**Humanities Amped *Boundaries* for a Respectful, Productive Environment**

**This is an interactive course, which means that students are responsible for contributing to both their own learning experience and the learning experience of others. There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this classroom; however, it is expected that each person treat others with care and respect. Member of this class are expected to make efforts to follow these norms of respect for one another and for the class. Teachers, who have a fundamental responsibility for the well being of the class, will enforce these boundaries. However, our ultimate goal is to make teachers’ enforcement of these boundaries completely unnecessary, so be aware that everyone plays a role in making our class a productive, caring place to learn.**

1. **Be punctual, present, and show up to participate fully.**
* Be on time and ready for class to begin.
* **Only use phones and digital devices for purposes that are relevant to class work.**
* Challenge yourself to be present in mind, body, and spirit.
* Listen attentively when others are speaking and **refrain from side conversations during class discussion.**
* **If you do not feel engaged in an activity, don’t shut down. Ask yourself, “How can I take responsibility for my own participation right now? How can I communicate what I need to be engaged in a way that others will hear me?”**
1. **Take care of non-class business outside of class.**
* Go to the bathroom, the office, other teachers, counselors, coaches, or any other person you need to see for any reason before school, between classes, during lunch, or after school.
* You do not have permission to be late for class because you are taking care of non-English Amped business. If an adult holds you for a meeting, ask the adult to either escort you to class in T-6 or to send an email to me; I will not accept hand-written notes.
* **If adults remove or keep you from class, you are responsible for catching up on your education.**
* **Everyone has one emergency pass per 6 weeks. Non-used passes earn 10 bonus points.**
1. **Be kind, extend trust.**
* **Work towards a standard of kindness that reflects concern for the dignity and well-being of each person.**
* **Give people the benefit of the doubt. This means extending trust, and working to be trustworthy, so that it is possible to accomplish things together.**
* **Conflict is a natural part of life in groups, see #3 for solutions.**
1. **Take responsibility; express your needs.**
* **If something is not working for you, seek to understand what it is and what you can do to improve the situation without hurting the larger goals of the class.**
* **Seek to resolve conflicts in a way that is up-front but that does not attempt to put down or humiliate anyone else.**
* **If something is wrong, use the *restorative process*.**
* **Use the *restorative process*, or invent a solution by reaching out and communicating about it.**
1. **Be respectful.**
* **This classroom is an inclusive space for people of every culture, gender identity, sexual orientation, religion, ethnicity, wealth, political affiliation, nationality, ability, etc. Intolerance for our full range of diversity will not be acceptable here.**
* **Please make every effort to maintain an atmosphere where each person feels welcome to share and respond to ideas.**
* **Speak from your own experiences and don’t presume to speak for others.**
* **Maintain these boundaries personally and support the entire community in doing so.**

**Humanities Amped *Class Agreements* for a Respectful, Productive Environment**

*What do you need from your teachers and classmates for this to be a respectful, productive learning environment for you? Write your answers on a separate sheet of paper.*

**How Class Agreements Work**

1. Anyone can ask for an agreement at any time.
2. Anyone can ask to modify an agreement at any time.
3. An agreement is only an agreement if everyone consents to it.

**Humanities Amped Restorative and Disciplinary Processes**

When there are breakdowns in classroom relationships and accountability, we need a way to address them. Restorative processes are based on restorative justice principles instead of punishment. They aim to repair harms by bringing together those who are affected by misbehavior or wrongdoing in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. On the other hand, disciplinary processes usually focus solely on consequences for a wrongdoer. One of the ways these two forms of addressing conflict are different is that participation in a restorative process is by invitation. You can choose not to participate in a restorative process; instead, you will be subject to the disciplinary system. As teachers who are responsible for maintaining boundaries, we may decide that a restorative process or a disciplinary process is the best way for responding if someone has stepped outside of the boundaries we have established. When possible, we will seek to use a restorative process; however, there are moments when we are called upon for the safety and well being of the class to act as disciplinarians.

**What does the restorative process look like?**

**Get Right:** Some needs can be fulfilled by activating and honoring your individual independence. We acknowledge that sometimes you might need to be absent though you cannot officially be absent. Get Right is a place for you to abstain from class for any reason that does not apply to a circle process. On the thu 3 visits in a week to Get Right will result in a conference with a counselor and/or parent or guardian.

**Individual Get Right Process vs. Circle Process**: Get Right is for dealing with internal conflict or conflict that is caused by forces external to this class. Circle processes are for dealing with conflicts that arise with other students, with teachers or other adults, or with yourself that requires support from others.

**Restorative Justice Circles:** Students will receive training on the restorative dialogue process. Here is a short overview— A teacher or student may request a restorative dialogue circle that includes three phases:

1. Before the Circle: Fill out a circle request worksheet. You will figure out who was most affected and invite them to participate in the dialogue; make sure that everyone understands what to expect; set up a meeting time and place. A teacher or trained student will act as facilitator.
2. The Circle Dialogue: This is the actual circle, where the facilitator helps people come to an understanding and make things right using the restorative questions.
3. Afterwards: Accountability & Support: Participants follow up on the agreements; a facilitator keeps track of their status; provides resources to help people keep their agreements.

**What does the disciplinary process look like?**

If conflict arises during class, after several verbal exchanges you will be given the opportunity to

* Go to Get Right for individual purposes.
* Go to Get Right to complete a “Request for Restorative Dialogue.”
* Step outside to talk, set up a meeting with a counselor, or call your parent or an administrator.
* Go to another teacher’s class if none of these suffice. Parent will be contacted.
* Choose a write-up (“Get Right or Get Out”) after repeated offenses or broken agreements.
* Choose a write-up if the behavior is inhumane and therefore irreparable without administrative or other external intervention.

**Humanities Amped: Request a Restorative Dialogue**
​ Restorative Dialogues are called when there is a harmful behavior affecting members of our community. To better understand the harmful behavior and try to "make things right," community members engage in a Restorative Dialogue. This process is meant to put focus on how the community and its members are being affected by the behavior, allowing the people involved to be seen, heard, known and understood. Through Restorative Dialogue, the community hopes to resolve conflict and deepen connection.

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| **Your name** |
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| **Why are you requesting a Restorative Dialogue?**(Describe the harmful behavior that is occurring) |
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| **Are you requesting:**\_\_\_\_\_\_A small group dialogue? or \_\_\_\_\_\_A whole class dialogue? |

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| **If you are requesting a small group dialogue:**To your knowledge, who else is being affected by this? *(These are the people who will be invited to participate)* | **If you are requesting a whole class dialogue:**Would you like to remain anonymous? A facilitator may call the Restorative Dialogue on you behalf.\_\_\_Yes, I would like to remain anonymous.\_\_\_No, I would like the participating community members to know that I requested this Restorative Dialogue. |

**Other comments:**

**For facilitator use:**

Dialogue date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dialogue time: \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attendees:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/Confirmed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/Confirmed

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**Restorative Dialogue Process—**

**Small Group**

Facilitator remember:

* Use the restorative questions. Ask each person in turn.
*   Facilitate and prompt as necessary.
*   Avoid going into counseling mode.
*   Also avoid solving the problem for the participants. Allow those who are affected to define the  issues and develop their own plan for making things right.
1. Welcome participants to circle; remind participants that the circle is voluntary and that by being part of it you are agreeing to uphold the class agreements; review class agreements together. Clarify that the dialogue is not like a courtroom drama. Nobody is on trial. Even if people’s stories about what happen differ and seem to contradict one another, more often than not as people share there will be more clarity and areas of agreement, and this will be sufficient to create understandings and come to agreements.
2. Ask who wants to go first. Ask this student the restorative questions, in the same order they appear on the poster. Important: be obvious about looking at the poster and reading the questions exactly as they appear. It is very important to model simply asking the questions (and perhaps a few prompts) so students don’t get the idea that the person asking the questions is trying to act as a counselor, mediator, or problem solver.

3) When their sharing seems complete, ask volunteer 1, “Do you feel complete for now?” If their answer is no, ask, “What do you need to feel complete?” This creates an opportunity to resolve anything that still needs attention.

4) Repeat with other volunteers in order.

5) Provide active guidance on documenting any agreements that are made, with attention to clarifying the specifics: who, what, how many, by when; what support will be needed; and how accountability for completing the agreements will be handled.

6) When everyone has shared, ask a final question that is not on the poster. The final question, which helps us reflect on our experience, is: What was it like for you to participate in this dialogue?

**For large group dialogues, see pp. 52 of “Teaching Restorative Practices in the Classroom”**

**Circle leaders can use optional prompts to help students answer questions and tell their stories more effectively. Some useful prompts are listed here:**

1. **From your point of view, what happened?**
	* + 1. This isn’t about proving what happened; it’s about hearing each person’s story.
			2. Think back to the event and just tell how it happened, as you experienced it.
2. **What do you remember thinking at the time?**
	1. What thoughts went through your head as it happened?
	2. What have you thought about the incident since?
	3. (After others have shared): How have your thoughts changed after hearing what others  have shared?
3. **How have you been affected? How have others been affected?**
	1. What kinds of impacts has this had on you? On others?
	2. What has been the hardest thing for you?
4. **What would you like to happen next?**
	1. What can be done to help make things right?
	2. Is there anything you would like to ask for? Anything you would like to offer?
5. **What feelings or needs are still with you?**

**Restorative Dialogue Accountability and Follow Up Agreement**

*Facilitator: Provide active guidance on documenting any agreements that are made, with attention to clarifying the specifics: who, what, how many, by when; what support will be needed; and how accountability for completing the agreements will be handled.*

***Helpful question bank:***

**What** would you like to see happen to repair the harm?

**Is** that okay? / **Do** you agree? **Is** that fair?

**Is** this realistic and achievable?

**How** can we make sure this doesn’t happen again?

**Is** there anything I can do to help?

**Is** there anything else you would like to say?

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|  ***Conclusion:*** Formally record the agreement. |
| Signatures of participants: |
| Facilitator signature: |
| Date: |
| Time to follow-up / check in to see how things are going: |

*Facilitator: Congratulate the students for working it out.*