



DO NOW

(in chat)

What is one
value you
want to hold
this school
year?

Healing Centered Restorative Justice in Schools

8/7/20

Presenters

**David
Yusem**
RJ Program
Coordinator

**Sandra
Simmons**
BHU
Program
Manager

**Griffen
Castillo**
OUSD Alumni
& Office of
Equity Intern

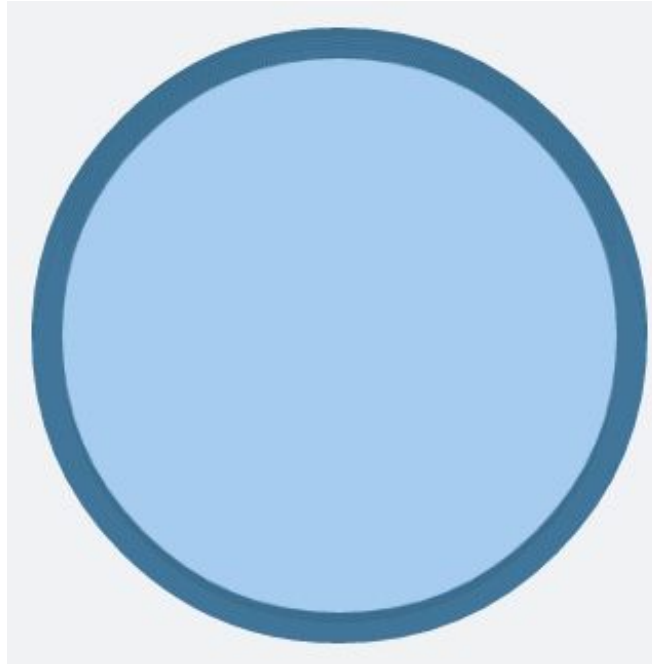
**Susan
Andrien**
BHU
Program
Manager

Welcome

The purpose of this workshop is to orient OUSD staff towards Healing Centered Restorative Justice through a Racial Justice lens. What is it? How is it implemented? Why it is imperative.



Mindful Opening. Take a few deep breaths at your own pace to become present



“If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

-Antoine de Saint-Exupery



Agenda

- Opening & check in
- Who is here
- RJ philosophy: Origins & OUSD model
- Trauma and RJ. Moving towards a healing centered approach to teaching and learning
- Moving RJ circle process online
- Close



Zoom Logistics

Chat box

- In the moment content
- Appreciations

Parking Lot google doc

- Specific questions
- Larger issues, concerns and comments

OEA Professional Growth Units:

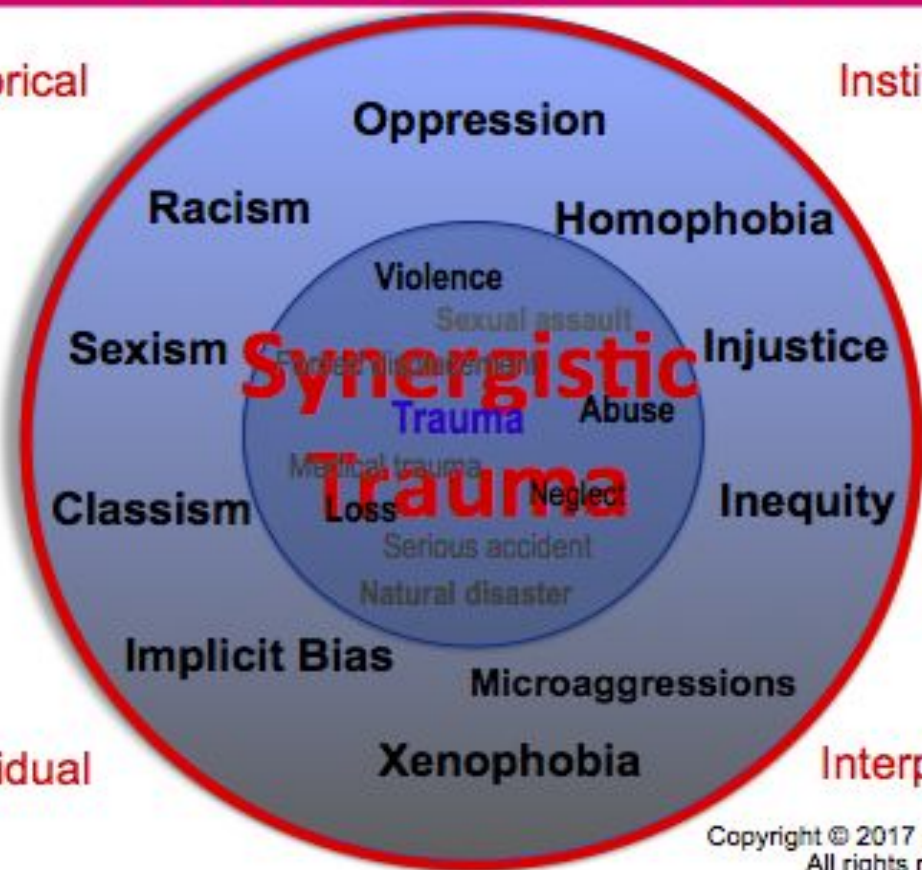
If you are an OEA teacher or certificated staff and this is outside of your contracted hours, regular workday schedule, or mandated professional development hours, you can apply for Professional Growth Units:

1. Visit the Office of Equity > Racial Justice Taskforce webpage to **download the PGU form** for this workshop.
2. Fill in your information, and **email your workshop leader or your Principal to sign-off** with a copy of your notes or the agenda or slides from the workshop.
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Sociocultural Trauma

Historical

Institutional



Individual

Interpersonal

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Indigenous paradigm

Maori in New Zealand

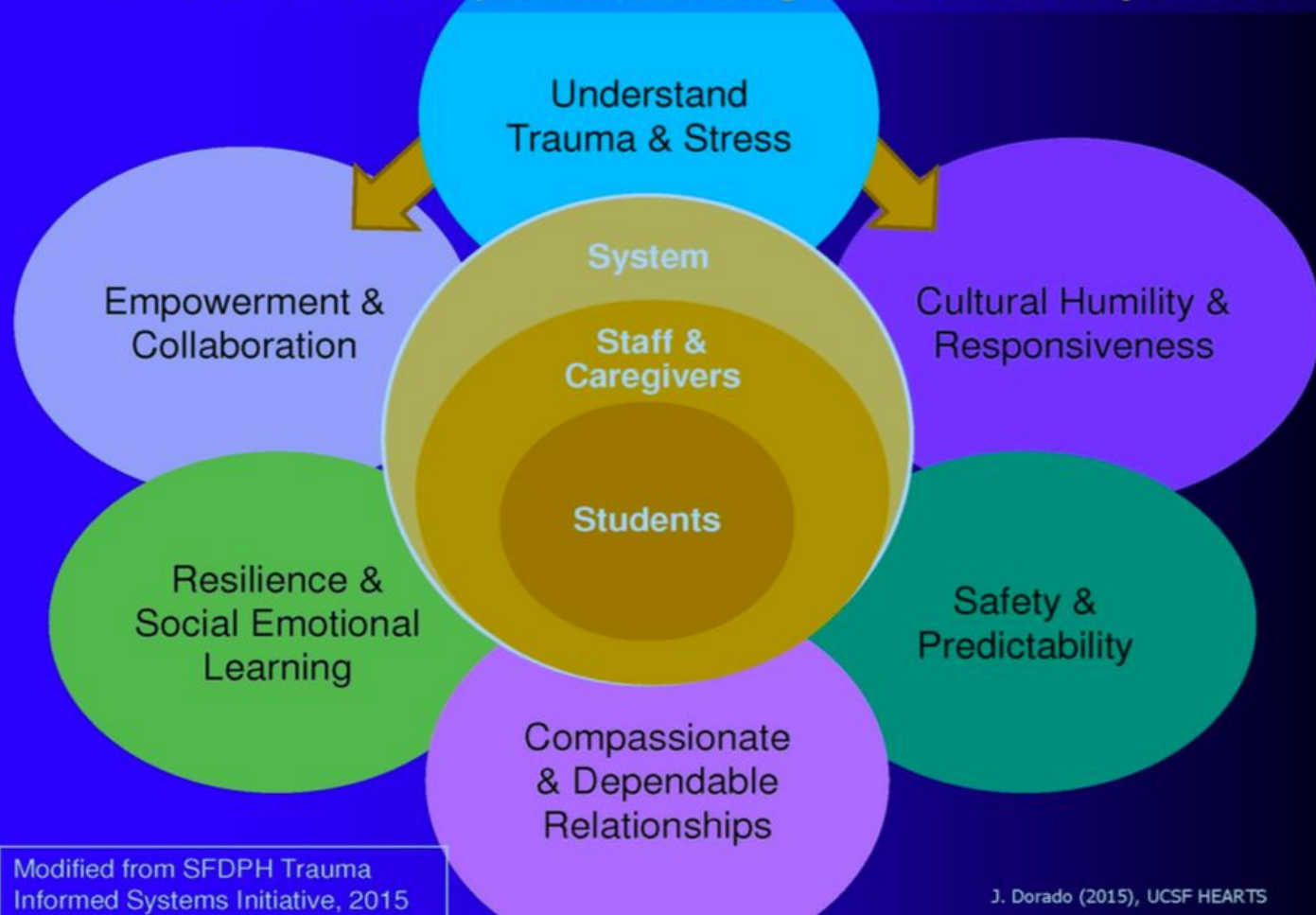
Diné (Navajo) word for offender means “One who acts as if they have no family”

"There's no such word for offender in our language, the word we use is unhealed." -Faith Tait of the Nigsa Nation in British Columbia, Canada

Gacaca in Rwanda - community healing dialogue post genocide

Truth & Reconciliation post Apartheid in South Africa

Trauma-Informed Principles for Promoting School Community Success



Trauma & Restorative Practices

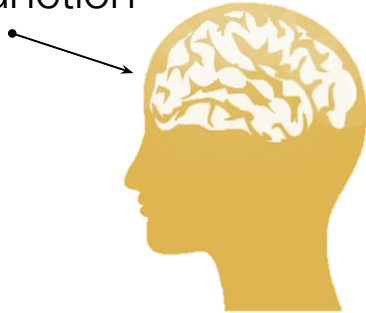


Fight, Flight, Freeze



Safe environment, caring adults,
academic, social-emotional, &
behavioral supports

Executive function



Engaged Learning

OUSD RJ Foundational Principles

THERE IS SIMPLY NO SUBSTITUTE FOR THE PERSONAL

Building respectful relationships is foundational and a vital outcome of the process

NOTHING ABOUT US WITHOUT US

Opportunity for equitable dialogue is created. Those impacted feel welcome and safe to speak

I AM WILLING TO DO THIS

Participation is voluntary

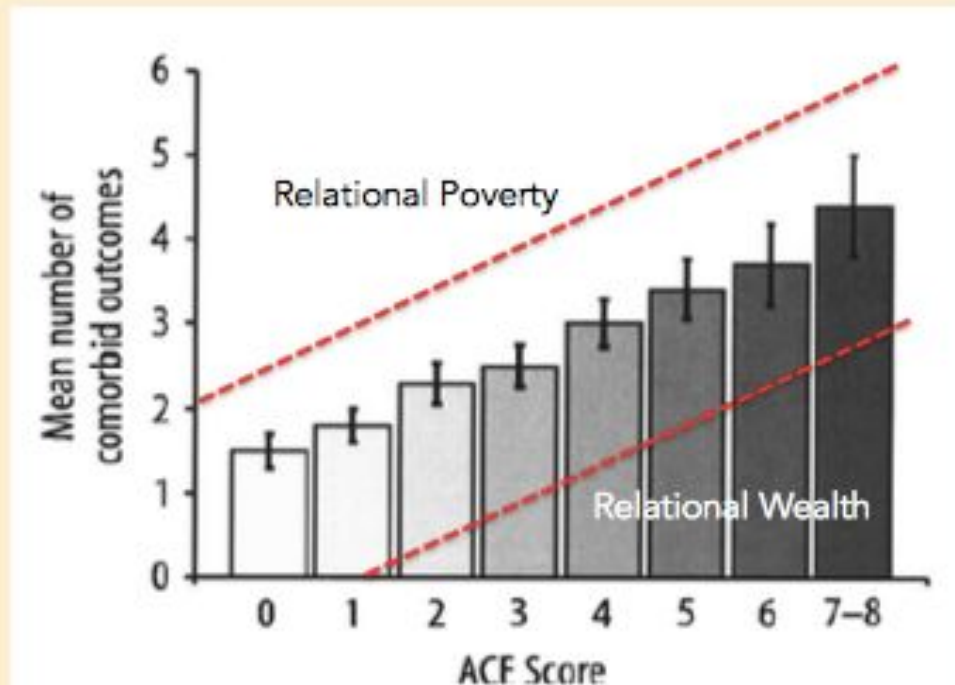
IF CRIME HURTS, JUSTICE SHOULD HEAL

The focus is on repairing harm if it has occurred and all take responsibility for their part in bringing about the harm

THIS CAN WORK, I CAN LIVE WITH IT

Agreements are made collectively





There is simply no substitute for the personal!

Trauma and the Brain



What happens to the brain when there is a perceived or real danger?

The Limbic and Autonomic Nervous System or **Survival Brain takes over**

The Pre-Frontal Cortex or **Learning Brain becomes dormant or offline**

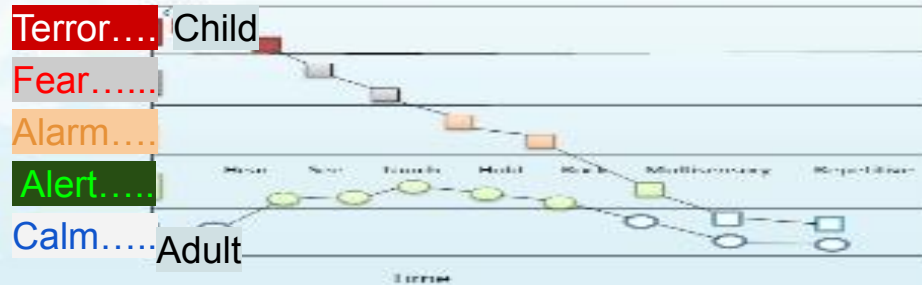
FIGHT: aggression, irritability/anger, hyperactivity

FLIGHT: isolation, avoidance, withdrawal, running away

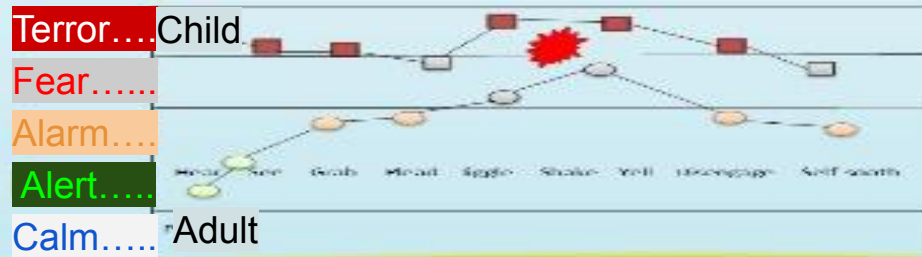
FREEZE: overcompliance, constriction, flat affect

Co-regulation versus Co-dysregulation

Co-Regulation: Distressed child and well-regulated parent



Co-dysregulation: Distressed child and anxious, reactive parent



(Dr. Bruce Perry 2006-2011)

Different Questions (Howard Zehr)

Retributive Justice

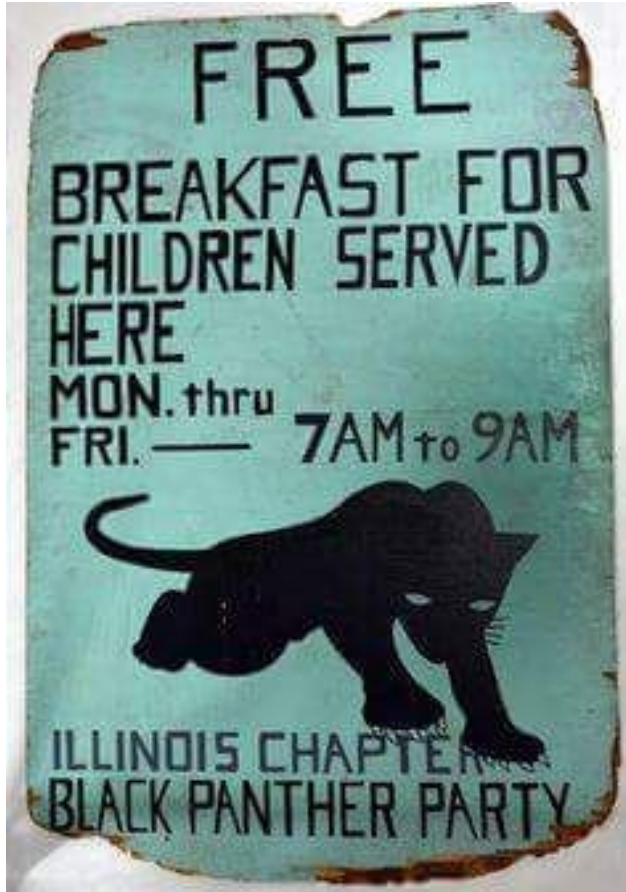
- What rule/law was broken?
- Who broke it?
- How do we punish them?

Restorative Justice

- What **harm** was caused and to whom?
- What are the **needs** and **obligations**?
- How should all affected repair the harms?

“...because crime hurts, justice should heal.”
- Braithwaite

Connection to community creates sustainability





RACIAL JUSTICE

Definition:

A proactive reinforcement of policies, **practices, attitudes** and actions that produce equitable *power, access, opportunities, treatment, impacts and outcomes* for all.

THE LITTLE BOOK OF
Race and
Restorative Justice



Black Lives, Healing, and
US Social Transformation

FANIA E. DAVIS



THE LITTLE BOOKS OF JUSTICE & PEACEBUILDING

3 TIERED MODEL

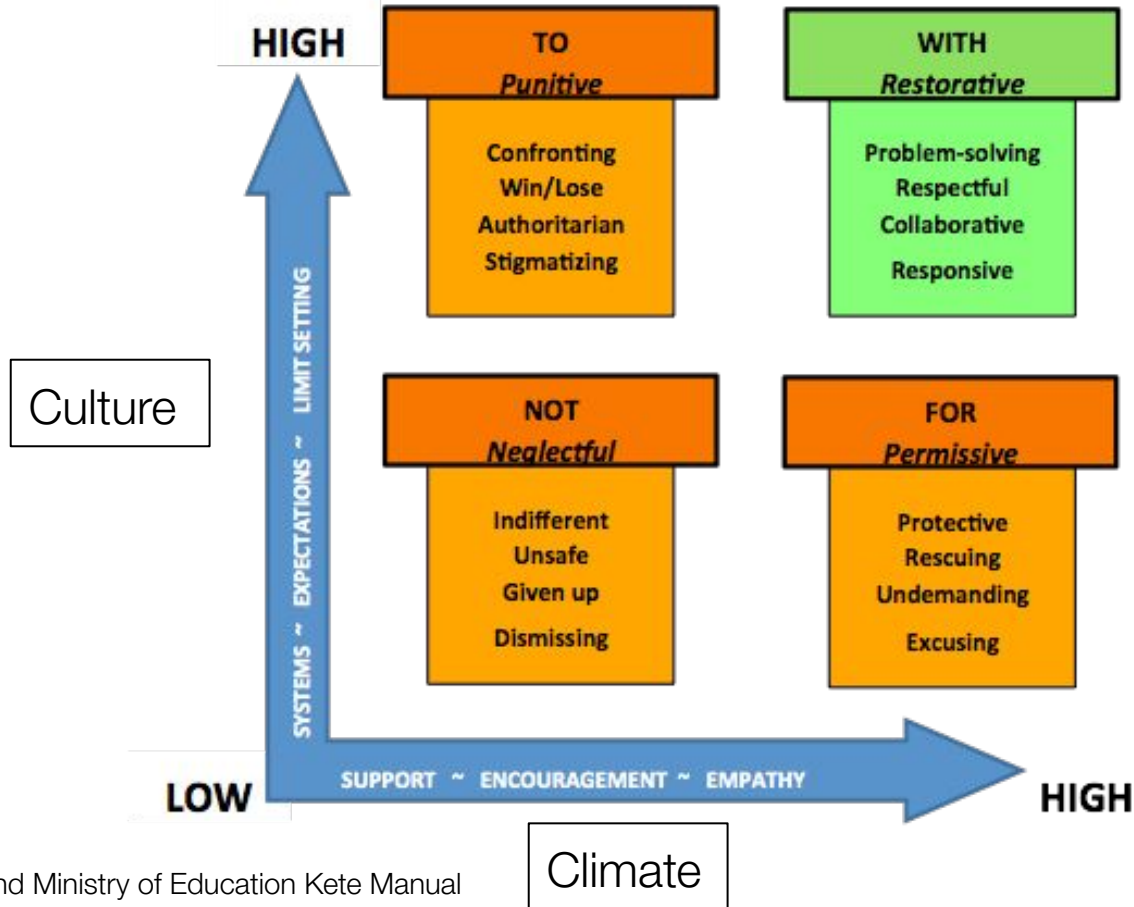
**Community Conferencing,
Conflict mediation,
Harm circles**

**Supported re-entry
and welcome
circles, Circles of
Support &
Accountability
(COSA)**



**Social and
Emotional
Support,
Restorative
conversations**

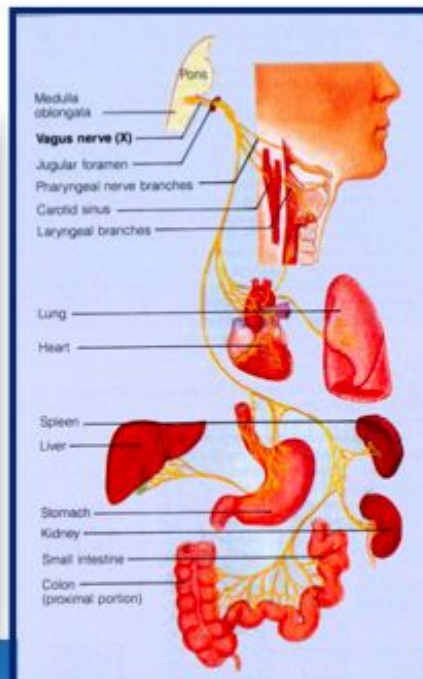
Range of Response - Relationship Window



Restorative Questions

1. What happened?
2. What were you thinking and feeling at the time of the incident?
3. What have you thought about since?
4. Who has been affected by what happened and how?
5. What about this has been the hardest for you?
6. What do you think needs to be done to make things as right as possible?

Humans are Hard-wired for Connection



J. Dorado (2014), M. Merchant (2016)

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STRESS RESPONSE SYSTEM

NEUROTYPICAL PERSON



SENSITIZED STRESS RESPONSE



STRESS



Unpredictable

Predictable



Severe

Moderate



Prolonged

Controlled

VULNERABILITY

RESILIENCE

Use chat box



How are you affected when your calm alert window is small?

In what ways is our school community experiencing trauma during this time?

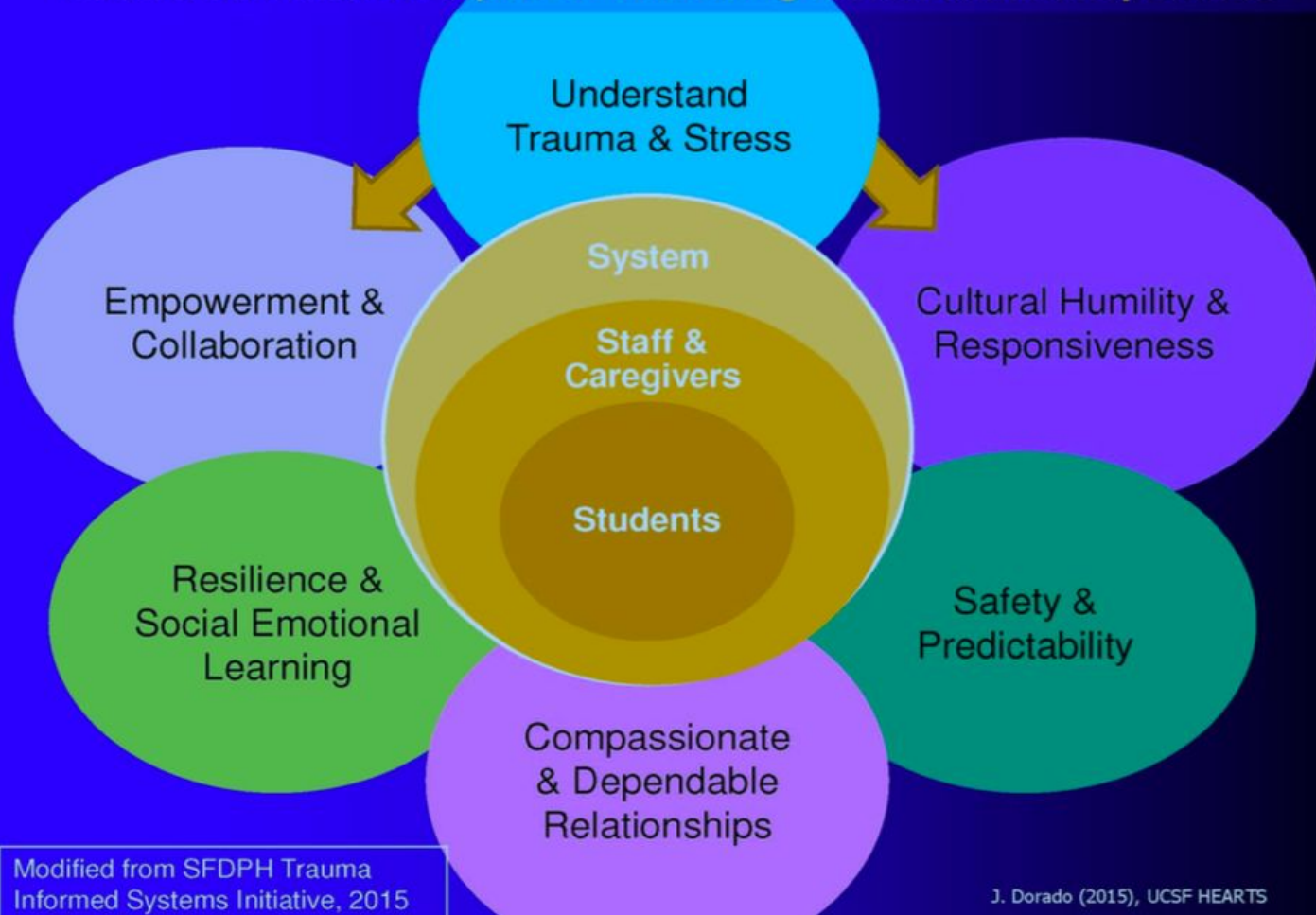


Use chat box

What are some of the things that you do to keep yourself safe and ground you to be able to do the work?



Trauma-Informed Principles for Promoting School Community Success



Common Triggers

Unpredictability

Transitions

Sudden change

Loss of control

**Feeling
vulnerable or
rejected**

Loneliness

**Feeling
disrespected**

Confrontation

**Embarrassment
or shame**

**Sensory
overload**

**Praise or
positive
attention**

Intimacy

(from ARC, Kinniburgh & Blaustein, 2005)

J. Dorado (2017), UCSF HEARTS

Establish Safety and Predictability

Physical Safety

- Protection from harm

Social Safety

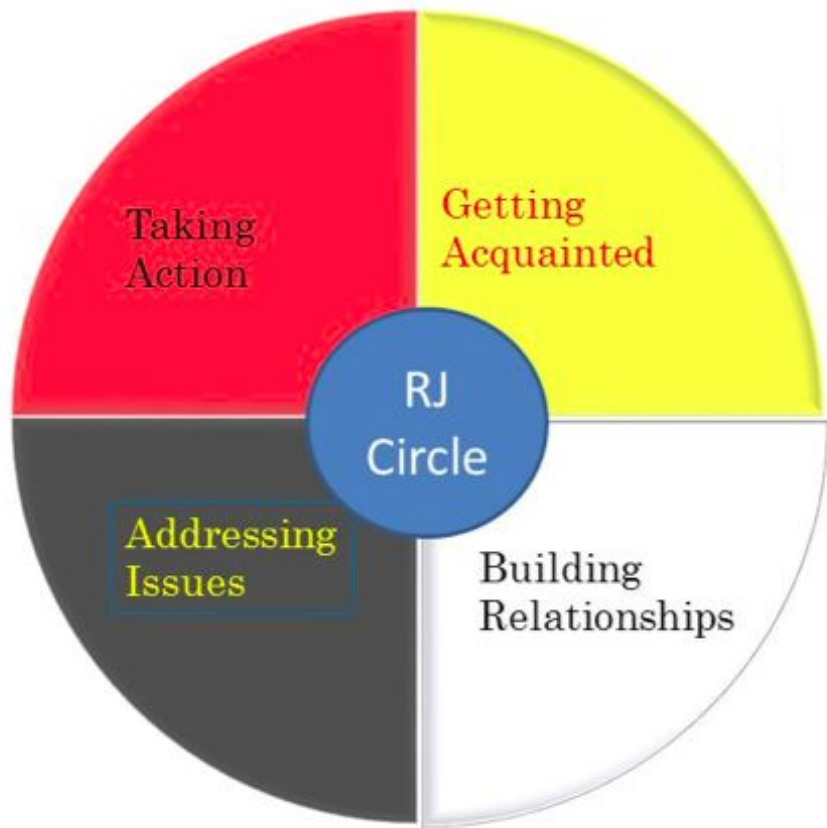
- Having each other's backs

Emotional Safety

- Emotion management skills

Predictability

- Routines, preparation for transitions
- Reduction of triggers



OUSD RJ Guidelines/Courtesies when in person

1. Respect the Talking Piece
2. Speak and listen with respect
3. Speak and listen from the heart
4. Remain in circle
5. Honor privacy



Circle Guidelines/courtesies for online space

- Respect the space
(Mute your mic when not speaking)
- Video on if possible
- Speak & listen with respect
- Speak & listen from the heart
- Remain in the space
- Honor privacy
(What happens in Zoom, stays in Zoom)

In the chat-box, write anything else we should include and we'll add in. Thanks!

Elements of online circle process

- Opening
- Check in
- Guidelines
- Perhaps a [game](#) or interactive activity. (ex. [Up, Down, Stop, Go](#), Home Scavenger Hunt)
- Values and/or discussion round
- Check out
- Close



How does the the circle process change?

- Pass the invisible talking piece by calling on someone or following the chart as in the previous slide
- Shorter time frame
- Use of breakout groups, polls, raise hands, chat and other features of online communication platforms
- We are guests in our students houses and learning styles will be amplified



Heather

Scott

Arnoldo

Bathsheba

Base

Suzanne

Komoia

Gil

David

Denise





Heather



Scott



Arnoldo



Bathsheba



Base

What is one thing you
have learned about
yourself during shelter in
place?



Suzanne



Gil



Komoia



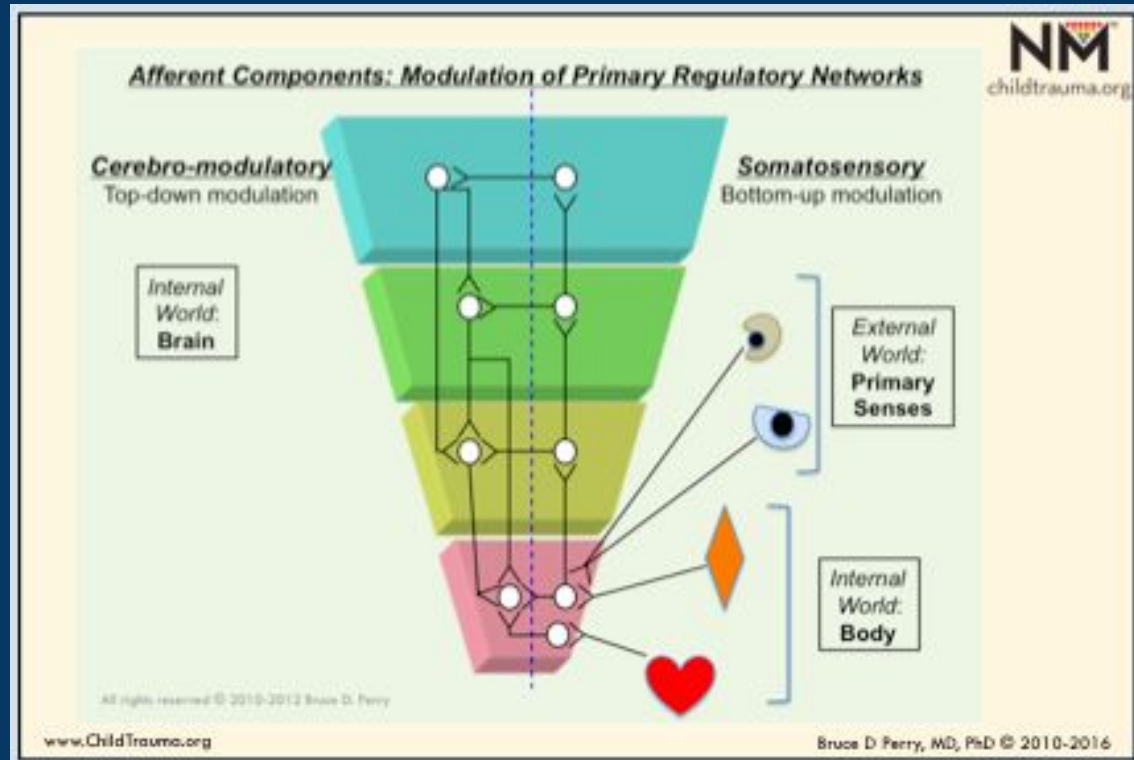
David



Denise

What is Regulation!

The ability to synthesize all the external and internal information, make sense of it and respond appropriately



Equity in remote learning

Being respectful of the shared learning space means being conscious of our OWN biases and having as much empathy as we can for our students.

[Article on videoclassism, implicit bias and videojudgement](#)





As we come to a close, take a moment to reflect

- How was this for you?
- How can you apply these learnings to your work/life this year?

Resources Available for School Sites:

- “How To Be An Antiracist” Book Club Guide
- “The Little Book of Race and Restorative Justice “- Fania Davis
- #M4BL Racial Justice Discussion Guides
- Racial Justice, Equity & Healing Taskforce + Departments (Equity - Family Engagement, Targeted Strategies, Behavioral Health)
 - Training for Trainers this Year
- Affinity Circles Fall 2020 Series

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Feedback Form

<https://forms.gle/x7HvssXtGQkbcyU78>

Thank you for engaging in this critical work!

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 www.OUSD.org

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THANK YOU!

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