

# 2017 NORTHWEST JUSTICE FORUM

## Restorative Practices in Education: Empowering Students, Transforming Discipline, Building Community

### Tuesday, May 23, 2017

**8:30 am – 3:00 pm Pre-Forum Training**

**Smith Hall**

Establishing Culturally Responsive Classrooms – Erin Jones, Educator, Public Speaker, Consultant

This session will involve storytelling, small group and interactive activities that will provide opportunities for participants to learn more about their own cultures and experiences and learn from others. This session will be practical and provide participants with activities and terminology that will be immediately usable in whatever environment they work. Participants should come prepared to laugh and cry and get up and move.

**3:15 pm – 4:15 pm First Annual RJCO Members' Meeting**

**Smith Hall**

RJCO is a coalition of Oregon restorative justice practitioners and programs. We promote and support the implementation and practice of restorative justice principles and models in Oregon's justice, law enforcement, educational and other community institutions. This meeting provides the opportunity for prospective members to learn more about RJCO, as well as for existing members to meet, provide their input on several RJCO initiatives, and socialize.

### Wednesday, May 24, 2017

**7:30 am – 8:30 am Registration and Check-in**

**Stamm**

**7:45 am – 8:15 am Morning Movement Session**

**Council Chambers**

Come in a get your blood flowing and your joints moving before you sit your butt down in a chair for the day! Take the time to do self-guided movement with the supplied props or follow along with the guided mobility work led by Pilates instructor and fellow RJ practitioner, Morgan E. Moore. All work will be geared to business casual attire and shoes are optional.

**8:30 am – 10:00 am Plenary Session**

**Stamm**

Restorative Justice in Education:

More than an Alternative to School Discipline-Kathy Evans, Eastern Mennonite University

Restorative Justice in educational contexts is often applied as an alternative approach to school discipline. When implemented solely as a way to reduce suspensions and expulsions, however, schools may overlook the underlying reasons for student behaviors and inadvertently maintain toxic learning environments and perpetuate disproportional discipline rates. In addition, extensive research supports the importance of school climate in fostering effective learning environments. In order to truly shift school culture, we need a more holistic approach to restorative justice. In this interactive session, we will focus on the centrality of building restorative school cultures, characterized by healthy relationships, conflict transformation, and just and equitable learning environments.

**10:00 am - 10:15 am Networking Break**

**Stamm**

## 10:15 am – 11:45 am Session 1 Workshops

### 1A) Creating Climates of Connection in a Culture of Disconnect AQ 220

The practice of restorative justice is predicated on the need for, and benefit from, connection. The process of constructively addressing harm provides us with a powerful opportunity to weave connection. The challenge is often in countering the culture of disconnect that dominates the norms and expectations of our lives. This workshop will provide practical suggestions to scaffold communities (including schools, families and larger community) to create connection, and maximize the opportunities that restorative justice. *Amanda Byron, Portland State University.*

### 1B) In Students' Voices: Empowerment and Restorative Practices at New Urban High School HH 102

Students from New Urban High School will share their perspectives and experiences as peer mediators and peer mentors developing positive school culture and personal leadership skills. Tools used by students to support mediating conflict, use of restorative circles, and promoting nonviolent communication will be discussed. Students' experiences with adjudication and punitive vs. restorative discipline in various settings will also be shared. *Ceazar Atkins, Allizah Madison, Genesis Pisana, Myshayla Rosa, Ryan Shimer, Damica Waterman, Savanna Webber, and Alejandra Zarate, New Urban High School Students.*

### 1C) Trauma Informed Care in Educational Settings HH 115

This presentation will review the principles of Trauma Informed Care and explore how they intersect with the foundations of restorative justice. Specifically participants will review standards of care for implementing Trauma Informed Care in educational settings and hear about successes and challenges. *Mandy Davis, Trauma Informed Oregon and Ana Hristic, Trauma Informed Oregon.*

### 1D) RJ & Gender Education: Exploring what RJ offers to Challenge Toxic Masculinity in Prison HH 116

This interactive workshop will seek to demonstrate how restorative practices have offered critical space for gender education inside a male correctional facility in Oregon. This session will offer participants an overview of the program that has combined gender education and restorative justice (the C.A.G.E.D. program at O.S.C.I), insights into the unique ability of restorative practices to foster allyship in a toxic environment, and tools for reimaging gender education through an RJ lens. *Rachel Foxhoven, If You Build It, LLC.*

### 1E) Restorative Justice 101 HH 114

This workshop will look at the key tenets of bringing a restorative approach to the work of any agency or community that has to respond to harm or crime. Restorative Justice is more than a program and we will look at the key principles and values as well as the implications of implementing a restorative perspective to how juvenile justice is understood and practiced. *Matthew Hartman, Clackamas County Juvenile Department and Barb Toews, University of Tacoma.*

### 1F) Nuu-da'-ye' & the Warrior Transformation Circle: Changing School Climate Through Restorative Practices AQ 218

A social story about Siletz Valley Schools, where a student leadership group with the support of local partnerships, are using restorative practices to help influence positive change. Nuu-da'-ye' ("family" in Dee-Ni, the Siletz Tribal Language), a student formed group, developed the Warrior Transformation Circle, a talking circle process, that holds students accountable for discipline/behavior issues. The Warrior Transformation Circle includes restorative practices such as truancy mediation, staff-student discussions and circle conferencing to address both school issues and alternative diversions for students facing traditional school discipline for serious offences. Join us for a casual discussion about our journey. *Bobby Marshall III, Educator.*

**11:45 am – 1:00 pm Lunch**

**Stamm**

**12:30 pm – 1:00 pm Indonesian Gamelan Workshop****Smith Hall**

Take a break and join in on some music-making with one of Lewis & Clark's greatest gems: an Indonesian gamelan ensemble. These are percussion instruments from Java, Indonesia traditionally used as court music to accompany shadow puppet-theater, dance and other ceremonies. Mindy Johnston will lead you in learning a traditional composition and you'll get to bang on some heavy metal! You do not need to have a music background to participate and this is open to anyone who is interested. Space is limited.

**1:00 pm – 2:30 pm Session 2 Workshops**2A) Beyond the Rates: An Analysis of Student Discipline in Oregon

HH 115

This workshop will look at research conducted by the Office of Research and Analysis at the Oregon Department of Education on student discipline data. It will include an overview of disproportionate discipline outcomes as well as the potential impacts of student discipline on student completion. The workshop will conclude with an overview of the next steps in the department's research which included a study comparing results for schools utilizing restorative practices and those that don't. There will be time included in the presentation to engage the audience both on their reactions to the data as well as suggestions for next steps. *Blake Whitson, Oregon Department of Education.*

2B) Restorative Justice Practices: Lessons Learned in Portland Schools

HH 102

We will explore why and how restorative justice can be a promising alternative to current exclusionary discipline practices that disproportionately impact students of color, LGBTQ youth, and students with disabilities. We will discuss tools that make a restorative approach successful while examining various approaches to implementation that are open to classroom teachers and other schools personnel while sharing lessons learned by practitioners on the ground in schools throughout the Portland Metro region. The workshop will be a combination of lecture, discussions, videos and hands-on practice activities and will invite participants to explore the relationship between equity and successful restorative justice implementation. *Natalia Matthews, Maria Scanelli, Nyanga Uuka, and Keela Tillery, Resolutions Northwest.*

2C) How Can We Be More Victim-Centered in Restorative Justice Processes?

HH 114

Leaders in the restorative justice field have long recognized the challenge of being Victim-Centered in our processes. This workshop will encourage an open discussion amongst practitioners to increase awareness of how existing RJ programs and processes may be unintentionally lacking in sensitivity to victim needs. *Mary Zinkin, Center for Trauma Support Services.*

2D) Redefining Discipline and Sentencing through Restorative Practices

HH 116

King County Juvenile Court Services continue to work collaboratively with community partners as we implement a range of restorative practices to address disproportionality rates impacting youth of color involved in the court system. Our team of practitioners includes community, government and youth who will share approaches used to conduct peace circles in the community and schools, healing circles within the court process and restorative mediations in diversion and probation settings. We will discuss points of entry, training, developing community connections and changes to County systems to support this body of work to change how we define juvenile justice. *Polly Davis, King County Office of Alternative Dispute Resolution; Marcus Stubblefield, King County Executive's Office; Dominique Davis, Community Passageways; and, Cheyenne Brashear, King County Office of Alternative Dispute Resolution.*

2E) Restorative Circles: Community-Based Conflict Engagement

AQ 220

This hands-on and participatory Restorative Circles workshop introduces a powerful, community-based conflict engagement practice that is an effective alternative to retributive discipline in schools as well as the criminal justice system. Restorative Circles, developed by Dominic Barter in collaboration with communities in Brazil and around the world, tap in to the power of reflective dialogue with transformational effect. *Andrea Brenneke, Heart Justice.*

**2:30 pm – 3:00 pm    Networking Break**

**Stamm**

**3:00 pm – 4:30 pm    Session 3 Workshops**

3A) Implementing RJ In Schools: What Have We Learned? Where To From Here?

HH 115

This workshop will: 1) Provide an overview of current and future research on RJ in schools; 2) Share results from pilot work done in Lane County, Oregon 3) Engage participants as “consultants” to identify strengths, weaknesses, opportunities, and threats for moving this work forward. *John English, University of Oregon Conflict & Dispute Resolution Program.*

3B) Exploring an Experiential, non-Conforming Circle Process by Incorporating Your Uniqueness

HH 116

Restorative Justice and Mindfulness practices are growing in schools around the world as a means of improving student, faculty and family communication and experience. Yet there is struggle to reach all children and make these practices an equitable reality. We will look for gaps in case studies from around the world, discuss the pilot developed and implemented by the instructors and explore ways in which Restorative practices might be modified to improve equitability. *Morgan Moore, Lutheran Community Services; Mic Crenshaw, Hip-Hop Artist and Educator; and Shyvonne William, Hillsboro Police Department.*

3C) Intentional Engagement Strategies for Working with Gang Affected Youth

HH 114

Identifying gang behavior and gang indicators are important pieces of working effectively with gang-affected youth, but they are not enough when attempting to facilitate behavior change. If we, as a community, are committed to making long-term community safety a reality, then we must be intentional in our engagement with gang affected youth. This workshop will encompass risk & protective factors most often present in gang members’ lives, present research about the “why” of working specifically with gang-affected youth and recognize the pervasive levels of trauma present in our youths’ lives. Strategies will focus on moving past imprisonment as a solution and expand on the importance of gang-culture specific strategies of engagement to create a positive behavior change and begin the healing process. In addition this workshop will highlight the story of one gang set that set in motion, the first of its kind, intervention group as well as the first educational program designed for gang affected youth in Clark County. Participants will leave both workshops with inspiration to engage our sometimes most hardened youth as well as specific strategies for engagement. *Kellie Henderson, Clark County Juvenile Court.*

3D) Restorative Re-entry After School Suspension, Expulsion, Incarceration or Other Exclusions

AQ 220

Implementing restorative justice in schools hopefully can reduce the high and disproportionate incidents of school exclusion, but suspensions and expulsions are still likely to happen to varying degrees. Youth who return to school after being sent home or after treatment or incarceration typically do not feel welcomed back and often experience very little success upon their return. We will examine how restorative practices can facilitate a student’s re-entry into school in a more intentional, welcoming and promising way than what usually takes place. Participants will have the opportunity to plan and structure a restorative re-entry circle after watching the example of one. We will pay close attention to concerns around equity and power imbalances. *Gabriele Ross and Jeannette Lopez, Resolutions Northwest.*

In this workshop we will explore the topic of school-wide implementation of restorative justice. We will share our Uh-oh's and Ah-Ha!'s that led us to creating a multi-phased implementation plan within 4 districts in southern Oregon. Topics that will be explored include: creating buy-in and generating interest; engaging stakeholder voices and defining roles; developing implementation phases; and examining sustainability for long term systemic change. This workshop will provide concrete models, frameworks, and examples while also engaging participants in conversation, exploration, and co-learning. *Cara Walsh, Resolve Center for Dispute Resolution and Restorative Justice and Raphi Kunkel, Resolve Center for Dispute Resolution and Restorative Justice.*

**5:00 p.m. – 6:00 p.m. Keynote Reception**

**Smith Hall**

**6:00 p.m. – 7:30 p.m. Keynote Dinner**

**Smith Hall**

Focusing on the J in RJE, Kathy Evans, Eastern Mennonite University

Some schools and districts are adopting the language of restorative practices, restorative approaches, or restorative discipline, avoiding the word “justice” for fear that it will be too tightly connected to the judicial system. Others distinguish between restorative practices as preventative measures and restorative justice as responsive strategies. Such narrow understandings of the word “justice” have often resulted in RJ only being used in situations of harm and wrongdoing, erasing other ways in which injustice shows up in school settings. Tonight’s plenary will focus on the importance of centering justice as part of our work in restorative justice in education and present practical ways that schools and communities can promote more just and equitable learning environments.

## Thursday, May 25, 2017

**7:30 am – 8:30 am Registration and Check-in**

**Stamm**

**7:45 am – 8:15 am Morning Movement Session**

**Council Chambers**

Come in and get your blood flowing and your joints moving before you sit your butt down in a chair for the day! Take the time to do self-guided movement with the supplied props or follow along with the guided mobility work led by Pilates instructor and fellow RJ practitioner, Morgan E. Moore. All work will be geared to business casual attire and shoes are optional.

**8:30 am – 10:00 am Session 4 Workshops**

4A) A Whole-Systems Approach to Starting a Restorative Cultural School Transformation

HH 116

For individuals seeking to adopt restorative practices at their schools, Rosemary Anderson will share methods and our journey in creating a restorative school culture. Participants will learn why we chose to adopt restorative practices, what we have done to shift our school’s culture including challenges and successes, and how we have implemented whole-systems approaches to cultivate our restorative community and proactively address disciplinary challenges. Participants will have the opportunity to create a restorative disciplinary vision, brainstorm how to overcome impossibilities and create possibilities, and evaluate their current successes in addressing culture and discipline while evaluating their needs going forward. *Jeffrey Cerveney, Jodie Stasi, and Carl Reinhold, Rosemary Anderson High School.*

4B) Handling Difficult and Complex Harm Cases in Schools

AQ 218

While schools are gaining the resources to handle problems of all sorts and at all levels, complex cases involving either criminality, tragic loss, multiple parties, challenging parents, or two-way harms can often test a school's capacity to oversee a resolution process. With many years of practitioner experience that includes restorative work in schools, Ted Lewis will provide tools for facilitators who can adapt several dialogue models according to the variables of challenging cases. Emphasis will be placed on building trust through preparation, and learning how to sequence a series of meetings that help everyone to move forward from harm-based situations. *Ted Lewis, Center for Restorative Justice & Peacemaking, University of Minnesota.*

4C) Designing Restorative Justice: Physical Spaces that Facilitate Restorative Experiences

HH 114

Jail reminds people of their downfalls and mistakes" (Olivia, incarcerated woman). "There's no life at court; it's a dead place." (Tara, woman whose son was murdered). When making these statements, Olivia and Tara were speaking to how the architecture and design of the jail and courthouse, respectively, hindered their ability to experience restoration, healing, and meaningful accountability. This workshop will draw on current research about design and environmental psychology and explore the characteristics of physical spaces designed with restorative justice values, processes, and goals in mind. Participants will create their own designs for their unique settings (e.g., criminal justice, schools). *Barb Toews, University of Washington Tacoma.*

4D) Restorative Practices- A Community Approach (Part 1 of 2, See Session 5B)

HH 102

This workshop will present the foundational philosophy and values of restorative practices as embraced by Clark County Juvenile Court, Vancouver Public Schools and the county's Boy's and Girl's Club. The intent is to adopt both a common understanding of the issues and the causes being addressed, and adopting a common language with which to engage young people in: an understanding and language that focus on addressing the harm done, taking responsibility to make amends for those harms, and being accountable in ways that actually nurture growth, integration into the community while developing protective factors in the lives of the youth. *Bill Link, Vancouver Public Schools and Eric Gilman, Clark County Juvenile Court.*

4E) Community Building Circles: Breaking the Ice and Building Community with Fun, Laughter, & Games

AQ 220

Introducing students and staff to circles can be an uncomfortable and vulnerable experience for all. As community building circles are a key school-wide practice for schools implementing restorative justice, the need for tools to ease groups into the practice is ever prominent. In this interactive workshop, participants will build community together through fun and play. Facilitators will provide tangible 'take-home' tools and lead the group through various circle icebreakers and games that can be used to help students and staff get to know one another, have fun, and ultimately become more comfortable with circles. *Andrew Jordan and Chris Hernandez, Resolve Center for Dispute Resolution and Restorative Justice.*

**10:00 am – 10:30 am Networking Break**

**Stamm**

**10:30 am – 12:00 pm Session 5 Workshops**

5A) Personal Reflection as a Means to School Culture Change

HH 114

School administrators can establish a sense of community by training teachers and staff in restorative justice (RJ) practices and modeling its values. As both a paradigm and practice, RJ seeks to transform school structures and create more equitable conditions. When school personnel engage in personal reflection, they can then meaningfully integrate RJ into a school's overall culture. Drawing on case studies from schools in Utah, this presentation will share strategies for supporting the process of self-reflection, relationship building, and school culture change. Participants will have an opportunity to practice RJ strategies and discuss ways to adapt them in their school context. *Jen Molloy, University of Utah*

5B) Restorative Practices: A Community Approach (Part 2 of 2, See Session 4D) HH 102

This workshop will present the foundational philosophy and values of restorative practices as embraced by Clark County Juvenile Court, Vancouver Public Schools and the county’s Boy’s and Girl’s Club. The intent is to adopt both a common understanding of the issues and the causes being addressed, and adopting a common language with which to engage young people in: an understanding and language that focus on addressing the harm done, taking responsibility to make amends for those harms, and being accountable in ways that actually nurture growth, integration into the community while developing protective factors in the lives of the youth.

5C) Mindfulness: A Trauma-Informed Approach to Support Educators and Students in the Classroom AQ 218

How many times have you felt overwhelmed or frustrated by a student's behavior? Imagine grounding yourself in the moment and connecting with them from kindness and compassion. In this workshop you'll explore how mindfulness can help you navigate the stresses and challenges of teaching—while also tending to your students' needs. You'll learn simple trauma-informed practices that will support you as an educator. We'll look at how our own conditioned thoughts, emotions, and behaviors impact students. We'll explore how mindfulness can help both students and teachers to thrive. Presented by Peace in Schools, a national leader in mindfulness education. *Maggie Steele, Peace in Schools.*

5D) Restorative Justice and the Faith Community:

Finding Roots and Connections through the Bible in a Christian Context HH 116

In fitting with a holistic approach to restorative justice, explore Biblical perspectives on justice which could engage not only clergy, but all those of faith communities. Some questions to be considered are: Can God be simultaneously just and merciful? What is the meaning of *shalom*? How are covenant and right relationship connected? What is the Scriptural view of community? Do blessing, responsibility and law in Scripture connect with restorative justice? What is the vision of power? Freedom? Participate in this interactive workshop and by all means bring your Bible! *Linda Showman, Mount Angel Seminary.*

5E) Experiencing a Restorative Circle and Addressing Implicit Bias through the Art of Listening AQ 220

Participants will experience a community building circle and gain a fundamental understanding of what goes into the construction of the process. They will also have the opportunity to practice listening skills that can increase self awareness, and in the process shed some light on possible implicit biases. There will be an opportunity to talk about how and why schools are moving in a "restorative" direction. *Sue Miglino, Dispute Resolution of Kitsap County*

<b>12:00 pm – 12:30 pm</b>	<b>Lunch Start</b>	<b>Stamm</b>
<b>12:30 pm – 1:30 pm</b>	<b>Awards and Lunch Continued</b>	<b>Stamm</b>
<b>1:30 pm – 3:00 pm</b>	<b>Plenary Session</b>	<b>Stamm</b>

Hope for the Future – Lorraine Stutzman Amstutz, Mennonite Central Committee

Restorative Justice is not something new. We know it has been used in Indigenous cultures for generations. We also know that many of the processes and practices have been lost and many are being reclaimed. As restorative justice becomes more widely developed and "lived into" we need to remind ourselves that what undergirds the work, the way we build community with one another, are the values. What does the work, the practices and principles, look like as we go forward? Together we will explore the hopes and challenges of restorative justice within schools and within our communities.

<b>3:00 pm – 3:15 pm</b>	<b>Final Raffle</b>	<b>Stamm</b>
<b>3:15 pm – 3:30 pm</b>	<b>Closing Statements</b>	<b>Stamm</b>



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