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Restorative Justice in Education

Stella Dickson*	Tess Garbarino <sup>†</sup>	Kaitlin Hennessy <sup>‡</sup>
Cameron LaChappelle**	Morgan Russell <sup>††</sup>	Carly Trompeau <sup>‡‡</sup>

\*Fort Lewis College, stella\_star666@hotmail.com

<sup>†</sup>Fort Lewis College

<sup>‡</sup>Fort Lewis College

\*\*Fort Lewis College

<sup>††</sup>Fort Lewis College

<sup>‡‡</sup>Fort Lewis College

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Stella Dickson, Tess Garbarino, Cameron LaChappelle, Kaitlin Hennessy, Morgan Russell,  
Carly Trompeau

Erik Juergensmeyer

Comp 253

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A Study in  
Restorative Justice in Education

**INTRODUCTION**

A well-educated population is an invaluable resource to any country; furthermore, the obtainment of a high school diploma especially lays the foundation for an individual's future. Programs in the U.S. have been created in the interest of youth to encourage them to complete their high school education. Such programs include truancy prevention and provision of school supplies, but all share the same purpose: to help students earn their high school diploma. However, the effectiveness of these programs can be questioned, considering the substantial number of students that still drop out of high school and do not complete their education.

This year an estimated 1.23 million students will fail to graduate with their peers (Edwards 1). This number indicates a critical problem: many students continue to drop out of high school for various reasons, despite the dire consequences. As Levin claims, studies have clearly shown dropping out of high school can lead to poorer levels of health, increased risk of crime, and lower income which lead far into adulthood (Lawrence 103). In order to counteract students' decisions to drop out, the legal system steps in and implements prevention programs; however, they only have so much power in their jurisdiction. In the state of Colorado, students can legally drop out of high school given they are above the age of seventeen.

Delinquency prevention is what most legal organizations focus on to counter students dropping out, since delinquency is believed to be the root cause. According to Denise Gottfredson, a professor at the University of Maryland Department of Criminal Justice and Criminology, the school itself serves as a system for socializing youth and preventing delinquency (Lawrence 115). However, critics claim schools are not only ineffective at delinquency prevention, but are also responsible for academic failure, and actually contribute to delinquency in youth. They point out some schools do not equally include all students and can discourage marginal students to the point where they leave school altogether (Lawrence 102-103).

#### *Purpose Statement*

The purpose of this project was to examine the juvenile justice system in the state of Colorado and to explore the application of restorative justice in the educational system. Durango High School (DHS) was the primary focus of our studies, which we explored with the following research questions:

Question 1: What is Durango High School's current student conduct system and how does it function?

Question 2: Is this conduct system effective?

Question 3: Is there a need for restorative practices in it?

Question 4: How does Durango High School compare to the Colorado school averages in terms of dropout rates, graduation rates, and disciplinary actions?

#### *Importance of the Study*

Education is the framework of modern civilization, as it positively influences populations in many aspects. Essentially, the educational system is put in place to introduce youth to society

and to equip them with skills and information to succeed. Considering the educational system shapes entire generations makes its importance apparent. All educational changes and choices should be carefully weighed and considered, for possible impacts can be drastic on a massive level. Because of its significance, education is a topic many are passionate about, and conflicting viewpoints are already clashing over what is best for it. For example, “zero tolerance” policies are being supported by some as being effective methods to keep students in line. Meanwhile, others argue they only serve as another way to victimize students (Trujillo 2).

This study will be of potential value to those who make decisions in the educational system, because:

1. It will provide an overview of the high school educational system,
2. It will present information which can be used to better analyze the possible implementation of restorative justice in the system,
3. And it will show whether such implementation will increase the quality of learning and decrease dropout & delinquency rates.

However, the audience we were mindful of throughout the course of this process was Braided River Mediation Center since they will be able to interpret the gathered data and put it to further use in their program.

#### *Definition of Terms*

The following is a list of terms and meanings used in this study.

#### Juvenile

This is the legal term referring to any minor under the age of 18 who is not yet considered an adult by law.

#### Juvenile Justice

This is a branch in the judicial system which deals exclusively with minors and isolates youth away from the adult correctional system.

### Dropout

This is a student who has left the educational system for whatever reason. This student has made no plans to enroll in another secondary educational program, such as home education or a GED program.

### Dropout Rate

This is the number of dropouts in a given school year divided by the number of students originally enrolled at the beginning of the given school year.

### Graduation Rate

This is the percentage of young adults who successfully earn a standard high school diploma and graduate in four years or less.

### Restorative Justice

This is a theory of justice which encourages perpetrators in a crime to take responsibility for their own actions and work with those who have been harmed to come to a satisfying conclusion for both offender and victim.

### Juvenile Delinquency

This is the term given to any criminal acts performed by juveniles. These criminal acts can range from arson to aggravated assault, and include any act which infracts enforced laws.

## **LITERATURE REVIEW**

1. *Restorative justice is a socially strengthening alternative to punitive justice* (Chmelynski 2005, Drakulic 2008, Tuzzolo 2006-2007, Wachtel 2008, Wearmouth 2007, Woolford 2008, United States of America 2001):

Restorative justice overall decreases criminal recidivism among multiple offenders; therefore, it is typically cost-beneficial compared to punitive justice. As a result, among adolescents, violence, expulsions, and drop-out rates decrease. Restorative justice methods include peer mediation, classroom circles, group conferencing, intervention, and victim-offender dialogue. These methods increase a student's feeling of belonging to a community or school, and they also drastically improve behavior in comparison to punitive methods. Juvenile delinquency cases often consist of repeat offenders, which suggests punitive justice isn't entirely effective in improving behavior. Giving offenders the opportunity to learn from their mistakes through dialogue with their victims initiates the possibility for reparations for both parties. Restorative justice is community-centered and can be implemented to fit a specific demographic or culture. Especially in traumatic social situations like natural disasters, zero-tolerance policies are ineffective in creating reparations among students, families and schools.

2. *Mediation is an exemplary method of restorative justice which can be easily contextualized for adolescents in schools and other programs* (Ashworth 2008, Hodges 2009, Jones 2003, Juvenile Peer Mediation Expands Beyond Schools 1999, Moriarty 1991, Strategy: Peer Mediation in Schools 2009) :

Mediation is an effective method to decrease disputes in schools, as well as in situations which occur off-campus. Outside programs, like the Boys and Girls Club, can offer mediation outside a school's jurisdiction. Mediation is effective in reducing violence, crime, and substance abuse. In addition, mediation is a more appealing substitute for detention and suspension, which generally fail to create positive change and atmosphere. Detention also creates negative feelings of isolation, especially for students subjected to domestic neglect or abuse. Mediation is most

effective when adolescents are involved in designing and running such a program. Student mediators acquire communication, problem-solving, and group skills.

3. *State and local statistical data represent the apparent usage and results of punitive vs. restorative justice in schools* (“Durango School District 9-R” 2008-2009, Lawrence 2007):

Measuring school crime through conduct codes, accountability reports, and education reports is necessary to discover the effects of restorative and punitive justice. Issues evident in the accountability reports include drugs or alcohol abuse and possession, tardiness, truancy, etc. Punishments include anything from community service to in-school or out-of-school suspension. Recurrence of problems promotes more severe punishments like expulsion and law enforcement involvement. Restorative justice is not being used extensively, because punitive methods still mostly dictate school discipline.

## **METHODOLOGY**

### *Statistical Research*

#### Participants

For our research there were no people directly involved, since we gathered only on-line statistical data.

#### Materials

The materials used in our statistical research included readily available, official, state-issued education reports for the latest rates of graduation and dropout rates in Colorado. The Colorado Department of Education published most of these thorough reports and proved to be

very useful during our data collection. Other material included various on-line databases, which were used to validate previously collected data.

### Procedures

The length of this study lasted several weeks, and new sources were gathered and analyzed nearly every other day. We collected our data by reading documents and noting any legitimate data. We combed through pages of database search results to find information pertaining to our topic.

### Analysis

All the information we collected from the given documents was used to produce visual representations, mostly in the form of bar graphs and pie charts. These visuals were then used to make any trends in the data apparent, and help explain the data we found to our audience. In order to easily put data in visual formats, we entered data into Microsoft Excel. Rows and columns were created which could easily be manipulated. These rows and columns were modified accordingly and placed into Microsoft Word 2007 where the 'Insert Chart' function was used to form visuals.

### *Research Checklist*

#### Participants

For our research checklist there were no people directly involved aside from the person using the checklist to analyze the juvenile court documents.

#### Materials

The primary material used in this research was the research checklist itself (Appendix B). The only other materials were juvenile court documents, which were obtained through the Colorado Bar Association, an online judicial resource accessible to the public.



## Procedures

The method of counting the specific terms and words was done by copying a court document into Microsoft Word 2007 and using a simple procedure of using the 'Find and Replace' command to produce a number of how many times a given word appears in the text. To start off, the 'Find and Replace' window is opened with the key command Ctrl+F and the word being searched for is selected by the researcher. In the 'Replace' tab the specific word is typed into the 'Find what:' field and '^&' is typed into the 'Replace with:' field. The 'Replace All' button is then pressed and a small box appears with the total number of word occurrences in it. This procedure is then repeated for each word until every word in the checklist has been counted.

This procedure was repeated twelve times to gather enough data to see a relation between the various terms. The length of the study was over the course of several days; however, the time to analyze each document averaged approximately seven minutes each, and a few were done each day.

## Analysis

The checklist consisted of twenty-eight legal related words divided into four categories. This checklist was used to search for each word in a given legal document and the frequency of each word tallied to find the total occurrences in each category, which were then averaged together.

## *Interviews/Shadowing*

### Participants

Over the course of our data collection, we interviewed several people and also shadowed one person. Included was Kathy Kauppi, coordinator of Teen Court at Durango High School (Appendix C); Steve Kerchee, Head of Security at DHS (Appendix D); Harlene Russell,

coordinator of the Diversion program at La Plata County Youth Services (Appendix F); Greg Loheit, intervention counselor of the Student Learning Center at DHS (Appendix G); and Linda Pepper, assistant principal at DHS (Appendix I). We also shadowed Steve Kerchee (Appendix E). All participants were Caucasian adults.

### Materials

In our research, we used mostly open-ended interviews and were ready to compose any observations into field notes. The materials we used included a tape recorder to record the conversations, and a notepad to write down notes and observations.

### Procedures

The first person interviewed was Kathy Kauppi, the coordinator of Teen Court in DHS. We interviewed Kauppi in her office at DHS, and the conference lasted an hour and a half. We structured the interview to be very open-ended, in hopes to keep Kauppi's responses unconstrained and complete. However, there were specific questions we asked to give the interview direction, since we anticipated she would elaborate on them and provide information which dealt specifically with our research topic. We also interviewed Harlene Russell, coordinator of the Diversion Program in La Plata County Youth Services, for a total of one hour. Again, this was designed to be more of an open-ended interview with only several specific questions to set a basic structure for the conference.

We went to Durango High School during week eleven and conducted interviews with Greg Loheit and Linda Pepper both on Wednesday March twenty-fifth. We met at Durango High School. Each interview was about thirty to forty-five minutes long.

We interviewed and shadowed Steve Kerchee at DHS for four hours while he partook in his daily routines. He is in charge of maintaining security at DHS. We were able to witness

exactly what occurs when a student gets in trouble and the procedures they perform in response to this.

### Analysis

We organized and analyzed our data by looking back at our field notes and interview questions to see the similarities between Loheit's and Pepper's answers towards restorative justice. Compared how Loheit and Pepper view restorative justice and how they use it at Durango High School. Also, look at how they discipline their students, and what punishment fits the crimes for particular students. Look at what Loheit and Pepper seem to be the biggest problems at Durango High School and see if restorative justice can reduce the number of problems. To see if restorative justice is an advantage to Durango High School or is it just another way for students to get away with crimes they commit on school property.

### *Survey*

#### Participants

We surveyed forty-six students who are currently enrolled at Durango High School, or were alumni of DHS. Twenty of the participants were female and twenty-six were male, as shown below in Figure 1, the majority of which were Caucasian, with only ten of the total participants being minorities as seen below in Figure 2. Unfortunately, the distribution of grades was not equal, the majority being in tenth and eleventh grade or freshman in college as illustrated in Figures 3 and 4 below. The current high school students were surveyed in their "Street Law" classroom during 5<sup>th</sup> and 7<sup>th</sup> period. The alumni were surveyed electronically via e-mail.

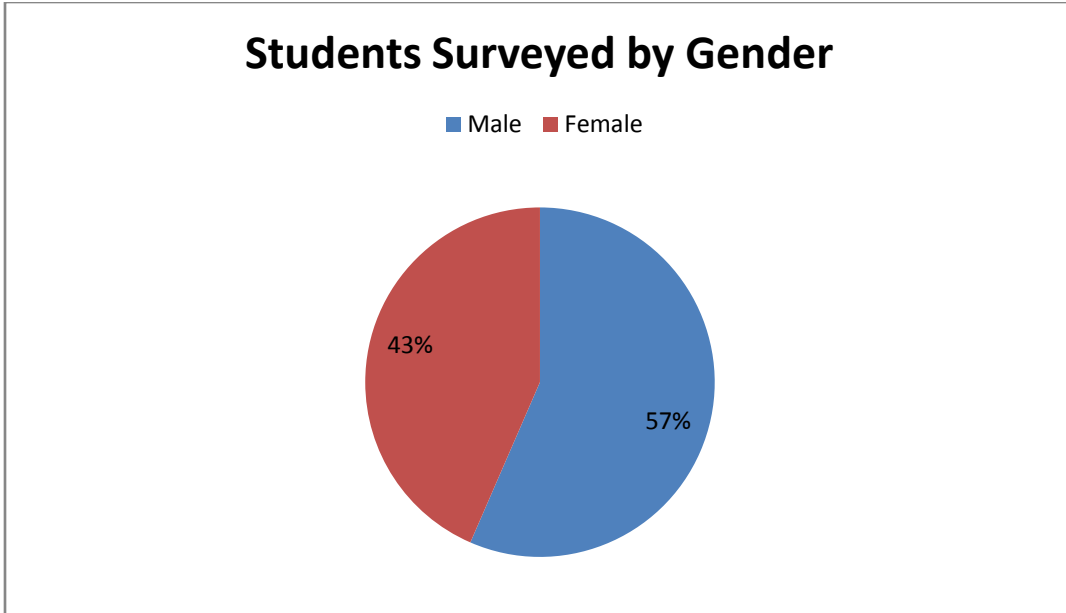


Figure 1: Gender of Participants

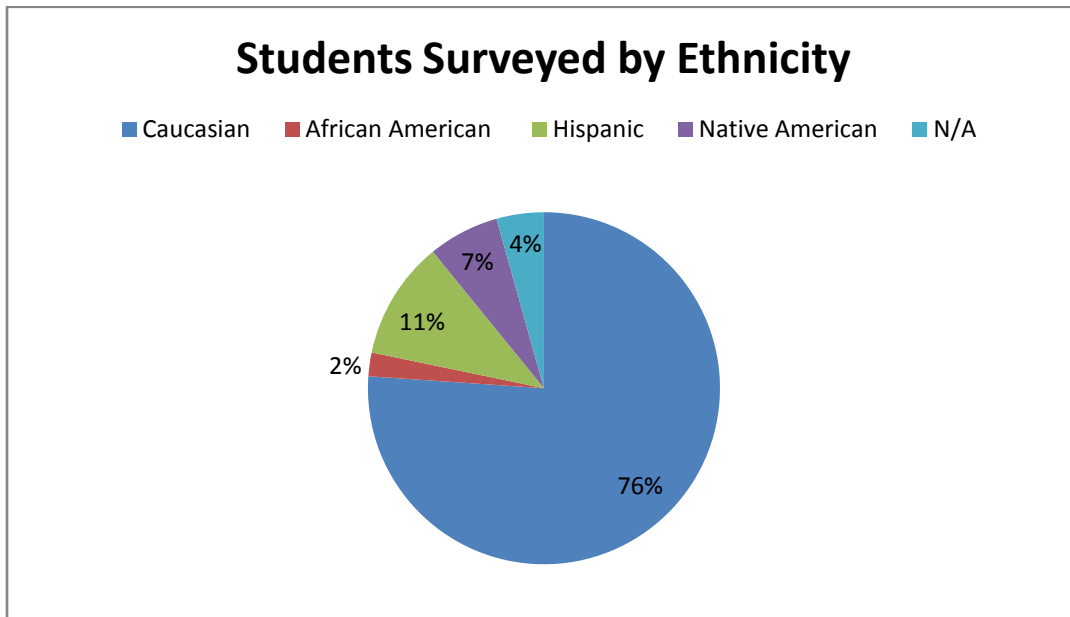


Figure 2: Ethnicity of Participants

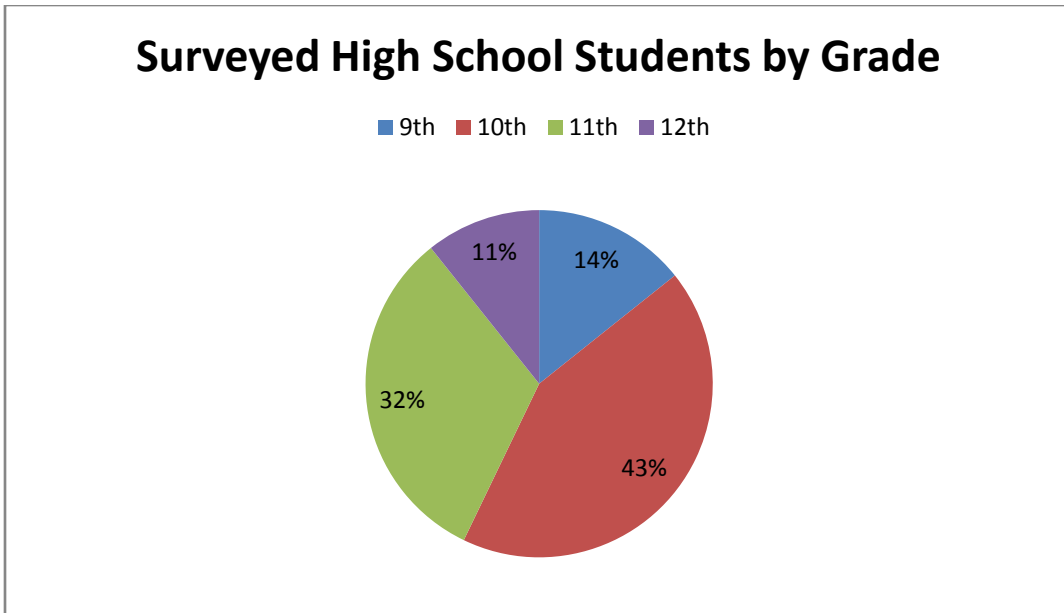


Figure 3: High School Students by Grade

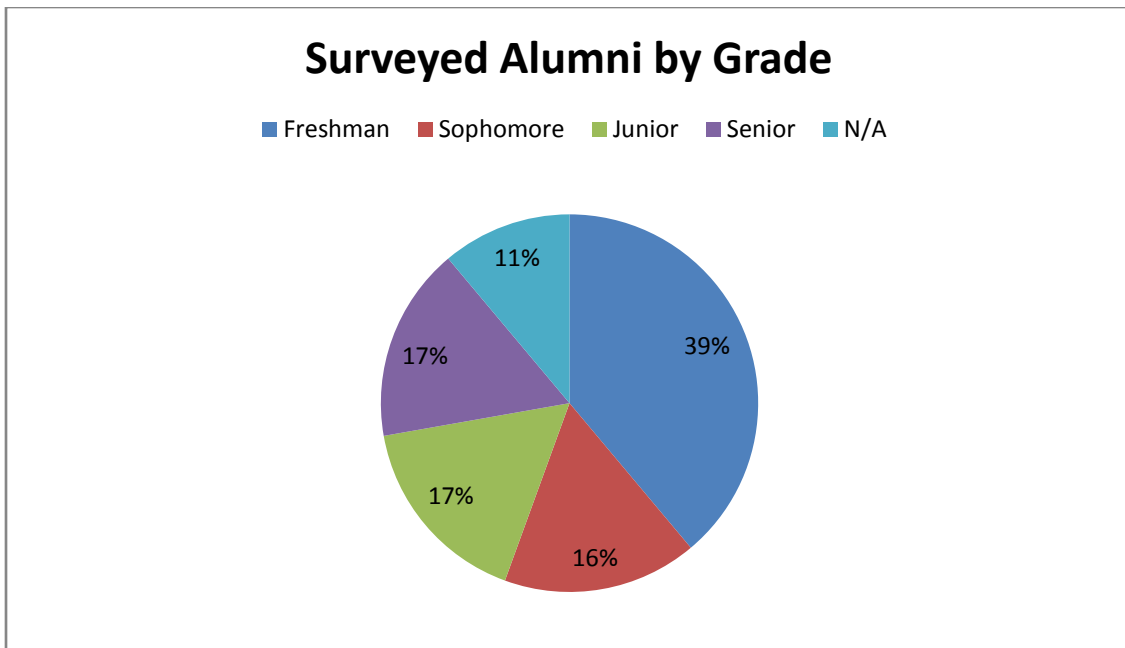


Figure 4: Alumni by Grade

#### Materials

An eight question survey was used to obtain the participants opinions and knowledge of restorative justice (Appendix A). In addition, the questionnaire considered the activities the participants had been punished for at DHS, what their punishments were, and how they reacted

to those punishments. Of the eight questions asked, one was open answer and two others had the option to write one's own response instead of using one listed. Four questions were multiple answer questions, if the respondents chose to use more than one answer. The current students were given paper surveys; whereas, the alumni completed the survey online via [surveymonkey.com](http://surveymonkey.com).

### Procedures

Twenty-eight current students at DHS were surveyed on April 14, 2009 during two different "Street Law" classes taught by Leigh Gozigian. We came into the classroom at the beginning of two periods and briefly described the purpose of the survey and our project. Then, we handed a survey to every student in the class. The students finished the surveys within ten minutes. The eighteen alumni were e-mailed a link to the survey and asked to complete it; we received responses from March 21, 2009 through April 1, 2009.

### Analysis

The data collected from the surveys was organized by numerically combining all the responses. Then we looked at the largest amount of responses to each question for the majority opinion. We used quantitative data when analyzing the responses, and converted them into statistical percentages.

## **FINDINGS**

### *Statistical Research*

What is Durango High School's current student conduct system and how does it function? How do Durango High School's conduct systems compare to other schools in Colorado? There was a plethora of information which dealt with the educational system available, namely on online databases, because administrations often require this data to make

informed decisions. This information is also accessible to the public to enable them to see the current state of their school systems, which made it relatively easy to find records which pertain to our project. Through our research, we planned to find data which dealt specifically with the dropout rates, graduation rates, disciplinary incidents, and any other information pertinent in both Durango High School and in the state of Colorado.

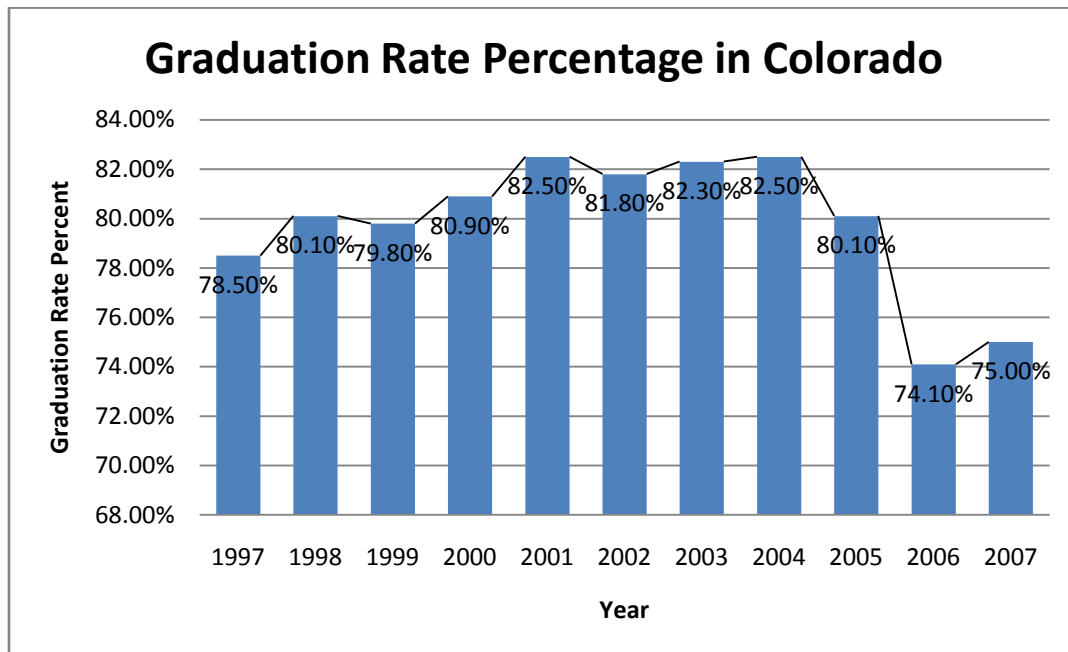


Figure 5: Graduation Rates in Colorado

Above is Figure 5, which shows our findings of the average graduation rate in Colorado, one matter we looked at in our research. The graduation rate in the state of Colorado has stayed relatively static from 1997 to 2007, with the only considerable decline occurring between 2005 and 2006. However, this decline was due to a change of equations by the state, and technically the graduation rate most likely only varied slightly. Apparently, the graduation rate has increased over time, going from 78.5% in 1997 to 82.5% in 2001, an increase of 4% in only 4 years. In

2002 the rate dipped slightly by .7%, only to later increase back to the original high of 82.5% several years later in 2004. Another considerable drop occurred in 2005 when the rate dropped down 2.4%, and was the largest decrease in the given time period.

As mentioned before the equation the state began using in 2006 caused a large difference between from 2005, and unfortunately, it was not possible to find the graduation rate based upon the previously used equation. Accurate comparisons of 2006 and 2007, however, can take place. The same equation is used for both years, and the rate has increased by .9%, meaning the graduation has risen. By looking at the overall trend of the graph, one can see there was a gradual rise until the rate leveled out, then dropped off suddenly after 2004. This sudden drop is concerning because it seemed to go against the overall tendency of the data over the last decade.

The dropout rate percentage in Colorado was another topic we covered in our research and our findings, as one can see below in Figure 6. It is clear the dropout rate gradually decreased from 1997 to 2003, going from 3.6% to 2.4% over the course of five years. This decrease of 1.2% shows there were fewer dropouts in the state of Colorado every year, until the year 2004. In this year, a sudden increase from 2.4% to 3.8% took place, an increase of 1.4% and the largest increase in the decade of the collected data. The reason this jump took place was because the Colorado Department of Education began using a more accurate data collection method to find the dropout rates, and as a result found the rates were much higher than previously thought. From there the dropout rate continued to rise, reaching its highest peak during 2006 at 4.5%. In 2007, the dropout rate decreased by .1% and was the first time after the new data collection method had become standard that the rate had lessened.



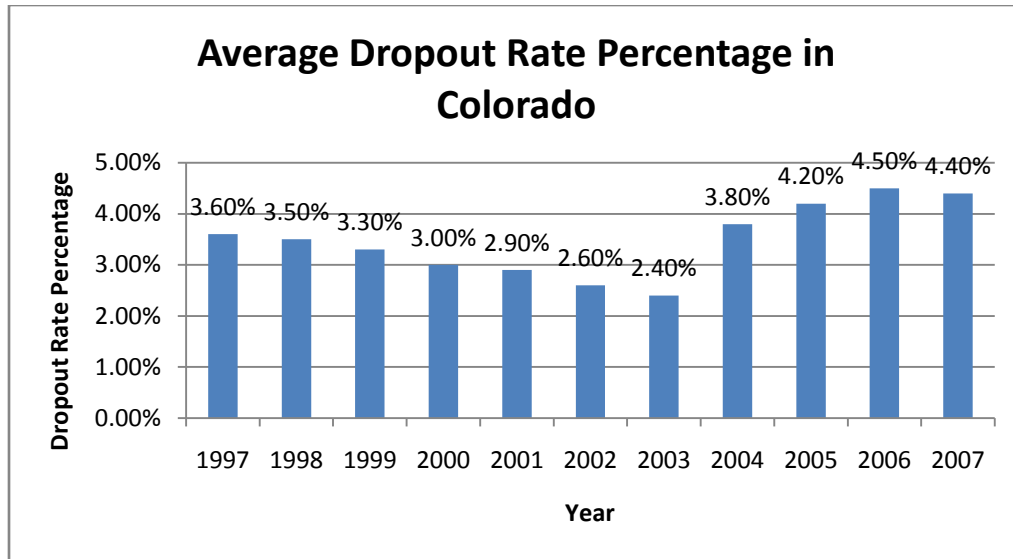


Figure 6: Average Dropout Rates of Every State Recognized High School in Colorado

Illustrated below in Figure 7 is the data we gathered dealing with Durango High School specifically, starting with the dropout percentage rates for the school. In the year 2000, the dropout rate was the highest in the data set at 2.9%, but later decreased by 1% in 2001. The dropout rate decreased again in 2002 by .6%, making 2002 the year with the lowest rate at a mere 1.3%. From 2003 to 2007, the dropout rate stayed within the range of 1.6% and 1.5% until an increase of .3% in 2008. The overall trend of the data shows the dropout rate has decreased at first, then stayed relatively fixed over the last eight years. There may be a new trend of the dropout rate increasing, but currently it is not possible to tell.

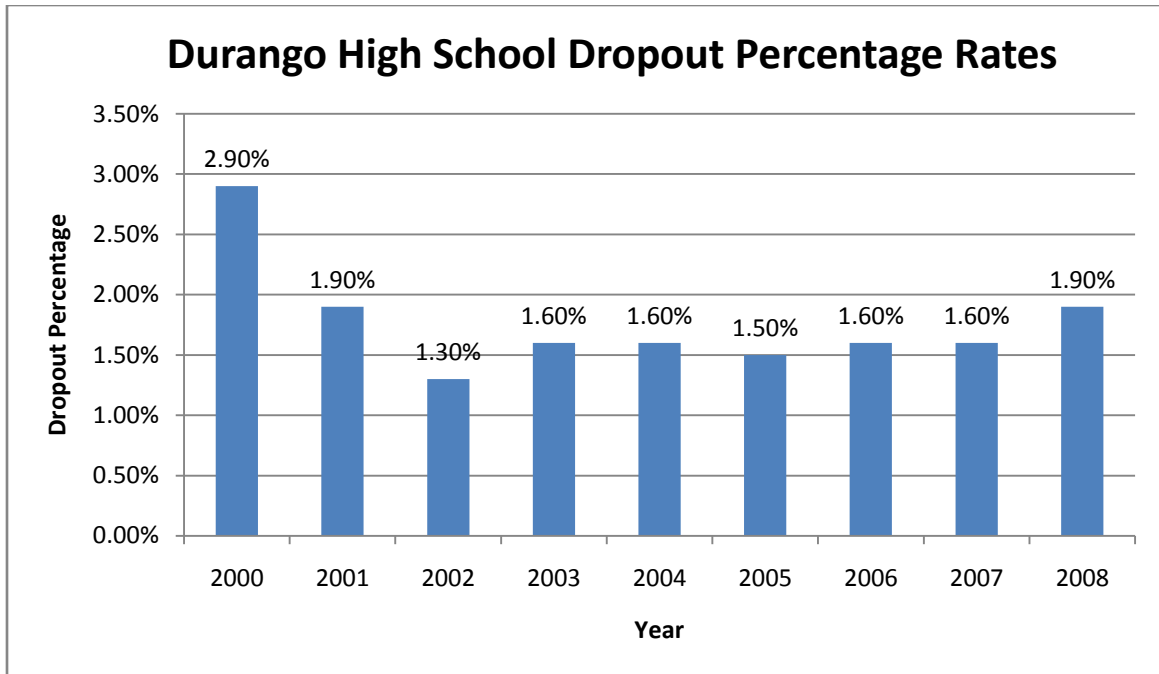


Figure 7: DHS Dropout Rates

In comparison to the dropout rates in Colorado, the dropout rates in Durango High School were far less in every year. Data on the DHS dropout rates in 1997 to 1999 were not available, but from 2000 onwards, we were able to compare each year until 2007. The dropout rate for the state of Colorado was not available yet. As seen below in Figure 8, during the year 2000, the dropout rates of both DHS and Colorado were nearly the same, but in all following years moved further apart. From 2000 to 2003, both were decreasing at a steady rate, with an exception in 2003 when DHS increased slightly. Starting in 2004, however, the differences between the two became drastic, varying by up to 2.9% in 2006. This is because, as Figure 8 shows, the dropout rate in DHS stayed relatively constant while the overall rate in Colorado increased considerably over time.

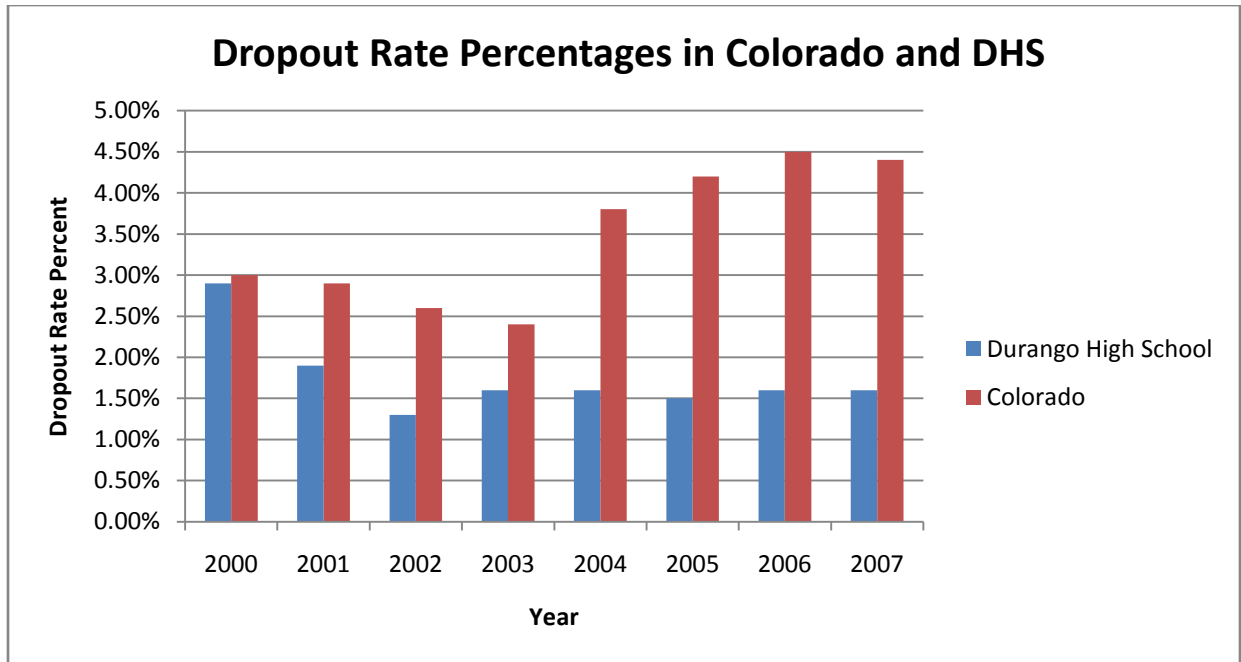


Figure 8: Colorado and DHS Dropout Rates Comparison

This radical difference means overall in the state of Colorado there were increasing dropout rates, while in Durango High School the problem still exists but to a degree of lesser severity. DHS may have these relatively low dropout rates because it is a smaller high school in a rural area where dropout problems may not be as numerous. The schools which contribute the most to the average dropout rate in Colorado are not in a similar location as DHS because the problem of dropout is particularly acute in inner city urban schools (Lawrence, 95). However, it is important to take note the dropout rate in DHS is under the average rate for the rest of the state. This means DHS is doing well in comparison to the state average, and in turn the other high schools in the state.

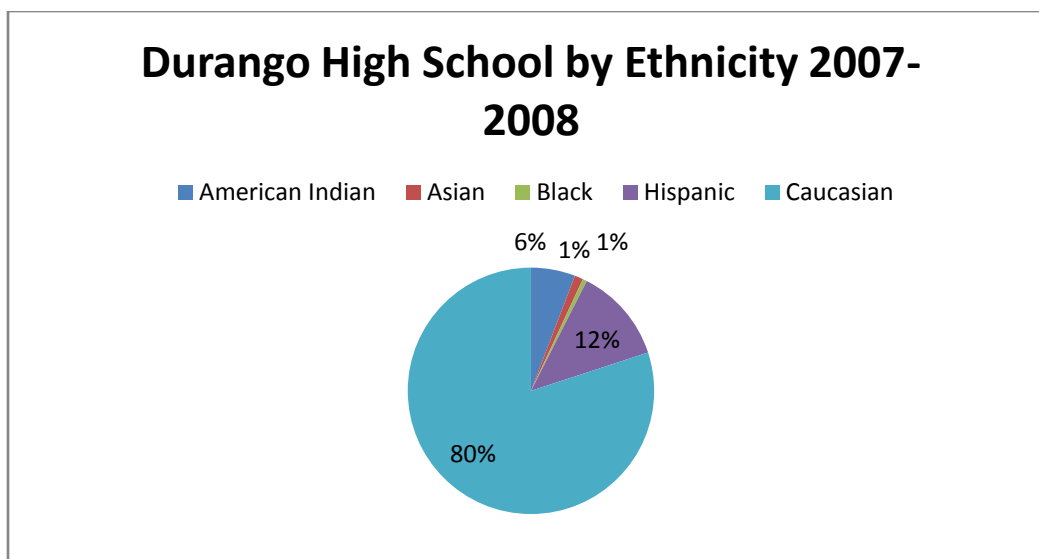


Figure 9: DHS by Ethnicity

Another set of data which dealt DHS we found was the student population by ethnicity. As shown above in Figure 9, DHS is mainly composed of Caucasian students who make up 2,149 of the 2,685, or 80%, of the student body. Next are Hispanic students at 335 (12%), followed by American Indian students at 156 (6%), and Asian students at 30 (approximately 1.1%). Finally, Black students make up the smallest ethnic group at only 15, or approximately .6%, of the student population.

We made comparisons using the demographic data of the student population and the ethnical demographic data of dropouts we had previously collected. As shown below in Figure 10, the ethnic group which had the most dropouts consisted of Caucasians, who again are the majority ethnic group in DHS. Caucasians made up 48 of the 79, or 61%, of dropout students. Hispanic students made up 27 (34%) of the dropout population, while only making up 335 (12%) of the student population. American Indians followed next at 4 (5%) dropouts compared to 156 (6%) in the student population. Since there were not any Black or Asian students who dropped

out of the high school, they made up 0% of the dropout population compared to approximately 2% of the student population.

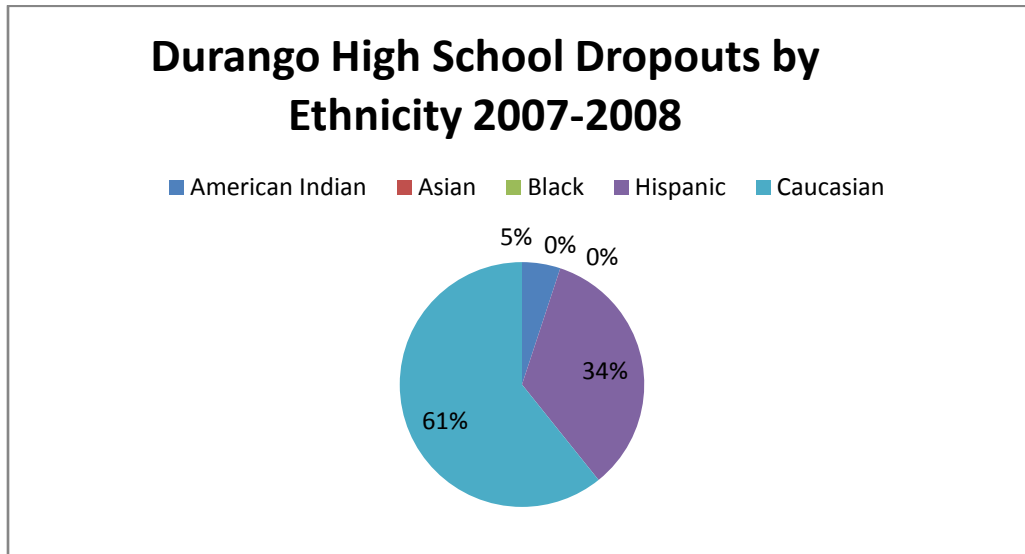


Figure 10: DHS Dropouts by Ethnicity

Figure 11 shows the ratio of the numbers of dropouts to the number of students for each ethnic group, as seen below. One can clearly see the Hispanic group has the highest ratio of .08. American Indians are next at a ratio of .025, followed by Caucasian at .022. Asian and Black both have ratios of zero because they did not have any students drop out at all, as mentioned before. This supports the findings of previous studies which found members of ethnic minorities are more likely to drop out than Caucasian students are, but not because ethnic minorities are inherently dropout prone, rather these groups are characterized by more of the social factors associated with dropping out (Lawrence 100).

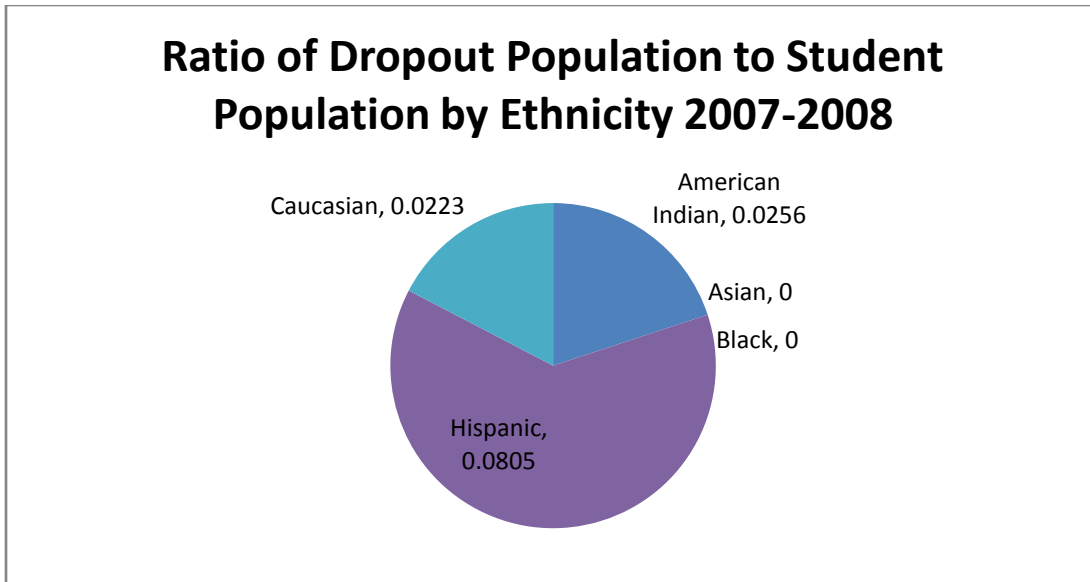


Figure 11: Ratio of Dropout Students to Total Students by Ethnicity

Additional information we found about DHS included the student population by gender. As illustrated below in Figure 12, DHS consists of 1,286 (48%) females and 1,399 (52%) males with 113 (2%) more males making them the majority gender group in the school.

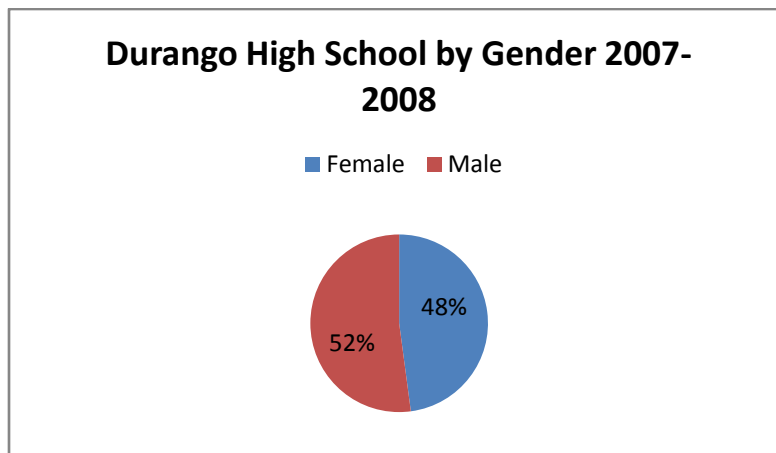


Figure 12: Durango 9-R by Gender

Below in Figure 13, the DHS dropout rates by gender are visible, illustrating 50 of the 79 (63%) student dropouts were male. Compared to only 29 (37%) of females making up the dropout rate, this shows there were nearly double the number of male dropouts than female. These findings tie into previous studies which have shown males drop out at a slightly higher rate than females (Lawrence 100).

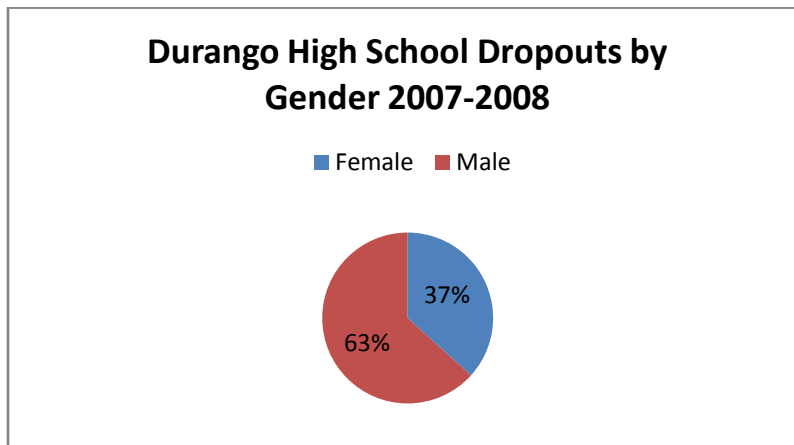


Figure 13: Durango 9-R Dropouts by Gender

The information displayed in Appendix J is the data we found which described the total numbers of rule infracting incidents which occurred in DHS and. Most notable about the data is the drastic number of disruptive behavior incidents compared to the other incidents. We placed a break into the graph to allow the trends to be more visible, but one can see the 362 separate incidents in this category stands out from the rest of the data, with only the 101 incidents of truancy coming close to it. The next most frequently occurring incident was insubordination, which occurred 71 times. Other noteworthy incidents include bullying, misconduct, and unsafe behavior. The least occurring incidents are theft and public displays of affection at a mere four incidents.

We also found the number of disciplinary actions taken at DHS (Appendix I). Again, there was an exceedingly high number of a single action and we placed a break into the graph to display the findings realistically. Reprimand/warning made up 407 of the total 775 disciplinary actions, over 52%. Other notable disciplinary actions included detention, issued 111 times. DHS faculty issued suspension 110 times, and lunch detention 89 times. The disciplinary action DHS issued the least was teen court, since it was not issued a single time.

Our statistical data measures what it intends to because it collected quantitative data on the dropout and graduation rates in Durango High School and the state of Colorado, among other statistics. This form of data collection did not necessarily deal with any specific viewpoint, since it was merely collecting factual information presented by official state-issued education reports. The same research could be repeated, but the same results being produced again is questionable because different databases could be used, more reports could have been released, and many other variables could possibly change. Our procedure of looking through multiple databases for many documents could be repeated, since it is essentially basic research techniques which anyone outside of our group could use.

#### *Research Checklist*

In Colorado, there are twenty-two judicial districts, all of which have separate courts which deal with juveniles, but the Juvenile Court in Denver County handles the majority of juvenile cases in the state. Because of this we used the Denver County Juvenile Court to find the average layout of cases based upon the frequency of specific terms in the legal texts which originate from the district.

The goal of this data collection was to find what juvenile court documents generally focused on to gain a general idea of what the Colorado juvenile court system consists of. We did



not expect to draw major conclusions through this; however, some helpful data was created which could allow us to make future comparisons between the focus of restorative justice and the current judicial system in Colorado today.

The averages showed the searched juvenile court documents which originated from Denver County contained the words *juvenile*, *court*, and *defendant* the most often. *Juvenile* occurred the most at an average of 28.6 times per document, *court* was next at 23.4, and *defendant* was third at an average of 10. All other searched words occurred at a much lesser average, namely because of the documents not having many words in common. All of the documents were taken from the same district, as mentioned before, and they all related to juvenile offenses. However the context and specifics of each crime varied greatly, resulting in very different descriptions of the given crime in the document.

The collected data does suggest juvenile court proceedings are designed specifically to isolate juveniles from the adult judicial system because of the word *juvenile* occurring at such a high rate. With so many references to the person who is the subject of the court documents being a juvenile it can be *inferred* the juvenile court system in Denver County differentiates cases based upon the fact there is a juvenile involved. This may be a rather obvious conclusion but it does back up the previous information we found out about the juvenile justice system in our preliminary research about the juvenile justice system being created for the sole reason of dealing with youth offenders.

The individual occurrence of words does not have the same importance as the frequency of overall terms, though. The terms made the general focus of the legal documents more apparent, as opposed to the number of times a single word appears. As shown in Figure 15 the average number of occurrences varied a great deal between some of the terms. Legal terms had

the highest frequency of 68.5 occurrences per document, while sentencing terms had the least at 6.6 times. There is an apparent difference between legal terms and the others, which suggests the main focus of the selected juvenile court documents is based around structuring and describing offenses using legal terms.

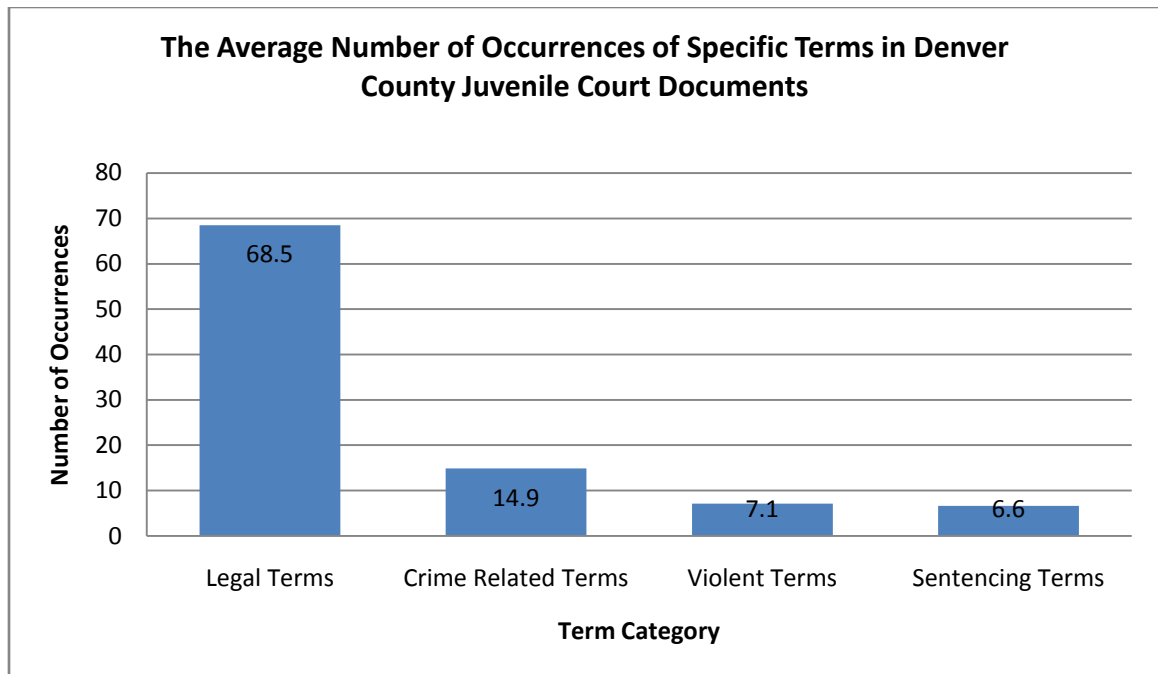


Figure 15: Research Checklist Findings

Our legal checklist measured the quantitative data produced from juvenile court documents and produced averages, which is what it was intended to do. This data collection method does not necessarily include multiple perspectives, since it only analyzed documents directly from the Denver County juvenile court. However, multiple categories of terms were pulled out of the given document and could be compared to looking at the document through varying viewpoints. And because it is a checklist, anyone outside our group is able to use it because it is essentially a systematic analysis which is static and can be used multiple times.

*Interviews/Shadowing*

Through our interviews and observations within Durango High School we found there are restorative justice programs being used in the school. These programs included teen court, drug and alcohol counselors, intervention rooms, diversion programs through La Plata Youth Services, and peer helpers.

Teen court, one of the mentioned forms of restorative justice, is a program where a court which consists entirely of DHS students is able to make disciplinary decisions for other students. According to Linda Pepper, “teen court only works if the student admits their guilt” (Appendix H). Pepper said the topics usually covered by teen court are petty offenses, such as stolen food from the cafeteria, vandalism, and marijuana cases. The crimes students commit are taken off of their record after attending teen court, provided they carry out any issued requirements. Depending on the crime, the students whose cases are brought to teen court usually get lighter consequences than would be normally issued.

We spoke with Kathy Kauppi, coordinator of teen court (Appendix C), who has worked there since November of 2008, and has not had a single case or referral. When we asked Steven Kerchee, Head of Security at Durango High School (Appendix D), why teen court had not been used recently he said it was because Kauppi was a new coordinator, and she would be getting cases soon. However, when we were shadowing Kerchee (Appendix E) we witnessed a student caught with marijuana possession and paraphernalia, and the option of teen court was not considered.

Kerchee pointed out a student's attitude is the key component DHS faculty and security officers use to decide punishments. He mentioned if students are honest, and admit they need help, they will be given restorative justice options. However, if they have a negative attitude and

do not appear to take responsibility for their actions, they will generally be suspended and given a ticket. More severe disciplinary actions are put on the students' records, which can create problems in their future.

Another form of restorative justice we found at DHS is simply helping students who abuse drug and alcohol by offering counseling. The student and the counselor meet three times per week, for either six weeks or six months. Depending on how addicted the student is, positive discussion can help them stay away from negative environments. According to Linda Pepper, "if the student gets caught with either a drug or alcohol substance, they get suspended from school for two days and the police are called." (Appendix H). If the student gets caught a second time with the same or similar charges, they get expelled because second offenses are not tolerated. Students are required to visit drug and alcohol counselors when their suspension is over, and steps are taken accordingly to help the youth deal with their substance problems. The intervention room is used for students who get in trouble; they spend the day there and have the option to speak with counselor Greg Loheit.

Diversion is a program within La Plata Youth Services which Durango High School, the district attorney, the county court, the municipal court, and law enforcement sometimes use in response to juvenile delinquency. Harlene Russell, the coordinator of the Diversion program at La Plata Youth Services, described the diversion program as a method of diverting youth from the standard juvenile justice system (Appendix F). Russell claimed it is a better process than the juvenile justice system because it does not label youth as *delinquent*, it does not create a criminal record for the youth offenders, and it saves thousands of tax dollars because the youth offender does not have to go through the standard court systems. The diversion program is targeted towards first time juvenile offenders who have committed any misdemeanor or felony. The only

way a juvenile enter the diversion program is by a referral from school faculty, police officers, judges, and the district attorney. Both the juvenile and their parents are frequently required take a few assessments and surveys to assess any problems the student might have, and examine what programs could possibly benefit them. These additional programs vary for each individual and can include community service, life skills classes, drug and alcohol screening, victim offender mediation, and even mentoring and advocacy. In 2008 the Diversion Program at La Plata County Youth Services had a 96% success rate, with a 75-85% success rate two years after the program was completed. The definition of a success is the juvenile offender had not committed another crime since the program was completed.

Loheit explained peer helpers, also known as peer mediators, which are students at DHS trained in mediation to help solve problems at school (Appendix G). Students who have conflicts go to the peer helpers to explain their situations, and look for possible resolutions. These peer helpers begin the mediation process by listening to both sides of the conflict, after separating the two parties. Once they have heard each account, they invite both parties to speak to one another with the intent of resolving the conflict. Peer helpers serve as an alternative to pressing charges over a disagreement, since they create other solutions which do not involve the law.

Linda Pepper, Kathy Kauppi, Steve Kerchee, and Greg Loheit are all credible sources, considering they are all professionals who have first-hand experience in DHS. All of these participants have been with Durango High School for many years, with the exception of Kauppi, and interact with students on a daily basis. Both Kauppi and Loheit deal with any students who are referred to them, and Linda Pepper deals with senior students from their last names M-Z. Kerchee maintains the security for all DHS students and faculty, and interacts with them while doing this. Harlene Russell is also credible, since she shares the characteristic of dealing with

juveniles on a frequent basis, and her profession centers around this. We see this constant interaction with juveniles, as well as their expertise levels, as traits which make them credible participants in our research.

Our data collection instrument measured what it was intended to, since it helped us interview five people and shadow one to gather the opinions of the faculty at DHS. We had five different viewpoints, one each participant. Our research cannot be repeated and gain similar results, because we were collecting unique and individual opinions and input. However, someone outside of our group could use the same questions we asked to interview other DHS or educational faculty.

### *Survey*

The first question we asked was to find out the participants knowledge of restorative justice. The question was stated as “restorative justice is ... (Circle all that apply)” and there were ten options (Appendix A). Of the options there were correct and incorrect ways of describing restorative justice, the responses can be seen in Figure 16 below. We found the majority of participants understand what restorative justice, with 98% believing restorative justice creates solutions to amend crimes and criminals can be reintegrated into society. Also, about 50% of respondents thought restorative justice also brings the victim and the offender together, is community oriented, and mediation can be utilized.

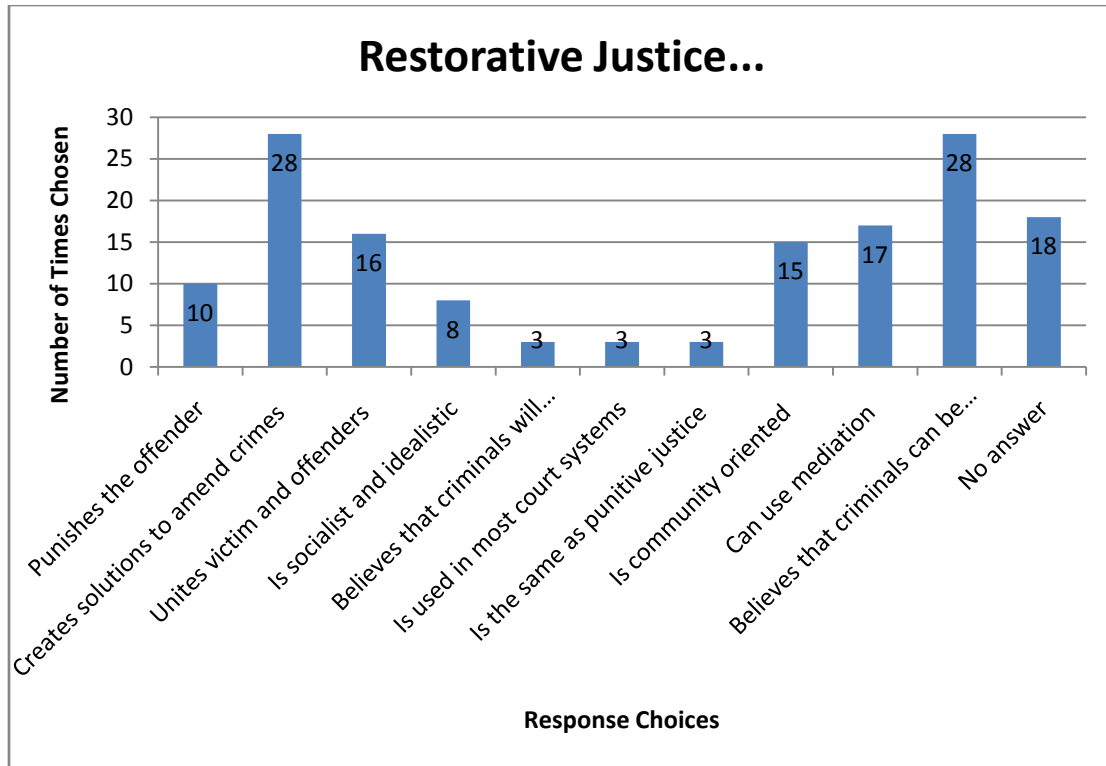


Figure 16: Restorative Justice Selected Responses

The major activities which the respondents were punished for was tardiness (81%) and less than 30% for every other punishable act, as seen below in Figure 17. The main consequences to the punishable acts were detention (59%) and verbal warnings (32%), this can also be seen below in Figure 18. However, the punishments were mostly punitive acts of justice opposed to punishments such as mediation, teen court, community service or speaking with a counselor.

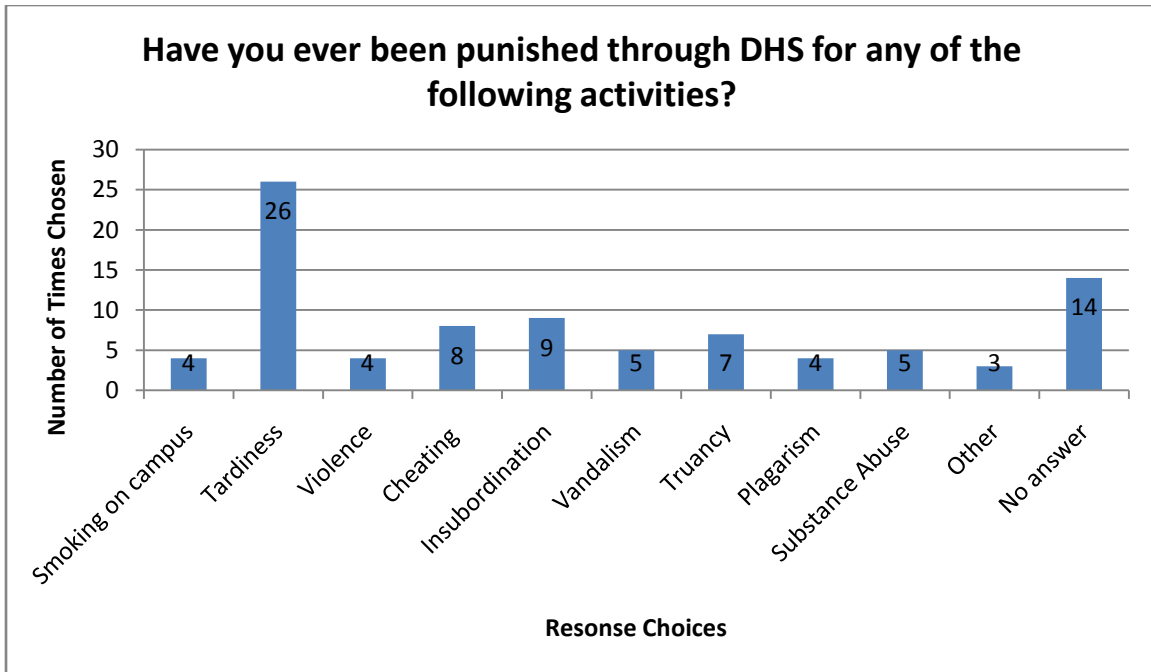


Figure 17: Punishable Acts at DHS

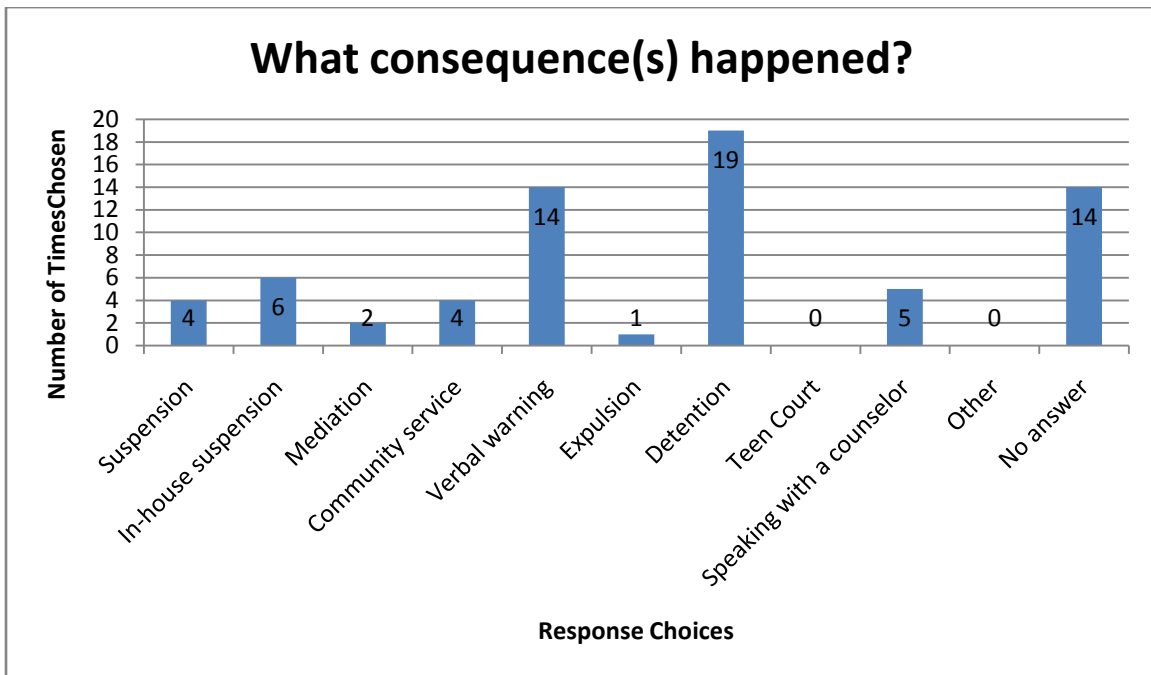


Figure 18: Consequences of Punishable Acts

When asked how they felt about their punishments 48% of participants believed their punishments were fair; however 54% didn't believe it affected their behavior as shown in Figure 19 below. Of the students who have been punished through DHS, 83% felt they somewhat or



completely discuss why they were being punished. Only 26% of participants claimed they have considered dropping out of high school, which is 13 times more than the percent who actually dropped-out in 2008 at DHS as seen in Figure 20.

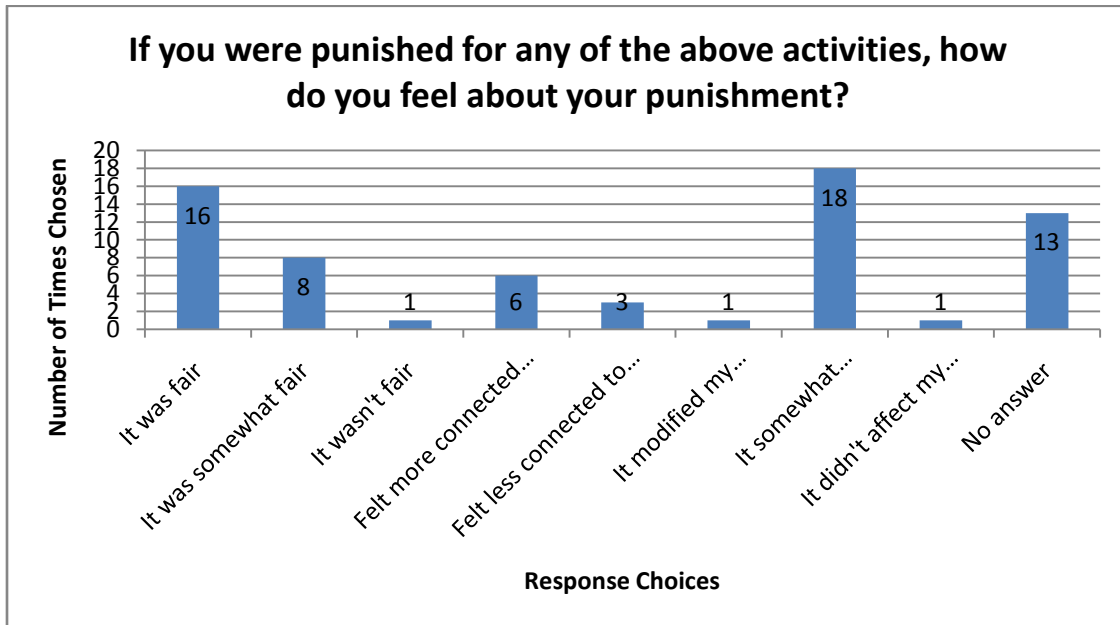


Figure 19: Views of Punishments

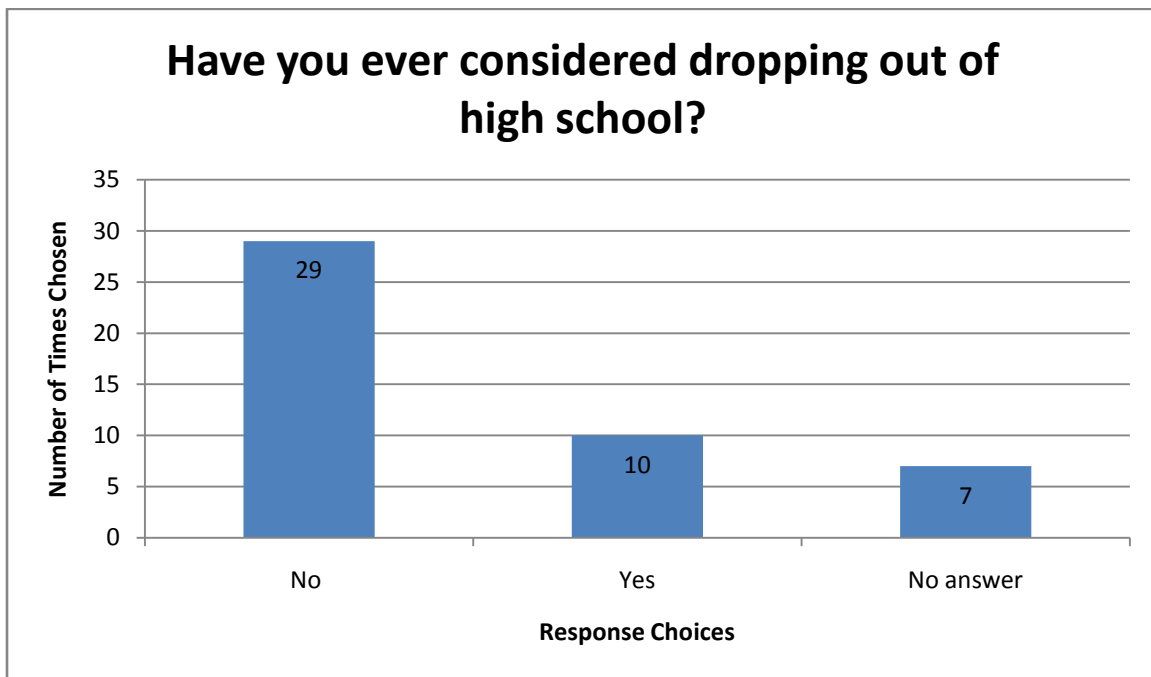


Figure 20: Participants Who Have Considered Dropping Out of High School

The results we received from the survey are considered valid because the survey completed what we intended it to do. Thus, similar results could be collected using the same survey with different students and alumni of DHS. Multiple perspectives were seen in our survey because our participants were both students and alumni of DHS who were different genders, ethnicities, and grades. However, it would have been beneficial if the participants were more evenly distributed in the different grades.

## **DISCUSSION**

### Overview of the Study

The purpose of this project was to examine the potential for restorative justice practices in the 9-R school district, specifically in Durango High School. Results for this study were gathered by using the following methods:

1. interviewing and shadowing DHS administration/faculty and program coordinators,
2. surveying DHS students and alumni,
3. performing research on the use of restorative justice in school settings,
4. accumulating statistical data on DHS and school averages in the state of Colorado,
5. and analyzing juvenile court documents from Denver County with a research checklist.

### Summary of Findings

Through our interview and shadowing sessions we found Durango High School has some forms of restorative justice programs. These programs include teen court, drug and alcohol counseling, intervention, and peer helpers. During the course of our study, the Teen Court program at the high school was removed, most likely for budget reasons. We also found La Plata County Youth Services employs a restorative justice-based program called Diversion.

However, Diversion is available only for first-time offenders, whereas in our initial research for the literature review, we discovered restorative justice is especially effective among multiple offenders. DHS has a no tolerance policy on drug and alcohol offenses, as second-time offenders are always expelled. Our surveys of DHS students and alumni found the majority of students have a general understanding of what restorative justice is. Many students have been punished at DHS; however, the majority of punishments were not for serious offenses. The students generally were not disciplined using restorative justice methods, but through punitive methods like detention.

Our research found there are considerably more male dropouts than female at DHS. The dropout rate in is less than the state average, but has . and Hispanic students have the highest ratio of students who are in the population and students who drop out. We also found warnings, detentions, and suspension are the most issued disciplinary actions in DHS. Our research also discovered disruptive behavior, truancy, and insubordination are the most common rule infracting incidents at DHS. Our research checklist found Denver County juvenile court documents mainly consisted of legal terms, at frequency of 68.5 occurrences per document, while sentencing terms had the least frequency at 6.6 times.

#### Conclusions/Recommendations

Braided River should become involved with DHS to show them how restorative justice can work when it is actively applied, because currently, it is not being utilized to its potential capacity. We have found there have been positive results by restorative justice when dealing with offending minors.

We found juvenile court documents, which originated from Denver County, were composed of mainly *legal terms*, and the least occurring term was *sentencing terms*.

The data collected from the checklist could be used to make future comparisons between documents originating from the juvenile court systems in Colorado, and juvenile restorative justice programs.

The dropout rate in Durango High School is less than the Colorado average. However, there is still a present problem with students dropping out, made apparent by the 1.9% dropout rate. The most common rule infracting event at DHS is disruptive behavior, and the most commonly used disciplinary action is issuing a warning.

The collected data through research could be used to provide the initiative to create programs to prevent students from dropping out. Braided River could possibly take part in this if they had the desire to do so. The data could also be used to point out the problem of the vast majority of rule infracting incidents at DHS consisting of disruptive behavior, and necessary actions can be taken if the behavior is deemed a large enough problem. Again, Braided River could most certainly have a part in this if they wish to become involved with DHS.

#### Limitations

We were unable to survey as many DHS students as we would have liked to because we had difficulty contacting the assistant principal, Linda Pepper. We attempted to contact Ms. Pepper for three weeks to have access to the DHS students, and in the end she denied us the opportunity to do so. However, the Street Law teacher, Leigh Gozigian, allowed us the opportunity to survey her students. If there was more time available to complete this project, we could have found other means to locate and survey DHS students in order to obtain a larger opinion.

In our research we had several rather inconvenient hindrances which limited the findings we produced. One such hindrance included differing equations being used to calculate the graduation and dropout rates for the Colorado state average. This not only made a gap in the overall trend of the rates in our visuals, but also made it difficult to compare previous years to more recent ones. Comparisons between DHS and the state average were also difficult, since the two were essentially being calculated in different ways.

There were also years in which data could not be found at all, but these only included years over a decade in the past. The more pertinent problem was that recent data was not accessible at the time of our study, such as the latest school year statistics on the average dropout and graduation rates in Colorado for the 2008 to 2009 school year. This was because the school year is technically still in session, so complete and accurate averages cannot be formed before the conclusion of the annual session.

Our research checklist was also hindered by limitations. We found the documents we were analyzing had differing composition of words, and the only words which frequently appeared between them were those which make the basic foundation for the document. Ultimately, the results were questionable because the research checklist may not have been the most effective means of finding the main focus of juvenile court documents. To an extent, it did measure the number of times defined categories of terms occurred in a given court document, but these results did not necessarily represent the entire focus of the juvenile court system in Denver County.

However, as mentioned before, data was created which could allow Braided River to make future comparisons between the focus of restorative justice and the juvenile court system in Colorado. Our project did not focus much more on this data-based comparison, so the research

checklist was not as useful as we had hoped, although we do hope Braided River will be able to put it to use in some way.

We could have interviewed more faculty and staff members at DHS who have dealt with disciplining students or have more knowledge of the school's conduct system and how it affects students. While we were conducting our interviews, DHS had an entire week off for spring break, in which we potentially could have conducted more research, interviews, and observations. We could have interviewed was recently elected Durango DA, Todd Risberg, who ran his platform on restorative justice. Also, we could have researched or surveyed juveniles which have actually been through the diversion programs. Personal interviews with DHS students would also be a valuable resource for future research. DHS staff and administrators were difficult to contact, of course, because they are busy people. We propose future research be done over a longer period of time. This would allow for more interviews to be conducted calmly and in a timely manner.

Appendix A

Survey for Students and Alumni of Durango High School

Gender-

Ethnicity-

Grade-

1. Restorative Justice is... (Circle all that apply)

- |  |  |
|--|--|
| Punishes the offender                            | Is used in most court systems                            |
| Creates solutions to amend crimes                | Is the same as punitive justice                          |
| Brings the victim and the offender together      | Is community oriented                                    |
| Is socialist and idealistic                      | Can use mediation  |
| Believes that criminals will always be criminals | Believes that criminals can be reintegrated into society |

2. Have you ever been punished through DHS for any of the following activities? (Circle all that apply)

- |                         |                                    |
|-------------------------|------------------------------------|
| Smoking on campus       | Vandalism                          |
| Tardiness               | Truancy                            |
| Violence                | Plagiarism                         |
| Cheating on school work | Substance Abuse (Alcohol/Drug use) |
| Insubordination         |                                    |
| Other: Please Explain   |                                    |

3. What consequence(s) happened? (Circle all that apply)

- |                     |                           |
|---------------------|---------------------------|
| Suspension          | Expulsion                 |
| In-house suspension | Community service         |
| Detention           | Speaking with a counselor |
| Mediation           | Verbal warning            |
| Teen court          | Other: Please Explain     |

4. If you were punished for any of the above activities, how do you feel about your punishment?  
(Circle all that apply)

It was fair

It modified my behavior

It wasn't fair

It somewhat modified my behavior

Felt more connected to school

It didn't affect my behavior

Felt less connected to school

5. Have you ever considered dropping out of high school? If so, why?

6. Have you been punished more than three times where someone besides your teacher had to be involved since you began school at DHS (such as a principal, assistant principal, parents)?

A) Yes

B) No

If so how many times,

A) 3

B) 4

C) 5

D) 6 or more

7. When you are punished are you able to discuss why you are being punished?

A) Yes

C) Somewhat

B) No



Appendix B  
Research Checklist

<b>Legal Terms</b>	<b>Crime Related Terms</b>	<b>Violent Terms</b>	<b>Sentencing Terms</b>
Allegation	Charges	Aggravated	Sentenced
Commission	Charged	Assault	Sentencing
Jurisdiction	Committed	Violence	Ruling
Court	Theft	Threatened	Record
Juvenile	Eluding	Trespass	Verdict
Adult	Offense	Dispute	Charged
Defendant	Criminal	Aggressive	Plea
Total	Total	Total	Total

## Appendix C

### Interview with Kathy Kauppi Administrator of Teen Court

#### **1. What is teen court and how does it work?**

The principals and the school resource officer are the only ones who can request students to teen court. Often they don't get any cases. It started in 1998 and was a very strong program but not really anymore it's been put on the back burner. I started on Nov. 1<sup>st</sup> and have had no cases or even referrals. Any habitual truancy is referred outside of the school. Students are the judges, attorneys and the jury. To be a student judge you had to have been a lawyer first. The students are trained from lawyers within the community and also take law classes. Teen Court starts with me, I contact the parents and all of the students on the court. In order for the court to work the parents have to cooperate. The first step is to admit that you're guilty then you get assigned a attorney defense and a prosecutor. They have two weeks to prepare their trial. It is shorter than going through the traditional justice system. Drugs, alcohol, fighting, harassment, status offences. District attorney or police officers can refer you to teen court, even if you are found at a party. A judge can refer you as well. One of the sentences of teen court is that you have to serve on three jury's after your sentence and more often than not students stay on the court because they enjoy it.

#### **2. What is teen court about?**

It's about restoring things to normal. It's reengaging the offender into the school community.

**3. What kind of punishment do the students get?**

Some students have been sent to AA meetings for an MIP. Did it to one student and I had him journal his feelings about it and by the sixth class it had really affected him. Status offences normally get 8-16 hours of community service.

**4. What is the problem with punitive justice?**

The problem is that you don't learn anything. Restorative justice is about making connections and realizing what went wrong.

**5. What would you like teen court to accomplish in the future?**

I would like to have peer mediators. I want to train the teen court students into conflict mediation so they can do victim offender conferences. Giving the students the power to take care of their own problems.

**6. Why do you think that teen court hasn't been used this year?**

People are afraid of losing their jobs, probation officers funding is based on the amount of students that come. They don't use it because it's always been done a certain way. It's probably control. They won't send them to teen court because they don't think that parents will be supportive. Also in the past there hasn't been enough follow up or oversight.

## Appendix D

Interview with Steve Kerchee Head of Security at Durango High School

**1. How long have you been working at DHS?**

I have been working here 14 years. I started out as an instructional aid and then in the 1999-2000 school year after Columbine I became head of security. My job didn't change much, just a little, there was a surveillance system put in, it was used mainly for review on verification of a crime. There are three security guards on campus and only one of them carries a gun.

**2. How often would you say your students get in trouble weekly? Minor offences? Big offences? How about daily?**

Minor offences occur daily (truancy, vandalism, tobacco). Big offences are assaults, drugs and alcohol and those occur two to three times a month at the most. Paraphernalia is more common than drugs, but it does happen.

**3. How do you feel about restorative justice? Do you think that DHS could benefit from it?**

I am for it. You need to be innovated and flexible. We used to do in school suspension for a while, but we got rid of it this year. We created an intervention center where teachers talk with the students about what they did wrong; it's more of counseling. Student can be sent to spend the day there if they get in trouble. The intervention center wants to work on building relationships with the students.

**4. How do you feel about teen court? How often do you send kids to teen court?**

I think that it's a good learning experience. It's good because its peers telling them what they're doing wrong. I love it. It used to be really popular, but we haven't used it this year. In the past I used to end a lot of kids into teen court.

**5. What is the process of getting the student into teen court?**

It's all about the student's attitude; they have to admit what they did wrong and ask if they want to do it. They also have to see if they think the kid has a problem and if he needs counseling or if they would rather put him in diversion.

**6. Do you think that punitive justice is affective at Durango High School?**

To some degree yes, some cases no matter what programs you put them in they don't work and sometimes they just need some tough love. You want restorative justice to work but it is not for everyone. Some people need to hit rock bottom before they can change.

## Appendix E

## Observations from shadowing Steve Kerchee

I just got here and there is already someone sitting in Kerchee's office. It is one in the afternoon and Kerchee seems very busy. He said that it got busier around noon. Student in the office just got busted for paraphernalia and marijuana, which he was carrying in a backpack. The student was told on by another student who saw it in class when the student opened his backpack. Kerchee seems very understanding and friendly to the student who got caught, trying to comfort him and tell him that it is not the end of the world. Even the security guards who keep walking in and out are very friendly and sympathetic to the students who got in trouble. While the kid was getting in trouble, teen court was not mentioned once as an alternative. According to the vice principle the student was not taking it seriously Linda Pepper said "he's probably still on the chronic". His mother was called, as well as a police officer whom wrote him a ticket. The student was suspended for two days outside of school and given a three day in school suspension with a drug and alcohol counselor on campus. He could get two to ten weeks with counselor based on how much help he needs. It's about helping the student not punishing them. Anything the student tells the counselor is confidential, unless he is being abused or abusing others, otherwise the all the counselor tells them is that they have completed the course.

Kerchee says this is a stressful time of year because of all the job cuts. Woman at the front desk said that Kerchee is always busy. They used to suspend students for five days out of school, but they realize how that does nothing to teach the student or help them. Seems like they are on the right track to restorative justice.

## Appendix F

Interview with Harlene Russell coordinator of True Diversion

**1. What is diversion?**

True diversion is juvenile diversionary program. We only take kids who are from 11-17 years old who have committed a misdemeanor or felony and they have to be preadjudicated, which means that they have never been filed on before. It means that the DA or the law enforcement knows that they've committed a crime or have a charge pending; they can send them here instead of filing them through court. District court can also send us a differed sentence to us for a private probation for any type of crime.

**2. What does diversion mean?**

Diversion means that you are diverting a child from the standard juvenile justice system and the court process, which does two things: Doesn't label the kid as a delinquent, no criminal record, and saves thousands of tax dollars because the kid isn't going through the courts. For us being non-profit we can offer a ton of different services.

**3. How do people decide if diversion is the right program for the student?**

The officials that can send the kids to court have to look at rather or not the kids have a problem and what is going to help the kid more. Either leaving the kid with a record or giving them the chance to better themselves. It shouldn't be based on the student's attitude but whether or not they need help, diversion is going to give you the help you need.

**4. What happens once a student has already been assigned to diversion?**

When we first get the kid in we do two intake assessments. The first being the Colorado Young Offenders level of Supervision inventory (CYOLSI) used across the state and the

SUSLA, which is a substance use service. We ask the parents and the students to fill out these intake forms to tell us what they need from us. It is important to look at all the kids as individuals and know that we all need something different. Once we've assessed the kid we come up with an individual intervention plan. Say that a kid has been stealing you find out why with assessments, whether he's doing it for food, or just likes to steal. We find out what's wrong, what's going on in the family and find a program that will address and help the problem. The way we address the problem is by looking at the strengths in family and positive youth development. Every Wednesday the diversion council meets and gives them all the information we've compiled on the student and family and the council comes up with an intervention plan. It's no cookie cutter program, it is different for everyone. You're assigned a case manager and then the intervention plan that council came up with is put on contract. Everyone that is involved has to sign and then it becomes a legal document.

**5. What happens if the student does not finish their programs?**

They are filed back into court, will have a criminal record and no more help.

**6. What is the difference between Diversion and Restorative justice?**

Restorative Justice is a concept theory. Diversion is a program, and within it we believe in restorative justice activities.

**7. Do you think that restorative justice can benefit everyone?**

Definitely not, you can't re-victimize the victim, if you have a victim offender mediation and the offender is mean or on drugs, it's of their crime. The district attorney decides on the crime itself to decide rather or not they need diversion



## Appendix G

Interview with Greg Loheit: student learning center/ interventions.

**1. What do you think about restorative justice?**

Its common sense, employing punishment problems, people come up with solutions to resolve problems, instead of punishments. Have peer helpers who are trained in mediation to help solve problems at DHS. The peer helpers are students who attend DHS.

**2. Is restorative justice used at DHS?**

Yes through teen court. Teen court is a DHS program/ National offensive students can be referred to teen court. Teen court has judges and lawyers who are all students and come up with consequences for the kids that attend their school. The punishments given out at teen court doesn't go on the student's record. Petty offenses graffiti and rip off gym lockers. If the crime is serious then the student's family is referred to family court through the La Plata Youth Service. Follow the rules of the court system. Ditching class and excessive absences is a big problem. Refer students and parents; assign case workers, counseling, and community service.

**3. Do you favor kids who are deprived than other kids?**

Yes, favor students who come from dysfunctional environments, who don't come from any role models.

**4. How do you discipline your students?**

I take the students to administrative people so they can discipline the students.

**5. Do your students take advantage of their disabilities and use it against you?**

Some do manipulate their disabilities. I try to provide a trusting and safe environment where the students can express what is going on with their lives, and get a better

understanding of why they act out the way they do. Some try to get out of class and come to my office.

**6. What is the biggest problem at DHS?**

Dropout rates. Populations of the kids who attend Durango High School don't see any value of graduation. Just this year there are significant amount of dropout rates, over fifty students have dropped out. The students see people making it out there without a high school diploma. Some who do dropout get their GED's. Those who get expelled attend the Phoenix Program, only if they get accepted.

## Appendix H

Interview with Linda Pepper: Assistant Principle of DHS.

**1. Do you agree or disagree with restorative justice?**

I agree with restorative justice in that it's way to fix kids problems, however there are times where they can't deal with specific issues and don't have time to fix the problem. Also a chance for the kids to make right of what they did wrong.

**2. How is restorative justice used at DHS?**

Teen Court: where the entire court setting are students. Teen court only works if the student admits their guilt. For petty offensives such as, stolen food from the cafeteria, marijuana case, vandalism etc. Teen court allows the students a chance to express their problem to other students their own age. Not as harsh punishments if they were in an adult court setting. Having the teen court consist of high school students lets the defendant be more relatable. The teen court students feel they can relate to their problem and either give the defendant a fair or unreasonable punishment.

**3. What type of problems with students do you deal with? How do you punish them?**

**Do they have any consequences?**

Fights with others leads to suspension and the child comes back with peer mediation. If the kids vandalize they will fix it. If caught with alcohol or drug abuse suspend for two days may call police and hold three days in advance. If caught a second time with either the same abuse or the other substance leads to expulsion. Also, the school has a drug and alcohol counselor where the students meet three times a week, complete with consequences for either six weeks or months. Consequences such as, the student has to do so many hours of community service, payments in fines, and punishments from their

parents. Plagiarism results to a loss of grade. Most common problems are stealing, fighting, and drug use.

**4. What type of extra school activities do you have? Do these problem kids get punished by participating in these extra school curriculums?**

There are fifty five different clubs and sports. Not really because the coaches and supervisors don't want someone who doesn't want to be there. Don't want to be responsible for the student's bad behavior. The students do clean up the cafeteria; work with janitors, and athletic sponsor. The Diversions program is held through the La Plata Youth Services which they come up with contracts for students, community service, writing an essay, and UA's.

**5. When students get sent to your office do they get to explain their side of their story?**

Yes, I listen, question, and find the truth. Also, talk to their parents and let them know that their child was cooperative. The punishment stays within the guidelines, if cooperative given a lesser punishment. Punishment fits the crime. Try to think of something creative for the punishment. The main goal for students who get punished is by changing their behavior besides punishment.

**6. What are the most common problems and punishments you deal with at DHS?**

Attendance is the biggest problem at DHS. A culture of ditching where students think it's normal and okay. Missing school equals lower grades. Punishments range from detention, attention contracts, La Plata services, refer to student services for court. Fine of twenty -five dollars every day the student misses a class. Parents get upset because they have to spend their money every time their child skips a class.

**7. How many problems a year do you have with students?**

Around 1,000 attendance problems, ten to fifteen fights, twenty-five drug problems offensive on a bad year. Seniors vandalize before graduation.

**8. What is the worst problem a student has done where you used restorative justice?**

Fights, drugs, alcohol, and stealing. Try to find a way to not occur the same issues again.

