

**COLLABORATIVE REFORM:  
RESPECTFULLY ENGAGING FAMILIES AND COMMUNITIES IN SCHOOL DISCIPLINE ADVOCACY**

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**LINK TO NPR CLIP:** [HTTP://WWW.NPR.ORG/SECTIONS/ED/2015/08/25/434650842/STUDY-TRACKS-VAST-RACIAL-GAP-IN-SCHOOL-DISCIPLINE-IN-13-SOUTHERN-STATES](http://www.npr.org/sections/ed/2015/08/25/434650842/study-tracks-vast-racial-gap-in-school-discipline-in-13-southern-states)

	MAIN IDEA	LINK TO SCHOOL DISCIPLINE ADVOCACY	RELEVANT CONSIDERATIONS
<b>MULTIPARTY COLLABORATION</b>	“A process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible” (Gray, 1989, p. 5).	The goal of this type of partnership is to address broad issues (e.g., disproportionality in school discipline) that have an impact on a wide range of problems (e.g., educational outcomes) (Prins, 2010).	<ul style="list-style-type: none"> <li>• In what ways SMH collaborations addressing race/gender/disability disproportionalities related to school discipline practices?</li> <li>• What/who is missing from the work?</li> </ul>
<b>SOCIAL CAPITAL</b>	Refers to the cumulative resources that available to people due to a strong network of relationships among groups or institutions. Includes two distinct components: association and trust (Putnam, 2000).	Addressing nonacademic barriers to learning such as school discipline; engaging skills and assets of communities and families in meaningful way; critical examination of the practices of schools and shared accountability for outcomes; advocacy for providing public schools with adequate resources (Warren, 2005).	<ul style="list-style-type: none"> <li>• What types of resources are generated by SMH collaborations?</li> <li>• How do those relate to addressing race/gender/disability and school discipline practices?</li> <li>• What resources are absent that are necessary for addressing these and other disproportionalities?</li> </ul>
<b>BONDING SOCIAL CAPITAL</b>	Resources that become available to individuals due to their connections and belonging to a relatively homogenous and collective group (e.g., members of profession, school) (Putnam, 2000).	Although it can have positive effects relating to group unity, it also has restrictive qualities in that it creates exclusivity between different groups and blocks the flow of knowledge across systems (Forbes, 2009).	<ul style="list-style-type: none"> <li>• In the context of increasing accountability demands and lowering morale, within school communities, how can SMH professionals contribute to strengthening bonds across members of school communities (teachers, administrators, support staff, bus drivers, janitors, etc...) who care about young people?</li> </ul>
<b>BRIDGING SOCIAL CAPITAL</b>	New ideas and resources generated by connections with representatives of dissimilar groups but who have similar status and power (Larsen et al., 2004).	Bridge to other groups opens up a wider pipeline of ideas and resources that can be used, for example, as a vise that begins to tighten and close opportunity gaps for minority students (Mellin et al., 2015)	<ul style="list-style-type: none"> <li>• How can we help bridge schools to broader network of community resources aimed at reducing disproportionality in school discipline? Who/what are those resources?</li> <li>• How do we get beyond turf issues, policies/procedures, turnover, and</li> </ul>

## LINKING SOCIAL CAPITAL

Most powerful form of social capital; refers to resources that become available due to relationships among groups of different social status, wealth, and power. Connections span differences in power (Cote & Healy, 2001).

Important for addressing inequalities because it fosters a sense of responsibility for people beyond those in their immediate environment (Szreter, 2002). Families and youth are central in schools despite power differentials that exist (Warren).

stereotypes that jeopardize collaborations?

- How can we help address distrust and disconnection, especially in urban areas, where the demographics of educators and families contrast each other?
- How do we *really* engage family and youth in the work?

### EXAMPLES - WHERE THIS WORK IS TAKING PLACE:

<http://www.npr.org/2014/12/17/371483112/restorative-justice-a-new-approach-to-discipline-at-school>

<http://www.johnmuircs.com/School-Sites/WIA-School-Sites/Free-LA-Youth-Justice-Coalition-WIA-Program/index.html>

<http://www.dailynews.com/social-affairs/20150114/la-unified-cuts-suspensions-but-african-american-students-still-more-likely-to-be-taken-out-of-class>

### ADDITIONAL RESOURCES FOR SUPPORTING THIS WORK:

#### ARTICLES, REPORTS, AND BOOKS

Stanford Social Innovation Review, *The Missing Link in School Reform*: [www.ssireview.org/articles/entry/the\\_missing\\_link\\_in\\_school\\_reform](http://www.ssireview.org/articles/entry/the_missing_link_in_school_reform)

Community Asset Development Re-defining Education (CADRE), *Redefining Dignity In Our Schools: A Shadow Report On School-Wide Positive Behavior Support Implementation In South Los Angeles, 2007-2010*: [http://www.cadre-la.org/core/wp-content/uploads/2011/03/4488\\_RedefDignityFullLengthReport\\_FINAL.pdf](http://www.cadre-la.org/core/wp-content/uploads/2011/03/4488_RedefDignityFullLengthReport_FINAL.pdf)

Kozol, *The Shame of the Nation: The Restoration of Apartheid Schooling in America* (2005). New York, NY: Crown Publishers.

#### ORGANIZATIONS AND WEBSITES:

Fix School Discipline: <http://fixschooldiscipline.org/webinar/>

Community Asset Development Re-defining Education (CADRE): <http://www.cadre-la.org/core/>

Office for Civil Rights Data Collection: [www.orcdata.ed.gov](http://www.orcdata.ed.gov)

### REFERENCES:

Cote, S., & Healy, T. (2001) *The Well-being of Nations. The role of human and social capital*. Organisation for Economic Co-operation and Development, Paris.

Forbes, J. (2009). Redesigning children's services: Mapping interprofessional social capital. *Journal of Research in Special Educational Needs*, 9(2), 122-132.

Grey, B. (1989). Collaborating: Finding Common Ground for Multiparty Problems. San Francisco, CA: Jossey-Bass.

Larsen, L., Harlan, S.L., Bolin, B., Hackett, E.J., Hope, D., Kirby, A., Nelson, A., Rex, T.R., & Wolf, S. (2004). Bonding and bridging: Understanding the relationship between social capital and civic action. *Journal of Planning Education and Research*, 24, 64-77.

Prins, S. (2010). From competition to collaboration: Critical challenges and dynamics in multiparty collaboration. *The Journal of Applied Behavioral Science*, 46(3), 281-312.

Putnam, R. D. (2000). *Bowling Alone - The Collapse and Revival of American Community*. New York: Simon & Schuster

Szreter, S. (2002) The state of social capital: Bringing back in power, politics and history. *Theory and Society*, 31, 573-621.

Warren, M. R. (2005). Communities and schools: A new view of urban education reform. *Harvard Educational Review*, 75, 133-139.