Table 27 indicated the number of discipline infractions for race by gender during pre- and post-restorative justice for multiple out-of-school suspensions as reported to the Office of Civil Rights. Data were calculated based on enrollment divided by 100 students. Table 27 shows that multiple out-of-school suspensions, during pre-restorative justice, varied for all students.

Ranking students from greatest to least number (for every 100 students) of multiple out-of-school suspensions were as follows: (1) African American males, 11.1; (2) African American

females, 6.2; (3) Hispanic males, 4.2; (4) White males, 1.7; (5) Hispanic females 1.6; and (6) White females, .7.

Table 27 also shows that after restorative justice was implemented, multiple out-of-school suspensions increased for only two groups: African American and Hispanic females. White males showed no change. Students ranked from greatest to least number (for every 100 students) of multiple out-of-school suspensions as follows: (1) African American males, 10.7, decreasing multiple out-of-school suspensions by 3.3%; (2) African American females, 7.7, increasing by 24%; (3) Hispanic males, 3.5, decreasing by 16.5%; (4) Hispanic females, 1.9, increasing by 14.9%; White males, 1.7, showing no percentage increase or decrease; and (6) White females, 1.4, decreasing by 9.6%. Table 27 is as follows:

Table 27

Differences in Rate of Change: Multiple Out-of-School Suspensions during Pre (2013-2014) and (2015-2016) Post Restorative Justice Practices by Race and Gender Per 100 Students

Multiple Out-of-School Suspensions				
	Ranking (Greatest to Least Number of Infractions per 100 Students)	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African American Males	11.03	10.71	-2.90%
2	African American Females	6.20	7.69	+24.0%
3	Hispanic Males	4.24	3.54	-16.5%
4	White Males	1.65	1.65	0%
5	Hispanic Females	1.61	1.85	+14.9%
6	White Females	.73	.66	-9.60%

Table 27 indicates an increase for African American and Hispanic female students regarding multiple out-of-school suspensions after the implementation of restorative justice. Table 28 displays the results for referrals to law enforcement.

Referrals to Law Enforcement: Race by Gender

Table 28 shows that referrals to law enforcement, during pre-restorative justice, varied for all students. Ranking students from greatest to least number (for every 100 students) of referrals to law enforcement are as follows: 1) African American males, .8; (2) African American females, .78; (3) Hispanic males, .75; (4) White males, .56; (5) Hispanic females .53; and (6) White females, .22. Table 28 also shows referrals to law enforcement after restorative justice was implemented. Referrals increased only for African American males. Race by gender rankings from greatest to least for number (for every 100 students) of referrals to law enforcement were as follows: 1) African American males, .9, increasing by 8.8%; (2) Hispanic males, .4, decreasing by 41.3%; (3) Hispanic females, .28, decreasing by 47.2%; (4) African American females, .26, decreasing 66.7%; (5) White males, .21, decreasing by 62.5%; and (6) White females, .09, decreasing by 59.1%. Table 28 is as follows:

Table 28

Differences in Rate of Change: Referrals to Law Enforcement during Pre (2013-2014) and Post (2015-2016) Restorative Justice Practices by Race and Gender Per 100 Students

Referrals to Law Enforcement				
	Ranking (Greatest to Least Number of Infractions per 100 Students)	Pre-Restorative Justice	Post Restorative Justice	Percentage of Increase (+) or Decrease (-)
1	African American Males	.80	.87	+9.75%
2	African American Female	.78	.26	-66.67%
3	Hispanic Males	.75	.44	-41.33%
4	White Males	.56	.21	-62.50%
5	Hispanic Females	.53	.28	-47.17%
6	White Females	.22	.09	-59.10%

Table 28 indicates an increase for African American male students regarding referrals to law enforcement after the implementation of restorative justice. This is the only data table for referrals to law enforcement that did not show a decrease for all categorical variables.

In summary regarding law enforcement referrals, the results of the crosstabulation analyses showed that though males had a greater number of discipline incident infractions than females, African American women had the second highest number of behavioral outcomes. There were no significant differences in the multiple out-of-school discipline category for White males due to a zero percentage change for these students. Restorative justice was successful in reducing the number of single out-of-school suspensions and referrals to law enforcement for White and Hispanic males and females. Restorative justice was also successful in reducing the number of multiple out-of-school suspensions for African American and Hispanic males and

White females. However, restorative justice was not successful in decreasing in-school suspensions which increased for all categorical subgroups. Nor was restorative justice successful in reducing single and multiple out-of-school suspensions for African American males and females or referrals to law enforcement for African American males.

Summary of Chapter 5

This study sought to determine if the implementation of restorative justice reduced the number of discipline infractions. The results presented to respond to Research Question 1 showed that discipline infractions, overall, were on a decline. In-school suspensions increased, but single and multiple in-school suspensions decreased. Overall, referrals to law enforcement also decreased.

Research Question 2 results showed that males were disciplined at a higher rate than females. However, post restorative justice demonstrated an increase of in-school suspensions of both males and females. Single and multiple out-of-school suspensions declined for males but increased for females. Referrals to law enforcement decreased for both males and females.

Research Question 3 examined whether the implementation of restorative justice reduced the discipline infractions for low, middle, and socioeconomic schools. Low socioeconomic schools had infractions at a rate almost twice as high as the middle economic schools and three times higher than the high socioeconomic schools. In-school suspensions increased for all three categorical levels. Single and multiple out-of-school suspensions as well as referrals to law enforcement increased only low socioeconomic schools.

Research Question 4 was used to examine whether the implementation of restorative justice reduced the discipline infractions for African American, White, and Hispanic students. African American students received discipline at a rate three or more times higher than their White peers and two to three times higher than Hispanic students. In-school suspensions increased for all three categorical levels. Single and multiple out-of-school suspensions increased only for African American students. Referrals to law enforcement decreased for all three categorical levels.

Research Question 5 served to discover whether the implementation of restorative justice reduced the discipline infractions for African American males and females, White males and females, and Hispanic males and female students. In-school suspensions increased for all six categorical levels. Though males were disciplined at a higher rate than females, African American females received a greater number of discipline infractions than White and Hispanic males. Single out-of-school suspensions increased only for African American males and females. Multiple out-of-school suspensions increased for African American and Hispanic females. Referrals to law enforcement increased for African American males.

CHAPTER 5 SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

As restorative justice becomes adopted in the culture of schools, the desired outcome would be to see conversations take place that bring about civility. Data showed African American students begin suspensions as early as three or four years of age, and the cycle of discipline is continued throughout their elementary and secondary education (USDOE, 2016). That is where research in this area most often ends. If researched, would there continue to be a disproportionate level of discipline towards African American students in college? If further researched, would there be disparities in the treatment of African Americans versus other racial/ethnic groups in the workplace? Restorative justice seeks to transcend the PK-12 setting. The processes call for societal change. Interviews conducted with those who offended or harmed another individual revealed that there were difficulties or frightening feelings when asked to face the one they had harmed. For this reason, restorative justice teams are trained, created, and embedded in learning environments to allow the offender and offended equal opportunities to build respect, discuss responsibility, and bridge relationships.

This study was conducted to determine if the number of suspensions and referrals to law enforcement were reduced for African American students as a result of restorative justice implementation. For the purpose of this study, specific discipline issues were not calculated. Data were based on number of suspensions and referrals to law enforcement. The researcher also looked at discipline reduction through restorative justice processes based on a student's

gender and socioeconomics. Data were collected from public records submitted by the school district to the federal government.

Summary of the Research Study

The purpose of this study was to compare the number of suspensions and referrals to law enforcement from traditional consequences administered to students in a large urban school district to the number of suspensions and referrals to law enforcement after the implementation of restorative justice practices, as reported to the Office of Civil Rights Data Collection (CRDC, 2016). The present study was instrumental in determining if there was a reduction of suspensions and referrals to law enforcement for African American middle school students. Law enforcement refers to the school resource officer of the closest police precinct available to assist the administrative team. Each discipline incident issued must be documented by a written referral. No student is allowed to be suspended or referred to law enforcement without a processed written referral for documentation.

This study was conducted to analyze suspensions and referrals to law enforcement as to consequences received of discipline infractions. Without question, there must be discipline in schools to correct deviant behaviors. As reported by the USDOE (2016), however, there is statistical evidence that schools have had policies and/or practices in place that have had a discriminatory bias on racial groups when school discipline is administered. Restorative justice processes work to guide the conduct of individuals who issue the discipline and those who need to be disciplined (Rawls, 1971). This study was useful in assisting teachers, administrators, and

district leaders to better understand the importance of appropriate discipline administered by school personnel.

To date, there has been very little research to measure the effectiveness of restorative justice in the large urban school district that was the focus of this study. In addition, little research has been conducted to include the gender, socioeconomic status, and potential racial disparities in discipline at middle schools participating in the restorative justice initiative for the school district.

Educators have long understood and worked to decrease the achievement gap that exists among racial groups. In the 35 different middle schools in the target school district, as reported for 2013-2014, 65% of the students who were suspended, expelled, or arrested were African American (Deidentified, 2015c). During the same academic year, only 9% of suspensions and referrals to law enforcement were received by White students (Deidentified, 2015c). At the time of the study, the racial groups were 27.8% (53,515) White; 26.5% (51,013) African American; 38.4% (73,920) Hispanic/Latino; 4.5% (8,663) Asian; 0.3% (578) Native Hawaiian or other Pacific Islander; 0.3% (578) American Indian or Alaska Native; and 2.2% (4,235) two or more races (Deidentified, 2015a).

The problem studied included whether the large urban school district could be successful in decreasing the number of suspensions and referrals to law enforcement by growing students' abilities to evaluate their choices in behavioral judgment using restorative justice. By growing students' abilities to evaluate their choices in behavior using restorative practices, an improvement of behavior should be reflected in a declining number of suspensions and referrals

to law enforcement post restorative justice implementation. In addition to students' growth of behavioral judgment, restorative justice processes aimed to make school personnel aware of implicit biases when administering discipline. All middle schools in this large urban school district were mandated by the school district to implement restorative justice processes to decrease the number of students who were suspended, expelled, or arrested (Deidentified, 2015c).

Areas of discipline focus for restorative justice included insubordination, disrespect, and fighting. The desired outcome was for restorative justice processes to be utilized throughout school discipline (Deidentified, 2015c). In 2014 to 2015, students in the school district missed 4,564 days due to out-of-school suspensions in the first quarter (Deidentified, 2015c). In the 2015-2016 academic school year, the first quarter results derived after implementing restorative justice showed a decline in out-of-school suspensions by 734 days (Deidentified, 2015c). It is a given that when students choose to behave in a manner that is not in the best interests of everyone in the educational environment, schools must issue a consequence. Restorative justice processes are put in place to reshape undesired behaviors and change how consequences are distributed.

Discussion of the Research Findings

The purpose of this quantitative study using a causal-comparative research design was to compare the number of suspensions and referrals to law enforcement from traditional discipline to the number of suspensions and referrals to law enforcement rendered after the implementation of restorative justice practices in 2015-2016, as reported to the Office of Civil Rights Data Collection, the Florida Department of Education, and the Florida Department of Juvenile Justice System. Restorative justice was put in place to decrease the number of suspensions and referrals to law enforcement. Without full implementation and time to build the culture of cultivating restoration schools saw negative outcomes. The Deputy Superintendent of the district studied called for all principals to find alternatives to multiple out-of-school suspensions (Martin, 2017). One of those alternatives was continued usage of restorative justice.

Findings for Research Question 1 showed an increase in the total number of in-school suspensions of 25%. Single out-of-school suspensions decreased by 5% during the time of restorative justice implementation. Consequently, during this time frame, referrals to law enforcement decreased by 33%. However, the largest decrease in discipline incidents were found for multiple out-of-school suspensions, which showed a 66% decline. The null hypothesis was accepted for in-school suspensions, as there were no differences or decreases in the number of infractions post restorative justice. Overall, in-school suspensions continued to show an increase after the implementation of restorative justice.

Findings for Research Question 2 showed results in which the null hypothesis, “There is no difference that exists in discipline incidents from pre to post restorative justice based on gender,” was rejected in regard to referrals to law enforcement for both males and females. The

null was also rejected for single and multiple out-of-school suspensions for males. The null was accepted for the in-school suspensions of males and females. In addition, the null hypothesis was accepted for single and multiple out-of-school suspensions of females. Consequently, males and females continued to show an increase for in-school suspensions. Males were disciplined at a greater rate than females pre and post restorative justice.

Findings for Research Question 3 showed results in which the null hypothesis, “There is no difference that exists in discipline incidents from pre to post restorative justice based on socioeconomics,” was accepted for low socioeconomic schools as it pertained to all discipline incidents. The null was also accepted for middle and high socioeconomic schools as it pertained to in-school suspensions. However, the null was rejected for middle and high socioeconomic schools for single and multiple out-of-school suspensions and referrals to law enforcement. To that end, students in low socioeconomic schools were disciplined at a greater rate, per 100 students, than students in middle and high socioeconomic schools pre and post restorative justice.

Findings for Research Question 4 showed results in which the null hypothesis, “There is no difference that exists in incidents per 100 students from pre to post restorative justice based on race,” was accepted for African Americans in the categories of all suspensions. The null was also accepted for Hispanics and Whites for in-school suspensions. The null hypothesis must be rejected for African Americans, Hispanics, and White students in the discipline category of referrals to law enforcement. The null was also rejected for Hispanics and Whites for single and

multiple suspensions. Therefore, African American students were disciplined at a greater rate than the White and Hispanic students during pre and post restorative justice.

Findings for Research Question 5 showed results in which the null hypothesis, “There is no difference in discipline incidents for students from pre to post restorative justice based on race by gender,” was accepted for African American males and females for single and multiple out-of-school suspensions. The null was also accepted for African American males for referrals to law enforcement, White males for multiple out-of-school suspensions, and all categorical subgroups for in-school suspensions. The null was rejected for White and Hispanic males and females for single out-of-school suspensions and referrals to law enforcement. Data for this analysis were accessed from the Office of Civil Rights Data Collection. Overall, African American males and females were disciplined at a greater rate than any other group during pre and post restorative justice.

The implementation of restorative justice appeared to be successful in lowering the number of discipline infractions for single and multiple out-of-school suspensions and referrals to law enforcement. Unfortunately, in-school suspensions did not show a decline. More specific to this research, the implementation of restorative justice only lowered multiple out-of-school suspensions for African American males and referrals to law enforcement for African American females. Though multiple out-of-school suspensions decreased for African American males, they received this discipline infraction at a rate ten times greater than their white peers. African American males and females were the only categorical groups to show an increase in single out-

of-school suspensions. Restorative justice processes were unable to show significant success in reducing the number of discipline infractions issued to African American students.

Implications for Practice

The Adler School (2012) stated that restorative justice had three underlying values: respect, responsibility, and relationship. With the three core values, there are five essential beliefs linked to different forms of the restorative justice model used in a variety of governing entities. The beliefs include (a) the importance and equality of every participant, (b) an emphasis on respectful dialogue and treatment, (c) the notion that when needs are met, change is possible, (d) the necessity of accountability in healing, and (e) the collaborative effort required of all participants when partaking in this process. Through restorative justice, participants must collectively decide the parameters and outcomes of the process (Adler School, 2012).

Implications for practice include full implementation of the restorative justice program with fidelity. Full implementation permits the offender and the offended are given a voice. Federal funding allocated for schools to hire teams and add resources to build communities and educate on understanding implicitly bias reactions towards race, economics, and gender (Beus & Rodriguez, 2007). Lastly, all employees of the learning institution who directly distribute discipline need to work to make schools safe for all individuals, including children of color.

Data showed African American students were suspended as early as preschool. Discipline in schools must take place to correct behavior. The face of discipline is what needs to shift from retributive to restorative. Discipline is a corrective act or tool used by school administrators or personnel when a behavioral “code” is broken. Discipline should be a skillful act or tool used to

open lines of communication, emotionally heal, and socially educate. No student should feel criminalized or victimized. Cohen and Felson (2011) stated there was no need to conduct empirical tests to statistically support the routine activity theory. There are three key factors that must converge for victimization to take place. There must be a motivated offender (e.g., a dean who has told a student to keep his mouth closed in class); there must be a suitable target (e.g. an African American student who does not understand why the White students can talk); and there must be an absence of capable guardians (e.g. parents, administrators, a community willing to stand for this student). Simeunović-Patić Biljana (2017) added that once a person has faced some form of an injustice, cognitive defensive strategies take place, distorting rational thinking. The victims are then blamed for their character and actions. This causes individuals to believe they have caused the punishment and suffering. Restorative justice was created to give a platform to the silenced voice inside (Cohen & Felson, 1979).

The utilization of restorative justice has opened communication that assists young students in their social and emotional maturation and to prevent future offenses. The underlying values of respect, responsibility, and relationship are closely aligned to Maslow's Hierarchy of Needs by guiding individuals through (a) physiological, (b) safety, (c) love/belonging, (d) esteem, and finally (e) self-actualization. Learning environments, at the very least, should appeal to students' desire to feel safe. Restorative justice processes build upon that safety by allowing all to feel equal in the educational governing system. In education, it has become very common to discuss equity and fairness above equality. Consequently, minority students, (e.g., students of color, African American students) desire to have a sense of being heard and validated at the same

level as any other student. Research on discipline has been conducted to seek empirical evidence that document disproportionalities for minorities. These data have shown greater disparities towards African Americans (Boyes-Watson, 2005). However, these students live in the data outlined on paper, in tables, and on graphs. Social response in the educational setting is needed to counteract the stigmatization of students feeling victimized due to race, socioeconomics, and gender.

In each category of race, socioeconomics, and gender, the results of statistical analyses shown in-school suspensions did not decrease based upon restorative justice implementation. One interpretation for this result could be the decline post restorative justice implementation in out-of-school suspensions, causing a rise of in-school suspensions as a form of discipline. Unfortunately, the disparities between African American and White students discipline infractions did not decrease as a result of alternative discipline implementation. With discipline deans conducting restorative justice circles, covering lunch duties, and breaking up fights around campus, there appears to be a negative inverse action for the district studied compared to restorative justice on other learning institutions (Education, 2014). Three administrators per school were permitted to attend training for schools. Full implementation of the program calls for all stakeholders, (i.e., teachers, parents, administrator, counselors, community leaders), to be trained using walk through scenarios, and to gradually implement what has been learned. To mature minds, young and old, time must be invested. Full implementation needs a staff focused on repairing and building relationships through restorative justice.

The full implementation of restorative justice could have the potential of decreasing discipline infractions. However, some districts do not have the funding to create restorative teams to work on school campuses to facilitate a culture and community of restoring justice. Educational leaders, administrators, faculty, and staff are often stretched too thin to work in multiple capacities in the school environment. Funding would need to be increased at the federal level to allow restorative justice to be fully implemented with fidelity. Teams strictly dedicated to responsive circles would be able to work with families, train teachers, work in classrooms with management issues, and incorporate a culture of building connections with individuals. The Vera Institute of Justice (2016) stated the average tax payer pays from \$32,000 - \$60,000 per inmate. Of 40 states researched, the economics of prisons were 13.9% higher than those states combined corrections budget. Additional funding to schools granting the ability to fully embrace restorative justice processes could change the world.

With full implementation and adequate funding, restorative justice could be executed with fidelity, allowing for teachers to feel safer in their classrooms. The National School Climate Council (2007) defined a positive school climate as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” (p. 4). Schools with a favorable climate and low risk factors are linked to fewer staff turnovers and higher student academic achievement. When schools can utilize restorative justice to foster a safe school environment, build relationships across the learning campus, and instill feelings of trust, nurture, and care for all, society will reap the benefits that go beyond PK-20.

Full implementation and adequate funding will allow teams to bring additional resources to their schools to better understand how an implicit bias towards individuals based on race, economics, and gender affect the criminalization and victimization of the students they serve. The U.S. Government Accountability Office (2017) reported that the number of high-poverty schools comprised of predominantly African American students has more than doubled in the past 15 years. More disciplinary actions have been issued to minorities at an alarming rate. Implicit bias is unconsciously behaving or reacting to individuals without the understanding of or taking into account the negative ramifications (Nietzel, 2018). School leaders can assist personnel by hosting data meetings which include open dialogue about the discipline trends. Create a “biased” team, the members of which would receive a stipend and report on a weekly basis what the discipline data showed for students based on race, socioeconomics and gender. Allow these individuals to bring valuable resources into the school to train personnel on how to identify their implicit bias actions. Also, allow this team to be a safe place for diversity and honest dialogue. This team would assist in the fidelity and support of restorative justice.

Fidelity is a strong belief in a cause by demonstrating loyalty and support. Restorative justice needs paraprofessionals, teachers, administration, community leaders, and families to walk through processes with fidelity. The students need to see the full support of adults to understand the worth of the program. Fidelity heightens awareness and understanding of individuals’ needs. Those needs can be fulfilled regardless of whether the individual is the offender or the offended, and learning environments can truly embrace the uniqueness of restorative justice and the differentiating care and equality it shares with all.

Recommendations for Future Research

The problem studied included whether this large urban school district could be successful in decreasing the large number of suspensions and referrals to law enforcement by growing students' abilities to evaluate their choices in behavioral judgment using restorative justice. By improving students' abilities to evaluate their choices in behavior using restorative practices, an improvement of behavior should be reflected in a declining number of suspensions and referrals to law enforcement post restorative justice implementation.

Future researchers may conduct a follow-up of this study to review the continuing results of restorative justice in middle schools regarding behavior and open dialogue among the offenders and the offended. A similar study needs to be conducted on the high school level to determine if there is statistical significance shown in the improvement of behavior due to the implementation of restorative justice in the middle school years.

Additionally, this study was a quantitative research study. A qualitative study may be conducted with a population of discipline deans and teachers in the middle and high schools to measure the extent to which restorative justice increases the feelings of safety in the school climate. If there is a feeling of increased safety in the school climate, are discipline referrals from teachers decreased?

Further research may be conducted to measure the effectiveness of restorative justice in Florida compared to that of other states. This study could concentrate on the role, if any, that geography plays in the effectiveness of the program.

A study may be conducted to investigate the effects restorative justice has in repairing damaged relationships among administration, faculty, and staff. Through the utilization of open

circles, can a culture of respect, honesty, and unity be forged at the adult level? Could restorative justice decrease the lack of productivity of individuals who believe their voices are never heard?

Further research may be conducted to determine how other districts report and document the discipline of students protected under IDEA. The present study of a large urban school district in southeastern United States was able to determine the LEA worked to provide resources to continue to protect students with disabilities. If needed, students were referred to an alternative education school to address behavior and academics.

Further research may be conducted to calculate the number of discipline incidents recorded at the school level compared to the number of incidents reported to the federal government. Do the numbers match? Are there checks and balances used to ensure public federal data matches what happens at the school level? Does the state disseminate the discipline data to the federal government or is there a data base that downloads this information from schools directly to the federal government? When juxtaposing these questions with the implications of the study, this research determined that the findings are not getting any better with reducing disproportionate discipline infractions for African American students. To that end, restorative justice teaches educational leaders how discipline should be implemented in learning environments while overcoming implicit bias decisions.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
 Office of Research & Commercialization
 12201 Research Parkway, Suite 501
 Orlando, Florida 32826-3246
 Telephone: 407-823-2901, 407-882-2012, or 407-882-2276
www.research.ucf.edu/compliance/irb.html

NOT HUMAN RESEARCH DETERMINATION

From : **UCF Institutional Review Board #1
 FWA00000351.IRB00001138**
 To : **Adrienne Brown**
 Date : **August 16, 2016**

Dear Researcher:

On 08/16/2016 the IRB determined that the following proposed activity is not human research as defined by DHHS regulations at 45 CFR 46 or FDA regulations at 21 CFR 50.56:

Type of Review: Not Human Research Determination
 Project Title: AN INVESTIGATION INTO THE LARGE NUMBER
 OF SUSPENSIONS, EXPULSIONS, AND ARRESTS
 AMONG AFRICAN AMERICAN STUDENTS PRE
 AND POST TO THE IMPLEMENTATION OF
 RESTORATIVE JUSTICE IN A LARGE URBAN
 SCHOOL DISTRICT
 Investigator: Adrienne Brown
 IRB ID: SBE-16-12470
 Funding Agency:
 Grant Title:
 Research ID: N/A

University of Central Florida IRB review and approval is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are to be made and there are questions about whether these activities are research involving human subjects, please contact the IRB office to discuss the proposed changes.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patricia Davis on 08/16/2016 06:29:45 PM EDT

IRB Coordinator

APPENDIX B
REFERRAL FORM

Safety/Discipline Referral Form

Date of Incident: _____
 Overall Incident Severity: _____
 Incident Number: _____
 Trip # _____

Student Number: _____ School: _____
 Student Name: _____ Sex: _____ Race: _____ Grade: _____
 Parent/Guardian: _____ Home Phone: _____ Work Phone: _____
 Referred By: _____ Person(s) Involved: Student Non-Student Both Unknown Multiple Students
 Location of Incident/Event: 1-School Grounds/On Campus 2-School Sponsored Activity Off Campus 3-School Transportation
 Teacher Intervention(s): _____
 Brief Description of Incident: _____

Offense(s)/Event(s) pertaining to this referral with DOE Crosswalk			DOE SESIR Ranking
<input type="checkbox"/> 1A Cheating <input type="checkbox"/> 1B Classroom Disruption <input type="checkbox"/> 1C Disorderly Conduct <input type="checkbox"/> 1D Disrespect <input type="checkbox"/> 1E Dress Code <input type="checkbox"/> 1F Failure to report to detention <input type="checkbox"/> 1G False/Misleading Info <input type="checkbox"/> 1H Insubordination <input type="checkbox"/> 1I Misconduct on Bus <input type="checkbox"/> 2A Dest Prop/Vand (Under \$100) <input type="checkbox"/> 2B Disrespect <input type="checkbox"/> 2C Fighting <input type="checkbox"/> 2D Forgery <input type="checkbox"/> 2E Gambling (OMC) ** <input type="checkbox"/> 2F Insubordination/Open Def <input type="checkbox"/> 2G Intimidation/Threats <input type="checkbox"/> 2H Misconduct on Bus <input type="checkbox"/> 3A Physical Attack <input type="checkbox"/> 3B Breaking & Entering (BRK) ** <input type="checkbox"/> 3C Destroy Prop/Van (\$100-\$999) <input type="checkbox"/> 3D Disrespect <input type="checkbox"/> 3E Extortion (ROB) ** <input type="checkbox"/> 3F Fighting (FIT) <input type="checkbox"/> 3G Firecrackers/Works <input type="checkbox"/> 3H Gross Insubord/Open Def <input type="checkbox"/> 3I Illegal Organization <input type="checkbox"/> 3J Possess of Contraband <input type="checkbox"/> 3K Smoking/Other Tobacco (TRC) <input type="checkbox"/> 3M Stealing (\$50-\$299)	<input type="checkbox"/> 1J Profane/Abuse/Abusive Lang/Material <input type="checkbox"/> 1K Cell Phone/Tech Violation <input type="checkbox"/> 1L Tardiness <input type="checkbox"/> 1M Unauth Abs from School/Class <input type="checkbox"/> 1N Other Misconduct <input type="checkbox"/> 10 Unsubstantiated Bullying (UBL) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 2J Stealing (Under \$50) <input type="checkbox"/> 2K Unauth Assembly <input type="checkbox"/> 2L Bullying (BUL) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 2M Other Serious Misconduct <input type="checkbox"/> 2N Gang Related <input type="checkbox"/> 3N Trespassing (TRS) ** <input type="checkbox"/> 3O Violation of Curfew <input type="checkbox"/> 3P Bullying (BUL) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 3Q Other Serious Misconduct <input type="checkbox"/> 3RR Physical Aggression/Empt/Pers <input type="checkbox"/> 3S Sexual Harassment (SXH) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 4L Repeated Misc/More Serious <input type="checkbox"/> 4M Robbery/Extortion (ROB) ** <input type="checkbox"/> 4N Sexual Battery (SXB) ** <input type="checkbox"/> 4O Sexual Harassment (SXH) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 4P Sexual Offenses (SXO) ** <input type="checkbox"/> 4Q Violation Early Re-entry <input type="checkbox"/> 4R Motor Vehicle Theft (STL) ** <input type="checkbox"/> 4S Vandalism (\$1000 or over) (VAN) ** <input type="checkbox"/> 4T Other (OMC) ** Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> 1P Unsubstantiated Harassment (UHR) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 1Q Harassment (HAR) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 2O Repeated Cell Phone/Tech Violation <input type="checkbox"/> 2R Sexual Harassment (SXH) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 3V Harassment (HAR) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 3W Hazing (HAZ) ** <input type="checkbox"/> 3X Bus Disruption <input type="checkbox"/> 3Y Cell Phone/Tech Violation <input type="checkbox"/> 4V Bullying (BUL) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 4W Harassment (HAR) Basis <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> 4X Hazing (HAZ) ** <input type="checkbox"/> 4Y Physical Attack (PHA) ** <input type="checkbox"/> 4Z Sexual Assault (SXA) ** **Consult with Law Enforcement	Level 1 Level 2 Level 3 Level 4

Time (Context):	Incident Factors:	Weapon Related: (check one)	Weapon Description:
<input type="checkbox"/> 1-During School Hours Period: _____ Time: _____ <input type="checkbox"/> 2-Outside School Hours/ School Sponsored Activity <input type="checkbox"/> 3-Outside School Hours/ Non-School Sponsored Activity	<input type="checkbox"/> Alcohol Related <input type="checkbox"/> Bullying Related <input type="checkbox"/> Gang Related <input type="checkbox"/> Hate Crime <input type="checkbox"/> Digital Device <input type="checkbox"/> Victim of Homicide <input type="checkbox"/> Hazing <input type="checkbox"/> Drug Poss (DRD/DRU) <input type="checkbox"/> Marijuana/Heshish (M) <input type="checkbox"/> Other Illicit Drugs (O) <input type="checkbox"/> Non-Drug (N) <input type="checkbox"/> INJURY RELATED (check one) <input type="checkbox"/> More Serious (A) <input type="checkbox"/> Less Serious (B)	<input type="checkbox"/> 1-Non-Firearm <input type="checkbox"/> 2-2/More non-firearm <input type="checkbox"/> 3-At least 1 firearm <input type="checkbox"/> 4-2/More firearms <input type="checkbox"/> Weapon Discharged	<input type="checkbox"/> Destructive Device (F) <input type="checkbox"/> Handgun (H) <input type="checkbox"/> Multi Type Firearms (M) <input type="checkbox"/> Knife (K) <input type="checkbox"/> Other Weapons (O) <input type="checkbox"/> Rifle/Shotgun (R) <input type="checkbox"/> Unknown Weapon (U)

SCHOOL ACTION(s) taken for this Referral.

<input type="checkbox"/> A Parental Contact: Date: _____ Time: _____ Ph.#: _____ <input type="checkbox"/> B Counseling and Direction <input type="checkbox"/> C Verbal Reprimand <input type="checkbox"/> D Special Work Assignment <input type="checkbox"/> E Withdrawal of Privileges <input type="checkbox"/> F Return of Property <input type="checkbox"/> G Detention <input type="checkbox"/> H Saturday School	<input type="checkbox"/> Behavior Contract/Plan <input type="checkbox"/> J Seclusion (J) <input type="checkbox"/> KK All Class Assign <input type="checkbox"/> LL Referral to Intervention Prog <input type="checkbox"/> M Confiscate Unauthorized Materials <input type="checkbox"/> P PASS (I) <input type="checkbox"/> QQ Suspension from Bus	<input type="checkbox"/> R Suspension from School (O) <input type="checkbox"/> S Level 4 - Suspension/ Recommend Exp/Removal (O) <input type="checkbox"/> V Mechanical Restraint (M) <input type="checkbox"/> W Physical Restraint (M) <input type="checkbox"/> AA SAFE Plan <input type="checkbox"/> BB No Contact/Bully/Har Contract <input type="checkbox"/> CC Restorative Justice <input type="checkbox"/> UU Wednesday School	The following actions should be used for SESIR Offenses only - Do not use for Non-SESIR Offenses: <input type="checkbox"/> G Detention/Wed. School <input type="checkbox"/> H Saturday School (S) <input type="checkbox"/> K All Class Assign (S) <input type="checkbox"/> L Referral to Intervention Program/School (S) <input type="checkbox"/> Q Suspension from Bus (S) <input type="checkbox"/> U Wednesday School (S)
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Suspension (School/Bus) From: _____ To: _____ # of days _____ Return: _____ PASS: From: _____ To: _____ # of days _____ Return: _____

Detention: _____ Wednesday School: _____ Sat. School: _____
 Ex 6th Student Yes No 564 Plan Yes No Sum Sch Susp. Yes No Early Re-Entry: _____

** Consulted Law Enforcement in Regards to Incident (check one) Yes No Case #: _____ Yes-School Related Arrest

Administrator Signature: _____ Date Processed: _____
 Student Signature: _____ I understand that I have a right to make a statement about the offense(s).
 Parent Signature: _____ I understand that I have the right to present a witness(es).
 Administrator/Designee Comments: _____ I choose not to make a statement.

I understand that during the time of suspension, student is not to be on any OPCS school property nor at any school-sponsored activity.

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