

LEARNING OUT LOUD: TOOLS FOR EDUCATORS

Brooklyn Preparatory High School

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Justice Panel Sanction Form

Student Name _____ Panel Facilitator _____ Today's Date _____

Panelists in charge of following up with this case 1) _____

2) _____

Infraction Summary: Include Discipline Codes, if possible.

Hearing Notes: Was the student receptive to the discussion/ suggestions with the panel members? Explain.

Sanction Details: _____ Sanction Deadline _____

Student Signature _____ Date _____

**Students' that DO NOT complete their sanctions
will be referred to the deans for further action**

Panel Follow-Up Date _____ Follow up Complete Sanction Completion Date _____

This Document is to be filled out by Student Panel Members

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Name: _____

Date: _____

Justice Panel Hearing Rubric
Case # _____

INSTRUCTOR'S GRADE

Respondent's Name: _____ Respondent's Grade Level: _____

Brief Description of Case: _____

1) Role (circle all that apply)

Respondent Escort Bookkeeper Facilitator Sanction Presenter Participant Observer

2) Tone/ Attitude (circle the appropriate letter grade)

60	65	75	85	95	100
<ul style="list-style-type: none"> • I didn't take the case seriously and wasn't paying attention to the respondent and/or treated the respondent in a disrespectful way 		<ul style="list-style-type: none"> • I took the case somewhat seriously and somewhat interacted with the respondent in a non-judgmental, collaborative, and positive way 		<ul style="list-style-type: none"> • I took the case seriously and interacted with respondent in a non-judgmental, collaborative, and positive way 	

3) Questioning (circle the appropriate letter grade)

60	65	75	85	95	100
<ul style="list-style-type: none"> • I didn't ask any questions 		<ul style="list-style-type: none"> • I asked at least one question but it was only somewhat relevant and productive 		<ul style="list-style-type: none"> • I asked at least one relevant and productive question 	

4) Voice/ Perspective (circle the appropriate letter grade)

60	65	75	85	95	100
<ul style="list-style-type: none"> • During the sanction discussion, I didn't share my opinion and I didn't help the group reach a consensus 		<ul style="list-style-type: none"> • During the sanction discussion, I shared my opinion but only played a somewhat active role in helping the group reach a consensus 		<ul style="list-style-type: none"> • During the sanction discussion, I shared my opinion and played an active role in helping the group reach a consensus 	

5) Reflection about the case and your performance on it (write your reflection in the space provided; then select the appropriate letter grade)

60	65	75	85	95	100
<ul style="list-style-type: none"> • I didn't reflect at all about the case and my performance during it 		<ul style="list-style-type: none"> • I reflected somewhat deeply about the case and my performance during it 		<ul style="list-style-type: none"> • I reflected deeply about the case and my performance on it 	

Write your reflection on the back of this page.

Habits of Heart: Justice Panel Fact Sheet

What are Justice Panels?

Restorative Justice Panels are made up teams of students who meet with other students who have caused harm in the community through their infractions. The Panel's mission is to hold these students accountable for the effects of their actions on others. They discuss the circumstances and impact of the infraction and ways the student can avoid making similar mistakes in the future.

What principles underlie Justice Panels?

- ❖ Focus on responsibility for action taken, instead of on broken rules.
- ❖ Focuses on reasons, causes and feelings, not punishment and blame.
- ❖ Involves the wrongdoer in restoration, instead of deciding what must be done to the wrongdoer.
- ❖ Takes greater consideration of the feelings of those harmed as well as harmer.

What will Panels be held?

There will be three teams of 6-8 students who have one band of Panel in their schedule. They were chosen by guidance counselors based on various factors, and will have the same guidance counselor facilitating the Panel. The three panels will be thus available to hear cases three bands a week.

How do situations arrive at Justice Panel?

Teachers can refer situations to Justice Panels through Skedula. Deans will schedule the Panels and will include teachers if appropriate to the circumstances. Deans will also decide when additional situations would best be dealt with by Justice Panels.

What are the outcomes of Panels?

Currently we have four categories of sanctions that Panelists can consider to restore the infraction:

1. Community Service
2. Written Sanctions (Essays, Readings, Letter of Apology)
3. Workshops (Adult Mediation, Counseling, Negotiations, Peer Mediation)
4. Academic Support/Peer Tutoring

Why Justice Panels?

1. The student has a chance to directly work off his/her offense through some positive community action.
2. The student is questioned about and can get to the deeper meaning of why certain behaviors occur.
3. The student and his/her parents witness the care and concern of their community.
4. BPHS deans and administration have another tool to deal with various offenses.
5. The student does not have to miss learning time because of suspensions.
6. Student panel members are educated by the cases they hear; problems of other youth become clearer; they learn conflict resolution, decision-making skills and leadership skills, and they experience the value of becoming more involved in their communities.

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Lesson 2: Community Contract

Learning Objectives:

- 1) Members will create a community contract together (practicing, for the first time, how to reach a consensus)

Skills Practiced:

- 1) Teamwork
- 2) Listening
- 3) Critical Thinking
- 4) Reaching Consensus

Materials Needed:

- 1) Chart Paper

Handouts:

- 1) Handout 1: Creating a Community Contract

Do Now:

- 1) Ask members to name one quality or characteristic about another person from the day before

Lesson Outline:

- 1) Tell members that in today's lesson they are going to create a community contract together (first by working in groups of two and then by working as whole group)
 - a. A community contract is a set of rules and expectations that members of their group should follow when working together
- 2) Ask members the following questions: Does your family have a contract or set of rules and expectations that they follow? Do your friends have a "friend's contract"?
 - a. What are some these rules?
 - b. How did these rules come about? Did you help create them or were they just given to you?
 - c. Do you ever talk about these rules with your family or friends?
 - d. What are the benefits of talking openly about rules?
- 3) Pose the question: Why is it necessary to have a community contract?
 - a. Rules can optimize the performance of a group
 - i. If your group were performing "optimally," what would that look like? (You may have to remind them what they will be doing together as a group – see Lesson 1)
 - b. Rules can offset negative behaviors that have a tendency to arise in any group setting (e.g., showing off, shyness, competing for power, vying for attention, ostracizing, socializing at inappropriate times, and negative coalitions)
 - i. In general, do people act differently when they are alone as opposed to when they are in groups?
 - ii. How do people act when they are in groups?
 - iii. What are some of the positive interactions that can happen in groups?
 - iv. What are some of the negative interactions?
- 4) Group Exercise: Creating a community contract
 - a. Divide members into groups of two
 - b. Distribute Handout: Creating a Community Contract
 - c. Explain the handout, discussing the example and stressing the importance of the "why" column

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- i. Remind them about the relations between rules and optimal performance. Rules aren't just put into place to get those who don't follow them in trouble. Rather, rules are put into place because they have a purpose, which is to make the group run as effectively as it can.
 - d. Instruct the groups to start completing the worksheet (each member must complete his or her own sheet)
 - e. When the time is up, bring the groups back together as a whole group
 - f. Explain to the whole group what a "consensus" is, and stress the fact that, from that point forward, "reaching a consensus" on various issues will be one of their most frequent and important tasks
 - g. Tell the group that, working together, they must reach a consensus on *what* the rules and expectations should be
 - i. In addition, they will also have to reach a consensus on *how many* rules there should be in total
 - h. When the group is finished, record their rules/expectations onto chart paper
- 5) Reflection Questions
- a. About the process
 - i. What was it like to work on groups of two?
 - ii. What was it like to work as a whole group?
 - iii. What went well? What challenges did you face? How did you work as a team?
 - iv. Did everyone participate equally? Were everyone's voices and opinions heard? What was it like reaching a consensus?
 - v. What was it like using critical thinking skills?
 - b. About the contract
 - i. Is it possible for everyone to always follow the rules/expectations of the contract?
 - ii. What happens if a member breaks one of the rules?
 - iii. Should a rule be created to handle rule-breakers?
 - iv. Are these rules set in stone or can they be changed in the future?
 - v. Should your group have an essential goal or mission statement?

Community Contract for the Greenpoint Youth Court

- 1) Be considerate of everyone's ideas
- 2) Bring a good attitude and effort
- 3) Treat each other and respondents with respect
- 4) One "mic" at a time
- 5) Be direct about problems and try to resolve them appropriately
- 6) Always keep the GYC goals in mind

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Case Study

Case 2: (Student A is the respondent)

Student A and Student B wouldn't stop talking in my class today. They started talking during the Do Now, and when I went over and checked their work, they hadn't done anything. After the Do Now, they continued to talk. A few times throughout the class, I asked them to stop talking and told them I would like them to "get on board" with the rest of the class. They would quiet down for a little while, but then they would quickly start up again. It's very distracting to the rest of the class, and it takes away from their work. They didn't used to be like this. During our last unit, both students were doing much better- they were understanding the material more, they were doing more work, and they were talking less. Also, Student A is my advisor; I know she has recently been experiencing some problems at home, but I'm not sure what they are. Both students are respectful in terms of how they speak to me and how they treat the other students in the class; they just can't stop talking!

- 1) Justice Panel Immediate Suspension

- 2) What community rules/expectations were violated?

- 3) What harm was done to the community? Who and/or what was harmed?

- 4) Why did the respondent do what he or she did? What might the causes of his or her actions be?

- 5) What could the student have done differently?

- 6) What could the teacher have done differently?

- 7) What sanctions would you select? (Remember the 3 principles: Restorative, Preventive, Proactive)