DO NOW
(in chat)
What is one value you want to hold this school year?
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:

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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 Nigsaa Nation in British Columbia, Canada

Gacaca in Rwanda - community healing dialogue post genocide

Truth & Reconciliation post Apartheid in South Africa
Trauma & Restorative Practices

Fight, Flight, Freeze

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

Engaged Learning

Executive function
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!
| What happens to the brain when there is a perceived or real danger? | **FIGHT**: aggression, irritability/anger, hyperactivity  
**FLIGHT**: isolation, avoidance, withdrawal, running away  
**FREEZE**: overcompliance, constriction, flat affect |
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<tr>
<td>The Limbic and Autonomic Nervous System or Survival Brain takes over</td>
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<td>The Pre-Frontal Cortex or Learning Brain becomes dormant or offline</td>
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Co-regulation verses Co-dysregulation

Co-Regulation: Distressed child and well-regulated parent

Terror..... Child
Fear......
Alarm.....
Alert.....
Calm..... Adult

Co-dysregulation: Distressed child and anxious, reactive parent

Terror..... Child
Fear......
Alarm.....
Alert.....
Calm..... Adult

(Ch. Bruce Perry 2009-2011)
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

Tier I Community Building
- Social and Emotional Support, Restorative conversations

Tier II Harm/Conflict
- Community Conferencing, Conflict mediation, Harm circles

Tier III Individualized
- Supported re-entry and welcome circles, Circles of Support & Accountability (COSA)
Range of Response - Relationship Window

Adapted from New Zealand Ministry of Education Kete Manual

Culture

Climate
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


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NEUROTYPICAL PERSON

Calm  Alert  Alarm  Terror

SENSITIZED STRESS RESPONSE

Calm  Alert  Alarm  Terror

Learning happens when you oscillate between calm and alert
Stress

Vulnerability

Predictable

Moderate

Controlled

Unpredictable

Severe

Prolonged

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

In what ways is our school community experiencing trauma during this time?
What are some of the things that you do to keep yourself safe and ground you to be able to do the work?
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 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
What is one thing you have learned about yourself during shelter in place?
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!
THANK YOU!

twitter: @OaklandRJ
instagram: OUSDrestorativejustice
facebook: OUSDRJ
www.ousd.org/restorativejustice
david.yusem@ousd.org, susan.andrien@ousd.org,
sandra.simmons@ousd.org, castillogriffen@gmail.com