

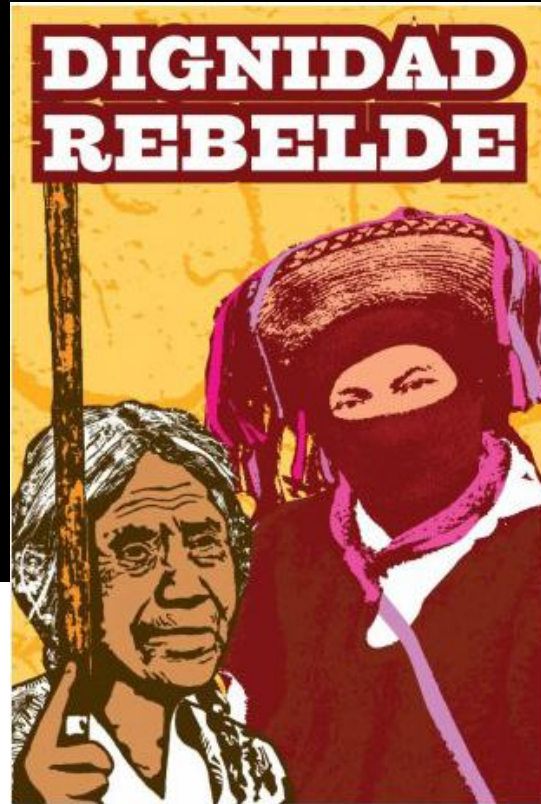
Restorative Justice Through PAR

Tizoc Brenes & Matt Crehan & Crystal Maillet
YouthBuild Charter School of California



Coalition of Essential Schools
Fall Forum 2016

I. Forced Choices



Effectiveness of RJ

- “Restorative Justice in US Schools: A Research Review” by Fronius, Persson, Guckbenburg, Hurley & Petrosino
 - RJ has resulted in improvements in...

Student
Connectedness

Decreased
Suspensions

Student
Academic
Achievement

School
Climate

Decreased in
Discipline
Disparities

Student
Engagement

Community &
Parent
Engagement

Decreased
Fighting &
Bullying

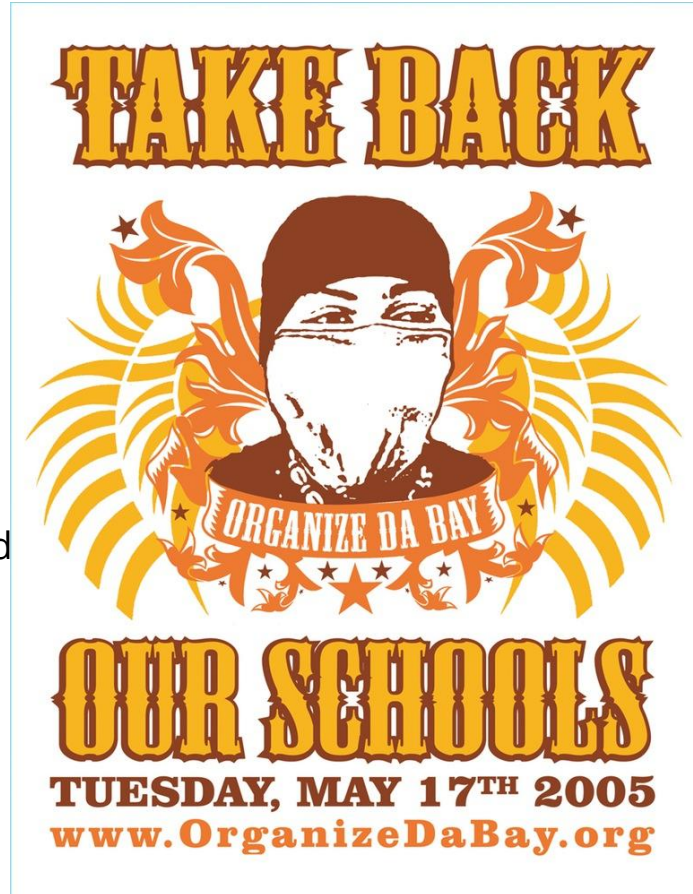
Offer of
Support to
Students from
Staff

II. Workshop Goals



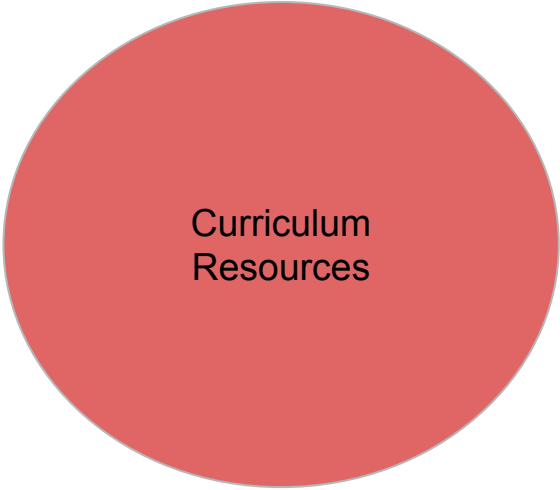
Workshop Outcomes

- Outcome 1
 - Learn about the primary components of RJ
- Outcome 2
 - Curriculum strategies to build an RJ culture
- Outcome 3
 - How to use PAR to engage the community in build this culture



Sharing RJ Resources

- <http://tinyurl.com/ces2016restorative>



Curriculum
Resources



Reference Articles



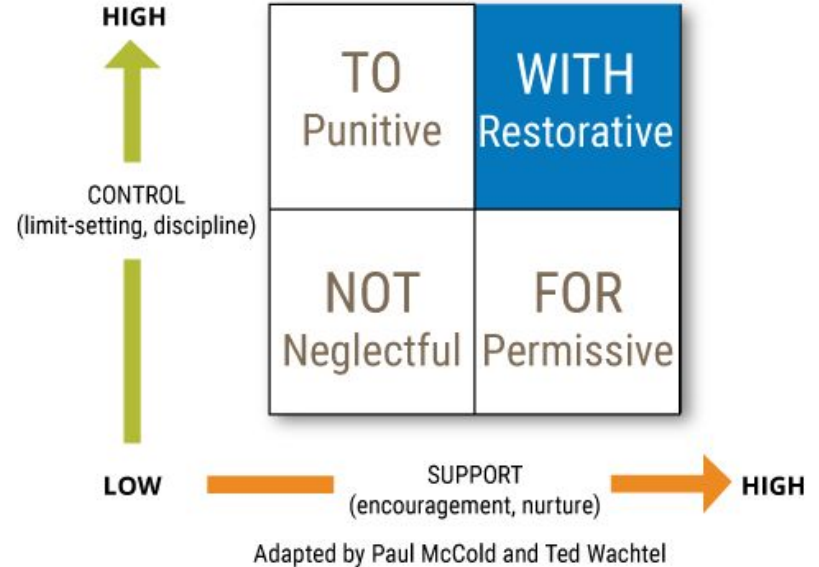
Implementation
Worksheet

III. Why Restorative Justice



Fundamental Premise of RJ

- The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.





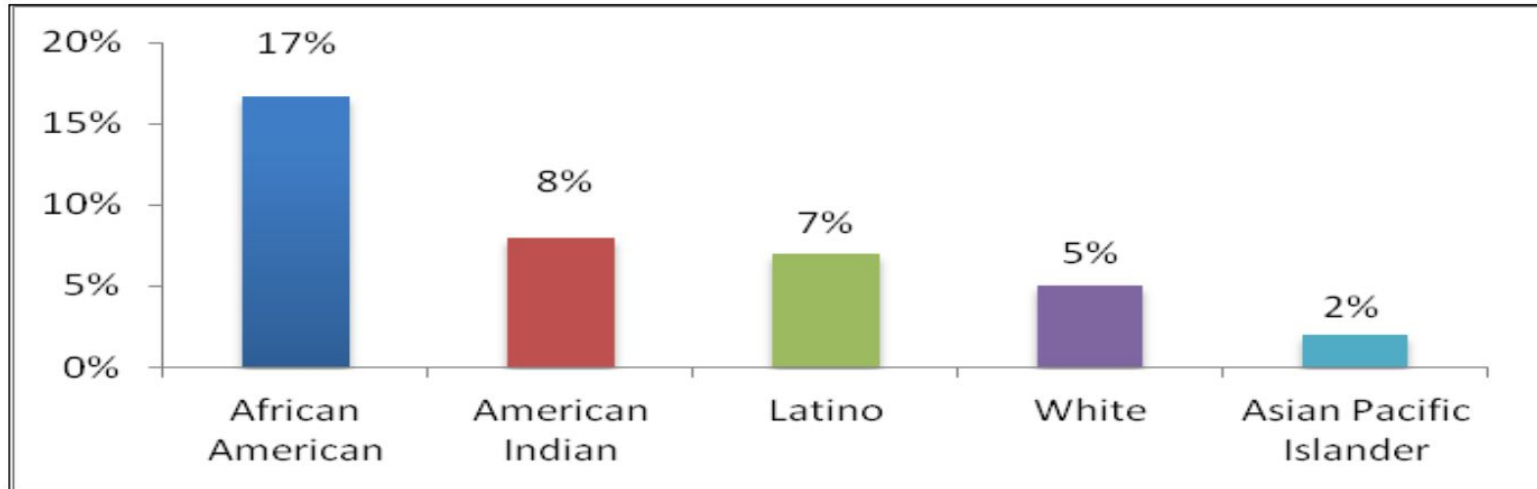
The Civil Rights Project

Proyecto Derechos Civiles

Renewing the civil rights movement by bridging the worlds of ideas and action

Disparity in Discipline - Race

Figure 1. Students across the nation suspended at least once during the 2009-2010 school year, as a percentage of total enrollment⁹

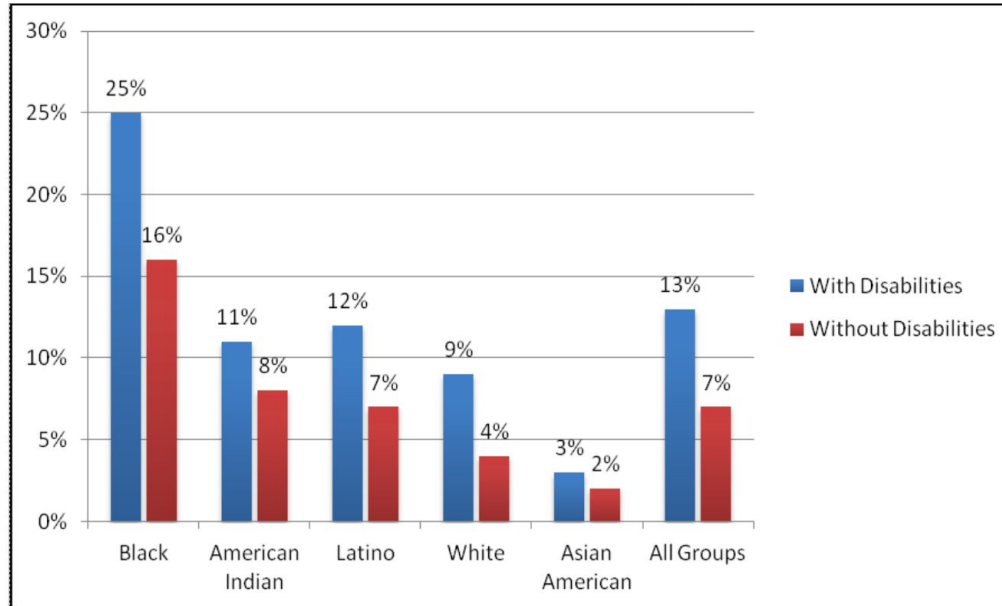


Source: CRDC, 2009-2010 (numbers from national sample rounded to whole numbers)

Disparity in Discipline - Race & Ability

Students of Color with Disabilities Are Suspended at Alarming Rates

Figure 2. Impact by race and disability of the use of out-of-school suspensions, 2009-2010



Source: CRDC, 2009-2010 (numbers from national sample rounded to whole numbers)

School to Prison Pipeline

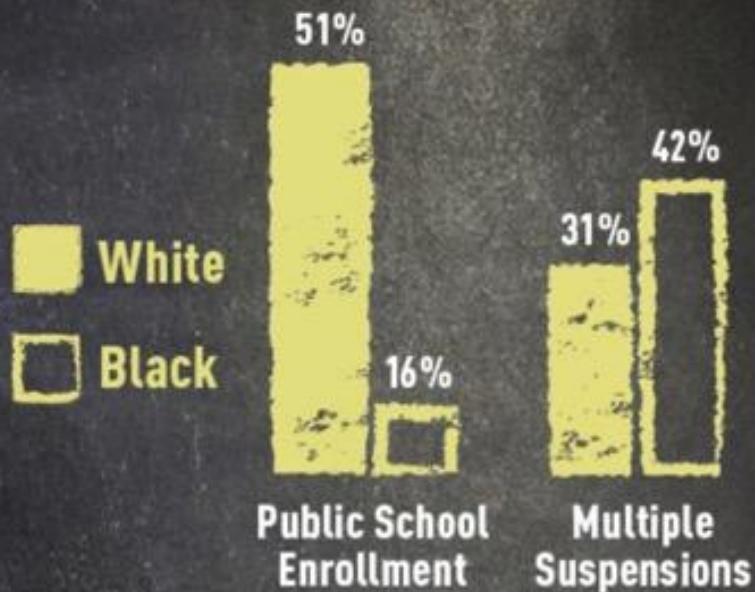
- The ACLU is committed to challenging the "school-to-prison pipeline," a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems.
- Many of these children have learning disabilities or histories of poverty, abuse or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished and pushed out.



SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.

Zero-tolerance discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.¹





Black students represent

31%

of school-related arrests²

**Black students are
suspended and expelled**

3x


**more than
white students.³**



Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴



BROWN AT 60: STILL SEPARATE. STILL UNEQUAL.

 #BrownAt60



1. Data Snapshot: School Discipline <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>

2. Ibid.

3. Ibid.

4. Breaking School Rules http://csjjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

From “Where Teachers are still Allowed to Spank Students” The Atlantic

According to federal statistics, black students are 16 percent of students enrolled in public schools but are 35 percent of those physically disciplined; black children receive physical punishment at almost three times the rate of their non-black peers. The decidedly racial tilt is also seen at the state level. In Mississippi, which tops the list in cases of corporal punishment, black students are 49 percent of the state’s student population and 64 percent of those paddled, far surpassing the number of white classmates (35 percent) receiving such discipline.

BOARD OF EDUCATION
APPLIED

PSYCHOLOGY



Table 1: The Ten States with the Highest Rates of Corporal Punishment

State	Number of Students with Disabilities Receiving Corporal Punishment	Number of All Students Receiving Corporal Punishment
Texas	10,222	49,157
Mississippi	5,831	38,131
Alabama	5,111	33,716
Arkansas	4,082	22,314
Georgia	3,903	18,249
Tennessee	3,618	14,868
Louisiana	2,463	11,080
Oklahoma	2,249	14,828
Florida	1,331	7,185
Missouri	1,191	5,129

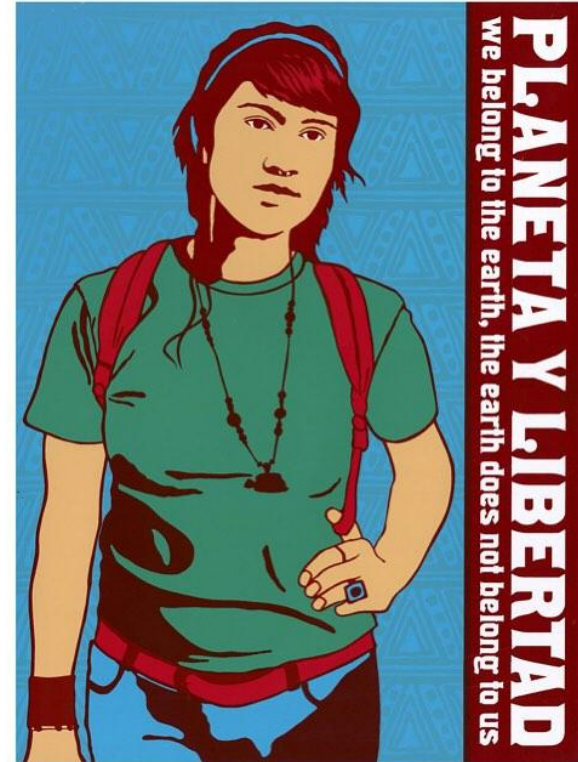
BOARD OF
APPL

More Information about Disparity in Discipline

- [UCLA Civil Rights Project](#) (website)
- “Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School” by Daniel J. Losen & Jonathan Gillespie
- “Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools” by Daniel J. Losen & Tia Elena Martinez
- “Data Snapshot: School Discipline” by US Dept of Education Office for Civil Rights
- “Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices” by Pedro Noguera
- Anderson, Melinda D. “Where Teachers are still Allowed to Spank Students.” *The Atlantic* December 2015

Activity: Why Restorative Justice?

- Table community circles
- Choose a table and discuss:
 - Why do you want to implement RJ?
 - How can RJ interrupt the school-to-prison pipeline?



IV. Defining Restorative Justice



Defining RJ Activity

- Break up into 3 groups
 - Thank You Ma'am by James Baldwin
 - The Fundamental Concepts of RJ
 - The Woolf Within YouTube Video
- Read the text or watch the video
- Fill out the worksheet

THE
**Restorative
Practices
Handbook**

for Teachers, Disciplinarians and Administrators

by Bobi Corrallo, Joshua Wachter and Ted Wachter

Building a culture of community in schools

Defining RJ - Stakeholders

- Restorative justice is a process involving the primary stakeholders in determining how best to repair the harm done by an offense
- The 3 primary stakeholders are victims, offenders and their communities of care



Defining RJ - Develop Community

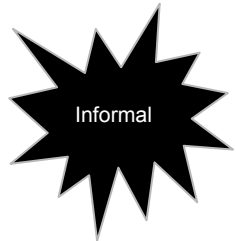
- The aim of restorative practices is to develop community and to manage conflict by repairing harm and building relationships
- There are proactive (building community) and reactive (repairing harm) approaches
- Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive



V. Restorative Justice in Schools



Spectrum of RJ Practices



Culture Building

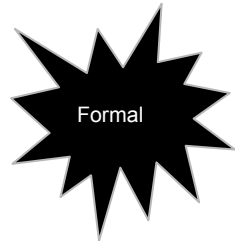
- Respect Agreement
- Community Circle
- Constructive Reminders
- Cultural Relevance
- Project-Based Learning
- Mindfulness
- Teaching Students RJ

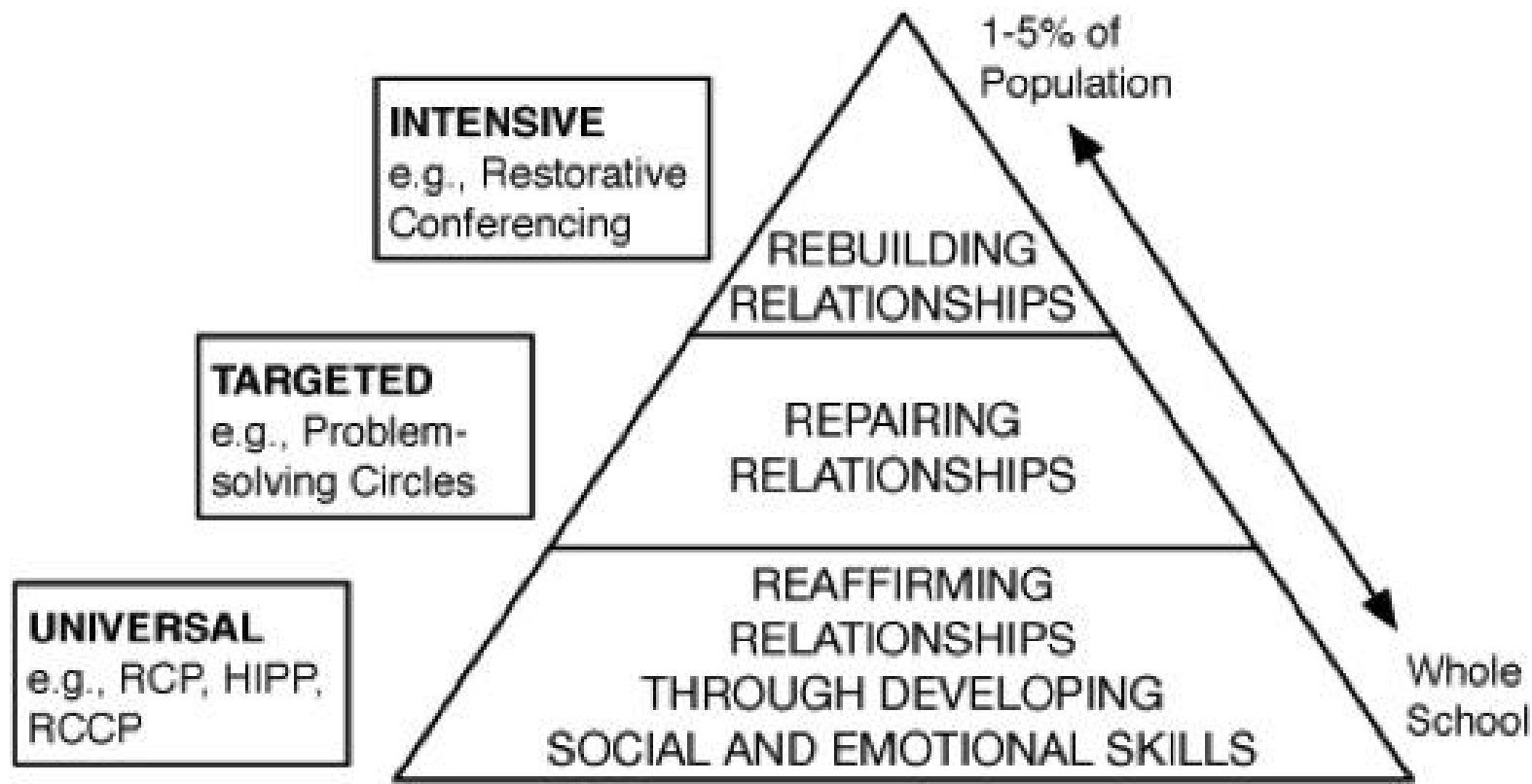
Repairing Relationships

- Impromptu Conference
- Conflict Resolution
- Peer Mediation
- Referral to Counseling
- Resource Allocation

Rebuilding Relationships

- Harm & Conflict Circles
- Circle Agreements
- Follow-Up



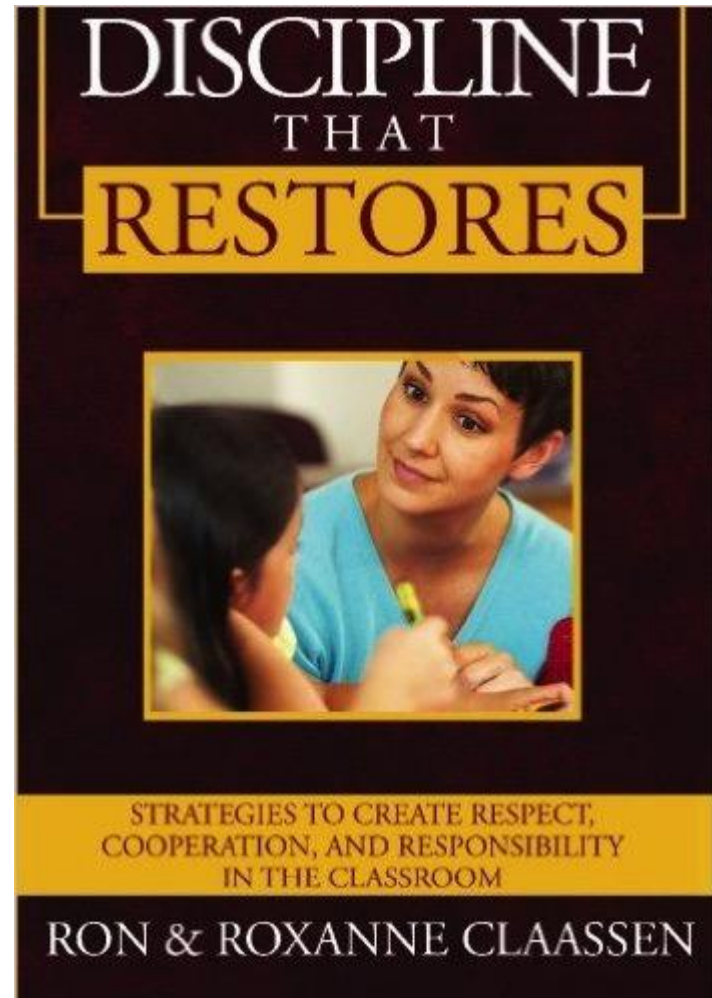


Culture Building

- Respect Agreement
- Community Circle
- Constructive Reminders
- Cultural Relevance
- Project-Based Learning
- Mindfulness
- Teaching Students RJ

Respect Agreements

- Agreement created by entire school or classroom
- Builds trust and community
- Identifies norms
- Can be reviewed and adjusted regularly



Creating A Respect Agreement

- Question: What does respect mean to you?
- Students brainstorm definitions individually
- Then they define as a group
- Final agreement signed by all students and educators



RESPECT AGREEMENT for HCYB

STUDENT TO STUDENT

1. Say please and thank you
2. No putdowns/judgment
3. No fighting
4. Positive attitude
5. Be helpful

Possible solution(s) if broken

1. One-on-one talk
2. Agree to family time conference
3. No privileges

STUDENT TO STAFF

1. Recognition
2. Extension if requested
3. No putdowns/push-ups
4. Respect/Golden rule
5. Treated equal as a young adult

Possible solution(s) if broken

1. Reminders
2. Student-Teacher Conference
3. Talk to all staff

STAFF TO STUDENT

1. Positive attitude
2. Respect each other's time
3. Come with a learners attitude
4. Challenge yourself
5. Treat others the way you want to be treated

Possible solution(s) if broken

1. Reminder
2. One-on-one conference
3. Apology letter

STUDENT TO FACILITY

1. No littering
2. No tagging
3. Treat school like your house
4. No loitering
5. No smoking/give the school a good name

Possible solution(s) if broken

1. Reminder
2. Clean campus
3. Sent home, work on packets

Statements of Unity

In Ms. Emily Bautista's class, our goal is to create a classroom that embodies a united effort to grow as individuals, intellectuals, and as a community. Our statements of unity are listed below:

<p>STUDENTS RESPECT THEMSELVES by:</p> <ul style="list-style-type: none"> • Participating in class • Staying focused and aware • Having self-esteem, dignity, & pride • Acting their age • Having moral values • Maintaining their personal hygiene • Coming with a positive attitude • Staying motivated • Being honest with themselves • Being drug-free/sober during class • Showing leadership 	<p>STUDENTS RESPECT OTHER STUDENTS by:</p> <ul style="list-style-type: none"> • Respecting others' property/valuables • Respecting others' heritage & sexuality • Respecting others' opinions • Not judging a book by its cover • Listening while others speak • Treating others how they want to be treated • Helping others • Respecting the time frame • Communicating with others while in the right mind • Keeping hands, feet, and resources to themselves (unless participating in a class activity/sharing resources) 	<p>STUDENTS RESPECT for RESOURCES by:</p> <ul style="list-style-type: none"> • Not tagging on tables, chairs, walls, etc. • Not stealing equipment • Not taking other people's stuff • Keeping your area clean • Not putting gum under the table • Not tagging on books • Not ripping pages out the books • Not breaking equipment • Treating things like if it were your own • Being prepared with your materials
<p>STUDENTS RESPECT THE TEACHER by:</p> <ul style="list-style-type: none"> • Being polite to the teacher • Listening while s/he is speaking • Acknowledging their space • Following directions • Asking for assistance (help) • Showing you care • Not instigating • Cleaning up after themselves 	<p>TEACHER RESPECTS STUDENTS by:</p> <ul style="list-style-type: none"> • Seeing where students are coming from and avoid offending them • Making sure students know what they're doing • Answering students' questions • Allowing students to speak • Keeping students comfortable so they'll want to come to class and make it easier for students to learn • Let students think on their own and have their own say-so • Teach students how to show respect • Give good advice 	<p>WE SHOW ACCOUNTABILITY by:</p> <ul style="list-style-type: none"> • Working to uphold and respect these Statements of Unity (SOU) • Working to uphold the course expectations listed in the course syllabus to show respect • Maintain a "<u>commitment to be constructive</u>" with my peers and Ms. Emily Bautista to restore justice to our learning environment

I understand that I have the freedom to make my own decisions and that my actions reflect a choice I have made. In the event that I choose to violate any of the statements of unity, I will accept responsibility and remain accountable.

Signed,

Student Signature

Printed Student Name

Date

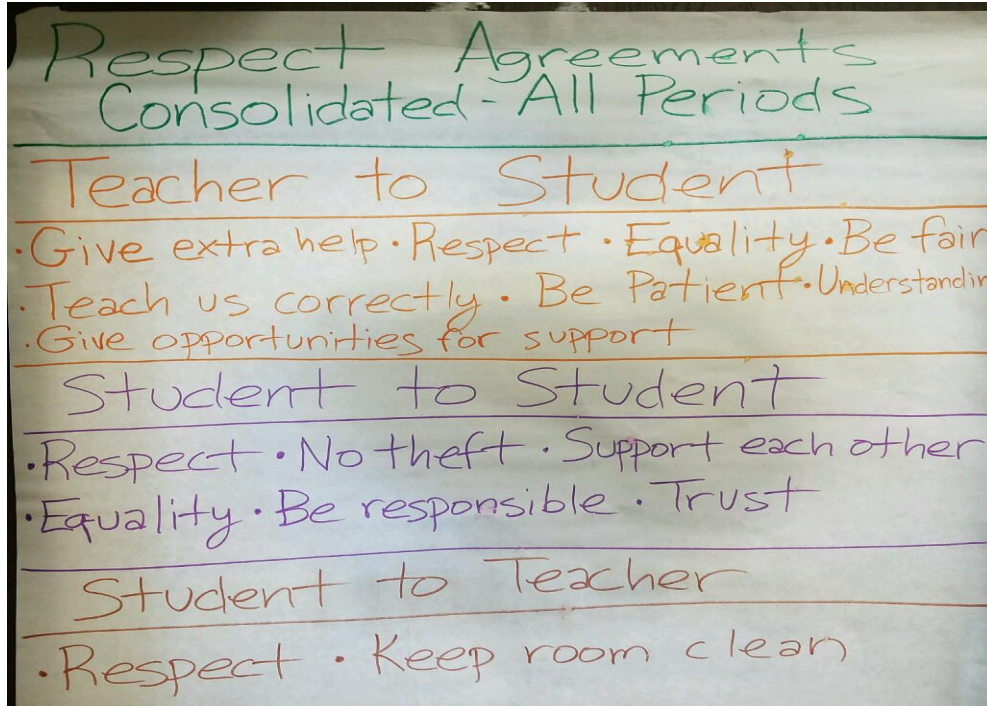
Ms. Emily Bautista

Date

Classroom Expectations:

- ❖ DRAMA FREE- respect one another, be honest, no stealing, learn when to walk away when angry, act your age
- ❖ STAY ON TASK- be quiet when told, work hard, play hard
- ❖ RESPECT -the person speaking, kind language, positive attitudes, show kindness, respect ladies and gentlemen , KEEP IT 100- BE STRAIGHT UP, RESPECT EACH LIKE WHAT YOU LIKE AND BE RESPECTED. BE MORE RESPECTFUL TO ONE ANOTHER OTHER BY COMMUNICATION BY HAVING CONFIDENCE. Respect equipment and technology.
- ❖ GROUP ACTIVITIES- work together, help each other
- ❖ COMMUNICATION- Share opinions, share what bugs you, share work, stay positive if you need help ask, SPEAK AND LISTEN FROM THE HEART, SAY WHAT YOU WANT WITH OUT FEAR
- ❖ ON TIME- KEEP PRIORITIES IN CHECK, ON TIME, PARTICIPATE

Matthew's Respect Agreements



Community Circles

Teaching Restorative Practices with Classroom Circles



RESTORATIVE **CIRCLES** IN SCHOOLS

Building Community and Enhancing Learning

by Bob Conklin, Joshua Wachter & Ted Wachter

A practical guide for educators



Purpose of Circles

- Circle dialogue is a fundamental element of restorative dialogue.
- Classroom circles support the two main goals of restorative practices:
 - Building community
 - Responding to harms through dialogue that sets things right



Types of Circles I

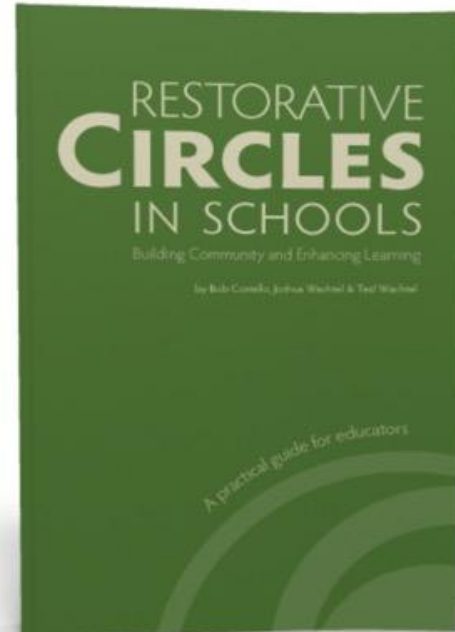
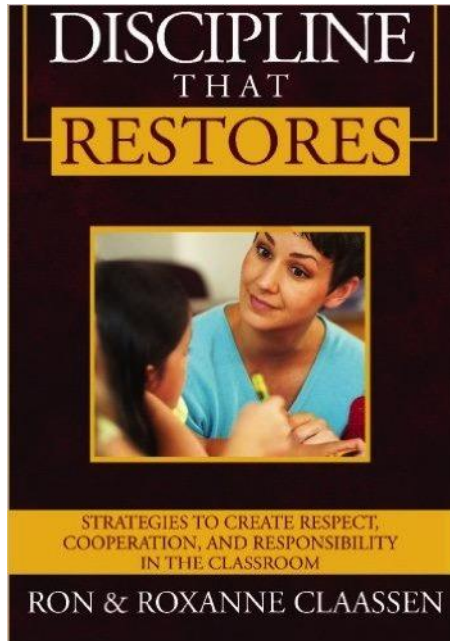
Type	Description	Facilitation
Check-In	Beginning of class go-around	<ul style="list-style-type: none">• How are you feeling today?• What is one of your academic goals for the day?• Make a commitment about your behavior in school today.• Review something you accomplished this week.
Check-Out	End of the class or day go-around	<ul style="list-style-type: none">• How was your day today?• Say one thing you learned today?• What is one thing you learned today?• What are you looking forward to for school tomorrow?
Classroom Norms	Expectations and procedures for a particular class	<ul style="list-style-type: none">• What helps you learn while you are in class?• What stops you from learning?• In order for us to have a successful year together, what are some things we can all agree on related to how we will all behave and treat each other?• How should we respond if someone fails to keep these agreements?

Types of Circles II

Type	Description	Facilitation
Classroom Content	Discuss topic for class	<ul style="list-style-type: none">• What is your experience with this topic?• Why are we learning about this?• What else would you like to learn about this?
Academic Goals	Set goals as individuals or as a class	<ul style="list-style-type: none">• What is your goal for class this week?• What is something you need in order to get your work done today?• What steps will you complete this week toward carrying out your project?• Who is someone who worked hard this week?
Behavior Problems	Respond to significant behavior problems that involve larger groups	<ul style="list-style-type: none">• What was your part in the problem?• What can we do to make sure this doesn't happen again?• How do you feel when you get teased?• Have you ever had something stolen from you?
Being Proactive	Proactive measure to avoid potential problems	<ul style="list-style-type: none">• How might you be tempted to act out on this trip?• What kind of impression do you want to make on people where we're going?• How will you deal with any disagreements or problems you face with other students if something does happen?

Repairing Relationships

- Impromptu Conference
- Affective Statements
- Conflict Resolution
- Peer Mediation
- Referral to Counseling
- Resource Allocation



Impromptu Conference

Small Impromptu Conferences:

- › Are questioning exercises that quickly resolve lower-level incidents involving two or more people.
- › Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
- › Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
- › Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
- › Are a response to behavior midway on the restorative practices continuum.

Affective Statements

- Help create an immediate change in the dynamic between teacher and student
- Humanize the teacher
- Used to acknowledge success, hard work, collaboration
- Emotive expression of concern for behavior

TYPICAL RESPONSE	AFFECTIVE STATEMENT
» Stop teasing Sandy.	» It makes me uncomfortable when I hear you teasing Sandy.
» Talking during class is inappropriate.	» I am frustrated that you aren't listening to me.
» You shouldn't do that.	» I feel sad when you say something like that to John.
» Sit down and be quiet.	» I get angry when you talk and joke during my lectures.
» I don't want to see you fighting with him.	» I was shocked to see you hurt Pete.

Affective Questions

WHEN CHALLENGING BEHAVIOR

- » What happened?
- » What were you thinking of at the time?
- » What have you thought about since?
- » Who has been affected by what you have done? In what way have they been affected?
- » What do you think you need to do to make things right?

TO HELP THOSE AFFECTED

- » What did you think when you realized what had happened?
- » What impact has this incident had on you and others?
- » What has been the hardest thing for you?
- » What do you think needs to happen to make things right?

Figure 3. Restorative questions.

Rebuilding Relationships



Harm & Conflict Circles
Circle Agreements
Follow-Up

RESTORATIVE JUSTICE Conferencing

Real Justice® & The Conferencing Handbook

by Ted Wachtel, Terry O'Connell & Ben Wachtel

Two books in one volume



Harm & Conflict Circles

- A restorative conference is a structured meeting between offenders, victims and both parties' family and friends
- They collectively deal with the consequences of the wrongdoing and decide how best to repair the harm
- Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method



More Resources

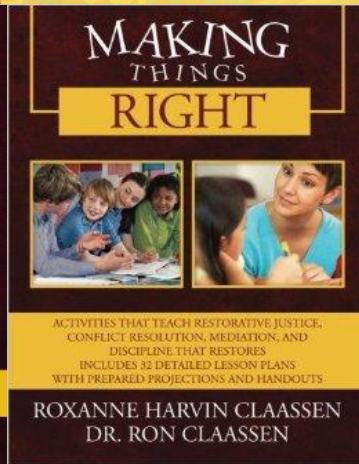
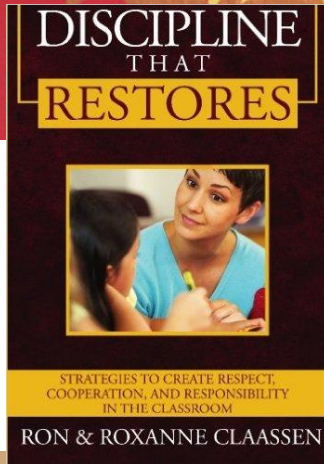
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Building Intentional Communities A 10-Step Implementation Guide to Purposeful Program Design



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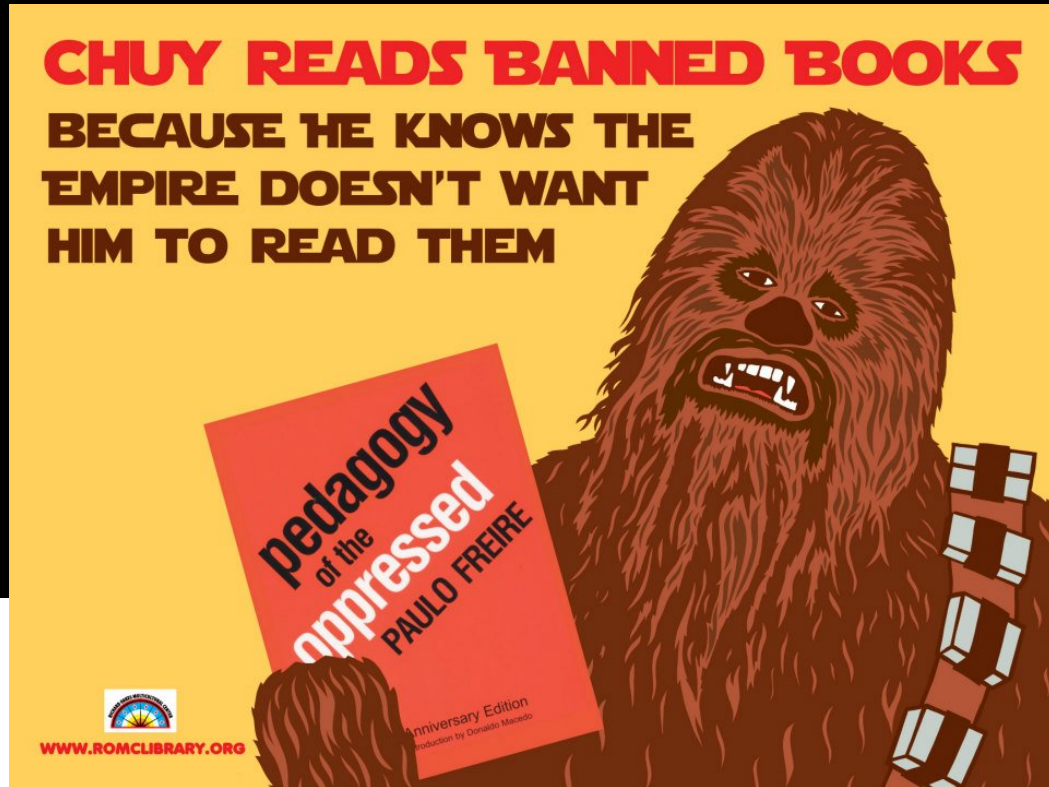
This quarterly educational magazine is a must-read for everyone involved in education. Crammed with important issues and organizing, *Rethinking Schools* is a priceless source for educators who work in the world today.

Activity: Where Can RJ Be Implemented?

- Form community circles of 4 people
- Which of the RJ techniques can be implemented at your school?
- Discuss the following school spaces:
 - Classroom culture
 - Curriculum
 - Schoolwide interventions



VI. Curricular Strategies



RJ Curriculum in Matt's Classroom

YCSC Course Syllabus

Course Title			
English 9			
Co-Taught: YES/NO	Teacher(s):		
Total Credits Possible: 5	Subject 1: Credits possible: 5	Subject 2: Credits possible:	Subject 3: Credits possible:

Essential Question/Theme
How can we use our power to change our community?

Course Description:
 This course will focus on Restorative Justice and the power its use has to change our schools and our communities. In the first unit, students will learn what Restorative Justice is, how it is different from traditional forms of justice, and how it can be used in schools to transform the way both students and staff view each other and the school community in general. In the second unit, students will see how Restorative Justice has been applied in the real world and help others see that Restorative Justice can be useful even in situations where tremendous harm has been done. Finally, in the third unit, students will read short stories where seemingly irreparable harm has been done to one of the characters, and the students will create a workable Restorative Justice scenario for one of these characters.

	Common Core	Content Specific Standards	STEM, Humanities, Culture Competencies Measured	Assessments / Portfolio Requirements
Unit 1	Subject 1:	Subject 1:	Humanities – <ul style="list-style-type: none"> Theoretical Frameworks Close Reading of a Text Critical Media/Digital Literacy Culture – <ul style="list-style-type: none"> Support and Healing Collaboration Social Consciousness and Action 	Subject 1: A presentation of Participatory Action Research and a plan to enact Restorative Justice according to analysis of information gleaned from surveys and personal experience
Unit 2	Subject 1:	Subject 1:	Humanities – <ul style="list-style-type: none"> Writing Process Essay Writing Culture – <ul style="list-style-type: none"> Success 	Subject 1: A concise presentation of a long article on the application of Restorative Justice in an extreme circumstance
Unit 3	Subject 1:	Subject 1:	Humanities – <ul style="list-style-type: none"> Communicating a Message Command of Language Culture – <ul style="list-style-type: none"> Love and Care Leadership 	Subject 1: The creation of a Restorative Justice plan for a character in a short story. The Restorative Justice plan must include the likely Criminal Justice outcomes and how Restorative Justice would be different and perhaps better for all.

RJ Curriculum in Crystal's Classroom

YCSC Course Syllabus Template

Trimester: 1

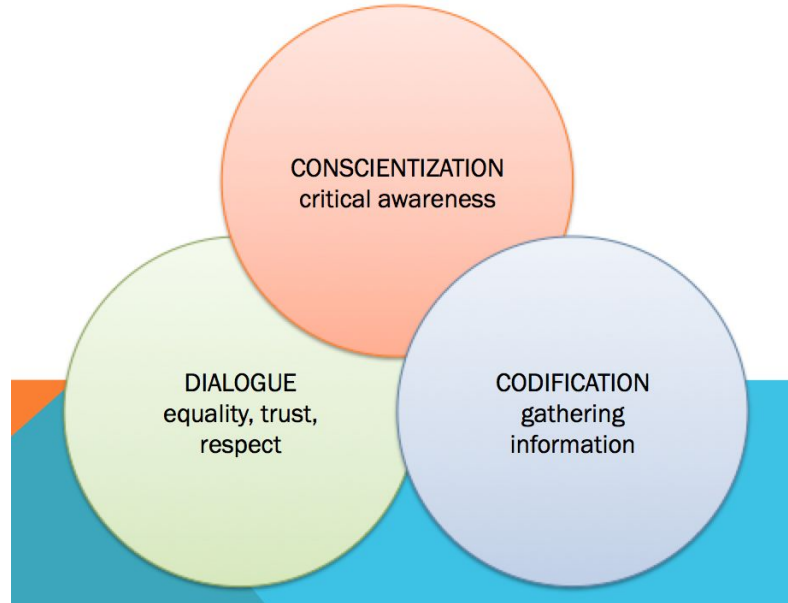
- Crystal designed an entire English Course revolved around Restorative Justice
 - Unit 1 - learning the philosophy, principles, and practice of RJ
 - Unit 2 - researching RJ practices at school
 - Unit 3 - developing a plan to improve practices

Course Title English 10A
Restorative Justice for Our Communities
Essential Question/Theme
How do we develop and embrace a restorative justice process for our school site?
Course Description: Themes, goals, outcomes, rational for connection to real life and critical thinking
Students will study the topic of restorative justice through literature and real-life stories. They will then begin developing restorative practices for their school site. Finally, students will create presentations and activities to train others in restorative practices.

	Essential Question/Theme	Content Standards & Common Core	Post-Secondary Readiness & Social Responsibility Competencies	Authentic Performance Task (Project) Description
Unit 1	How can we better understand each other so that we can use restorative methods?	<ul style="list-style-type: none"> - Narrative Writing - CCSS.ELA-Literacy.W.11-12.4 	<ul style="list-style-type: none"> - Follow Through - Genuine Relationship Building 	Students will engage in a conflict resolution style quiz and they will then reflect on their conflict resolution style and how it has helped and hindered them in the past. They will create a poster displaying this information and present their findings to the class.
Unit 2	What are restorative practices?	<ul style="list-style-type: none"> - Research - CCSS.ELA-Literacy.RI.9-10.1 	<ul style="list-style-type: none"> - Listening with empathy and understanding - Discussion and dialogue 	Students will engage in various activities and readings that help them understand restorative justice. They will then use the experiences to write an essay, explaining restorative justice.
Unit 3		<ul style="list-style-type: none"> - Problem-solving - CCSS.ELA- 	<ul style="list-style-type: none"> - Facilitating workshops to raise awareness - Team goal-setting 	Based on their understanding of restorative justice, students will create workshops, presentations, and

Reflection on Beliefs About Justice

- Freire describes reflection as the basis for action (praxis)
- As students studied RJ, they reflected on their own beliefs



Conflict Management Quiz

- Students in the RJ class took a quiz on 5 conflict management styles

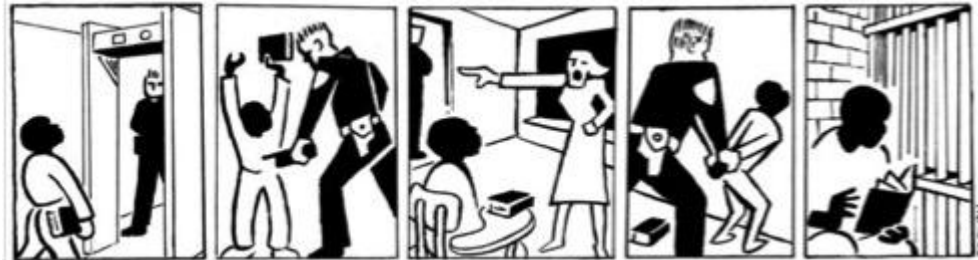
STYLE	DESCRIPTION	% OF STUDENTS
Collaborating	Optimize result for all to build feelings of trust	10%
Competing	Authoritarian approach for quick solution	10%
Avoiding	Non confrontational, postpone difficulty	20%
Harmonizing	Giving in to maintain relationships	20%
Compromising	The middle ground approach – no one is satisfied	40%

Criminal vs. Restorative Justice

- Students learned about RJ in the criminal justice system
- Discussed RJ as technique to disrupt school-to-prison pipeline

Discussion summary:

Most students agreed with using RJ in response to crimes and in schools.
One student strongly disagreed. He felt that people should take responsibility for their own actions.



Showing the Difference Between Restorative Justice and Criminal Justice

- Describes the differences between who is involved in the two justice systems and the processes of the two justice systems.

Components of CJ (parts)	Components of RJ (parts)
<ul style="list-style-type: none">• law enforcement, prosecution, defense attorneys, courts, and corrections, and offender.• Manages Behavior, focuses on Punishment	<ul style="list-style-type: none">• Victim, Offender, and Comm.
Process of CJ	Process of RJ
<ul style="list-style-type: none">• Investigation• Search Warrant (if applicable)• Interrogation• Arrest• Complaint, Information, or Indictment• Arraignment• Bail• Plea Negotiations• Trial• The Verdict• Appeal	<ul style="list-style-type: none">• An approach is put to address offender's harmful or inappropriate behavior.• It mostly focuses on healing the problem as opposed to punishing the individual.• It also involves dialogue, action and accountability.• It is mostly based on figuring the best solution possible for that particular person.

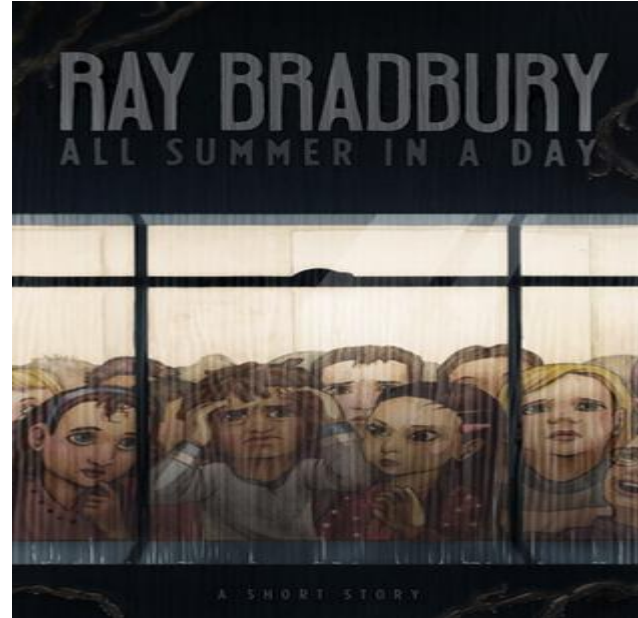
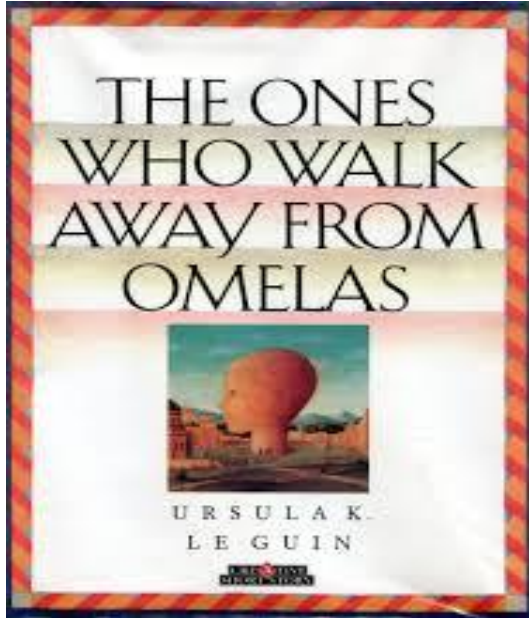
Thank you Ma'am

- Story by Langston Hughes
- Woman who forgives neighborhood kid for stealing purse
- Restorative justice in family & community

Common Core English	Interview Circle Activity Reflection
<ul style="list-style-type: none">• Writing response• Analysis• Text-based evidence	<ul style="list-style-type: none">• What does RJ mean to you?• Do you agree with her response?• Have you witnessed RJ at school or at home?• How would you use RJ to resolve a conflict?



Short Stories for RJ Application



Beliefs about Justice Before & After

- Students wrote short response essays that identified their beliefs about justice before and after studying RJ

BEFORE

AFTER



Activity: How Can You Teach RJ to Students?

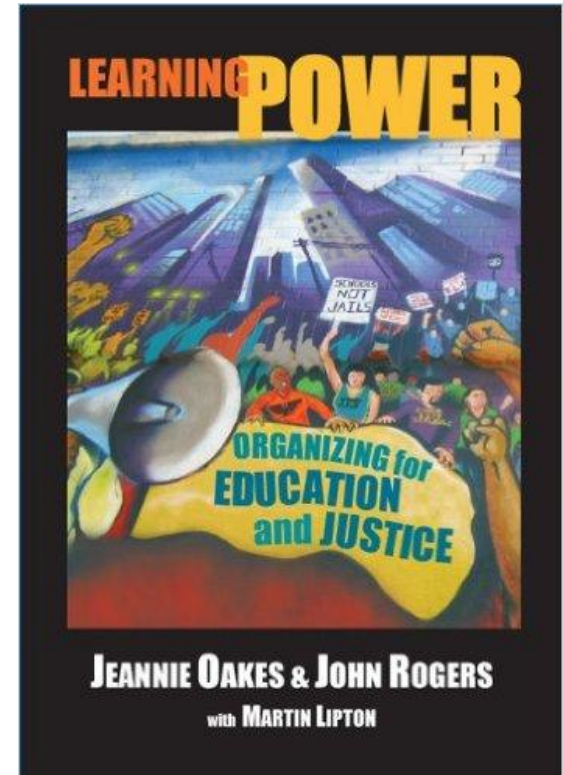
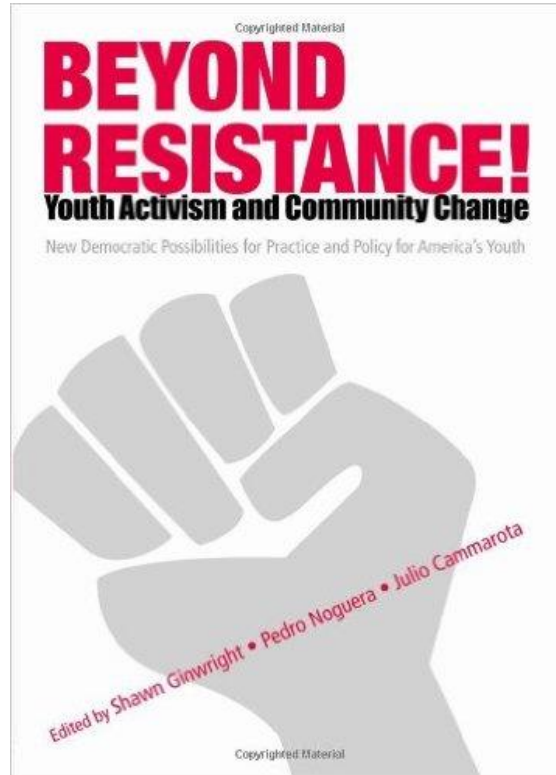
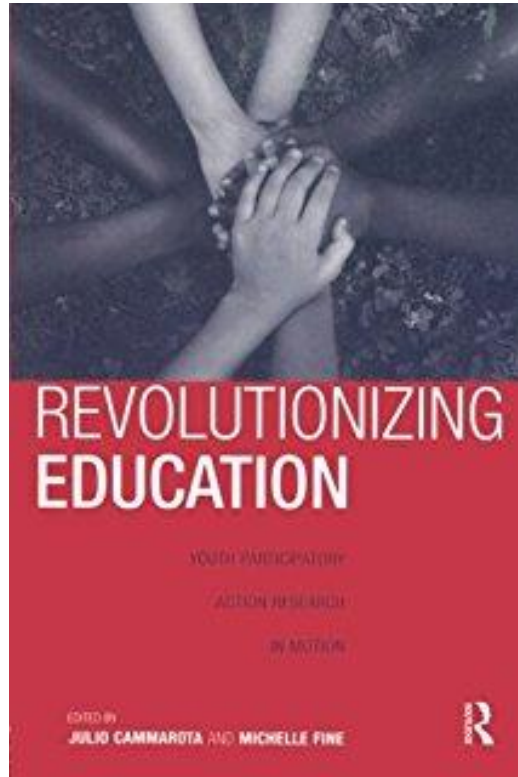
- Break up into circles of 8 people
- Discuss any ideas or resources you have for
 - Rj curriculum
 - Rj activities



VII. Participatory Action Research



Participatory Action Research



Public Science Project

- Participatory Action Research (PAR) provides a critical framework for making science – systematic inquiry and analysis – a public enterprise
- PAR values the significant knowledge people hold about their lives and experiences
- PAR positions those most intimately impacted by research as leaders in shaping research questions, framing interpretations, and designing meaningful research and actions



PAR Methods I

- A series of lessons to collectively learn and develop a shared research language
- Together, the participants craft research questions, data collection, analysis, and research products



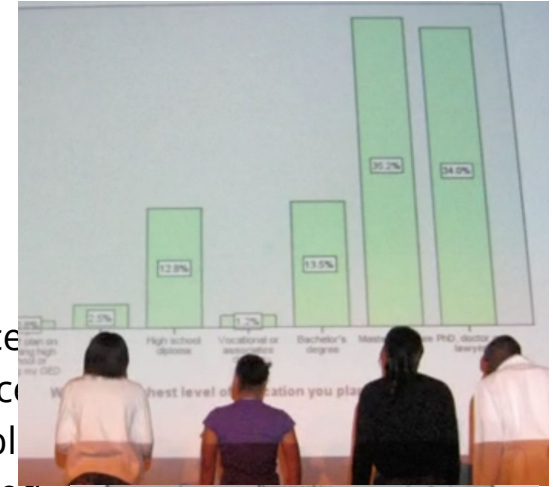
PAR Methods II

- Participants use qualitative and quantitative tools to challenge existing structures
- They imagine how to re-create conditions toward justice
- Methods include: participatory surveys, participant observation, interviews, photo-voice, focus groups, identity maps, individual interviews, list stories, street surveys, archival and historic reviews, policy analyses, slam books, problem identification webs, “cold calls” to institutions, web-based research, and more



Polling for Justice Video

- In 2008, the PSP aligned with young people's organizing and advocacy in New York City
- They created a city-wide (five borough) survey of youth experience and desires/demands, in reference to education, health and justice
- Together, they supported organizing and advocacy, including public forums or speak-outs, policy white papers or briefs, and web-based dissemination tools
- Video, "Polling for Justice," <https://vimeo.com/22363812>



A table showing demographic data from the survey. The table has columns for demographic categories, counts, and percentages. Below the table is a photo of three young women at a public forum, one speaking into a microphone.

Demographics		
	Count	%
Gender	Female	709 64.8
	Male	372 34.0
	Transgender (sexual)	13 1.2
Sexual Orientation	Straight	979 89.0
	LGBTQ2	121 11.0
Born in the U.S.	Yes	223 20.4
	No	820 79.6
Race & Ethnicity	Black (African American or Caribbean)	354 32.2
	Latino/a or Hispanic	340 30.9
	Asian, South Asian or Pacific Islander	183 16.6
	Multi-Racial	116 10.6
	White	93 8.5
	Other (Pacific Eastern or Native American (Asian or Native))	14 1.3
NYC Borough	Manhattan	37 3.4
	Other	1063 96.6

PAR with Matt

- Conducted during the first unit
- Surveyed students and teachers about past and present experiences with traditional discipline and restorative practices at school
- Created a plan for using Restorative Justice at our school

Creating surveys

- How to use Google Forms (all students get a gmail account through our school)
- Determining what you want to know and what you expect to find out
- Using different question types on forms to get qualitative and quantitative



Survey Workshop

Creating Surveys

Student Survey

Nati & Nick's Justice System Survey

Form description

Do you know what restorative justice is? *

yes

no

Do you have a problem with the way RSBA handles people breaking the rules? *

no

yes

How much do you agree with the justice system in traditional schools? *

1

2

3

4

5

strongly disagree

strongly agree

What is your opinion on zero tolerance? *

Short answer text

How many times have you gotten suspended for ditching school? *

Short answer text

If so Explain what you thought about being suspended? *

Short answer text

How well do you think communication circles work ? *

1

2

3

4

5

never

always

How many times have you had in-class suspension before ? *

Short answer text

Student Results

This section discusses the results of our survey and what those results mean in terms of school discipline.

- 75 % of the people who answered the questions in this survey thought discipline should happen for all students involved in an incident
- 100 % answered no to students getting treated like criminals. Why, you may ask? It's because not every student who does something in school would become a criminal. Some are just asking for attention to make them feel better. If it was based on students doing something wrong then also the teacher should get the same treatment for not doing the right thing.
- Our survey found that students believe teachers dislike students so they treat them differently in the classroom
- 40 % of them answered that based on their experiences maybe if they were one on one with the staff or teacher and the teacher might have felt that situation and understood it

Students Created Plans for our School

When a student gets in trouble for breaking the rules in a school setting both staff and students should be able to discuss the situation.

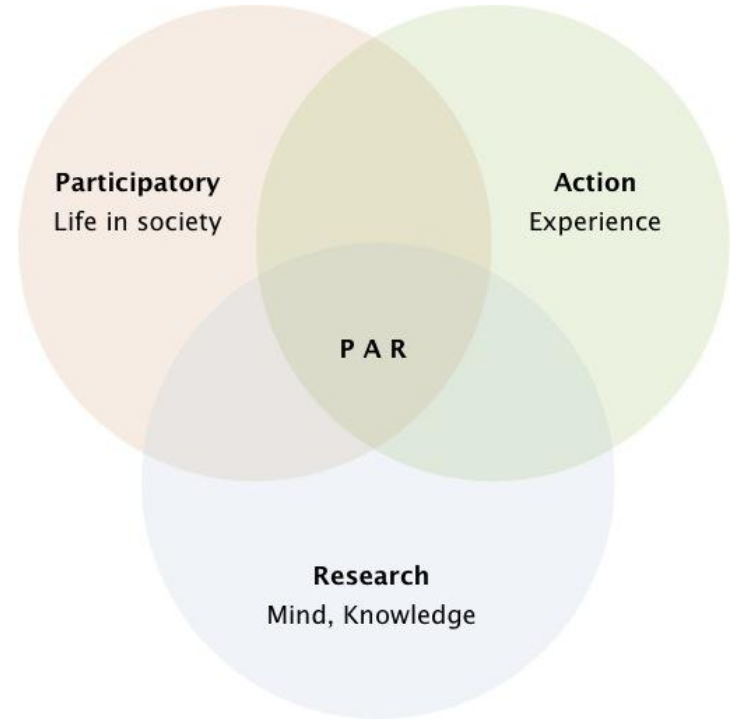
A design would include a group of staff and students so that they can talk to the students when an incident happens. Have a group of students and staff in place so that when an incident happens they come up with a way to repair any damage done and make amends with the school. In order to do that i suggest that we create a elective/class called peer group at two times throughout the day where we meet at a specified classroom to teach and have restorative justice sessions when needed.

Make sure that the same thing doesn't happen in the future by getting to the root of the problem if the student would tell you why it happened in the first place.

Some reasons why this plan won't work would be that the student who is undergoing restorative justice is unresponsive to any type of help and do not want it or if they choose to do the same mistake that got them in trouble in the first part.

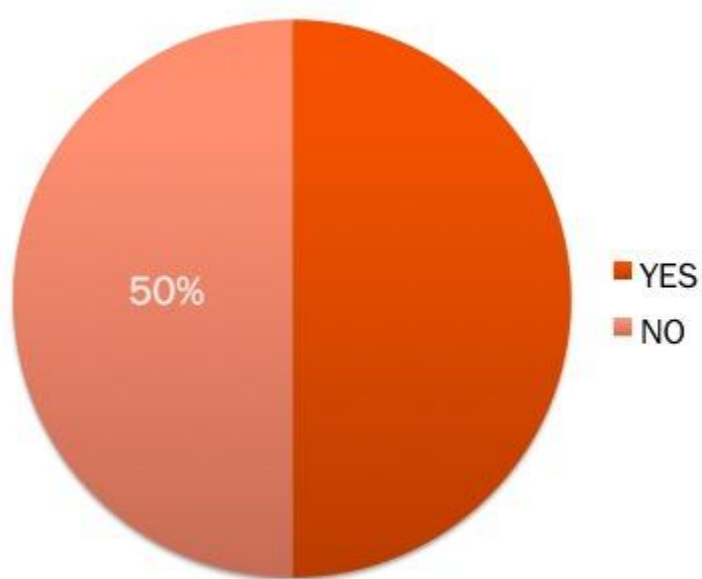
PAR with Crystal

- Conducted over the course of 2 units
- Researched understanding and beliefs about RJ amongst students and teachers
- Developed workshops and recommendations for further training



Poll to Assess Awareness of RJ

- Students conducted a poll of students to determine awareness of restorative justice, which is an official school policy

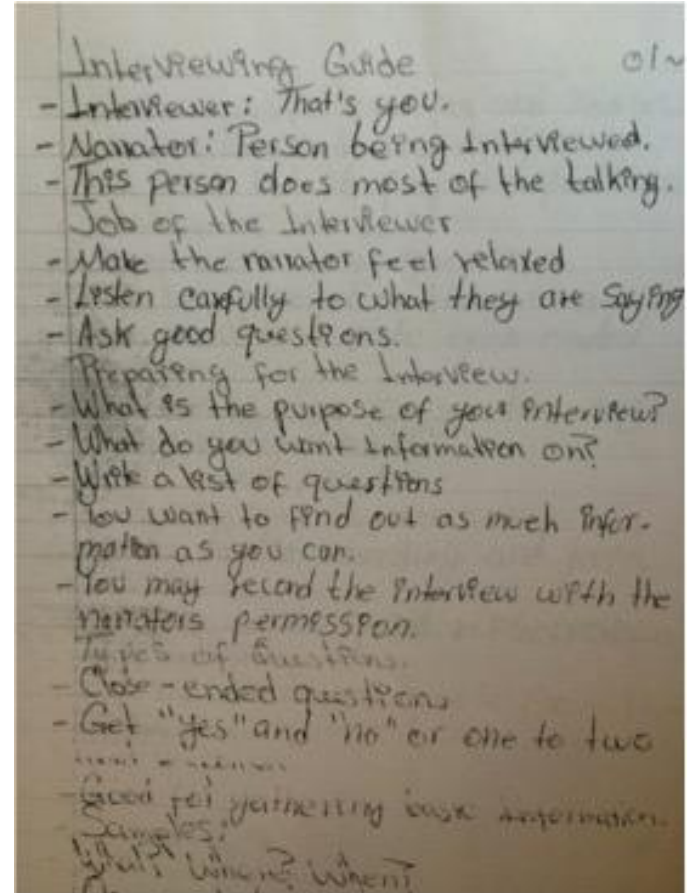


How to Interview Someone

- Students studied & practiced different aspects of interviewing people:
 - Asking for specifics
 - Determining purpose of interview
 - Writing our own questions
 - Analyzing responses

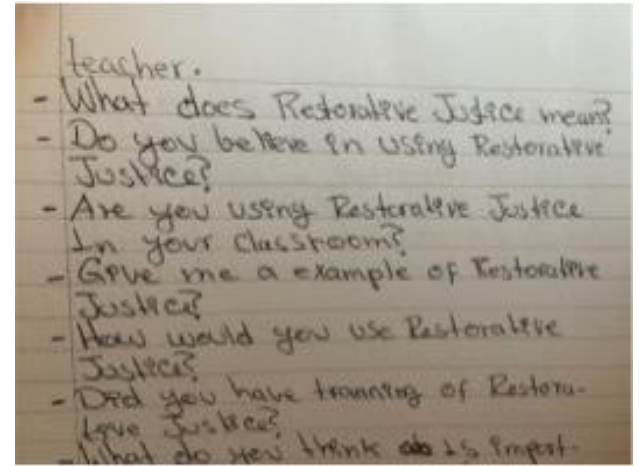
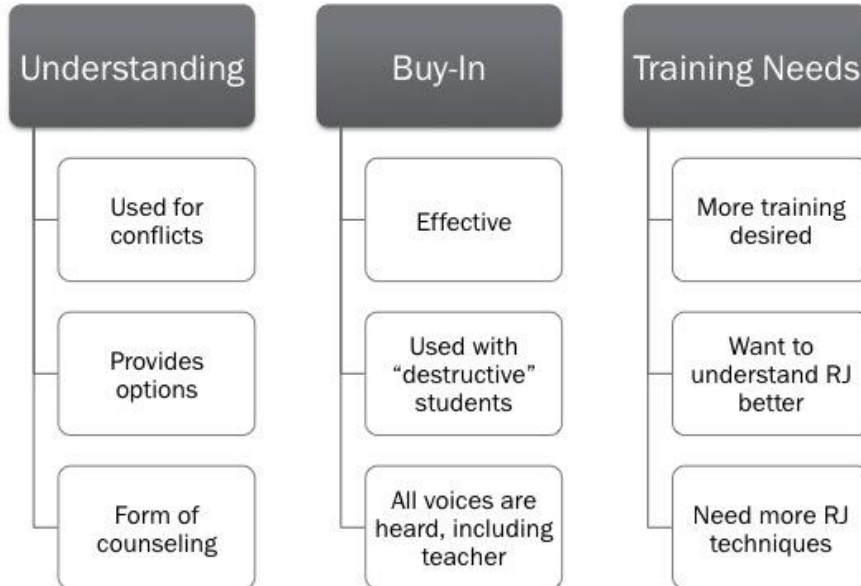


Qualitative



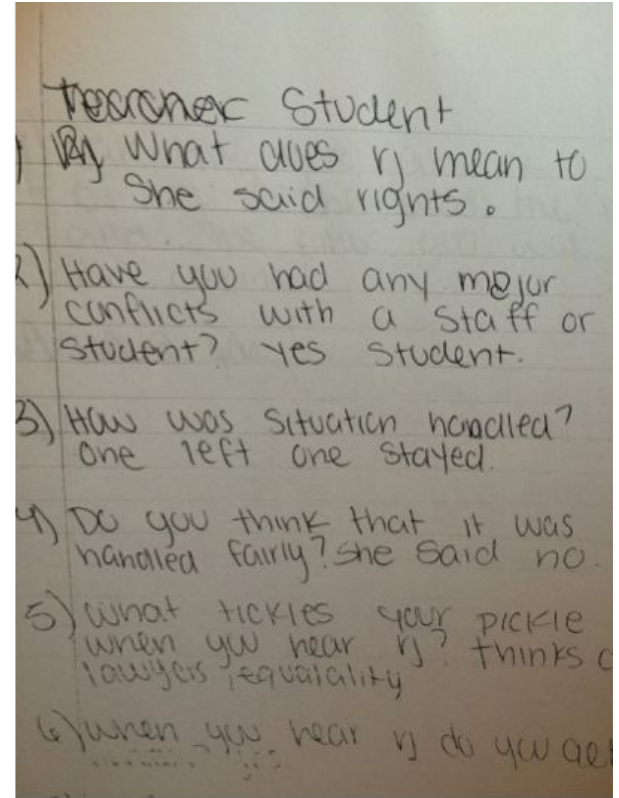
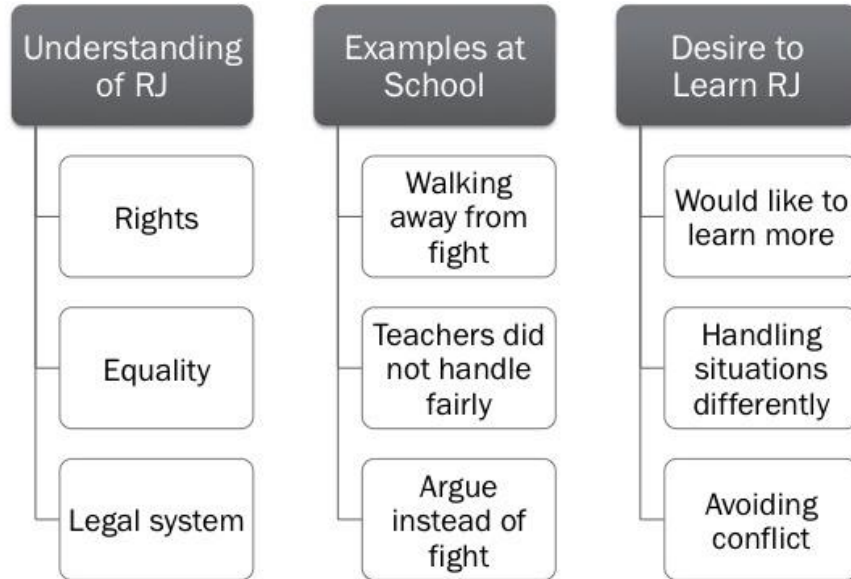
Teacher Interviews

- Teachers interviewed
- Responses categorized & summarized



Student Interviews

- Students interviewed to assess understanding
- Responses categorized & summarized



Taking Action & Creating Awareness

- We created workshops to increase awareness of and buy-in for Restorative Justice
- Workshops & assessments developed by students on:
 - Community Circle
 - Communication Skills
 - History of RJ

Restorative Justice Lesson Plan Template (1 of 2)

Name: JASON	Name: EILEEN	
Date: 2/3/15	Topic: COMMUNITY CIRCLE	Site: NORWALK

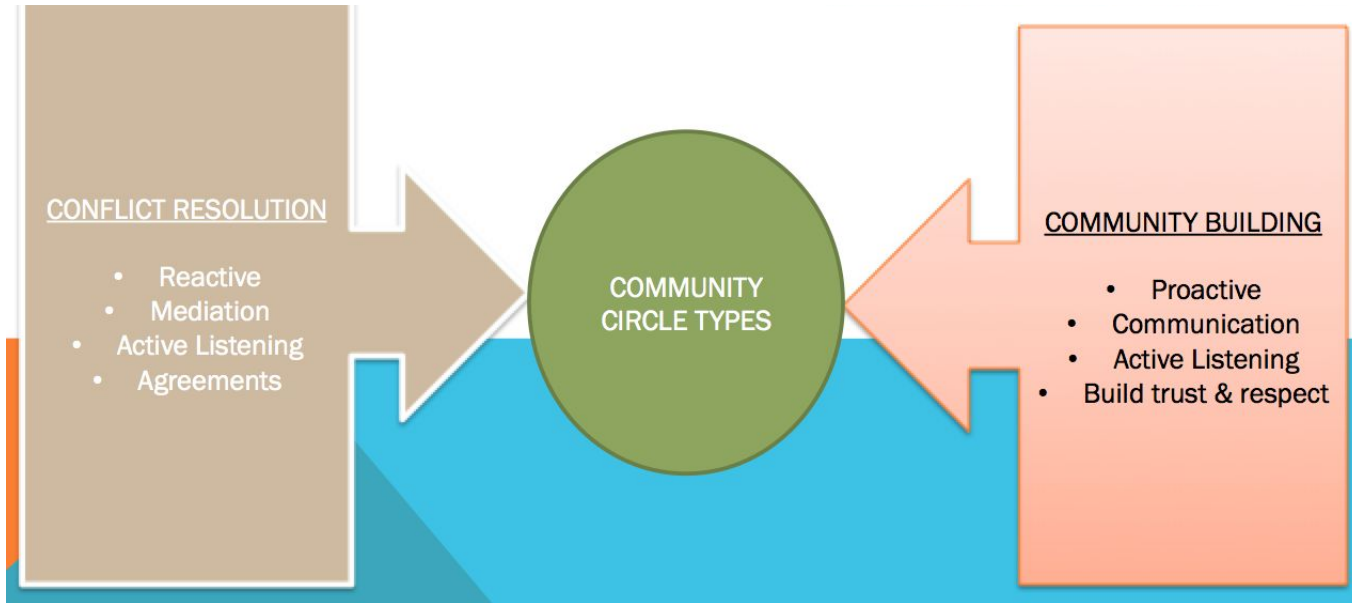
Essential Question/Theme
What open-ended philosophical, moral, and intellectual question will guide students' inquiry into this topic?
• What is a community circle? and if there is one, what do we feel about it.

Content Standards/Learning Objectives
• What community circle means.
• How to participate in a CC.

Be Able To Do – Skills
What specific academic skills or processes will students be taught, introduced to, or expanded on?

1) Community Circle Workshop

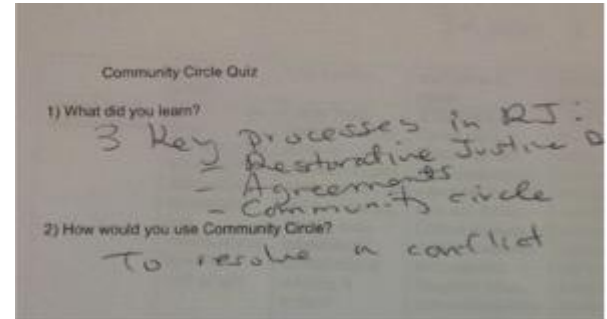
- Two types of Community Circles
 - Conflict Resolution
 - Community Building



1) Assessment: Community Circle Quiz

- After workshop, participants were given a quiz to assess learning
- Summary of responses below

Question	Responses
What did you learn	<ul style="list-style-type: none">• Definition of RJ• Agreements• Community circle
How would you use Community Circle?	<ul style="list-style-type: none">• Resolve a conflict• Community building• Make a decision
What does CC mean to you?	<ul style="list-style-type: none">• Group of people sit in circle• Share stories• Process to resolve conflict• Respect• Settle a dispute
Give me an example at school - how would you use CC?	<ul style="list-style-type: none">• Name calling• Mediation circle• Apologizing• Make agreements



2) Communication Skills Workshop

- Eye Contact
- Mirror or Repeat What You Heard
- Ask Questions
- Don't Interrupt
- Remember
- Watch Tone of Voice & Body Language
- Be Open Minded
- Learn How to Disagree Effectively



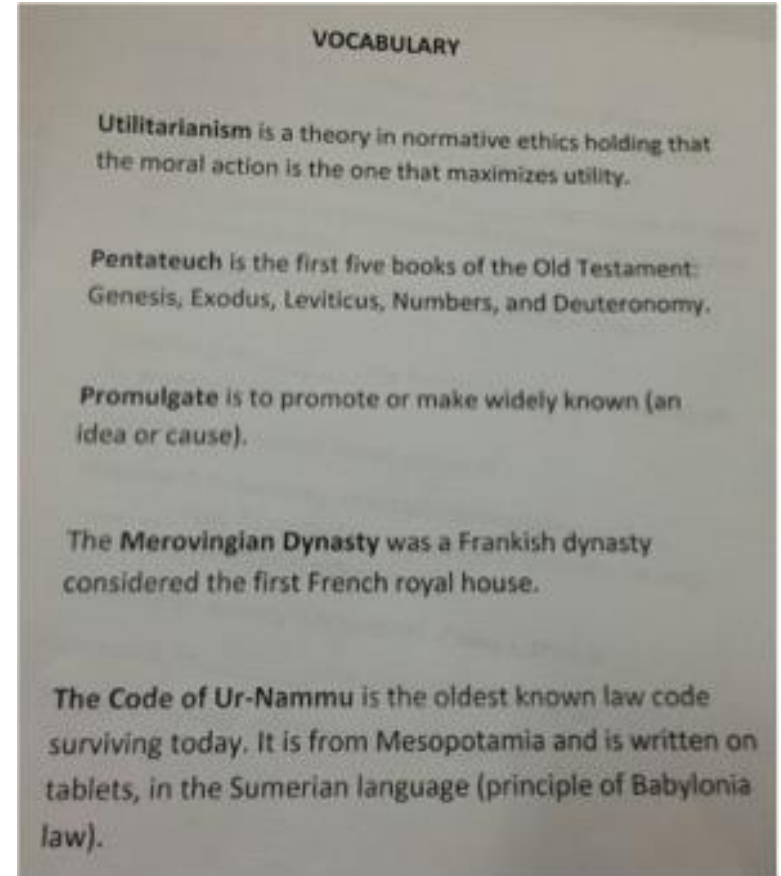
2) Assessment: Describe the Image

- Assessment used to demonstrate miscommunication
 - Participants form pairs
 - One person given shadow images
 - Asked to describe images non-verbally
 - None of the pairs communicated effectively



3) History of RJ Workshop

- Restorative techniques used throughout human history:
 - Indigenous Australian & Eskimo communities
 - Code of Hammurabi
 - Laws of Ethelbert of Kent
 - Homer's Illiad



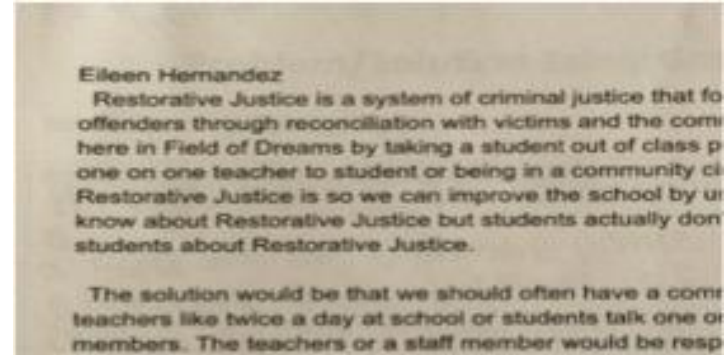
3) Assessment: RJ Skit

- Two volunteers were chosen from the audience
 - They were given a conflict scenario
 - Told to resolve it using RJ techniques
 - Students used mediation to talk about why they were fighting
 - They resolved the argument through dialogue



Student Essays

- Each student wrote an essay:
 - Describing RJ history & philosophy
 - Reflecting on research
 - Recommending next steps (summarized below)



Training

- Students & teachers need more training in RJ
- Teachers need to apply RJ consistently
- Consistent follow-up with struggling students is needed
- Continue to have RJ class

Community Building

- Include community circles in school day
- Build school culture with activities
- Teachers should talk to students instead of punishing them

Application to Life

- Build resiliency in students
- Teach students how to use conflict resolution in life

Teaching the Wider Community



Activity: How Can Students Engage in PAR?

- Break up into “windmill” circles (2 concentric circles)
 - How can students use PAR to implement RJ?
 - What quantitative data could they gather?
 - What qualitative data could they gather?

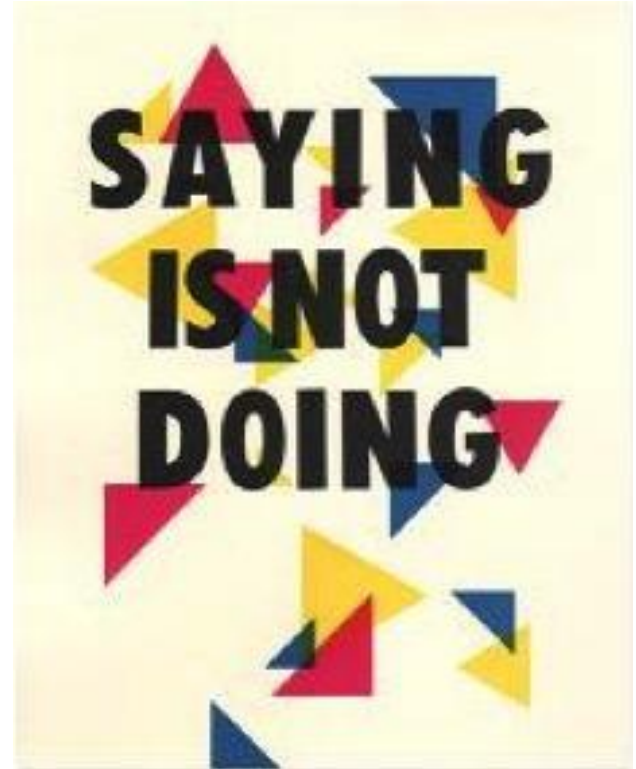


VIII. Identifying School Challenges



Challenges at YouthBuild

- Data continuously collected by staff and students to improve policies and practice
- RESEARCH QUESTIONS
 - What is practiced at the school?
 - How do teachers respond to conflict?
 - How does the school respond to conflict?
- TYPE OF DATA
 - Behavior documentation, case studies, posted policies, surveys



RESPECT AGREEMENT



STUDENTS Respecting TEACHERS

- Speak in a professional manner
- Ask permission
- Listen when the teacher is talking

STUDENTS Respecting STUDENTS

- Respect each other's properties
- No name calling & bullying
- Be positive and encouraging

Facilities

B

10-2

10-2

10-

10-

10-

10-

10-

Policy vs Practice

Behavior Documentation

Please fill out this form to document student behavior and actions taken by you.
Thank you.

* Required



Student's First name *

Student's Last Name *

Reporting Teacher *

This is your last name

Student's Grade Level *

Date of Incident

Click calendar icon for date or approximated date

mm/dd/yyyy

When *

Did this occur during class, passing period, etc?

PERIOD 1

PERIOD 2

PERIOD 3

PERIOD 4

PERIOD 5

PERIOD 6

Other

Description of Incident *

cell phone/electronics

academic code violation (cheating)

behavior, defiant

behavior, disruptive

Action(s) Taken: Select all that apply...

counseled student, counselor referral

counseled student, loss of privilege

counselor referral, loss of privilege, behavior contract, Transfor

counseled student

counseled student, loss of privilege

talked to counselor/dropped his first period

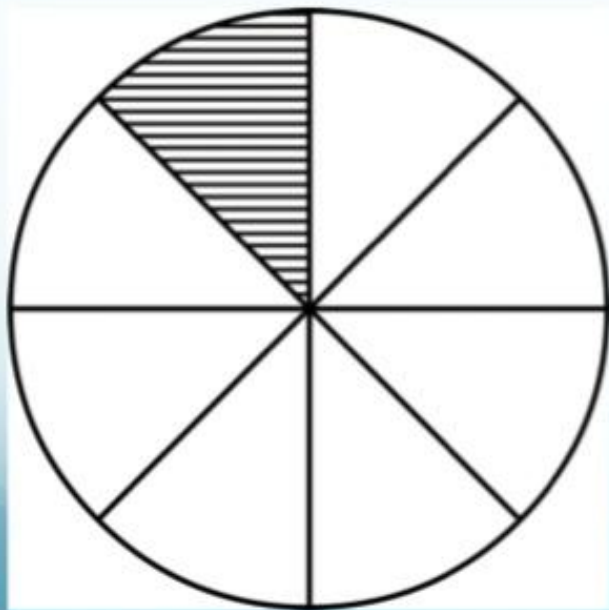
counselor referral

counselor referral, behavior contract, Transformative Justice

counseled student, counselor referral

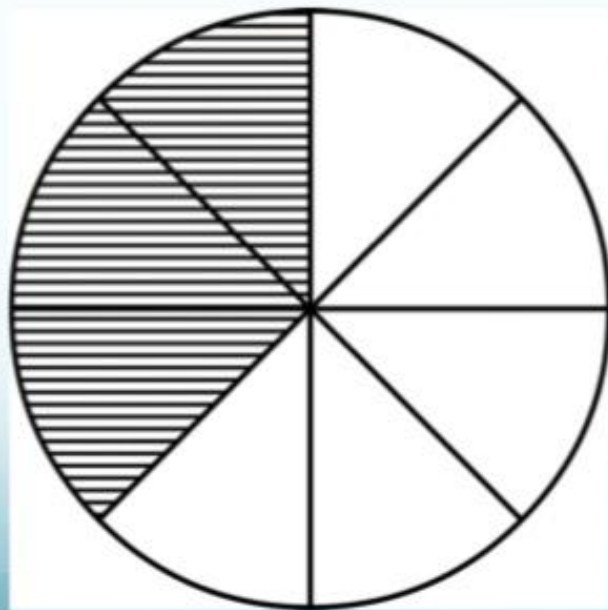
Restorative Interventions

- 1/8 incidents were addressed with restorative practices



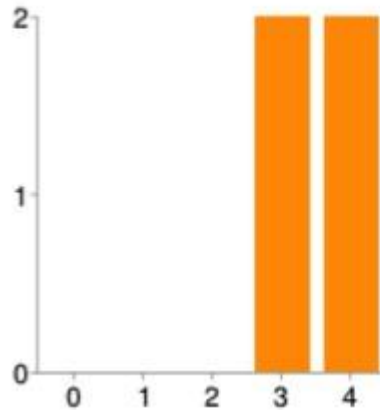
Exterior Factors Ignored

- 3/8 students struggled with external factors that were not addressed

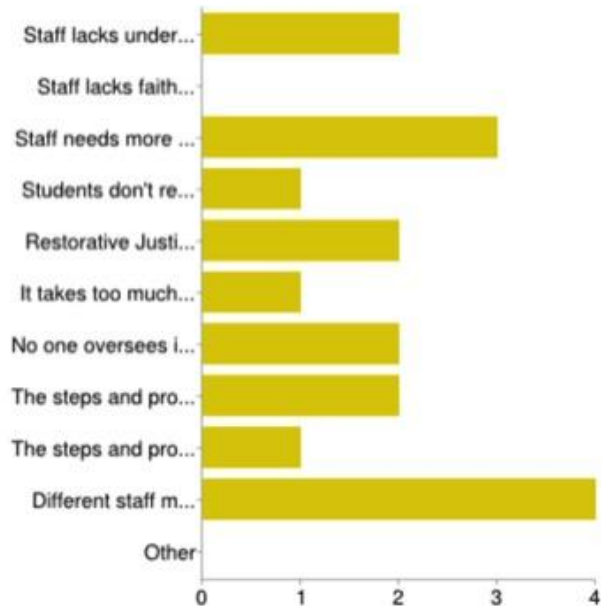


To what degree are Restorative practices an important element of school culture and policies?

0 = Not important, 4 = Very important



What keeps your site from fully implementing Restorative Justice? Check all that apply.



- Staff lacks understanding of the practice
- Staff lacks faith that it works
- Staff needs more training
- Students don't respond to these practices
- Restorative Justice takes too much time
- It takes too much coordination and cooperation
- No one oversees its implementation
- The steps and processes are not clearly delineated
- The steps and processes are implemented incorrectly
- Different staff members implement it differently
- Other

What professional development would support the Restorative Justice practices being implemented more fully at your school site? Check all that apply.



RJ Implementation Guides

Table 1. Restorative Justice Implementation Guides and Toolkits

Resource	Author, Year	Source
Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools: A Guide for Educators	The Advancement Project, 2014	http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
Alameda County Health Care Services Agency, RJ: A Working Guide for Our Schools	Jon Kidde & Rita Alfred, 2011	http://www.courts.ca.gov/documents/D2_Restorative-Justice-Paper_Alfred.pdf
Restorative Interventions Implementation Toolkit	Kara Beckman, Barbara McMorris, & Amy Gower, 2012	http://education.state.mn.us/MDE/SchSup/SchSafety/RestorativePractices/index.html

5 Stages of Implementation

- “Practicing Restorative Justice in School Communities: The Challenge of Culture Change,” by Brenda Morrison, Peta Blood, Margaret Thorsborne

Table 1. Stages of implementation.

Stage 1: Gaining Commitment— Capturing Hearts and Minds	<ol style="list-style-type: none">1. Making a case for change<ol style="list-style-type: none">1.1. Identifying the need (the cost of current practice)1.2. Identifying learning gaps1.3. Challenging current practice1.4. Debunking the myths around behaviour management and what makes a difference1.5. Linking to other priorities2. Establishing buy-in
Stage 2: Developing a Shared Vision— Knowing where we are going and why	<ol style="list-style-type: none">1. Inspiring a shared vision2. Developing preferred outcomes aligned with the vision3. Building a framework for practice4. Developing a common language
Stage 3: Developing Responsive and Effective Practice—Changing how we do things around here	<ol style="list-style-type: none">1. Developing a range of responses2. Training, maintenance and support3. Monitoring for quality standards
Stage 4: Developing a Whole School Approach— Putting it all together	<ol style="list-style-type: none">1. Realignment of school policy with new practice2. Managing the Transition3. Widening the lens
Stage 5: Professional Relationships— Walking the talk with each other	<ol style="list-style-type: none">1. Promoting open, honest, transparent and fair working relationships2. Using restorative processes for managing staff grievance, performance management and conflict3. Challenging practice and behaviour—building integrity

RJ Assessment Tool

- Ron Claassen
- <http://peace.fresno.edu/docs/rjassess.pdf>

1. Restorative justice is a way of thinking and responding to conflicts, disputes, or offenses. Restorative justice concerns making things as right as possible for all people.

ASSESSMENT:

Our primary focus of addressing conflicts and offenses is:

Completely on the needs and interests of outside authority

Somewhat on the needs and interests of outside authority, somewhat on the victim

Somewhat on the needs and interests of all parties, and outside authority

Completely on the needs and interests of all parties, institutions, and organizations involved.

We respond to violations, offenses and injustices by

Always trying to identify and punish those who misbehave.

Usually trying to identify and punish those who misbehave

Sometimes working on making things right as possible for all parties

Usually make things right as possible for all parties.

Assessing Implementation

- Staff surveys
- Student surveys
- Behavior incident documentation
- School wide observations
- Classroom observations
- RJ circle reflections
- Participatory action research

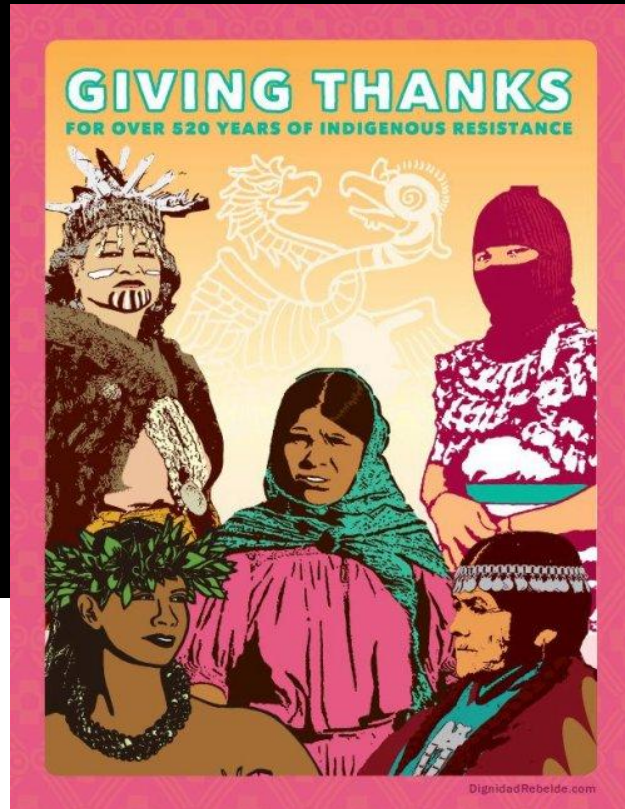


Activity: What Challenges Will You Face?

- Break up into pairs
- Discuss the following questions
 - What challenges will you face?
 - How can you overcome those challenges?



IX. Harm & Conflict Circles



RESTORATIVE JUSTICE Conferencing

Real Justice® & The Conferencing Handbook

by Ted Wachtel, Terry O'Connell & Ben Wachtel

Two books in one volume

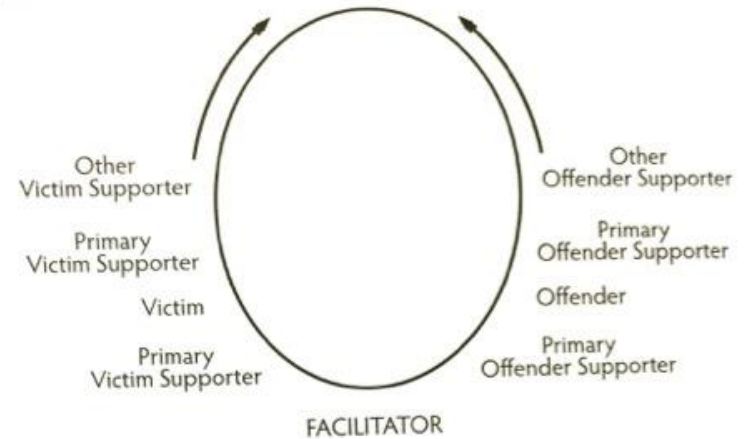


Harm and Conflict Circles - Purpose

- Conferences provide victims and others with an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome
- Offenders hear firsthand how their behavior has affected people
- Offenders may choose to participate in a conference
- The conference facilitator invites others affected by the incident — the family and friends of victims and offenders

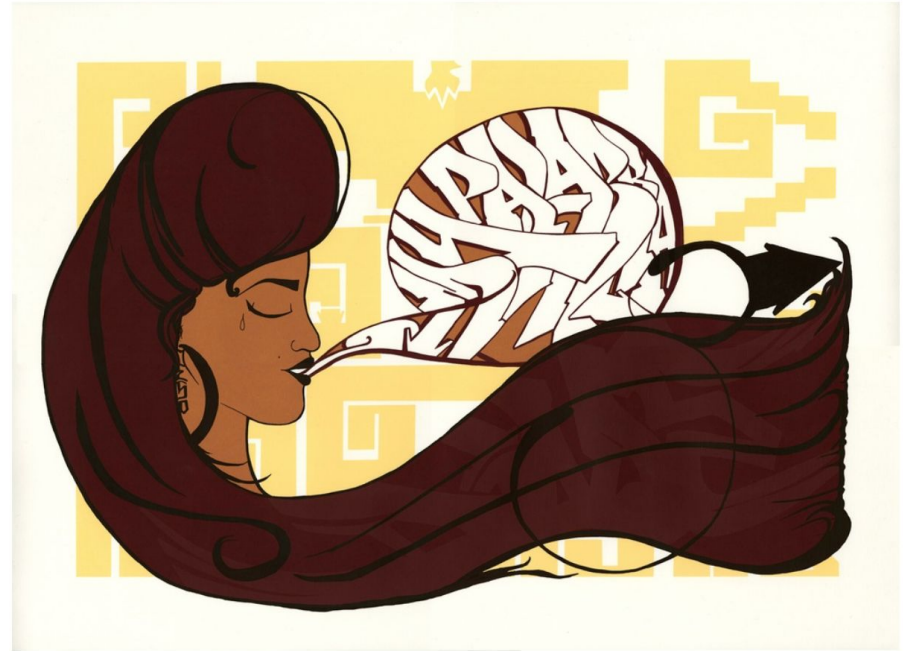
CONFERENCE SEATING GUIDE

Figure 3



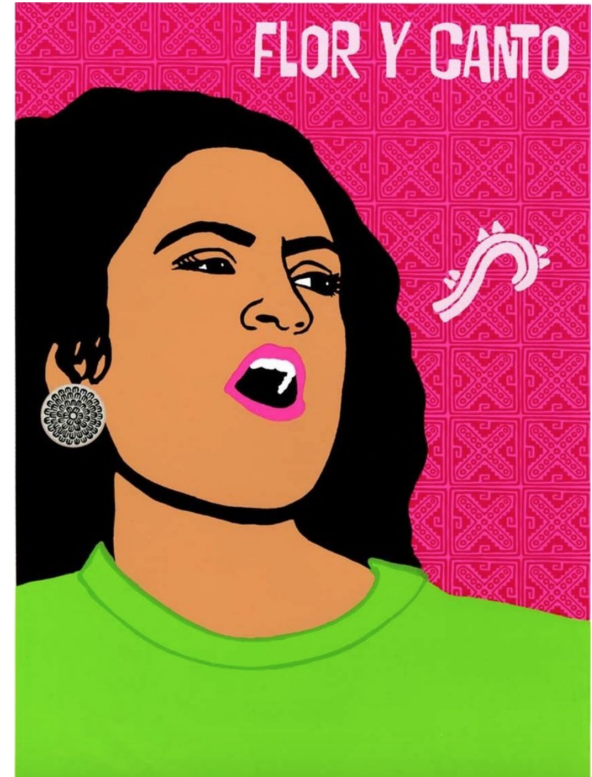
Offender Questions

- Using the conference script, offenders are asked these restorative questions:
 - “What happened?”
 - “What were you thinking about at the time?”
 - “What have you thought about since the incident?”
 - “Who do you think has been affected by your actions?”
 - “How have they been affected?”



Victim Questions

- Victims are asked these restorative questions:
 - “What was your reaction at the time of the incident?”
 - “How do you feel about what happened?”
 - “What has been the hardest thing for you?”
 - “How did your family and friends react when they heard about the incident?”



Supporters

- What did you think when you heard about the incident?
- How do you feel about what happened?
- What has been the hardest thing for you?
- What do you think are the main issues?



Restorative Agreements & Follow-Up

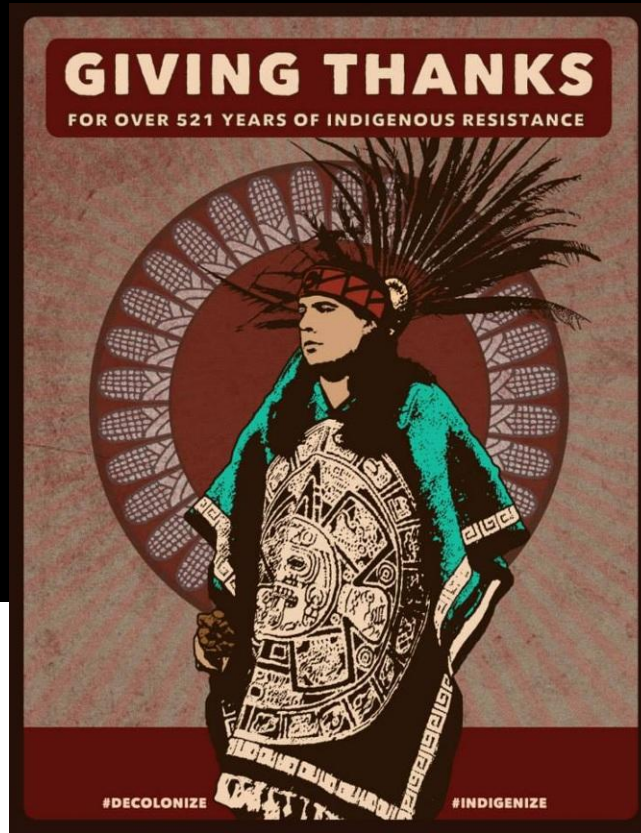
- The victim is asked what he or she would like to be the outcome of the conference
- The response is discussed with the offender and supporters
- Agreements are typically fair and logical consequences
- A simple contract is written and signed
- The appointed person follows-up with all parties



Activity: Conflict Scenarios

1. Two former best friends, Maria and Elisa, get into a physical fight during lunch. Elisa is dating the father of Maria's newborn son. Their enmity grew last week when Maria tagged the bathroom wall with a message that called Elisa a "whore." It finally escalated to this fight.
2. Derrick is truant to his 1st period Pre-Algebra class almost every day. He often falls asleep in class. He says the class is boring. And, he blames his night shift at UPS for his tardiness. Today, when the teacher tried waking him, Derrick told him to "fuck off."
3. Eric has been posting messages on social media during school hours calling Michael a "faggot," "chubby," and "ugly," amongst other things. This morning, when Eric was confronted by an Assistant Principal, he claimed that he was expressing his religious freedom of speech.
4. Alexis disrupts her middle school Life Science class almost everyday. She constantly giggles with her friends in class. And, she spends most the class period on her cell phone. Today, when her teacher tried to take the phone away, she refused to give it up. She told the Assistant Principal that she uses it to stay in contact with her younger brother in foster care.

Closing...Mindfulness



NAVIGATOR

What Mindfulness Does for Urban Kids

As alternatives to detention, school-based meditation programs help students cope with stress.

EILLIE ANZILOTTI | [@eillieanzi](#) | Nov 14, 2016 | 3 Comments

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