
Student Leadership & Restorative Practices

— RocRestorative —



Rochester City School District

Building capacity
for Students to be
Restorative
Leaders in their
schools

RocRestorative Programs

RocRestorative Circle Keepers: Students are trained to facilitate community building circles

RocRestorative Student Leaders: Students look at the school culture and climate- assess how restorative it is- then work on some action steps they would like to take- a restorative student task force

RocRestorative Peers: Students who are trained in restorative language, restorative questions, and active listening to be assistants in the help zones- help zone peers- not mediators, simply helping peers think of how situations could be handled restoratively.....

Who has been trained?



World of Inquiry: 25 students 1 day

Wilson Commencement: 20 students over 2 days

Leadership Academy for Young Men: 20 middle school students over 2 days and 20 upper school students over 2 days

Monroe: upcoming 25 students

Northwest: upcoming 25 students

World of Inquiry Restorative Student Leaders



- 20 students spent a day at PIRI evaluating aspects of their school and how restorative they are.
- Students developed action plans around restorative elements they would like to change.



We want to be greeted when we enter and asked if we need help.

Steps to get here:

1. Build understanding b/t teachers & students
2. Use positive language
3. Encourage don't force

Raia, Lisa, Skye, Silas, Manny

Peer Mediation
Lynda Bell
Frank Liberti
Center for Dispute Settlement





**Rochester City School District & Center for Dispute Settlement
Conflict Management & Peer Mediation
Program Development Initiative**

School # 12

IAT Middle School

Edison Tech

IAT High School

Rationale

Prevention strategy to interrupt the school-to-prison pipeline.

Collective Impact Strategy to support RCSD's RocRestorative agenda in schools where the district has already cultivated momentum for cultural shifts and changes in school climate.

**Center for Dispute Settlement
Conflict Management & Peer Mediation
Program Development Framework**

**Administrative
Support**

**Youth Engagement &
Leadership Development**

Data Collection



**Designated Staff
Appropriate Space
In-kind Resources**

Administrative Support

- Include Peer Mediation as a Restorative Practices Strategy
- Nominate Peer Mediators
- Support Peer Mediation Training
- Create Referral and Data Systems
- Support the School-based Team

As a leadership development strategy...

Peer Mediation supports development of –

Communication Skills

Self-Determination/Confidence

Impartiality

Competence

Confidentiality/Integrity

Facilitation/Negotiation Skills

Staff / Space / In-Kind

STAFF

- School –based Coordinator
- School Support Team

Space

- Mediation Centers

In-kind Resources

Community in Schools Staff Support (CFY, PTP)

Data Points

- # of Mediations, per Peer Mediator
- Types of disputes
- Participant Profiles (i.e., grade, gender)
- Peer Mediator Surveys/Circles (Student Voice)
- School Team Surveys (Targeted TA)
- Participants attendance and behavior post mediation

Progress to Date

- 12 Faculty and Staff trained in national peer mediation program standards (e.g. Association for Conflict Resolution).
Implementation Handbook & Tool Kit
- 56 Peer Mediators trained in national peer mediation standards (e.g. Association for Conflict Resolution)
- Ongoing technical support to school-based teams in support of program development, implementation and evaluation
- Ongoing technical support delivered to youth in skill building and “advancement of practice” sessions
- Collective Impact Approach

Challenges As Opportunities

Challenge

- MS Recruitment
- “Designated” Staff
- TA Scheduling / PM TA Support
- PM Leadership Development

Opportunity

- Parent Education
- Leadership Development / Team-building / AmeriCorps
- Persistence / CIS Support
- Student Voice / Targeted TA Sustained Skill-building

School 50

**Leadership Academy
for Young Men
Restorative Student
Leaders &
Restorative Peers**

Our “WHY”

I am a student at the Leadership Academy for Young Men.

I am the future.

I am accountable for my own success.

My success is a product of my own actions.

I am disciplined, courteous, loyal and courageous.

I believe in myself.

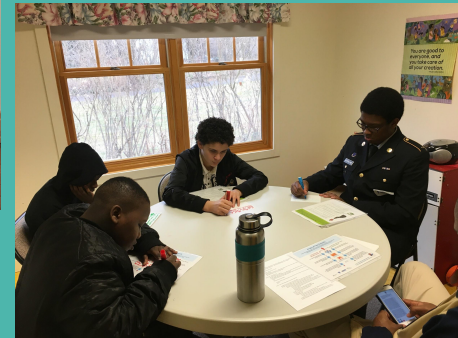
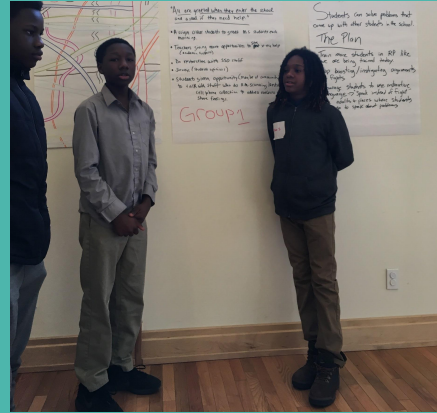
We believe in our teachers.

We believe in each other.

*May my brothers give me the strength to live by this
_____ creed.*

Leadership Academy for Young Men Restorative Student Leaders & Lions' Council

- Regular biweekly meetings
- Student training
- Student led circles
- Student generated ideas



Leadership Academy for Young Men Restorative Peers

- JROTC Classes
- 2 day training at PIRI
- “On call” during the day



Leadership Academy for Young Men *What's next?*

- Restorative coaching for staff
- Student & Staff Summit
- Continued teacher training
- Restorative Peers curriculum



IAT/Vanguard Peer Mediation Team



**IAT/Vanguard High School
Peer Mediators and Advisors**

**IAT Middle School
Peer Mediators**



Purpose

To sustain and enhance an integrated, peaceable culture at Integrated Arts and Technology and Vanguard Collegiate High Schools.

Peer Mediation - To give students the opportunity to assist fellow students in resolving conflicts through a supportive, non-violent manner.

Peace Ambassadors - To create a space for students and staff to work together to build a kinder, more supportive community through dialogue and artistic expression.

Meetings/Training

★ *Present - Weekly*

- Information sessions
- Planning/Practicing
- Dialogue circles

★ *Future*

- Team Building
- Sharing/Community Building
- Topic centered - as set by students/community/need

★ *Ongoing - Monthly*

- Mediation Skill Building

★ *Training*

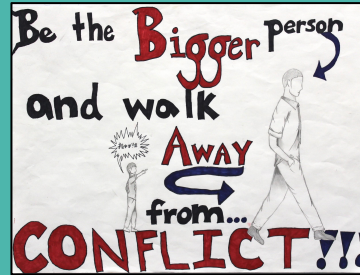
- Peer Mediation
- Nonviolent Communications
- Artistic Messaging/Delivery

Franklin Peace Ambassadors

Peace Ambassador Video

PSA's

HEALTH ISN'T
JUST WHAT YOU'RE
EATING.
IT'S WHAT YOU'RE
THINKING
AND WHAT YOU'RE
SAYING.



Spoken Word Showcase

Issues

Lack of mutual respect amongst:

- Teachers/Teachers
 - Teachers<>Students
 - Students/Students
- Fighting

Bullying, what is it?
Breaking it down,

By students/By staff
Racial slurs

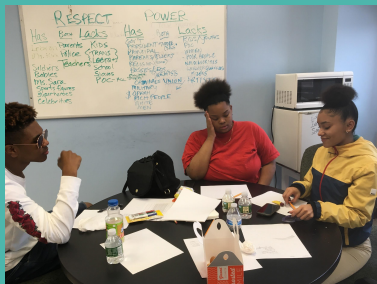
Cursing
Skipping class

Chronic absence
Snitching vs. Telling

Gossiping
Suicide

Safety of staff and students
Depression

Anxiety
Toxic Relationships



Partnerships/Support

RocRestorative

Center for Dispute Settlement

- Peer Mediation Training

M.K. Gandhi Institute

- Youth Healing Hate Grant \$500.00
- Nonviolent Communication Training

The Possibility Project

- Youth inspired theatrical productions

Alternatives to Violence Project (AVP)

- Nonviolent Communication Training

Educational Talent Search (ETS) @ SUNY Brockport

The Center for Youth

Thank you!!!

In anticipation of...

- RocRestorative training for Circle Keepers, Student Leaders
- Exploring/developing additional partnerships for expanded programming
- Ongoing recruitment, training and support for Peer Mediation
- Additional training in Nonviolent Communication skills
- Theatrical productions inspired and created by students

Wilson Commencement Academy Restorative Student Leaders

- Student Training
- Student Voice & Advocacy
- Peer mediations
- Classroom academic and community circles
- Art 2 Heart
- Goals for next year



Student Training

RocRestore at Wilson

- November 2017
- 20 students participated in a full day training focused on restorative conversations and relationship building techniques
- Each student created a script and facilitated a circle
- Students were tasked with completing at least 3 circles before the next training
- **Impact:** students found it powerful and enlightening to get to know their peers on a deeper level and hear their stories



Student Training



Training at Piri

- January 2018
- Students learned about the school to prison pipeline
- Focus was on affective “I statements” and restorative questions
- Students participated in several circles & activities to hone skills
- Brainstormed a list of improvements for Wilson through the restorative lens
- **Impact:** students were energized and ready to come back to Wilson to make a positive change

Student Voice

Giving students a voice and a stake in what goes on at Wilson is a priority.

Through restorative practices students have been integral in:

- Peer mediations
- Classroom academic and community building circles
- Assisting with re-entry conferences for students that have been suspended
- Helping to promote a climate of caring and empathy through events like Kindness Week, Muslim Awareness Week, the Listening Post Project, LGBTQ Ally Week, Sexual Assault Awareness, etc.



Advocacy

After learning about the school to prison pipeline, some of the restorative student leaders were very concerned about a group of young men who were involved in a fight and suspended for 45 days. They took it upon themselves to advocate for an early return pending a restorative circle.

- Students reached out to the principal, assistant principal, and restorative coach to propose the plan
- Students met with central office staff to present their proposal
- Students developed and led the circle and reached out to the young men to encourage participation
- The circle was a success and the 4 boys who participated were able to come back early





Students submitted a proposal for the Youth Healing Hate Grant through the Gandhi Institute and were awarded \$500 for the project.

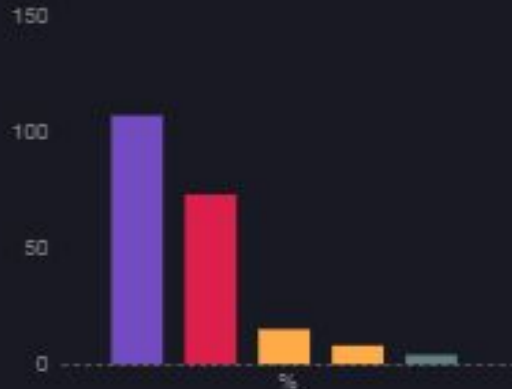
Component 1: Wilson students, partnered with volunteer artists from the community, will work together to create murals in high traffic areas of our building so that you can 'see' restorative practices in action. It is also a great way to display the immense talent of our students and build bridges to our community through the use of local artists.

Component 2: Create a space(s) where people who have been harmed, or who have committed a harm can go to create a piece of art (painting, drawing, poem, rap, sculpture, etc.) as a way to repair the harm. We believe that everyone has something important to say, however sitting down and talking is not always the best way for everyone to get their message across. By providing a space for the person to express their feelings and emotions creatively, it allows them to explore the impact their behavior or actions have had on others.

Impact of Restorative Practices at Wilson

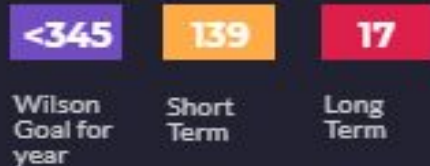
Individual Student Suspensions

Of 107 student suspended to date, 73% of students were not suspended again. 15% of students had 2 suspensions total, 8% had 3 suspensions, and 4% had 4 or more.



Wilson Suspensions for 2017-18 School Year

According to the RCSD Finish Line Report, Wilson is under the projected number of suspension by 45%. The District goal for Wilson was to reduce suspensions by 5% from the previous year, which would be less than 345. Below is a chart of the actual number of short and long-term suspensions to date.



- Turn-key training to include more students (hoping to increase size from 20 restorative leaders to 35-40)
- Create a Student Union that will collaborate with administration on disciplinary decisions prior to suspensions
- Collaboration with #10 school for our high school students to train some of the elementary students

Looking Ahead to Next Year

Question & Answer Session