

Welcome to Today's Supportive School Discipline
Webinar Series Event!

Using Youth Courts as a Supportive School Discipline Practice

This event will start at 3 p.m., EDT



Q&A

If you have a question for the presenters, please type it in the Q&A Pod during the Webinar.

Feedback Form

STTAC Office of Juvenile Justice and Delinquency Prevention
State Training and Technical Assistance Center
Dedicated to helping States and communities improve outcomes for youth.

Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete. Your participation is voluntary.

The following questions will ask you about your organization's restorative justice experiences and needs.

1. How would you rate your organization's current capacity to use restorative justice alternatives to traditional school discipline practices?

	Understanding what alternatives are effective	Knowing how to implement an effective alternative	Understanding how to evaluate whether the alternative is effective
We don't have any capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We don't have enough capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have adequate capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have excess capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Capacity Strengths or Needs?(please specify)

2. What kind of tools or supports would you like to have that you currently lack with regard to restorative justice alternatives?

3. Do any schools in your jurisdiction use restorative justice principles as the basis for your school's approach to student discipline?

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the State Training and Technical Assistance Center at sttac@air.org.



Federal Partners Welcome

Linda Rosen

Member, Supportive School Discipline Working Group
U. S. Department of Justice, Office of Juvenile Justice and
Delinquency Prevention (OJJDP)



SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.



Available Technical Assistance



Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center (STTAC)

U.S. Department of Justice

<http://www.juvenilejustice-tta.org>



NDTAC's Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Departments of Education and Health and Human Services

<http://safesupportivelearning.ed.gov>



Agenda

1

Restorative Justice Youth Courts in School Settings: Introduction and Key Questions

Nancy Fishman, Project Director, Youth Justice Programs, Center for Court Innovation

2

Dane County (Madison, WI) TimeBank Youth Court

Lorrie Hurckes, Co-Director and Youth Court Coordinator, Dane County TimeBank

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Teen Court in Tucson, AZ Schools

Kate Spaulding, Coordinator, Teen Court in the Schools, Pima Prevention Partnership



Restorative Justice Youth Courts in School Settings: Introduction and Key Questions for Planning and Implementation



Nancy Fishman

Project Director, Youth Justice Programs, Center
for Court Innovation

Center for Court Innovation

- Non-profit think tank helping justice system and other agencies develop problem-solving initiatives that strengthen communities, aid victims, reduce crime, and improve public trust in justice
- Operates seven community-based youth courts and has worked with other programs around the city and state to develop and improve their practices:
 - **New York City High School Youth Court Project:** Assisting high schools to start school-based youth courts with a restorative justice model



Why Youth Courts?

- Potentially powerful tool to structure alternative responses to disciplinary problems
- Focus on accountability and responsibility through the lens of positive youth development
- Opportunity to demonstrate the power of civic engagement for young people and benefit from their leadership
- Shift some of the burden of maintaining community safety to largest group of stakeholders, students, as a positive value, not solely as a response to danger, disorder, and fear.



What Is A Youth Court?

- Peer-to-peer model of addressing disciplinary infractions
- Tribunals of young people who have been trained to hear actual cases of offenses committed by other youth
- Estimated 1,100 youth courts nationally (2010 survey)
 - 36% are school-based
- Flexibility in form and structure



Common Components of Youth Courts

- Lower-level offenses
- Dispositional vs. adjudicatory
- Voluntary participation
- Dual goals of diversion from the traditional disciplinary process and leadership development



School Youth Court Goals

- Support students in learning how to modify behaviors and make better choices
- Provide constructive alternative to suspension, detention, and other exclusionary disciplinary practices
- Create civic engagement opportunity for students
- Strengthen school culture and community through positive peer pressure and student leadership



Youth Courts and Restorative Justice

Restorative justice vs. *Bugsy Malone*



What is Restorative Justice?

- Seeks a more constructive response to harm inflicted by people on one another
- Based on the hypothesis that people 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, not *to* them or *for* them
- Originated in the 1970s as mediation between victims and offenders; broadened in the 1990s to include communities and collaborative processes such as "conferences" and "circles"
- Has long-standing roots in many cultures including tribal societies and faith traditions



School Youth Courts as Restorative Justice Programs

To be restorative, youth courts should:

- Focus on repairing harm resulting from offenses, not punishing respondents
- Recognize respondents' personal strengths and positive contributions to the community
- Create a voice for the community, which is the victim of offenses and negatively impacted
- Prepare and support community members to respond to negative behavior in their community
- Create activities that allow respondents to repair harm and make meaningful and positive contributions to the community

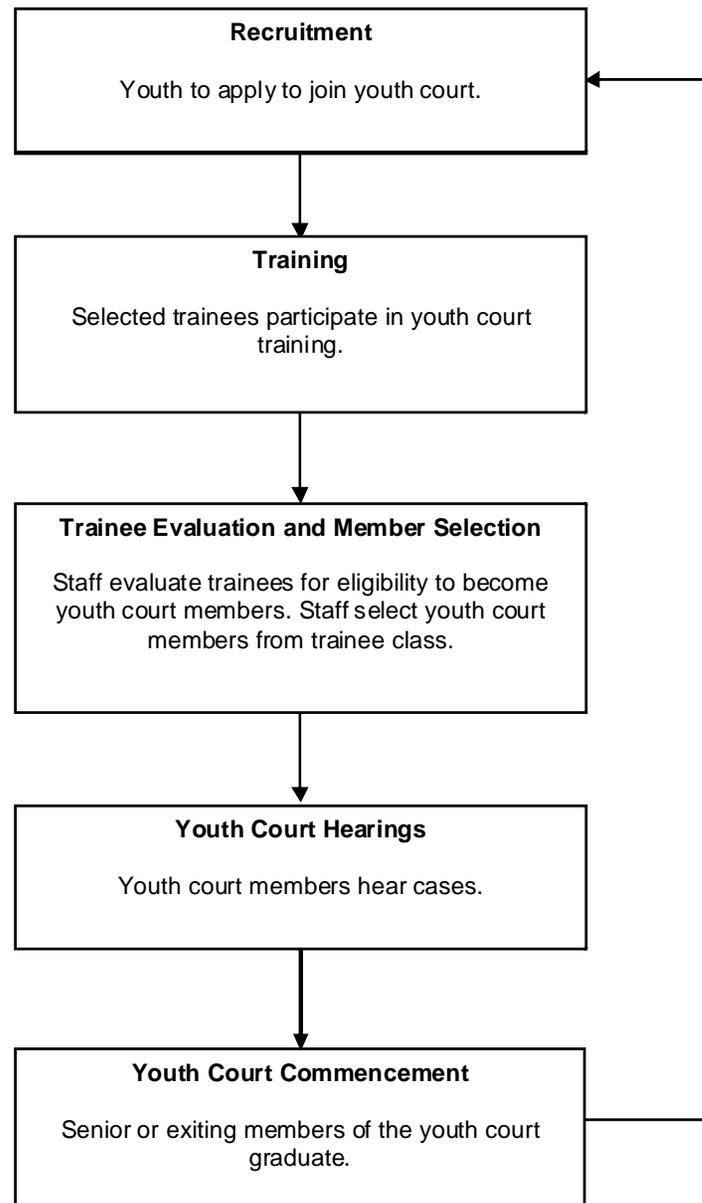


Cases Typically Appropriate for Youth Court

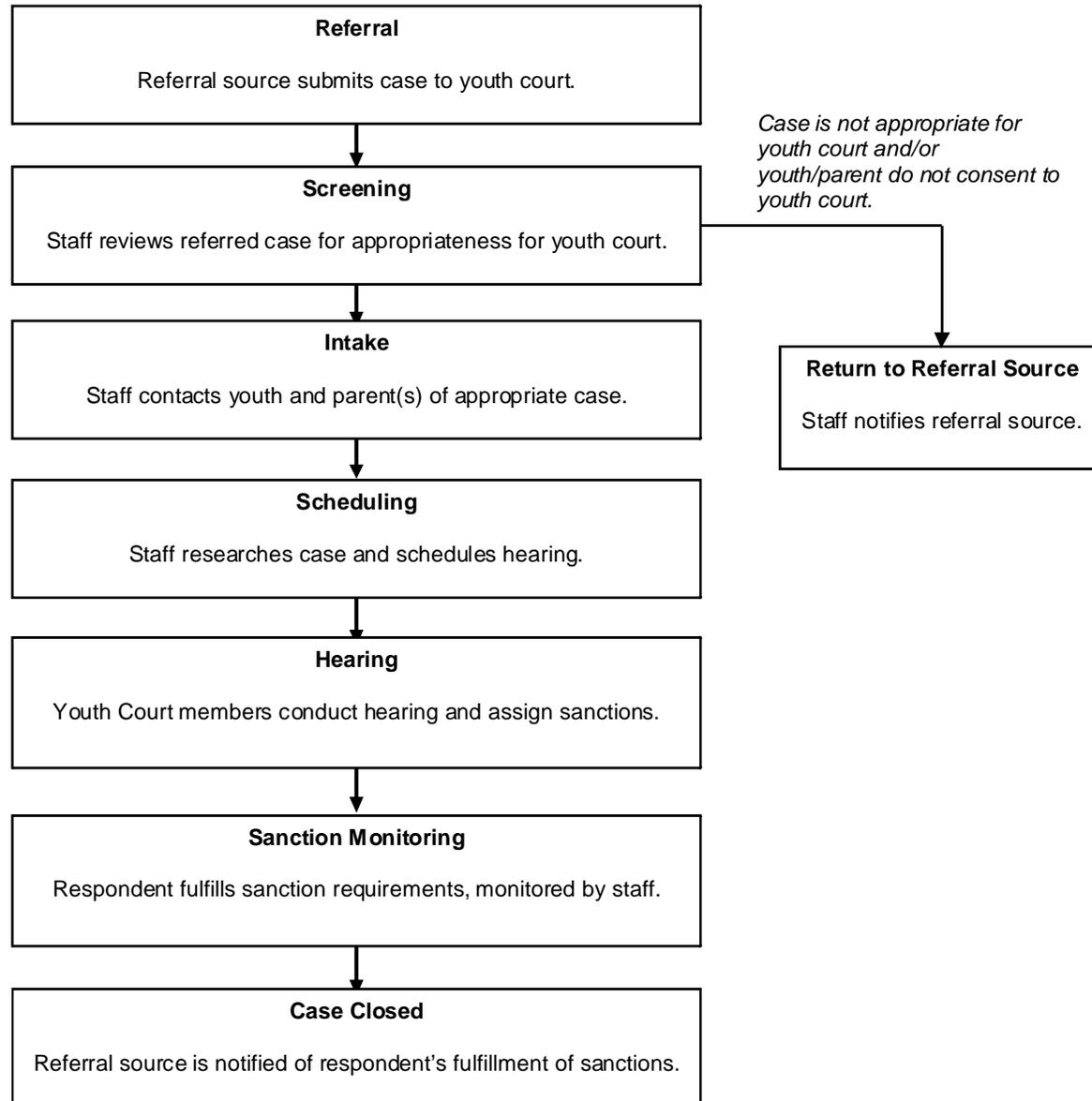
- Cases for which the alternative penalty is sufficiently onerous that there is an incentive to choose the youth court option
- Repeated or excessive low-level infractions, such as electronics use and dress code violation
- Vandalism and theft
- Truancy and chronic lateness
- Verbal altercations, insubordination, and conflicts with students or staff
- Some instances of fighting
- Bullying, harassment



Youth Court Member Development Flow Chart



Case Development and Processing Flow Chart



Youth Court Staffing

- Adult staff/teachers train the students, administer the program, and supervise hearings and other activities of student youth court members
- Staff may supervise sanctions such as community service and facilitate skill-building workshops
- Functions may all be done by one faculty member, as a class or an extracurricular activity, or shared among several staff



Key Decisions for Planning and Implementing

- Curricular vs. extra-curricular
- Court Model: peer jury, tribunal, youth judge, adult judge, etc.
- Types and number of cases
- Recruitment and training
- Staffing and supervision
- Sanctions
- Generating support from all stakeholders (students, parents, teachers, and staff)



Challenges in Operating Youth Courts

- Staff and resource commitment
- Structural and logistical issues
- Conceptual challenges
 - Reversing traditional hierarchy and trusting young people
 - Understanding restorative justice
- “Wagging the dog” of school transformation



Contact Information and Resources

Nancy Fishman

Project Director, Youth Justice Programs, Center for Court Innovation
nfishman@courts.state.ny.us

- Resources available at www.youthcourts.org:
 - Youth Court Planning Guide
 - Guide to Creating a Youth Court Operations Manual
- Additional resources available at www.youthcourt.net



Dane County (Madison, WI) TimeBank Youth Court

Lorrie Hurckes

Co-Director and Youth Court Coordinator, Dane
County TimeBank

What is *timebanking*?

- “Neighbors helping neighbors”
- Links individuals, social service organizations, public and private institutions, food producers, neighborhoods, local businesses, and arts groups to make it easier to share resources
- An exchange system: people help each other and receive credits for their service
- Process by which time is exchanged in order to build community, build capacity, and come together to help each other build a better world
- Aim is to pool time and talents to support projects that solve problems in neighborhoods



Core Values of Timebanking

1. **Assets - We are all assets.**

We all have something to give.

2. **Redefining Work - Some work is beyond price.**

Work has to be redefined to value whatever it takes to raise healthy children, build strong families, revitalize neighborhoods, make democracy work, advance social justice, and make the planet sustainable. That kind of work needs to be honored, recorded and rewarded.

3. **Reciprocity - Helping works better as a two-way street.**

The question: “How can I help you?” needs to change so we ask: “How can we help each other build the world we both will live in?”



Core Values of Timebanking (cont.)

4. **Social Networks - We need each other.**

Networks are stronger than individuals. People helping each other re-weaves communities of support, strength, and trust. Community is built upon sinking roots, building trust, and creating networks. Special relationships are built on commitment.

5. **Respect - Every human being matters.**

Respect underlies freedom of speech, freedom of religion, and everything we value. Respect supplies the heart and soul of democracy. When respect is denied to anyone, we all are injured. We must respect where people are in the moment, not where we hope they will be at some future point.



How *Timebanking* Works

- Timebank members earn credits for each hour they spend helping another member in the timebank.
- Services offered by members can include: child care, legal assistance, language lessons, home repair, and respite care for caregivers, among other things.
- Timebank hours earned are then recorded at the timebank to be accessed when desired.



Dane County TimeBank Youth Court Program

- **Mission:** To provide a positive alternative to the justice system, so youth can willingly take responsibility for their actions, make amends, and build healthy and productive relationships.
- Began in 2006 as a pilot project in an effort to prevent youth from entering the juvenile justice system:
 - Started in the community running court sessions for youth referred by neighborhood police officers, who were able to refer youth to the program as an alternative to writing tickets and sending youth through the traditional justice system.
- In 2008, the TimeBank began running youth court in LaFollette High School (LHS) in Madison. By 2012 the program was asked to expand into all of the Madison Metropolitan School District High Schools.



Dane County TimeBank Youth Court: How It Works

- Modeled on Washington DC's Time Dollar Youth Court
- Works with law enforcement, schools, and neighborhood groups
- Sends youth in trouble to a jury of their peers rather than through the court system
- Youth are referred by police officers and have the opportunity to go through the youth court process rather than receive a citation and go through the traditional court process.
- The peer jury generally sentences youth to (1) restore any harm that was caused and (2) take part in activities that can help the youth succeed in the long run.
- When youths' sentences are complete, they have the option to continue their service, earning timebank hours.



Dane County TimeBank Youth Court Goals

- To keep young people engaged in programs they enjoy and are benefiting from
- To build a stronger social network and build youth skills, capacities, and work experience
- To strengthen the relationship between youth, families, and police officers
- To keep youth out of the traditional juvenile justice system
- To assist youth in forming positive, long-lasting relationships with adults in their community



Dane County TimeBank Youth Court Process

- Youth are referred by a police officer after committing a ticketable offense.
- Youth must admit guilt in order to be referred to the program.
- Trained student jurors receive a summary of the incident and prepare their questions:
 - Questions are related to the incident as well as other areas of the youth's life.
 - Jurors try to figure out if this was a one time mistake or if it is a negative pattern that the youth needs support with.
 - Jurors are also trying to determine the level of accountability the youth is taking and what the youth has learned.



Dane County TimeBank Youth Court Process (cont.)

- Jurors question the youth and the youth's parent.
- Jurors deliberate and determine a sentence that the youth must complete within 60 days in order to avoid receiving a citation for their offense.
- The youth court coordinator makes sure all sentence components are accessible to the youth and provides ongoing coordination and follow-up throughout the sentence period.
- If the youth finishes successfully, no ticket is issued.



Data, Stories, and Impacts

- The TimeBank has trained over 100 student jurors this school year.
- Approximately 90% of youth complete the program successfully and avoid the traditional juvenile justice system.
- The number of tickets at LHS has decreased from approximately 150 per school year to less than 30.
- The number of students involved in fights at school, the number of students in possession of drugs or alcohol at school, as well as insubordination rates have all decreased by 20-40%.



Data, Stories, and Impacts (cont.)

- Staff at school report a drastic reduction in the number of behavior incidents occurring by both jurors and youth referred after the youth participate in the youth court process.
- Youth referred as well as student jurors report feeling more connected to their school/staff at school after participating in the youth court process.



Contact Information and Resources

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Co-Director and Youth Court Coordinator,
Dane County TimeBank

Lorrie@danecountytimebank.org

- For more information and resources, visit <http://danecountytimebank.org/>.



Teen Courts in Tucson, AZ Schools



Kate Spaulding

Coordinator, Teen Court in the Schools (TCIS),
Pima Prevention Partnership

Why Teen Court in Tucson Schools?

- Student Accountability
- Civic/Community Engagement
- Positive Peer Pressure



My Role

Pima Prevention Partnership



Pima County Teen Court



Teen Court in the Schools (TCIS)



Individual School



Ideal Teen Court in the Schools (TCIS) Class

- Year-long elective class is taught by certified teacher employed by the school.
- Court is an alternative to detention or suspension.
- Students apply to be in the class.
- Diverse class membership is representative of school student population.
- Jury is composed from entire school body.



Teen Court Model

Teen/Adult Judge Model
(Teen Attorneys)

VS.

Peer Jury Model
(Peer Justice Panel)



TCIS Implementation Steps

1. Talk to administrators, faculty, and students at your school about Teen Court.
2. Review Teen Court in the Schools materials.
3. Observe a Pima County Teen Court hearing.
4. Complete TCIS Needs Assessment.

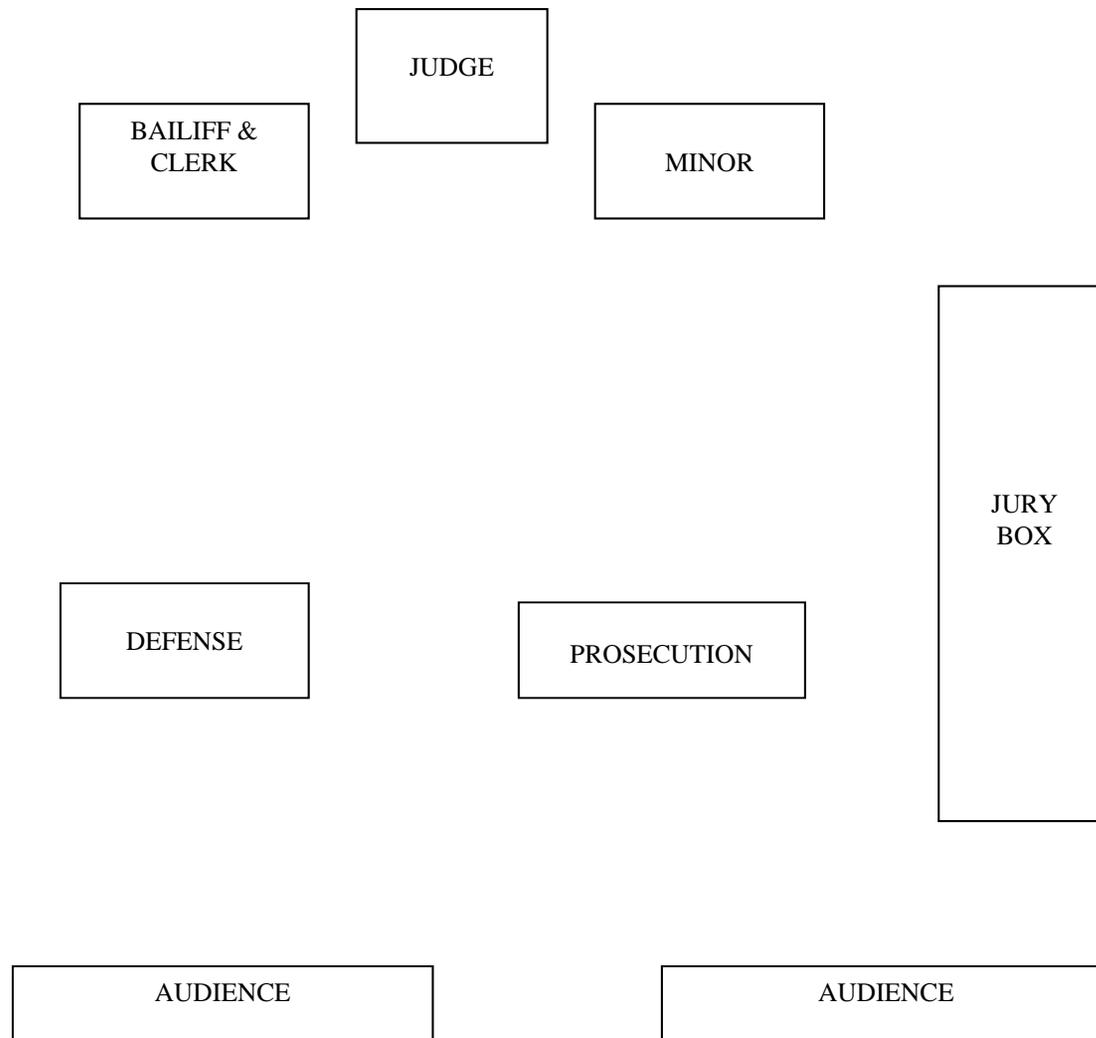


Needs Assessment

- Who will be in the class?
- What offenses will be referred and what is the referral process?
- What consequences are available/appropriate?
- To what extent will parents/caregivers be involved?
- What are the physical space requirements?



Teen Court Classroom Layout



Training Teen Court Class

- Allow 4-16 weeks, depending on students' skills, time available for class, and teen court model
- Provide background knowledge as needed
- Topics:
 - Restorative Justice
 - Courtroom roles
 - Theory of the Case
 - Opening, Questioning, Closing



Challenges

- Support and confidence of administration
- Students' writing and speaking skills
- Class composition
- Management



Outcomes

- Roskrige K–8 School
 - Teacher reported, “Participants have a more accurate concept of fairness in terms of consequences.”
- Pistor Middle School
 - Out of the 46 cases heard this year, only two became “repeat offenders”.
- TCIS Evaluation
 - 73% of defendants had no additional referrals after completing TCIS.



Contact Information and Resources

Kate Spaulding

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- For more information and resources, visit www.pcteencourt.com.
(Click on “Teen Court Curriculum”.)



Next Webinar

Trauma-Informed School Discipline Practices

Tentative: July 23, 2013

Check www.juvenilejustice-tta.org and your email for details coming soon!

