

LIKE A PEBBLE DROPPED IN A POND,  
OUR ACTIONS RIPPLE OUT AND IMPACT OTHERS

resolutions  
NORTHWEST  
—

*Restorative Justice supports us in taking responsibility  
for our actions and their impact.*

## *Guiding questions for restorative conversations:*

- What happened?
- Who was affected/impacted?
- What can be done to make things right?
- What will keep things right?
- How can others support you?

Visit [resolutionsnorthwest.org](https://resolutionsnorthwest.org) to learn more about Restorative Justice

*Building a culture of care and accountability.*

*Restorative Justice asks us to connect with our **FEELINGS**. What were yours before, during, and after this happened?*

**Frustrated**

Impatient  
Annoyed

**Scared**

Nervous  
Shocked

**Confused**

Embarrassed  
Suspicious

**Playful**

Appreciative  
Friendly

**Sad**

Lonely  
Hurt

**Calm**

Satisfied  
Quiet

**Happy**

Excited  
Confident

**Curious**

Inspired  
Surprised

**Overwhelmed**

Helpless  
Tired

*Restorative Justice asks us to connect with **NEEDS**. What were you wanting in the moment? What need would have been met?*

**Acceptance**

Connection  
Community

**Respect**

Consideration  
Belonging

**Support**

Cooperation  
Purpose

**Understanding**

Clarity  
Creativity

**Safety**

Protection  
Rest

**To matter**

To see/be seen  
Contribution

**Freedom**

Choice  
Equality

**Physical**

Food, Water,  
Medical  
Clothing,  
Shelter

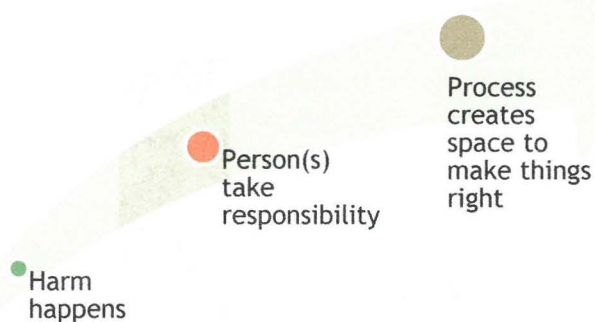
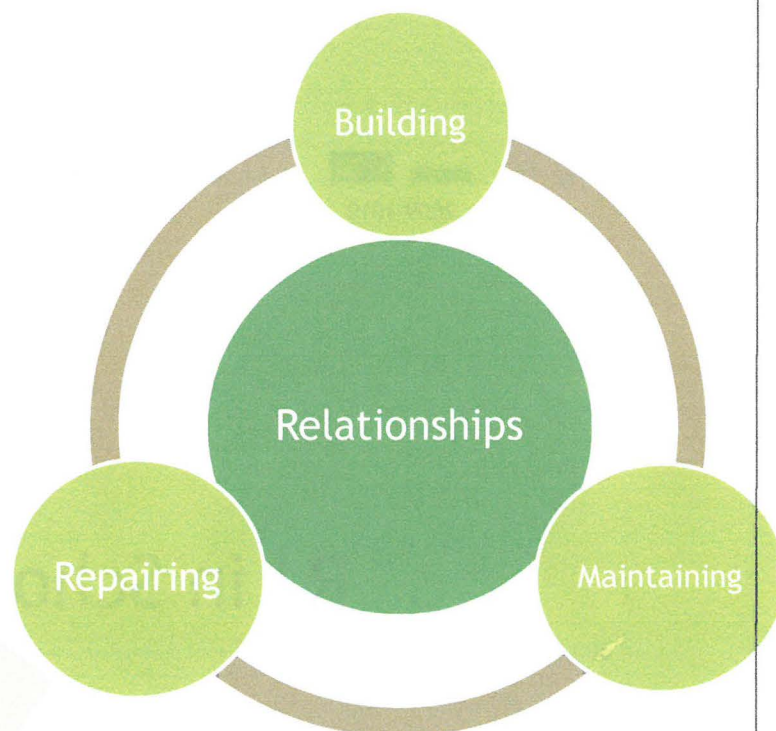
# Restorative Justice in Schools

## Restorative Justice is about Relationships

...building, maintaining, and repairing relationships to form healthy, supportive & inclusive communities. When we do things that impact others and create harm in the community, it is our individual and collective responsibility to make things right. Restorative practices help create spaces that hold us accountable in supportive and inclusive ways.

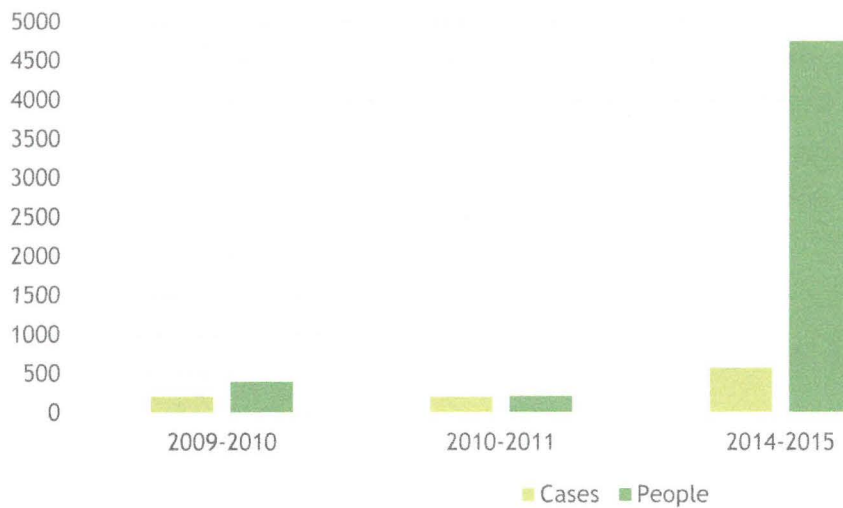
### In a school context, restorative justice is about:

- Creating a culture of relationships and building safe school climates
- Developing social and emotional skills
- Creating time and space for people to build community and make things right
- Unloading our personal backpacks so we can be inclusive teachers and focused learners

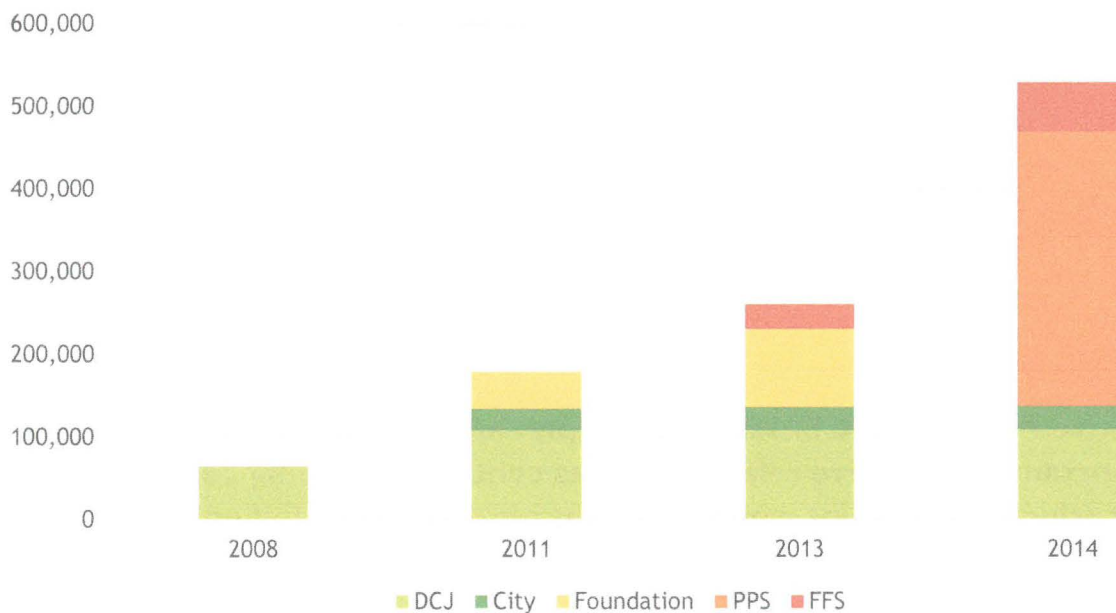


**Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred (SF Unified School District).**

## RJ in Schools Cases & People Served



## RJ in Schools Funding



# resolutions NORTHWEST

Facilitating honest dialogue to resolve conflict  
and advance racial and social justice

## YOUR QUARTERLY PRESS

Vol 2 Issue 3 July 2015

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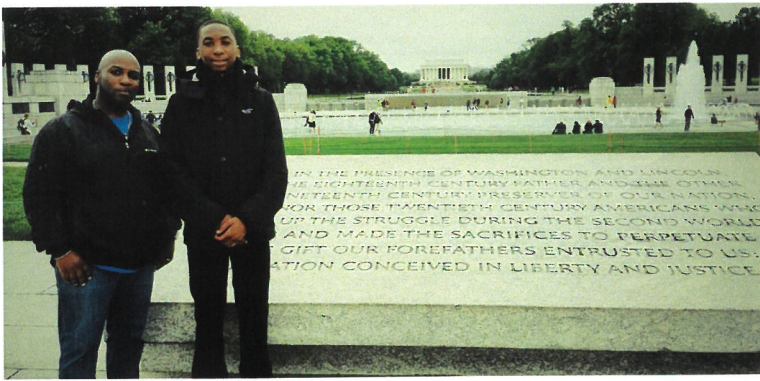
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### Betsy Coddington, Executive Director, is Retiring

After twenty-one years with Resolutions Northwest, the inimitable Betsy is retiring. She was with RNW when it was called "VORP of Multnomah County", fighting for cases in the Juvenile Justice system, working with an all-volunteer team. She was there for the first Restorative Justice program in schools and secured a place for Portland neighborhood mediation and facilitation with RNW.

Fast forward to today - Resolutions Northwest has nearly twenty people on staff, expanded into four different program areas, and last year served over 8,000 people. She has been the captain of the ship of RNW, steering the way for her staff to do the work they need to do for the community. On June 25, 2015, the Northwest Justice Forum presented Betsy with their Lifetime Achievement award to honor her work and dedication. Of course we all know how amazing she is with or without the award. Betsy will stay in her position through the year, assisting with the recruitment and on-boarding of a new executive director.



## Resolutions Northwest Joins Forces with Portland Parent Union and Dignity in Schools Campaign

The Dignity in Schools Campaign (DSC) challenges the systemic problem of push-out in our nation's schools and advocates for the human right of every young person to a quality education and to be treated with dignity. The DSC unites parents, youth, advocates and educators to support alternatives to a culture of zero-tolerance, punishment and removal in our schools.

Resolutions Northwest recently had the honor of accompanying two youth to national DSC events. In April, Tobin Krell, Restorative Justice Coach/Trainer, and DJ Max, a Portland youth who has been producing music for DSC, flew to Chicago to speak their truth at the annual planning meeting. Impacted youth from LA, Detroit, New Orleans, Portland, Seattle, Chicago, New York, and others from across the Midwest, South, and Northwest came together to inspire a new generation of youth leadership. The convening consisted of over 200 members of parent-and family-led organizations, youth-led organizations, legal defense organizations, and non-profits that actively work to disrupt and end the school-to-prison pipeline.



Robert Blake, Restorative Justice Coach/Trainer, then traveled to our nation's capital with Jarontae Burns, another Portland youth and member of the Oregon Chapter of Dignity in Schools. DSC's "Days at the Capitol" brought together parents, students, educators and education advocates who were seeking to raise awareness and build support for urgently needed school discipline reform. Together they met with staff at the White House, US Department of Education, and members of the US Senate and House of Representatives to advocate for positive improvements in school discipline policy and to end school push-out. Specifically, they spoke on the rewrite and reauthorization of the Elementary & Secondary Education Act. Portland has had a recent victory. In April of this year the Oregon House of Representatives passed Senate Bill 553 which essentially prohibits suspension of kids grade 5 or younger, with a couple of exceptions. On June 2nd, Gov. Kate Brown signed the bill, effective July 1, 2015.

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal."

<http://www.ed.gov/esea>

**dream:30** Coming in September!



## Beyond the Oregon Trail: Oregon's Untold History

Our Beyond the Oregon Trail (BTOT) workshop introduces participants to a ten-lesson, middle school, social-science curriculum designed to present a more inclusive perspective of people in Oregon. From the treatment of indigenous American Indians and Oregon's history of Black Exclusionary laws, to the successes of many of Oregon's recent

international immigrants, students are invited to see themselves reflected in our shared history. Though the history of white supremacy in Oregon is painful, it is essential that our young people understand the full story of our state so they can have honest dialogue about its history. As youth participants from Wilson High School indicated, too many teachers are uncomfortable or unwilling to approach the subject of racism in the United States, even when reading materials directly relate to slavery. This workshop helps create a path for skilled facilitated dialogue in the classroom about our state's race history and current racial status.

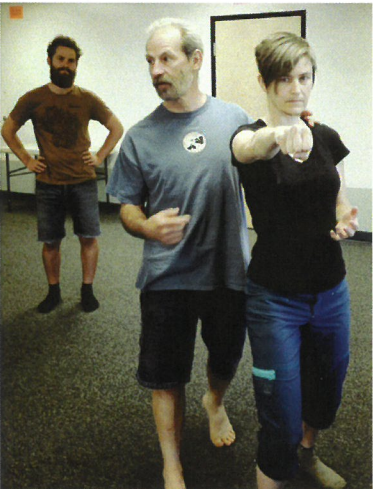


## Volunteers Throwing Punches

Why are the RNW mediation training volunteers throwing and dodging punches from each other? In a June 18th training led by staff Teri Pierson and Spiros Koyanis Sensei, Chief Instructor at Two Rivers Aikikai (<http://www.2rivers.org/>), staff and volunteers got to experience and explore how to embody non-violence and conflict management through an

introduction to the martial art of Aikido. As a dual practitioner of Aikido and Conflict Resolution for many years, Teri shares, "The principles are the same; Aikido is the physical expression and Mediation is the verbal expression. What we do internally in striving for these principles is the same." Some of the principles of Aikido are:

- Lose the ego and keep your integrity.
- Breathe down into your center, move from your center, and keep your center moving.
- Welcome the interaction and blend. See things from the other person's point of view, without having to agree.



During the training, volunteers found that the different postures of physically attacking and responding were direct metaphors for what happens verbally in a conflict situation. As our volunteers learned to dodge and spin from punches, and break out of arm-holds, Sensei Spiros reminded us, "We are trying to respond in a way that protects us but also protects this other person who is coming at us...while guiding and re-directing their energy." Sound like fun? It was! Bummed you missed

it? Bug Teri to set up another workshop, or check out the beginner sessions, at Two Rivers Aikikai (30th and SE Belmont).



Like Us?  
Show Us!



## Facilitation That Gives Space for All Voices

Effective facilitators bring people to the table and give space for each voice to be heard. Often, power dynamics, age, race, and/or gender push people to the sidelines, intentionally or not. One youth participant of a recent facilitation explained, "I just thought I would be here as an observer, but after today I realize that I do have a voice in making decisions..." Theresa Logan, Facilitation Coordinator at RNW, told me that she recognized the young woman had not said anything for the first half of the meeting, so she broke participants into different small groups at various points and did go-arounds where each person had a chance to speak.

Some people don't speak in large groups because they are shy, don't feel like they belong, or feel as though they need to be invited. Adult participants often don't realize that a youth might feel like their voice doesn't matter. In a meeting, it's important to take a moment to check the room. How is the team engaging? Are there voices that

are not coming up? It may be time to switch it up; something as simple as doing small group activities can profoundly change the dynamic and open the discussion for more people. That quiet voice might be the one that can offer a break-through for the group if they are given the space they need to participate.

## Portland State University Senior Capstone and Uniting to Understand Racism

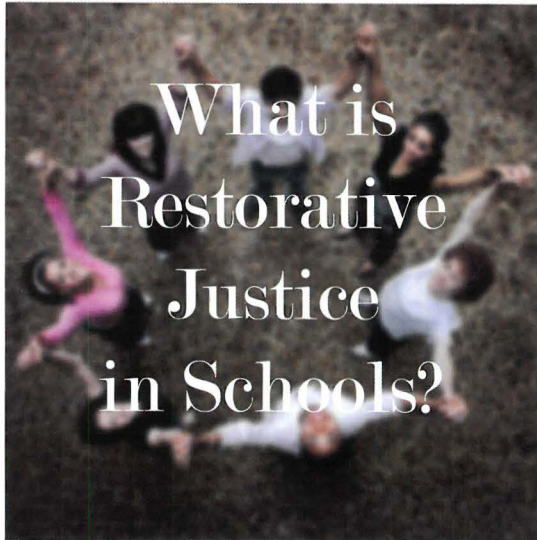
Professor M. Khalil Zonoozy, former board member of Uniting to Understand Racism (UUR), teaches Equalizing Access to Justice: Removing the Barriers at Portland State University. The class is part of a capstone project where students examine the root causes of existing barriers to justice for people of color and participate in Uniting to Understand Racism's 6 Week Dialogue. Volunteers Justice Edwin Peterson, Duane Bosworth, J.D., and J. B. Kim, J.D. facilitated the conversations. Many of the students had never examined the presumptions that they carry in their daily lives. Michael Ferguson, who plans to go to law school and ultimately become a judge, reported: "...a lot of times I see biases in other people, but I don't really see them in myself. Going through the course has given me deeper self-analysis of some of my own biases and the ways I don't treat people fairly." Mariona Gates, Criminal Justice Major, attending grad school in the fall, shared: "...it opened my eyes to a broader universe. When I was younger I never liked looking in the mirror...being reminded that I was different from everyone else. I felt I did not belong. This course allowed me to recognize why I felt that way."



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**A philosophy** that creates a school climate in which all youth and adults are welcomed and held accountable

**A language** that does not assign blame, assume or accuse

**An opportunity** for youth to learn skills, to recognize the impact of their actions, and to be held accountable

**Not an easy way out.** It is more difficult to face the impact of our actions and to be held accountable, than be removed from those we harmed

## ACCOUNTABILITY NOT EXCLUSION

**School pushout is real.**

**You are not alone.**

Pushout is when a student is excluded or leaves before graduation because schools have left the student and their family feeling unsafe, unwelcome or forced out. Youth of color, LGBTQ youth, those with disabilities, and families in poverty suffer most from pushout. They often experience harsher discipline for behaviors that are largely subjective and dependent on an adult's cultural interpretation. Restorative justice offers an alternative to exclusion while still holding students accountable.

Build restorative justice in your school.  
Learn more & get involved.

Contact Us:  
[info@resolutionsnorthwest.org](mailto:info@resolutionsnorthwest.org)  
503.495.4890

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Portland, Oregon 97213

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NORTHWEST**



**YOU  
HAVE  
A VOICE**

An Alternative to School Pushout

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NORTHWEST**

Instead of punishing students when problems arise, **RESTORATIVE JUSTICE** establishes accountability, repairs harm, and provides space for learning and growth.

Natalie is late to school

## TRADITIONAL SCHOOL

Natalie is greeted by metal detectors and a scolding secretary who hands her a "tardy" slip.



Because she is late the teacher yells at her in front of her class.

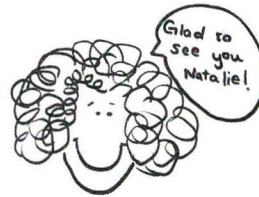
Natalie talks back and is sent to in-school detention.



Detention is boring and she feels like she will never catch up with the rest of her class. Natalie stops going to school.

## RESTORATIVE JUSTICE SCHOOL

The secretary welcomes her and says, "Hi Natalie, glad to see you!"



She walks into class late and the teacher whispers, "Hi Natalie, lets talk later."



The teacher arranges a restorative circle with Natalie, her mother, and other support people.

In the circle the teacher discovers that Natalie is responsible for dropping off her little sister at day care and has a hard time catching the bus. They come up with a plan to help her catch the bus and work with the teacher to make-up for the time she missed.

## FIVE RESTORATIVE

**PRACTICES** support us in taking responsibility for our actions and their impact.

### Individual Commitment:

Holding ourselves accountable to build and maintain strong relationships, even when it gets hard

### Dialogue:

Bringing those directly impacted and those responsible together to repair harm

### Community Service:

Creating avenues for people to make things right, with dignity, by giving back to the community

### Talking Circles:

An opportunity to get to know one another and build strong relationships

### Restorative Inquiry:

One-on-one conversations to understand impact and take responsibility

Dream big. Dream proud, Dream loud.

Tell everyone to gather round; because we've got dreams to achieve by the pounds.

Our feet are on the ground.

One day we will rep the underrepresented, present em as a gift, together we can lift.

Together, we can shine light on tragedy, it's just a mentality especially when it's appearance versus reality.

I claim it's a mentality, a living opportunity to engage on a daily basis where we don't exclude any races and or faces.

We're here together, so let's form together, walk our talk and talk where we walk, because together we are, the glue, the various colors of chalk.

So let's illustrate new messages that embrace creativity, diminish all the negativity. Up hold and lift with tranquility.

To facilitate honest dialogue is not easy, but we're here to manage and engage meaningfully, On a level engraved within us, to serve, it's meant for us.

I woke up this morning and claimed it was my purpose, and everything else I could do in the world was claimed worthless.

It's our mission, our vision and our values, our deepest passion. Let's be what we say we are on paper, those words we shall never taper.

We wouldn't be here if we didn't dream magic because we notice the tragic, let us embrace the havoc in our communities through unity.

Embrace our capacity to the fullest extent, means to be transparent, open and honest about our failures & our learnings. Hurry all, let's engage, we're burning!

I need you, you need me, it's nothing but a dream until we all see.

Dream big, Dream proud, Dream Loud.

A stylized, handwritten signature in black ink that reads "Scooper". The signature is fluid and cursive, with a large, sweeping initial 'S'.

**Moore-Love, Karla**

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**From:** Christina Albo <christina@resolutionsnorthwest.org>  
**Sent:** Friday, October 02, 2015 4:09 PM  
**To:** Council Clerk – Testimony  
**Cc:** Betsy Coddington  
**Subject:** Communication Request for City Council

To Whom It May Concern:

I would respectfully like to request time on the City Council agenda. I spoke with Karla Moore-Love, who kindly guided me to place this request via email. She indicated that there was a slot available on Wed. Oct 21.

Name: Christina Albo  
Address: 1705 NE Rosa Parks Way, Portland, OR 97211  
Date: 10/21/15  
Topic: Restorative Justice in Schools

Thank you in advance,  
Christina

Christina Albo  
Director of Restorative Justice  
Resolutions Northwest  
1827 NE 44<sup>th</sup> Ave., Suite 300  
Portland, OR 97211  
[www.resolutionsnorthwest.org](http://www.resolutionsnorthwest.org)



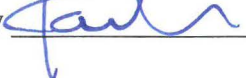
Request of Christina Albo to address Council regarding Restorative Justice in  
Schools (Communication)

OCT 21 2015

PLACED ON FILE

Filed OCT 16 2015

**MARY HULL CABALLERO**  
Auditor of the City of Portland

By  Deputy

COMMISSIONERS VOTED AS FOLLOWS:		
	YEAS	NAYS
1. Fritz		
2. Fish		
3. Saltzman		
4. Novick		
Hales		