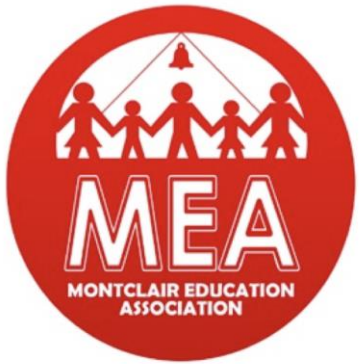




Restorative Justice

Montclair



Standing Together For Public Education

Montclair Education Association



Montclair Board of Education



The Advancement Project



National Education Association



New Jersey Education Association

NEA Community Advocacy & Partnership Engagement Department Grant

Partnerships

- National Education Association
- New Jersey Education Association
- The Advancement Project
- Montclair Education Association
- Montclair Board Of Education
- City University of NY Graduate Center
- St. Peter's University
- Montclair Fund for Educational Excellence
- Montclair School District Community Partners

What is Restorative Justice?

Restorative Justice (RJ) provides an opportunity for the wrongdoer and the affected party to be restored in any conflicted situation. RJ is not an alternative to consequence, instead it is the recognition that solely punitive measures are oftentimes unsuccessful. RJ allows the people who have caused harm to hear and understand the impact of their actions, as well as an opportunity to repair the harm caused. In using RJ techniques there is a greater possibility that the inappropriate behavior will not be repeated.

Restorative Justice Foundations

- NEA began RJ work in 2014
- NJEA provided training to our members and community advocates
- The NEA Community Advocacy and Partnership Engagement Grant
- MEA is the **FIRST** NJEA recipient of the CAPE grant
- Student Ambassador Program

Intersection of the MBOE and MEA

- Shared understanding of the necessity of racial/social justice in education
- First opportunity to work together
- Equal space at the table
- Helping us learn how to resolve conflict amongst ourselves

Restorative Justice Montclair Philosophy

RJ is targeted toward the development of every child; a vision in which all constituents within a community (public officials, private citizens, community activists, children and more) are engaged. The goal is to create a participatory “net” in which children are educated in “holding environments” where expectations are high and scaffolding is rich; where adults are treated with respect, and treat each other and children with dignity, appreciating our rich “differences” embodied in biography, race, gender, sexuality and (dis)ability.

RJ is an alternative to zero-tolerance suspension, but more importantly, is a vision to build caring schools, and for us in Montclair, to continue to cultivate a community dedicated to restoration and relationships instead of punishment and exclusion. In order to generate the desired outcomes regarding the key areas of bullying, suspension, school violence, civic engagement and social justice, the necessary conditions for effectiveness include: support from the top, full school involvement and visibility.

MISSION STATEMENT

Restorative Justice Montclair (RJM) is a collaboration of the Montclair Board of Education, the Montclair Education Association and our Montclair community.

RJM seeks to cultivate an equitable environment where all individuals feel safe, included, heard and will benefit from shared learning experiences.

RJM will provide integrated methods to address conflict through reflection, reconciliation and accountability where harm has occurred.

VISION STATEMENT

Restorative Justice Montclair (RJM) is guided by a philosophy that fosters social and emotional well-being, acceptance, empowerment and mutual respect for those who are impacted by and involved in conflict.

RJM will build cultures and communities of response-ability, respect and reparation of relationships where harm has occurred.

MHS Community

- Tool for building and rebuilding relationships amongst:
 - Staff and administration
 - Students and teachers
 - Students
- “Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.”
- Infusing a uniting daily experience
- Circles at MHS have been positive experiences
- 8-10 trained circle keepers at MHS currently

Social-Emotional Connection

- Behaviors are learned and do not change without an intervention
- Behaviors may be preventive, defensive and self-protective
- Family adversity, life stressors, parent-child interaction and neglect
- Social norms, accessing healthy models
- Trust vs. the absence of trust
- High comorbidity rate: a bidirectional relationship exists between academic performance and social-emotional growth

Restorative Justice: A Community Perspective

How does RJ intersect with each of our roles (community)?

- RJM can best be accomplished through the shared and collaborative goal of the MBOE, the MEA and the Montclair community.
- RJ/RJM is a philosophical *theory into practice* through cooperative processes that include all stakeholders. The goal is to achieve a transformation in the behavior and actions of people, in relationships, and in the greater community.

How do we incorporate RJ language through the district (community)?

- It's important to engage with Community Partners and Organizations to achieve a higher level of understanding and practice in the tenets of RJ.
- The goal is to transform as a community where the verbal exchange depicts responsibility, respectfulness, reparation, reflection, reconciliation, and a change in how we address the issue of harm and injustice in the future.

Community Partners and Organizations

Montclair Public Library	Montclair Art Museum	May in Montclair
Sister to Sister	Montclair Child Development Center, Inc. - Head Start	League of Women Voters
Brother to Brother		
Montclair Fund for Educational Excellence		
IMANI		
Montclair Police Department	Montclair Community PreK	Junior League of Montclair
Montclair Police Athletic League (PAL)	Montclair State University (National Network for Educational Renewal, Teacher Education Program)	Boy Scouts
Montclair Recreation and Cultural Affairs	Montclair Neighborhood Development Center (MNDC)	Girl Scouts
Montclair Fire Department		4 H Club
Montclair Township		Retired Teachers Association
YMCA of Montclair		Others

Challenges

- Equity
- Students (families) who are homeless/displaced
- Developing a plan (SMART Goal *modified* Model*)
- Engaging the “complacent,” the “saboteur,” and the “fearful”
- Establishing the mindset....This is not an ‘extra or add on’, but a *Shift*

* Specific, Measurable, Attainable, Realistic/Relevant, and Time Bound with *Flexibility*

Next steps

- Innovation in infusing RJ into the community
- Funding initiatives
- Showcasing
- Trainings
- Student Leadership Engagement

- History
 - Indigenous roots
 - Black Lives Matter
 - School to prison pipeline
 - Critique of zero tolerance
- Research
 - Impact on reducing suspensions
 - Narrowing disparities caused by race/disability/LGBTQA+ status
 - Participatory governance
 - Limits of RJ

- Restorative Justice is a philosophy, **NOT** a program.
- Restorative Justice is for **ALL**, not just a few students.

- Building a culture of collective accountability
- RJM is unique nationally
 - School, district and community
 - Initiated by teachers' union
 - Rooted in racial justice and equity
 - Addressing multiple levels of harm and healing
 - Students
 - Staff
 - Faculty
 - Administration
 - Board of Education
 - Community

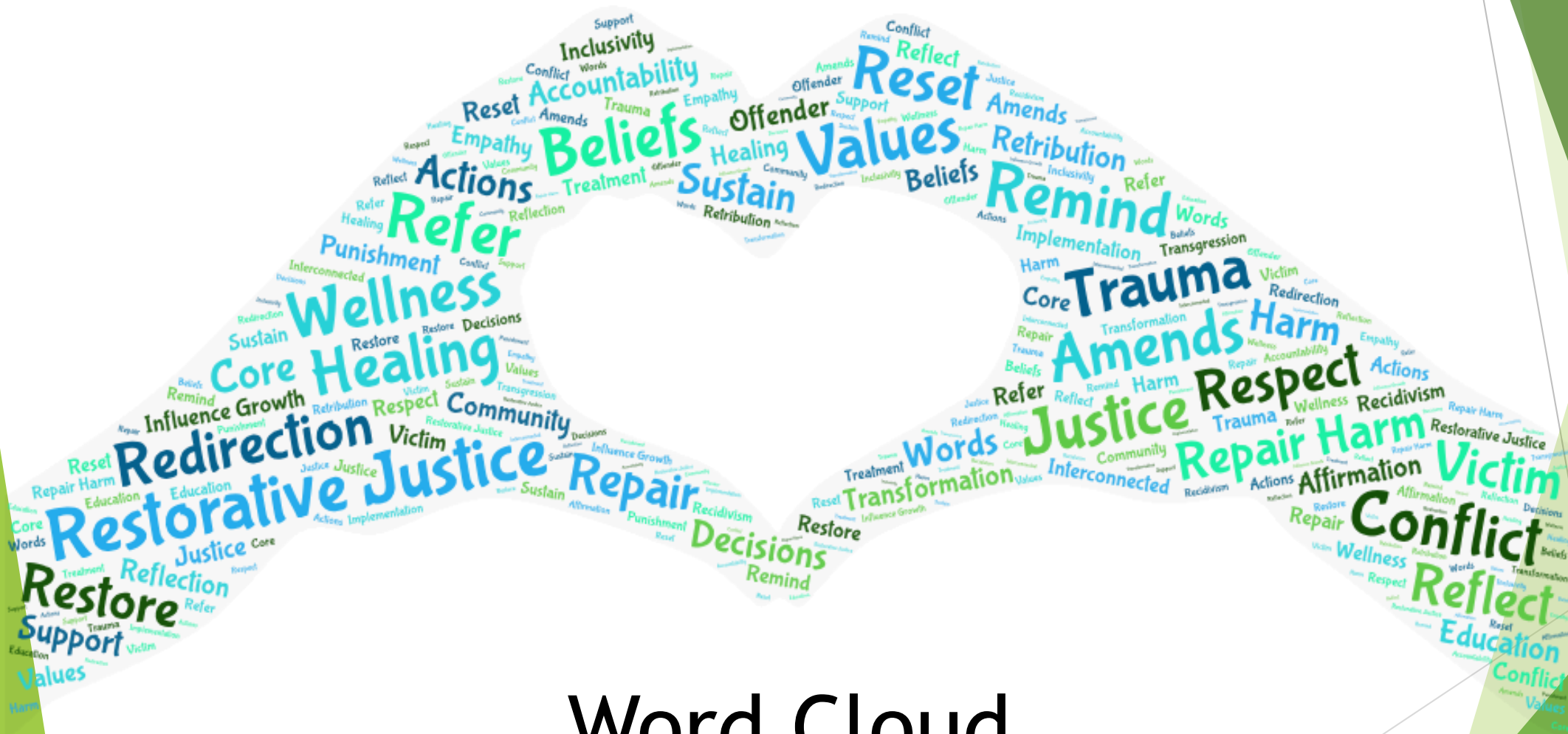
- Montclair is a district with a long and nationally recognized history of struggle for racial and socio-economic justice in schools and community. More recently, however, both the school district and the community have endured substantial harm and conflict, behind the scenes and spilling into public view.
- RJ is a strategy to address Montclair's past with care and radical honesty, as we move forward with courage and a vision for educational justice.

Middle School Level Testimonials

- “I enjoyed class yesterday. I liked the energy and communicating with my classmates. I think it’s important to understand your emotions”
- “I thought social studies class on Monday was fun Getting to learn things about my fellow classmates was nice. I really liked sharing things about myself to others. I definitely would want to do this activity more often in this class.”
- “I thought that it was a fun activity to get to know everyone and gain relationships.”
- “I really liked being in circle. I felt more connected to my classmates than I ever had in any other core class. I was actually thinking about how cool it would be to learn in that setting in social studies every day.” . . .

- “I liked the circle . . . because it gives us a chance to express how you’re feeling because some people don’t get asked how they’re feeling.”
- “I liked that it was a nice way to build our relationships.”
- “My favorite part about sitting in circle on Monday was how it reminded me of meetings we would regularly do at my old school. Those meetings really helped develop a good community there, and doing it here does the same.”
- . . . “I love the idea of not just getting through the day with grades but really making sure students are feeling ok and happy which is very important.”

Games That Teach



Word Cloud

<https://wordart.com/create>

Elementary/Middle
Levels

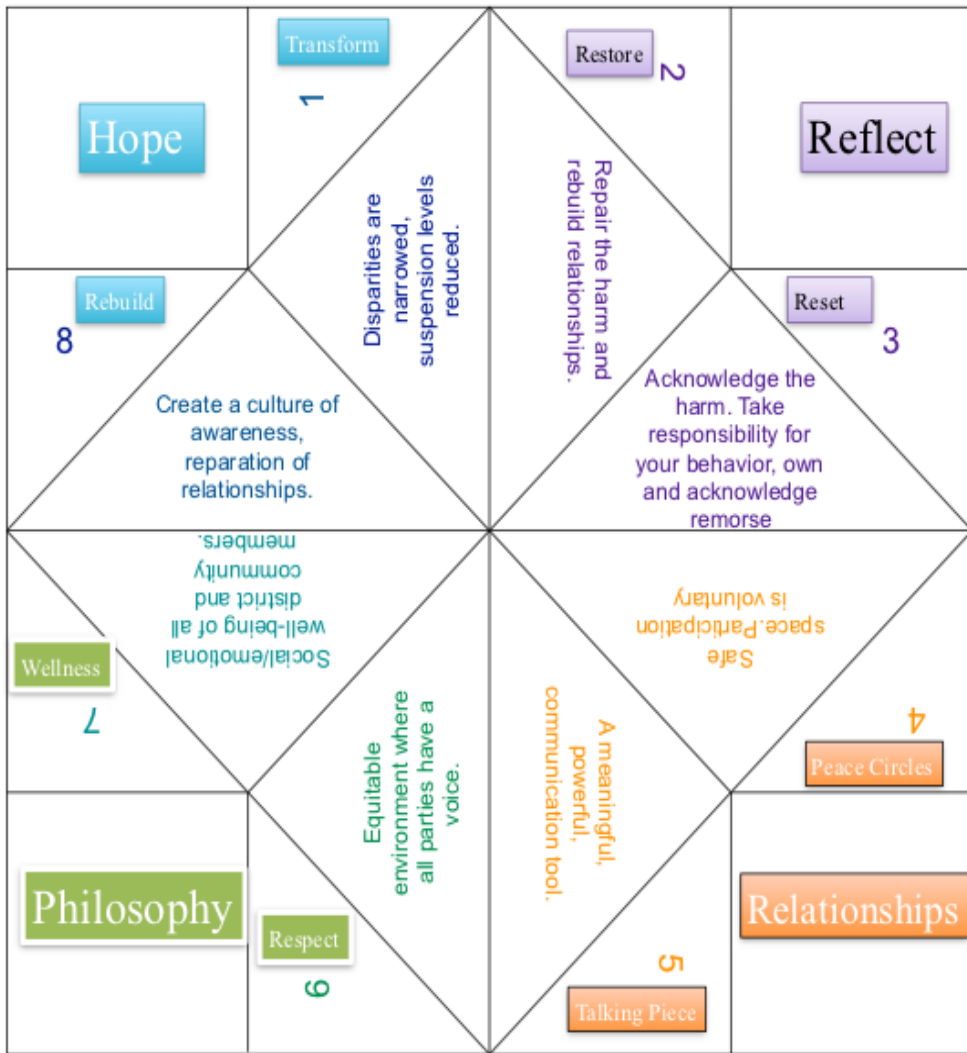
R E Y D L O D T T D V H Z M B V T K W B S R E P Y
E H K G W W B O Q O U V E T I F T O B S L E R A D
S C J J G T R E R N O N K A I T R B E R U F E X F
E D P I H S R E D A E L O H L M C C F S P L S A F
T S S X E X S O E R O C S I T I C I L N Y E C E F
M C L U T T A C P V T W Z R T U N E V V N C B F I
Q D L Z O F M G B P G Y E M S A O G G N I T T X G
G A P R Y C I L O P U N G L Y T C E P S E R U G C
V J E A N U H I L U H S V Z L H K U R A X T G P K
V R S V G M G V Z M W E K D T N S S D W U V I N Q
D H H L N X E W J H Q X Z J N P E O R E M I N D S
K F V B E H A V I O R G W J E H W S G Y S M U K J
U J A C T I O N S D E R C X M H B C S F V I U V H
E R U T L U C Z A V S O O E T S R R R M W P Q W D
Z H P E J T O M G C O W N W A R K N I O K T Y Y S
S N V A G L Y B V V P T F W E J X Q D O U B X N N
L C Y J V G U H K B R H L H R K F F I D V K O B O
V M H P W I M R Z O U Z I T T Y X L Z Q U I E G S
D I J O N N K I V I P P C W O Z H F Q E S L R A I
W L M E O Q E A J D Z H T P Z R G R Q I I J K A R
D P I Y D L H P G Y F U T Q E Z J U C E Q P N P P
N G U U K K Z E W O R D S F O J I E F A Z J P M B
Y V K T B S L R A R S G E Q J T D S O A F Y Z T Q
J B Q O U E K Y B H Z R J K Y O P L T G K L P I T
F C N F T V R N A H S V N N E K C C S C F M O Q S

Repair
Shift
Beliefs
Behavior
Values
Wellness
Remind
Respect
Leadership
Rebuild
Purpose
Success
Words
Tools
School
Actions
Growth
Healing
Conflict
Reflect
Reset
Refer
Restore
Equity
Policy
Victim
Culture
Education
Treatment
Decisions
Prison
Support
Core

High School Levels

Y T Y H Z G H C I H H X K P N C O U Y S X A E S L
N T R A N S G R E S S I O N O C F T X Y C M F U L
W O I N A C O M M U N I T Y I J D W G K P U H S W
R J I L O T T K A O H E C X T E C K N A U A B P R
K E K T I I H K I E D M S I A N W O T M J R G E C
E Q S D U B T T T C J P G D T I W H R U M T C N I
O Y M T H T A C I O C O W B N L Y A X E F I S S T
I H L W O M I T E M V W E F E E H F P J D R Y I S
K N S R R R N T N L B E A D M P M K V I O E S O I
R O F I E E A G S U F R G J E I Y A V N E D T N M
K E F L H P D T R E O E X H L P K I E Y E I E Z I
M F M T U K A N I T R C R F P K S C C T N R M Q T
A D U O A E N R E V K P C O M M I O C I S E I N P
M A Y H R C N E A F E Z Y A I T F E D V W C C D O
P R O C E S S C E T F E M P S F N S N I A T S U S
Z Y X A G A E M E E I O M U J N L K Q S M I M N W
J L T Z R T S U M W S O J Y O B H E P U G O M D N
N O I T U B I R T E R B N C N F E S X L G N I T G
N O I T A M R O F S N A R T Q B P E Q C Y S P L K
J E H G O N U Q H T N E M H S I N U P N C D X S Y
P L L X P Z M D E Y T U W F F D X H R I Z U O I T
K D K C W Q V P M N T W P F L G L F P E D T P J T
E N H D D Q W U I F O D G F Q S H L D F M S T U S
P H I L O S O P H Y J Z R H E G E V D V A X E F S
P D O Y D A R V H K D Q I Y G E T A R T S K J R G

ACCOUNTABILITY
ACKNOWLEDGE
AFFIRMATION
AMENDS
AUTHENTIC
COMMUNITY
DISCIPLE
EMPATHY
EMPOWER
HARM
IMPLEMENTATION
INCLUSIVITY
INFLUENCE
INTERCONNECTED
JUSTICE
OFFENDER
OPTIMISTIC
PHILOSOPHY
PIPELINE
PROCESS
PUNISHMENT
RECIDIVISM
REDIRECTION
REFLECTION
REMORSE
REPARATION
RESTITUTION
RESTORATIVE
RETRIBUTION
STRATEGY
SUSPENSION
SUSTAIN
SYSTEMIC
TRANSFORMATION
TRANSGRESSION
TRAUMA



**RESTORATIVE JUSTICE
FORTUNE TELLER
MIRTA E. ALSINA /TARA CRISAFULLI**

Vocabulary “Fortune Teller”

7 Rs of Restorative Justice

Latifah Jannah

1. RESPECT
2. REMIND
3. REDIRECTION
4. REFLECT
5. REFER
6. RESTORE/REPAIR
7. RESET

Initial Training 7/12 - 7/15

1. Grace Lynch
2. Gayl Shepard

Second Training 10/8 - 10/11

- | | |
|--------------------|-------------------------|
| 3. Petal Robertson | 11. Cheryl Hopper |
| 4. Elyse Hoffman | 12. Ellen Kolba |
| 5. Anthony Colon | 13. Erika Chmura |
| 6. Paul Morgan | 14. Latifah Jannah |
| 7. Anne Mernin | 15. Tara Crisafulli |
| 8. Anthony Grosso | 16. Kendra Johnson |
| 9. Beth Albert | 17. Jonathan Mancinelli |
| 10. Candice Pastor | 18. Marcia Almeida |

19. Michelle Fine
20. Mirta Alsina
21. Piedad Gutierrez
22. Robin Alvarado

23. Shana Stein
24. Shivoyne Trim
25. Syreeta Carrington

Third Training 10/22 - 10/25

26. Cathy Kondreck
27. Sade Henry
28. Art Settembrino
29. Kellia Sweatt
30. Brian Ford
31. Janet Murphy
32. Sheniqua Hairston-Kitchings

33. Joseph Graham, Jr.
34. Diane Specht
35. Angelica Mino
36. Rodney Jackson
37. Betty Strauss
38. Ursula Liebowitz-Johnson

Next Steps...

PART 1:

- RJ Infusion
 - RJ Literature ([The Little Book of Restorative Justice in Education](#))
 - 7 Rs of RJ posted in all classrooms and district-wide
 - Games that teach
 - Video viewed by all staff members (Why We Need Restoratives Practices in Schools - <https://www.youtube.com/watch?v=y6elxxzYLMU>)

- Montclair High School RJ Open House (weekly lunch circles)
- Peace Circle Training in March 2019
- Community Office for RJM
- Community Circles
- RJM Newsletter
- College credits for students completing data research regarding RJ (St. Peter's College)

Next Steps...

Board of Education Considerations

1. RJ culture shift in all policies (and regulations)
2. Ongoing fiscal allocations (Professional Development, materials and emergent items)
3. Human capital allocation (teacher on assignment)
4. Authentic commitment to RJ principles (“commitment from the top”, modeled first by the Board of Education, Superintendent and Administration)