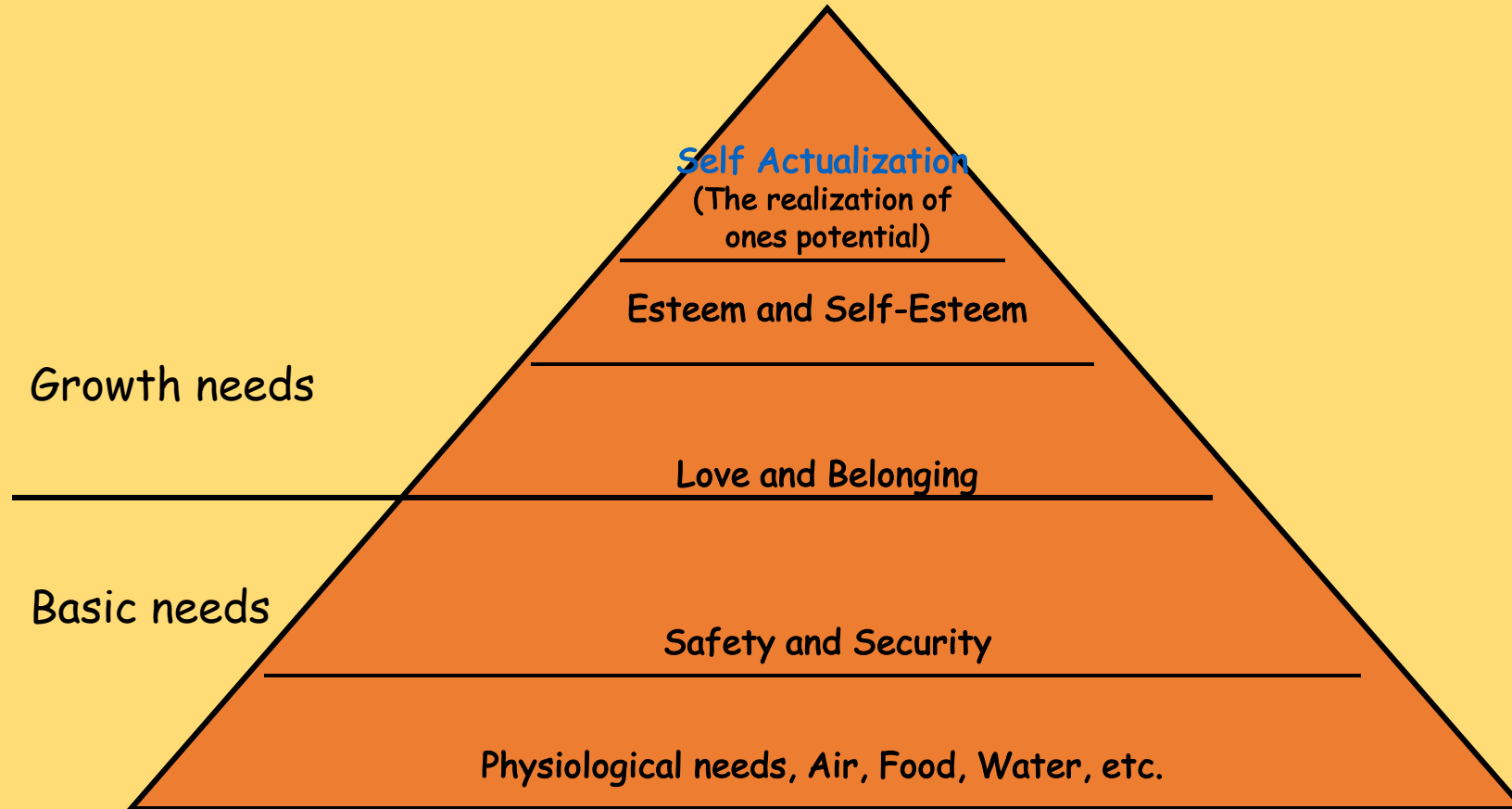


Goal Academy,  
In School Detention  
And the  
Restorative Justice Process  
at  
Holmes Middle School

# Mission Statement

To provide a safe, supportive and positive environment to learn and recover from the consequences of flawed choices and incompatible behaviors.

# Abraham Maslow's Hierarchy of Needs



**Maslow developed the hierarchy of needs to show how we have to satisfy certain basic needs before we can satisfy higher growth needs. As one moves up the hierarchy the needs become less biological and more social in origin.**

# Eric Erikson's Psychosocial Theory - these kids are hard wired to be a challenge

- Adolescence - Identity vs. Identity Confusion (12-18 Years)

- It is a time for continually testing limits, rejecting ties of dependency, and establishing new identities.

- It is a time of conflict, especially between the desire to break away from parental/authority control and the fear of making independent decisions.

- Most crises in these years are related to the development of a personal identity.

- Children feel pressure from school, parents and peer group, and members of the opposite sex.

- If a child fails, identity confusion results, the child could lack purpose and direction.

- This is manifested by the individual withdrawing and isolating themselves from family and friends or by losing themselves in a crowd.

THE  
MIDDLE  
SCHOOL  
BLUES

# Goal Academy and In School Detention is Social Emotional Support and Coaching

- **GA&ISD are a Supportive Consequence not a Punishment**
  - A punishment is a deliberate action to cause pain and is a retaliation for a wrong.
    - Punishment degrades relationships
    - Punishment creates resentment
    - Punishment triggers the fight, flight, freeze and avoid response and inhibits healthy creative thinking.
    - Kids generally don't learn the necessary lessons. They feel insecure, shame and bad about themselves

**“When You Get Into A  
Power Struggle  
With a Middle School Kid  
You Will Lose Every Time”**

-Dannell Henning  
7<sup>th</sup> Grade Teacher

# Goal Academy and In School Detention is Social Emotional Support and Coaching

- A **consequence** can be "*natural*" and is what would happen in the real world.
- Or a consequence can be "*logical*" and artificially designed to fit the situation when physical or emotional safety is at risk, or the natural consequence is logistically unfeasible.
  - Consequences delivered with empathy build relationships.
  - Facilitate personal accountability.
- Consequences deactivate the fight, flight, freeze and avoid response and engages the developing prefrontal cortex thus encourages healthy reflection and more positive thinking.
- Kids generally learn the necessary lesson and feel safe and better about themselves.

# **EQUAL IS NOT ALWAYS FAIR**

**CONSEQUENCES WILL BE  
DESIGNED TO FIT THE  
PROBLEMS OF THE  
INDIVIDUAL STUDENTS,  
THEREFORE, THE  
CONSEQUENCES MAY BE  
DIFFERENT EVEN IF THE  
PROBLEMS APPEAR TO BE THE  
SAME.**



# Goal Academy and In School Detention is Social Emotional Support and Coaching

- The Consequence of Community Service replaces the energy school personnel used dealing with the kid's problem
- Curriculum learning and support is available: An opportunity exists to participate with the classroom lessons either virtually through Schoology and or with Teacher support as needed.
- Restorative Justice conversation

# Goal Academy & ISD Daily Structure

- We begin each morning with a circle
  - **Observe silence:** Silence offers opportunities for focus, self-reflection, and daydreaming, which activates multiple parts of the brain. It gives us time to turn down the inner noise and increase awareness of what matters most. And it cultivates mindfulness — recognition and appreciation of the present moment.
  - **Check-in:** Check where they are emotionally and let them share what is important or concerning to them.
    - Gratitude
    - Best hopes for the day
    - Worst fear of the day
    - A goal for the day or the week
    - And a briefing of the day.



# Goal Academy & ISD Daily Structure

- We meet with kids individually to set goals and expectations.
- Kids are given space to work on assignments, and if needed visit a teacher.
- Participate in a community service activity.
- Have a Restorative Justice conversation if warranted.
- We close out most days with a closing circle to recap and send them off feeling support.

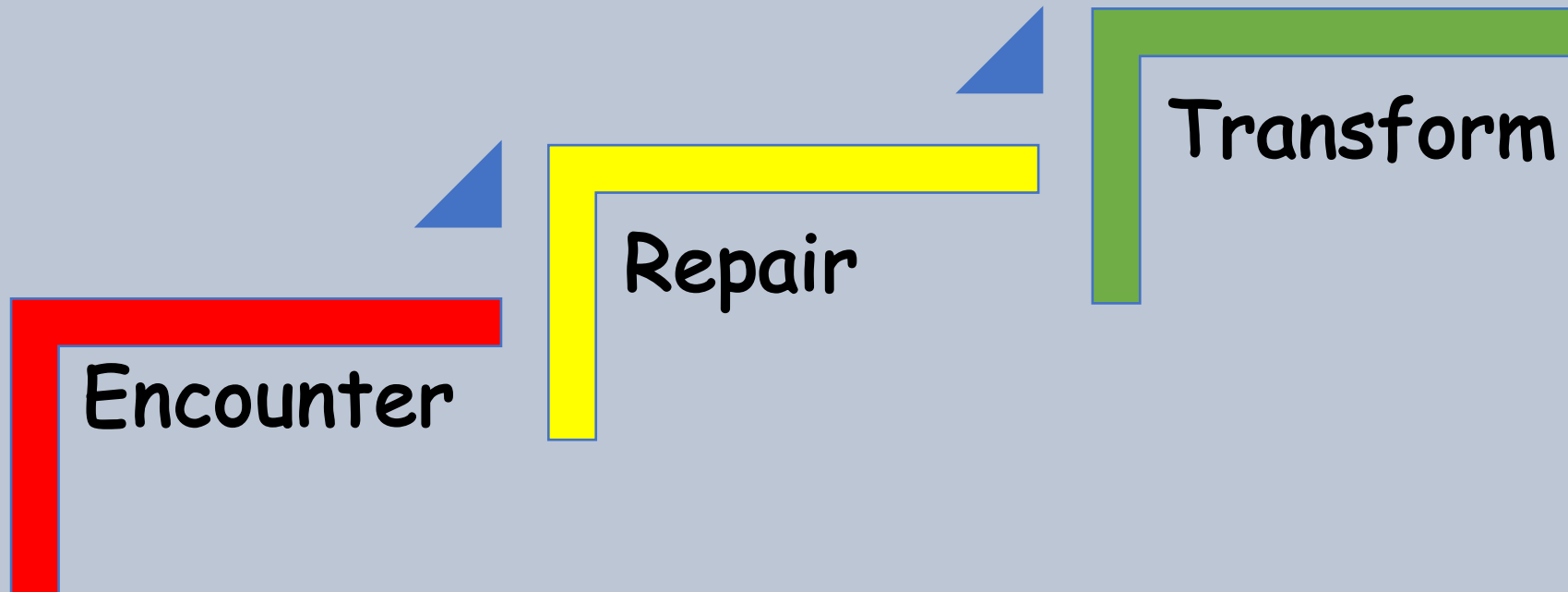
# Restorative Justice

For "offenders", Restorative Justice aims to get them to take responsibility for their actions, to understand the harm they have caused, to give them an opportunity to redeem themselves, and to discourage them from causing further harm.

For "victims", the goal of Restorative Justice is to give them an active role in the process and to reduce feelings of anxiety and powerlessness.

# Restorative Justice Process

- The three core elements of restorative justice are the interconnected concepts of Encounter, Repair, and Transform.



# Restorative Justice Process



## Encounter

- Encounter is the starting point, a facilitated meeting that brings together people most impacted by the transgression to determine how to repair harm. Encounters start with an invitation, and all parties participate voluntarily.
- There are three keys to effective encounters.
  1. Before participants can participate, they must take responsibility for their actions and want to make amends.
  2. All stakeholders impacted by the wrongdoing—victims, offenders, and others involved in the students ecosystem—have a voice in the justice process.
  3. Meetings that are encounters occur in safe spaces, foster vulnerability, and include free sharing without judgment.

# Restorative Justice Process



## Repair

- Because transgressions harm people and tear apart both relationships and the schools ecosystem, restorative justice seeks to repair harm. Each stakeholder has unique needs that arise from transgression.
- Repair addresses:
  - The victim's need for healing. Victims heal through the encounter and its outcomes.
  - The offender's need to make amends, as offenders must atone for wrongdoing and work to regain good standing. Encounters empower offenders to make amends directly to victims and potentially to others in the schools ecosystem.
- Ms. Kohls, myself, and others support the victims and the offender as they heal and reintegrate into the schools ecosystem.

# Restorative Justice Process



## Transform

- Restorative encounters create spaces that lead to transformed individuals—victims and offenders - and pinpoint root causes of the transgression, even systemic and structural issues.
- Once identified, these systemic issues can be faced, dealt with, and potentially changed to foster more just systems and healthier, safer climate and ecosystem.



# Restorative Justice

## Restorative questions

What did each person experience happening?

What were you thinking at the time?

Who was affected and how?

How can you make it right?

What do you need to help you next time?

# Restorative Justice Conversations

- Can be between two students, Student and Teacher or a whole class.
- Ms. Kohls and I point out that this process does not mean friendships are restored, or injuries will be pardoned but accountability will be owned.
- The goal isn't necessarily to fix or create friendships but to identify and set boundaries so teachers can teach, and students can learn.
- Kids are to speak to their part of the issue, acknowledge the other without blame, and validate feelings. Coaching is sometimes necessary. Refocusing is common.
- Ms. Kohls and I facilitate and direct the conversation to be between the people involved. They must look at each other and speak to each other. We coach the words and phrases they use to best express themselves and own their part.
- We prompt, facilitate, push clarification, reframe, and redirect deflections, challenge assertions and inaccuracies and push for accountability.
- We close each RJ conversation with a covenant between those involved in the RJ.
  - *A covenant defines obligations and commitments but is different from a contract because they are relational and personal.*

# Other Non ISD Student Support Things

- We provide a space for students to come on their own accord and reregulate if needed.
- We provide a space for a teacher to send a kid to reregulate if needed to support the teacher, the teacher's class and the student.