

From Prevention to Diversion: The Role of Afterschool in the Juvenile Justice System

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Afterschool Alliance

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From Prevention to Diversion: The Role of Afterschool in the Juvenile Justice System

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Afterschool and the Juvenile Justice System

The Dangers of Incarcerating Young People:

- High recidivism rates
- Ineffective for low-level offenders
- Lack of supportive environment

System-Involved Youth in Need of Additional Supports:

- More likely to have experienced trauma
- More likely to be below grade level and less likely to graduate high school
- 2 out of 3 youth in detention have at least one mental health condition



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Afterschool programs can help keep youth out of the juvenile justice system by supporting the development of protective factors (such as positive self-concept, interpersonal skills, and ability to make responsible decisions, and providing protective factors) including access to caring mentors and a safe and supportive environment. Programs may also employ specific prevention curricula.

PREVENTION**SPECIALIZED**

Afterschool programs can target their outreach and programming to connect with at-risk youth in the community and prevent them from getting involved with the juvenile justice system. For example, through partnerships with community stakeholders, such as schools, social workers, juvenile justice courts or probation offices, and/or law enforcement agencies, programs may receive referrals to reach youth who are in need of their services and supports.

TARGETED PROGRAMMING**INTENSIVE**

Afterschool programs can serve as an alternative to out-of-home placements or typical probation program and focus on connecting youth with resources and supports that help address root causes of their behavior, redirect them, and prevent future offending. Programming is intentionally designed for this purpose and youth are explicitly referred to the program.

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Burlington Expanded Learning Opportunities



BSD Expanded Learning

Explore - Connect - Empower



BURLINGTON
SCHOOL DISTRICT

Restorative Practices



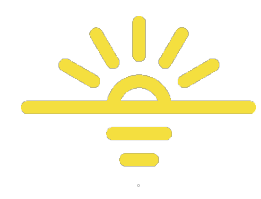
Our Mission:

To foster the social and academic success of Burlington youth through quality programming in an environment that creates lasting connections with peers, adults and the community.



Our Vision:

Providing Burlington's students with the tools needed to achieve their goals and contribute meaningfully to their community and world.



Who we are...

Afterschool

- Focus on academic enrichment, leadership, diversity and recreation
- 1,700 students participating annually; 550-600 students attending daily
- Programs at all (K-12) 9 District schools
- High School and Middle School programs support Flexible Pathways for students and align with Graduate Expectations
- Supper and snack served daily

Summer Programming

- 500 elementary and middle school participants, most at risk of falling behind, gain critical reading and math skills over five weeks through free, high-quality academic programming and theme-based enrichment activities and field trips
- Transportation, breakfast, lunch and supper provided
- Afterschool provided at S.O.A.R. to support working families
- 50 activities offered at the middle school level, with academics offered daily



Restorative Practices (RP)

ELO serves as a critical partner to the District implementation of RP, with afterschool programs allowing time and space for students, staff and the community to engage more deeply in the process.

The focus of RP is on preventing and repairing harm by building relationships and social capacity, improving problem solving skills, encouraging empathy, accountability and ownership and building interpersonal skills.

This is a critical prevention strategy that we feel is critical to keep youth out of the juvenile justice system by creating a safe and supportive environment.

RP MISSION

Policies | Procedures | Plans



Focus on building
positive relationships
district-wide



Enhance community
building strategies
and supports



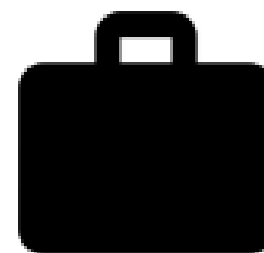
Foster a sense of
belonging and
increased engagement

Focus areas for the learning environment:



Faculty/staff professional learning
Student & family learning
Behavior systems
Opportunities for healing

Focus areas for the working environment:



Employee professional learning
Opportunities for healing
Hiring & retention

COMMUNITIES OF PRACTICE

SCHOOL-BASED & NON-SCHOOL-BASED RP TEAMS WITH
PERSONALIZED FOCUS AREAS:



Inquiry Questions



Goals



Action Plans



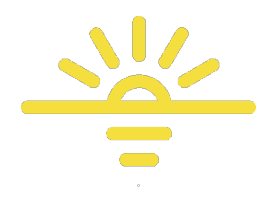
Data



Restorative Practices (RP)

What it looks like in program:

- Using circles to build community with students and staff
- Incorporating restorative questions into the conflict resolution process
- Utilizing restorative communication with students when challenges arise
- Focusing on the action of doing things “with” one another and creating a sense of inclusion and shared responsibility through shared agreements
- Using a restorative approach, program staff “Peace Places”, a physical space in the room where, if conflict arises between students, they can separate from each other, work through their emotions, and come back together to have a discussion to resolve their issues in a safe and supportive environment.
- Partnership with the Burlington Community Justice Center; using a restorative lens to create a progressive behavior matrix to respond to minor program challenges



Professional Development

- Over 150 + afterschool staff trained in Restorative Practices
- Monthly RP-focused communities of practice for Site Directors and Assistant Site Directors
 - “The community of practice taught me how to lead community-building circles with staff and children, how to take a pause and inquire before reacting in situations”*
 - “These Communities of Practice have shaped who I am as an educator as well as a community member. They both required deep self-reflection and expansion of skill sets. They substantially impacted how I collaborated with my staff and connected with our students.”*
- Community building restorative circles at staff meetings
- Participation in the monthly district-wide Restorative Practice Collaborative group, which meets to discuss the current progress, challenges, and successes in instituting the approach.



Restorative Practices

2019-2020 ACTION PLAN

Goals:

1. Discipline Policy Reform - Revising policies and procedures to focus on prevention, teaching behavioral expectations and skills, and repairing harm and relationships while reducing punitive and exclusionary responses to misconduct, when appropriate (incidents involving safety may include a different response).
2. Data-Based Decision Making - Review discipline data on an ongoing basis to identify trends, ascertain action steps to increase equity and use data to improve program climate and policies/procedures.
3. Addressing Equity & Social Justice - Focus on increasing student agency and leadership opportunities and review, and change program policies/practices, when appropriate to ensure that they are fair and equitable.

Steps to take:

GOAL 1

- Update behavior matrix to reflect a restorative lens and focus on prevention
- Update behavior matrix to include separate steps and responses for Kindergartners

GOAL 2

- Develop a spreadsheet to document and monitor program suspensions.
- Analyze data monthly within ELO RP Leadership Team, and the broader team, as needed.

GOAL 3

- Review financial policies annually with Advisory Committee
- Have at least 1 student voice program/activity at each site
- Provide increased professional development opportunities for youth staff.



Core Staff **RP Response** Matrix

Concern	Ask First	If Behavior Continues	Behavior Impacts Others	Escalated Behaviors
Not Listening	-Ask student what they need right now from you, in order to be successful?	-Make an in class plan with student -Give them a job/class responsibility. To positively engage them	-Ask student what they need to be successful in the class space. -Ask them if they need to make a new class choice for the afternoon	All unsafe behaviors, Major Injuries, Concerning comments or Derogatory remarks will result in student seeing the SD/ASD about the actions/comments that were made SD/ASD will: Will follow up with student(s) according to the programs Behavior Matrix
Rule was Broken	-Ask student what is challenging about the expectation(s)? -Ask what the student needs to be successful and safe -Find a way to modify the students expectations	-Find different in class activity for student so they remain in the space. -Get other students started and check in with student about their needs for that day	<i>Let student know they may need:</i> -Possible out of class break -Possible visit to SD/ASD - Ask them how <i>they</i> want the rest of their day to continue in order to be successful	



Core Staff **RP Response** Matrix - con't

In each conversation:

****RP Conversation:*** *Let each student know they will each have a chance to speak and make corrections. Allow students to speak without interruption. Repeat each students story back and allow for corrections. Ask students how they want the rest of the day to go and what they need in order to be successful. Help students come up with a fair solution and ensure that each student feels safe and comfortable before moving forward.*



Recommended Steps for Programs

- Reach out to local partners, such as school districts and your local Community Justice Center to assess community needs and collaborate on implementation
- Staff need support to do this work well. Provide comprehensive training for staff in order to ensure that they feel confident at taking a restorative practices approach
- Focus on engaging students in common restorative practices relationship-building techniques, such as “circles,” where students gather in a circle and have the opportunity to share thoughts, listen to their peers, build communication and productively work through issues raised.



RP during COVID-19

- Virtual circles
- Continuation of communities of practice

Essential Worker Child Care

- In-home subsidized
- In-school

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DIVERSION




Promise South Salt Lake

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Kaylee Milliner






“What I want for myself and
for my family, I want for
every person in my
community.” - Mayor Cherie Wood

Programming Overview

Our City wide Program System

- Accessible Programs
- Funding
- Family Liaison Support
- Referrals
- Community Partners





71%

Juvenile arrests overall declined by 71%, from 2010-2019



67%

On school days between 3 and 6 p.m., there was a 67 percent reduction in juvenile arrests, from 2010-2019

Next Steps

Recommendations for formalizing partnerships across sectors and with your city

- Data Informed Choices
- Honest and Frequent Communication
 - What IS and ISN'T working
- Community and Youth Input



Staying Connected Through COVID-19

- Family Liaison Referrals
- Partner Organizations
- Nonprofits
- Relief Groups



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Center for Restorative Youth Justice



WWW.RESTORATIVEYOUTHJUSTICE.ORG

What Is CRYJ...

A nonprofit organization in Northwestern Montana that promotes meaningful accountability, healthy decision-making and life skill development for teens involved or at risk of becoming involved with the justice system.

VALUES:

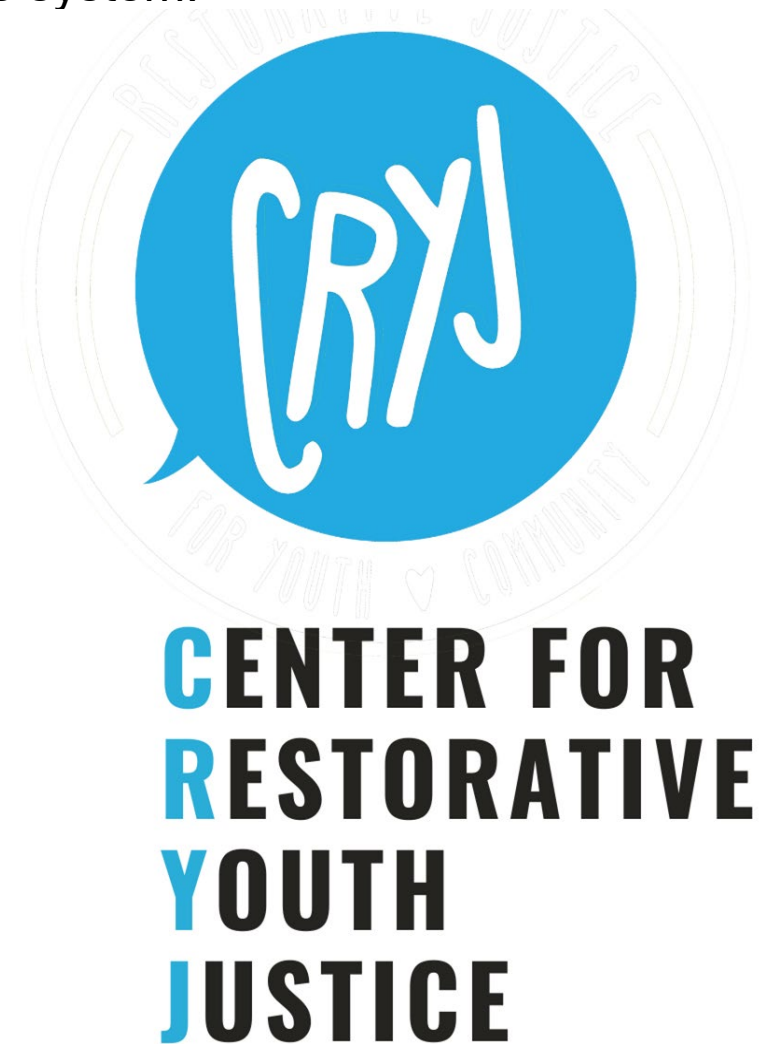
Resilience | Accountability | Integrity |
Collaboration | Inclusion | Relationships

VISION:

CRYJ envisions a community that values and embraces all young people while addressing harm together.

MISSION:

CRYJ creates opportunities for reflection, connection, & empowerment for teens, victims, and families in the Flathead Valley.



Restorative Justice understands that those directly impacted are the best suited to address the harm and determine how to repair the harm



PROGRAMS



Restorative Justice

A **justice system diversion program** that promotes meaningful accountability and supports youth in addressing victims and the community when crime occurs.



Empowerment Workshops

Empowerment workshops and service projects that encourage youth to develop new skills and increase their connection to peers, families, and the community.



School Justice Partnership

Training and collaboration that provides a direct path to support and bolsters school connection for youth who commit certain non-violent offenses on campus.



*"Collaboration has to begin with a shared vision & philosophy about how to address juvenile delinquency...By focusing on community-based interventions, like CRYJ, we've been able to drastically **reduce the need** for out-of-home placements. This meant 24 youths out of home during 2018 compared with 2008 when we once had 27 in one day."*

- Nick Nyman,
Chief Juvenile Probation Officer



2019 STORIES

182 Youth Participants

96% Experienced drug or alcohol abuse in their home

50% Lived at or below the federal poverty level

13% Were in transitional living situations or "couch-surfing"

33% Had 'serious problems' at home or school

13% Had parents involved in the **Justice System**

"I want to become a better person through the CRYJ experience so that my family will learn from my mistakes and also see that I know better. That's what I want for my family -- to move on."

- CRYJ Youth



WHAT YOUTH ARE SAYING

“CRYJ...

had a **positive** impact on me **94%**

allowed me to **forgive** myself **62%**

improved **my outlook** on the future **73%**

helped me realize that **my actions** impact others **92%**

”

*"In the future I want the community to view me as an **intelligent kid who has moved on.** I want them to know that **my heart is very soft.**"*

- CRYJ Youth





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Q&A



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