

# RESTORATIVE JUSTICE IN SOUTHERN OREGON SCHOOLS

Resolve Center for Dispute Resolution  
and Restorative Justice



## 2018-19 Year in Review

### RESTORATIVE JUSTICE IN SCHOOLS BY THE NUMBERS

Over the 2018-19 school year, Resolve's restorative justice specialists engaged students, administrators, teachers, school staff, and parents in processes to build and repair relationships. In total, Resolve staff provided restorative interventions that directly served 952 people (719 students and 233 adults), community building circles that served 813 people (756 students and 57 adults), and student education and training that engaged 188 people (170 students, 18 adults).

Whole school implementation takes restorative justice even further. While direct service is important, by focusing on training, consultation, and coaching, Resolve has exponentially multiplied the number of people in southern Oregon positively impacted by restorative justice. In 2018-19, 128 community members and education professionals received training in the four day intensive restorative justice facilitator training and an additional 472 school staff received training in restorative justice implementation specific to their school's implementation plan. This work represents a total of 2,553 people that received restorative justice services from Resolve. It's easy to imagine the ripple effect stretching far beyond these individuals as they carry this work forward.

This report features stories and highlights from schools implementing restorative justice throughout southern Oregon. To learn more about this work, visit [resolvecenter.org](http://resolvecenter.org).

## School Partners

### MEDFORD SCHOOL DISTRICT

North Medford High School  
Central Medford High School  
Ruch Community Outdoor  
School  
Roosevelt Elementary School  
Jefferson Elementary School  
Jackson Elementary School  
Howard Elementary School  
Lone Pine Elementary School  
Abraham Lincoln Elementary  
School

PHOENIX-TALENT  
SCHOOL DISTRICT  
Phoenix High School  
Talent Middle School

ROGUE RIVER  
SCHOOL DISTRICT  
Rogue River Junior Senior  
High School



## Accountability Class Launches

RJ SPECIALIST NOAH SYMINGTON,  
NORTH MEDFORD HIGH SCHOOL

Adapted from Resolve's evidence-based program for juvenile offenders in Jackson County, Resolve piloted an accountability class coined **Making It Right** for North Medford High School students in 2018-19. The curriculum supports accountability for students and prepares them to participate in a restorative process with those they harmed. This allows a space for harmed parties to communicate about their needs and how they were impacted by the incident. The two-day class is facilitated during students' lunch and office hour block, allowing students to attend class while not interrupting their academic periods.

The class is a promising alternative to the traditional suspension model. It allows students to be accountable and remain in their school community, provides a space for restoring relationships, helps administrators manage suspension rates as an institution, and in some cases prevents cases from entering the justice system altogether. (see student quote below)



## RJ in Action: Videos from ALE

ABRAHAM LINCOLN ELEMENTARY, MEDFORD

Using the talents of their students, Abraham Lincoln Elementary School created several videos this year to help support the use of community building circles and the "Resolve It Path" at their school and beyond. Their Resolve It Path is a student-led process. It is printed on a roll-out canvas with foot prints and sentence starters that guide students through a conversation to repair relationships, make things right, and move forward after a minor issue.

To access the Resolve It Path video, follow this link: <https://youtu.be/p7vMMNVcsnl>. Contact Kelly Dempsey-Smith for more videos and information, [Kelly.Dempsey@medford.k12.or.us](mailto:Kelly.Dempsey@medford.k12.or.us).

**“The most valuable thing was probably really understanding that my choices don’t just affect me and there’s a whole chain of emotions and many other people that are affected – even if it doesn’t show on the surface. The class really helped me with thinking before doing and considering the consequences of my actions and how they’ll affect people. This class should definitely be continued because it was extremely helpful, and I would want every kid who messes up to have the opportunity to make it right.”**

NMHS STUDENT "MAKING IT RIGHT" PARTICIPANT

# SCHOOL BUS

## In This Together

STUDENT SUCCESS SPECIALIST  
KELLY DEMPSEY-SMITH,  
MEDFORD SCHOOL DISTRICT

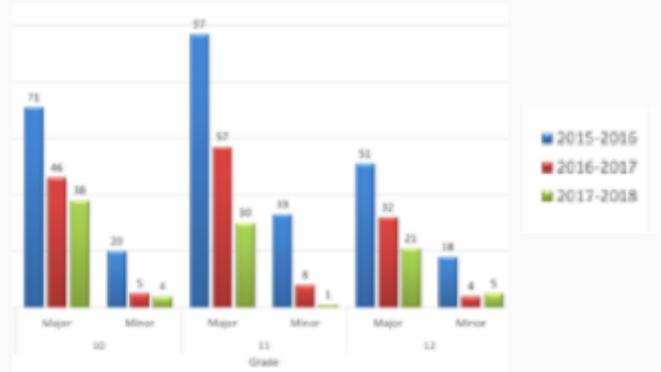
It's every kid's worst nightmare: You are on stage, auditioning for a spot in the school Talent Show in front of 50 or so peers, staff, and parents and your music fails, leaving you standing in the spotlight for what may feel like an eternity. This is the exact situation that happened to a 4th grade student at Abraham Lincoln Elementary School in Medford. In most situations, the expected peer reaction would be laughter. The expected performer reaction may have been to cry and run off the stage. To give up. What actually transpired is a true testament to the laborious work of heart that has contributed to both the perspective and cultural shift apparent in not only staff, but students as well.

As the staff struggled with making the music work, and the student's time waiting on the stage grew longer and longer, a 5th grade student in the audience says, "What song are you dancing to?" The performer responded with her song title. The 5th grade student responds with, "We know that song! We could all sing it for you! You got this!" As luck would have it, this was around the time when the staff member got the music working and the show carried on.

For me, this moment provided reinforcement for the "why" in all of the work that we take on aspiring to make change. Two years down the Restorative Justice path and glimmers of hope shone through in the actions of these young students that day. We often ask ourselves the question, "How do we know what we are doing is working?" In that pivotal moment the answer became abundantly clear. We know that what we are doing is working when we see the actions of those around us start to change for the better. We know that what we are doing is working when we see small actions committed with great heart begin to be commonplace. This moment was a direct byproduct of the school-wide culture that whole-heartily focuses on community building, relationships, and the idea that we are all in this together.

## Behavior Referrals Way Down!

PRINCIPAL AMY HERBST,  
CENTRAL MEDFORD HIGH SCHOOL



Behavior referrals are way down since 2015 and attributed to CMHS being in the third phase of implementation in Restorative Justice in partnership with Resolve. All teachers host community circles and case manage students for goal setting and barrier removal. New in 2018-19 is a Tiger Time Advisory, held one period per week, to further these efforts and we look forward to even better results next year.



**"Medford School District is investing in Restorative Justice (RJ) because we know this evidence-based practice works. We have expanded the trainings to all of our specialists, even if they are not in an RJ school."**

DIRECTOR OF SPECIAL EDUCATION  
AND STUDENT SERVICES, TANIA TONG

## Lone Pine Students Wrap Kindness Around Their Sparrow

PRINCIPAL GERRY FLOCK,  
LONE PINE ELEMENTARY, MEDFORD

Lone Pine has been implementing restorative justice since 2017 and has spent considerable time building relationships, strengthening community, and developing social and emotional competencies. A clear example of the impact of this work creating an

inclusive, caring, and empathetic culture is demonstrated through the story of Raya.



Raya is an 8 year old girl who was born with a rare genetic condition. Her significant health challenges led to her family to seek additional support from the community Sparrow Child program. Students at Lone Pine wanted to support Raya and her family and offered artwork, love, and donated 327 hours of community service (amounting to \$3,000 worth of support).

As Principal Gerry Flock, says, "Teaching children to give to others is just as important as teaching them to read, or to calculate a mathematics problem. In a day where conflict and competition are the norm, we must teach empathy and how to put others before ourselves."

A restorative school environment is one where belonging, safety, and relationships are prioritized and everyone feels cared about. Nice work, Lone Pine!

"I have found the restorative justice program to be extremely effective with the issues here at the school and make my job easier!"

OFFICER GLEN PATCHETT  
SCHOOL RESOURCE OFFICER  
PHOENIX HIGH SCHOOL





## Cell Phone Free at CMHS

DROP OUT PREVENTION COORDINATOR  
MICHAEL SHUNK,  
CENTRAL MEDFORD HIGH SCHOOL, MEDFORD

Central Medford High School has been implementing restorative justice since 2016. During this time, they have:

- Engaged a school-wide collaborative process to clarify and operationalize their school values
- Instituted weekly community building circles through their "Tiger Time"
- Trained all of their students on how to have a 1:1 restorative conversations
- Provided formal re-entry processes to welcome students back into their community with support and clear expectations
- Engaged their full staff in restorative justice training

As restorative justice continues to become their cultural norm, they have utilized the principles and values to change policies within the school. Mike Shunk, shares how they used this foundation to institute a cell-phone free school:

"Based on the foundation we created as a restorative and relationship-based community, we as a staff felt able to tackle some other challenges facing our school community. We utilized a staff and student input process to create an effective cell phone policy that had a dramatic impact on student engagement and success in the classroom.

The outcome was reduced cell phone use in the classroom, which increased student engagement, which resulted in increased per student credit earned. A lot of our ability to bite that off were the systems we had set with circles, relationships, student communication, and the operationalization of restorative justice principles."

**"I use restorative justice methods in my classroom. I prefer the results that I see in this method over traditional punishment methods, because it feels like there is a lot of healing that happens for both parties and I have found that it improves the relationship I have with the student immensely."**

PHS TEACHER DIANE GREEN

## RJ For Younger Students

HOWARD ELEMENTARY, MEDFORD

At Howard Elementary, the Title I Specialist offers interventions using a combination of restorative justice, emotional regulation, and social-emotional skill building to support students when they have made a mistake, caused harm, or just need some additional skills to help them be successful.

In 2018-19, the Title I Specialist, Lisa, worked with 150 students, approximately 34% of the student population at Howard Elementary, providing these restorative and skill-building focused interventions. In total, 148 restorative justice interventions took place. Lisa shares, "most restorative justice interventions are very informal due to the age of the students and the nature/intent of the harm caused. Most involve quick informal restorative dialogues and circles."

**"The restorative justice process provides an avenue for school discipline to become a learning process by providing the opportunity for the person that caused harm to repair the harm and understand the full impact of their actions through dialogues with with those harmed."**

STUDENT MANAGER CHRISTIE SANDERS, PHOENIX HIGH SCHOOL



## Resolve's Restorative Justice Team:

Raphaelle Miller, Director of Education & School Services  
Cara Walsh, Director of Restorative Justice  
Noah Symington, Restorative Justice Specialist  
KeriAnn Rumrey, Restorative Justice Specialist  
Cynthia Carez, Restorative Justice Specialist

## Reflections on Implementation

ASSISTANT PRINCIPAL KENT VALLIER  
PHOENIX HIGH SCHOOL, PHOENIX

Working with Resolve to implement Restorative Justice at Phoenix High School has been amazing. As a community of learners, there are thousands of interactions every day and at times, harm is done. Using restorative justice techniques and processes helps our school community function best to deal with harm. Those who cause harm are not threatened with isolation or embarrassment, but are held accountable, heard and given the opportunity to make reparations. Those harmed get to understand and explain their hurt and struggle. In the end, students, parents and staff usually experience better understanding of others, precious peace of mind, and most of all, a change in future behaviors. I'm grateful to Resolve for their work with us at Phoenix High School.

## THANK YOU, GENEROUS SUPPORTERS OF RESOLVE

Oregon Youth Development Council  
United Way of Jackson County



## About Resolve

Resolve transforms the way the people and communities of southern Oregon manage and resolve conflict and repair from harm.

Resolve is a 501(c)3 nonprofit organization proudly serving Jackson County, Josephine County, and neighboring regions. Resolve relies on the generosity of our community. We gratefully acknowledge the volunteers, board members, donors, funders, school partners, justice system partners, and other community organizations that make our work possible.