

SAVE the DATE - May 6, 2016 - Restorative Practices / Restorative Justice (RP/RJ) Gathering – Lehman College

RP/RJ Resources: Advocacy – Research – Resources – Organizations – Video Examples of RP and RJ

*a partial listing – please provide additional resources

The IIRP (International Institute for Restorative Practice, <http://www.iirp.edu>) distinguishes between the terms *restorative practices* and *restorative justice*. Restorative practices support developing and sustaining a healthy classrooms of practice in which students support and build constructive relations with each other and adults. Restorative justice is considered a subset of restorative practices and is *reactive*, consisting of both formal or informal responses to crime and other wrongdoing after it occurs (reduce crime, violence and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships; and, repair harm).

Advocacy

Dignity in Schools – NYC

<http://www.dignityinschools.org/>

The New York Chapter of the Dignity in Schools Campaign (DSC-NY) is a citywide coalition of students, parents, advocates, educators and lawyers calling for positive, school-wide approaches to discipline that improve the school environment, reduce conflict, and increase learning. We work to reduce suspensions and other harsh policies that violate students' human right to education and to be treated with dignity. Students, parents and educators have a right to participate in decision-making related to discipline policies in schools.

TeachersUnite – www.teachersunite.net

Teachers Unite is working to create a movement of educator-leaders who collaborate with parents and students to abolish mass incarceration as well as transform public schools into caring communities that empower students to develop their skills to their fullest potential. We envision a democratic teachers union that stands against racism and systems of oppression. We demand a public education system governed through popular control, where each school is grounded in the needs, values and collaborative decision-making within its community.

Growing Fairness - <https://www.youtube.com/watch?v=T4ZZ6N-CmCk>

Growing Fairness – Toolkit - <http://www.teachersunite.net/toolkits>

Over 200 pages of original reflections, protocols, lessons plans, sample letters, evaluations, video clips, and so much more, the toolkit is **written by the educators** who are making a transformational shift away from suspensions and policing in public schools and toward positive accountability, student leadership, and community empowerment.

References

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. NY, NY: The New Press.

Ball, J., Caldwell, W., & Pranis, K. (2010). *Doing democracy with circles*. St Paul, MN: Living Justice Press.

Bartell, S. (2014). Restorative practices: Building a connected community of learners. Retrieved from <https://restorativeworks.net/2014/02/restorative-practices-building-connected-community-learners/>

“Because of our class circles, students accepted more responsibility for their roles in both creating and solving the problems. It became much easier to encourage students to solve their problems themselves; in

part because I gained more confidence that students had the skills to do so, but also in part because of how the project shifted the way I communicate with my students” (4th grade teacher).

Barbara J. McMorris, B.J., Beckman, K.J., Shea, G., Baumgartner, J., & Egger, R.C. (2013). Applying restorative practices to Minneapolis public schools students recommended for possible expulsion. Retrieved from http://www.nursing.umn.edu/prod/groups/nurs/@pub/@nurs/documents/content/nurs_content_488712.pdf

Given ample evidence that temporary exclusion from school and involuntary school transfers can be a precursor to disengagement from school, the RCP appears to interrupt such a trajectory and return students to a path of academic progress, as indicated by better attendance, fewer suspensions, 40 continued credit accrual, slight increases in GPA and increases in the number of students on track to graduate.

Bazemore, G. & Schiff, M. (Eds.). (2001). *Restorative community justice*. Cincinnati, OH: Anderson Publishing Co.

Boyes-Watson, C. & Pranis, K. (2010). *Heart of hope: A guide for using peacemaking circles to develop emotional literacy, promote healing & build healthy relationships*. Boston, MA: Center for Restorative Justice.

Boyes-Watson, C. & Pranis, K. (2015). *Circle forward: Building a restorative school community*. St. Paul, MN: Living Justice Press.

Braithwaite, J. (1989). *Crime, shame and reintegration*. NY, NY: Cambridge Univ. Press.

(Anti) -Bullying and Restorative Practices

<http://www.antibullyingworks.co.uk/resources/intervention-strategies/restorative-justice/>
<https://www.bookdepository.com/Restorative-Practices-Bullying-Margaret-Thorsborne/9780863886867>

Bullying and Restorative Practices Can Work Together

<http://restorativeworks.net/2015/01/bullying-prevention-restorative-practices-can-work-together/>

Burke, C.G. (2001). Restorative justice and the philosophical theories of criminal justice. In M.L. Hadley (Ed.). *The Spiritual Roots of Restorative Justice*. Albany, NY: State University of New York Press.

Center for Justice & Reconciliation

<http://restorativejustice.org/restorative-justice/rj-library/>

Cervone, B. & Cushman, K. (2014). Learning by heart: The power of social-emotional learning in secondary schools. Retrieved from <http://www.howyouthlearn.org/pdf/WKCD%20Executive%20Summary.pdf>

Teacher preparation programs must equip new teachers with the core competencies necessary to foster social and emotional learning. They need guidance in creating the safe, respectful motivating, and engaging classrooms in which young minds and characters are to develop. They need coaching in helping their students stand in the shoes of others and grow into bigger shoes themselves. And new teachers, too, deserve instructors who model the social and emotional skills they will soon be modeling for their own students.

Costello, B., Wachtel, J., & Wachtel, T. (2009). *Restorative circles in schools: Building community and enhancing learning*. Bethlehem, PA: International Institute for Restorative Practice.

Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practice handbook for teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices.

Data Articles on Restorative Practices

http://umaine.edu/peace/files/2011/01/RSP_Data_Articles_2.pdf

EduTopia – Restorative Practices Resources

<http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Ferguson, R.A. (2014). *Inferno: An anatomy of American punishment*. Cambridge, MA: Harvard University Press.

Hadley, M. L. (Ed.). (2001). *The spiritual roots of restorative justice*. Albany, NY: State University of New York Press.

Honey, C. (2013). Detroit students restore peace by talking it out. Retrieved from

<http://www.christianitytoday.com/thisisourcity/detroit/detroit-students-restore-peace-by-talking-itout.html?paging=off>

“Weekend tweets and re-tweets among two girls and their friends. She says she wants to fight her, he tweets it to others, word goes around. Come Monday, the threatened girl stays home from school.

By Wednesday, four of them sit around a cafeteria table in an academy in Detroit, facing each other. Talking, not fighting is the way things are worked out here.

It's called a "restorative circle," and it happens a lot at Plymouth Educational Center's 9th Grade Academy near Midtown. At this and other Detroit schools, these circles, part of a systematic program called restorative practices, are becoming a popular way to resolve conflicts among Detroit students.”

Hooover, N. (2010). *Trauma healing*. Alfred, NY: Conscience Studio. *Building community and enhancing learning*. Bethlehem, PA: IIRP

IIRP. (2009). Improving school climate: Finding from schools implementing restorative practices. (2009).

Retrieved from <http://www.iirp.edu/pdf/IIRP-Improving-School-Climate.pdf>

The emerging new field of study, restorative practices, has the potential to transform our schools and our communities. It includes but goes beyond restorative justice, an innovative criminal justice system response to wrongdoing. Restorative practices, however, are both proactive and reactive, ranging from relationship and community-building activities to effective processes for dealing with disruptive student behavior and violence. When systematically employed on a whole-school basis, restorative practices transform negative school environments by engaging students in taking responsibility for making their own schools better. Restorative practices stands in stark contrast to the prevailing reliance on punishment employed in today's schools.

IIRP. (2014). Safer and saner schools. Retrieved from <http://www.safersanerschools.org/>

Essential Elements: The Whole-School Change Program involves 11 Essential Elements, including *affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles* and *restorative conferences*. Staff teams, working in small professional learning groups, focus on understanding and using these elements.

Johnstone, G. & Van Ness, D. (2011). *Handbook of restorative justice*. Portland, OR: Willam Publishing

Justice Center: The Council for State Governments. (2014). School discipline consensus report. Retrieved from csgjusticecenter.org/youth/school-discipline-consensus-report

The School Discipline Consensus Report presents a comprehensive set of consensus-based and field-driven recommendations to improve conditions for learning for all students and educators, better support students with behavioral needs, improve police-schools partnerships, and keep students out of the juvenile justice system for minor offenses. More than 100 advisors representing policymakers, school administrators, teachers, behavioral health professionals, police, court leaders, probation officials, juvenile correctional leaders, parents, and youth from across the country helped develop more than two dozen policies and 60 recommendations to keep more students in productive classrooms and out of court rooms.

Kelly, V.C. & Thorsborne, M. (Eds.). (2014). *The psychology of emotion in restorative practice*. Philadelphia, PA: Jessica Kingsley Publishers.

Meyer, L.H. & Evans, I.M. (2012). *The teachers guide to restorative classroom discipline*. Thousand Oaks, CA: Corwin.

Mirsky, L. & Wachtel, T. (Ed.). (2012). *Safe/saner schools: Restorative practices in education*. Bethlehem, PA: IIRP.

National Association of Secondary School Principals. (2013). Restoring community and trust. Retrieved from http://www.nassp.org/tabid/3788/default.aspx?topic=Restoring_Community_and_Trust

How can schools teach high-level academic content effectively and also promote students' social and emotional development and help them become better members of society? Those goals are not mutually exclusive; they feed each other. Restorative practices provide an overarching philosophy and specific strategies that develop relationships, communication, empathy, and accountability and support school climates that enable learning to flourish

National Opportunity to Learn Campaign. (2014). New toolkit & infographic: What are restorative practices? An educator's guide to fostering positive school climate and culture. Retrieved from <http://www.otlcampaign.org/restorative-practices>

Educators across the nation recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Increasingly, they are partnering with parents, students, district officials, community organizations, and policymakers to move away from harmful and counter-productive zero-tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools (<http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf>) was developed by the Opportunity to Learn Campaign, Advancement Project, American Federation of Teachers and National Education Association with the help of a working group of educators and school personnel.

Resnovits, J. (2014). Yes, schools do discriminate against students of color. Retrieved from http://www.huffingtonpost.com/2014/03/13/school-discipline-race_n_4952322.html

A so-called school-to-prison pipeline flows from school discipline that lands disproportionately on students with disabilities and students of color, according to a set of reports by 26 experts released on Thursday. African-American students and students with disabilities are suspended at "hugely

disproportionate rates compared to white students," said a report by the Discipline Disparities Research-to-Practice Collaborative, which includes experts from fields such as advocacy, policy, social science and law. Latino students, girls of color, and lesbian, gay, bisexual and transgender students also were disproportionately suspended -- a punishment the report said increases dropout risks and helps push troubled students out of classrooms and into the justice system.

Restorative Justice and Circle. (2014). Restorative justice circles: Talking or transformation, using key elements for change (elementary, middle school and high school). Retrieved from <http://www.circle-space.org/>

Restorative Justice Research
http://www.iirp.edu/article_detail.php?article_id=533

Restorative Practices and Communities – Recommended Guidelines
http://www.dignityinschools.org/files/code/ModelCode_Section3.1b_Model2.pdf

Restorative Practices: From Diapers to Diamonds
<http://fromdiaperstodiamonds.com/restorative-practices/resources2/>

Restorative Practices – Research and Resources
<http://education.state.mn.us/MDE/SchSup/SchSafety/RestorativePractices/023444>

Riestenberg, N. (2012). *Circle in the square: Building community and repairing harm in schools*. Minneapolis, MN: Living Justice Press.

Smull, E. Wachtel, J., & Wachtel, T. Family power. (2012). *Family power*. Bethlehem, PA: International Institute for Restorative Practice.

Umbreit, M. & Armour, M.P. (2011). *Restorative justice dialogue: An essential guide for research and practice*. Danvers, MA: Springer Publishing Company.

US Department of Education. (2014). Guiding principles: A resource guide for improving school climate and discipline. Retrieved from <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Schools must be both safe and supportive for effective teaching and learning to take place. Three key principles can guide efforts to create such productive learning environments. First, work in a deliberate fashion to develop positive and respectful school climates and prevent student misbehavior before it occurs. Ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. And finally, use data and analysis to continuously improve and ensure fairness and equity for all students.

Van Wormer, K.S. & Walker, L. (2013). *Restorative justice today: Practical applications*. Washington, DC: Sage.

Wachtel, T. (August 1, 2012). *Defining restorative*. Paper presented at the 15th World Conference of the International Institute for Restorative Practices. Bethlehem, PA. Retrieved January 10, 2013 from <http://www.iirp.edu/pdf/Defining-Restorative.pdf>

Wachtel, T. (2013). *Dreaming of a new reality: How restorative practices reduce crime and violence, improve relationships and strengthen civil society*. Bethlehem, PA: IIRP.

Wachtel, T., O'Connell, T., & Wachtel, B. (2010). *Restorative justice conferencing*. Bethlehem, PA: International Institute for Restorative Practice.

Wachtel, J. & Wachtel, T. (2012). *Building campus community*. Bethlehem, PA: International Institute for Restorative Practices.

Weingarten, K. (2003). *Common shock: Witnessing violence every day*. NYC: Dutton.

Zehr, H. (2015). *The little book of restorative justice*. NY, NY: Skyhorse Publishing

Organizations

CASEL – Collaborative for Academic, Social, and Emotional Learning - <http://www.casel.org/>

Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social and emotional competence for all students. Our mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society.

Community Connections for Youth - <http://cc-fy.org/>

Community Connections for Youth (CCFY) is a New-York based nonprofit organization, whose mission is to mobilize indigenous faith and neighborhood organizations to develop effective community-based alternative-to-incarceration programs for youth. CCFY believes that increasing local community capacity to work with youth in the justice system is the key to reducing youth crime and delinquency, and improving long-term life outcomes for youth.

International Institute for Restorative Practice – www.iirp.edu

The International Institute for Restorative Practices Graduate School (IIRP) is a private standalone accredited graduate school in Bethlehem, Pennsylvania. Though our network is global, our Bethlehem campus is the IIRP's international and intellectual hub. While the IIRP is a relatively new graduate school, the organization itself has for some time been an integral part of a large worldwide movement of scholars, policy-makers and practitioners advancing the fields of restorative justice and, more broadly, restorative practices.

Morningside Center for Teaching Social Responsibility - <http://www.morningsidecenter.org/>

Morningside Center works hand in hand with educators to help young people develop the values, personal qualities, and skills they need to thrive and contribute to their communities—from the classroom to the world. A national leader in the field of social and emotional learning (SEL), Morningside Center has developed a range of research-based programs that improve students' social and emotional intelligence—and their academic performance.

National Association of Community and Restorative Justice - <http://nacri.org/>

The ***National Association of Community and Restorative Justice (NACRJ)*** employs principles of social and restorative justice seeking transformation in the ways justice questions are addressed. It promotes effective forms of justice that are equitable, sustainable and socially constructive. NACRJ serves as the parent organization for the biannual National Conference on Restorative Justice and provides members with information resources applicable to restorative and community justice theory and practice.

National School Climate Center (NSCC) - <http://www.schoolclimate.org/>

Our goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. NSCC is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, we enhance student performance, prevent drop outs, reduce physical violence, bullying, **and** develop healthy and positively engaged adults.

NYC Commission on Human Rights – Peer Mediation Training -
<http://www.nyc.gov/html/cchr/html/services/mediation-training.shtml>

School & Peer Mediation Training: The NYC Commission on Human Rights provides anti-discrimination workshops for middle and high school students, including the topics: Bias prevention and the NYC Human Rights Law; sexual harassment; conflict resolution; and, cyber-bullying.

Video Examples of Schools and Programs Implementing Restorative Practices / Restorative Justice

West Philly

http://www.youtube.com/watch?feature=endscreen&NR=1&v=HatS11lu_PM

Oakland, CA

<http://www.youtube.com/watch?v=ZtdoWo1D3sY>

Oakland, CA – building community via circles

<http://www.youtube.com/watch?v=RdKhcQrLD1w>

Planning Mediation

<http://www.youtube.com/watch?v=IC2aBPISDno>

Southwest Youth Collaborative

<http://www.youtube.com/watch?v=0SipxJonUpo>

Lansing MI

<http://www.youtube.com/watch?v=lqaqrDnhzDw>

Restorative Justice in Brazil

<http://www.youtube.com/watch?v=o-AUwX61-34>

Albany – from Hostility to Harmony

<http://www.youtube.com/watch?v=LQWNyS4QSao>

Restorative Justice and the Police

<http://www.youtube.com/watch?v=R9tI4YmYYnI>

Restorative Justice in Schools – advantages

<http://www.youtube.com/watch?v=NmpGg8Dy-K4>

Conferencing

<http://www.restorativejustice.org/programme-place/01kinds-of-programmes/02conferencing-1>

Circles

<http://www.restorativejustice.org/programme-place/01kinds-of-programmes/03circles-1>

Mediation

<http://www.restorativejustice.org/programme-place/01kinds-of-programmes/01mediation-1>