

Titus Pollard

From: Theresa McGowan
Sent: Thursday, March 08, 2018 3:00 PM
To: Titus Pollard; Eric Chaplin; Serena Tedder
Cc: Lori Bruce; Michele Hicks; Anthony Rouse
Subject: RE: Excellent Student Conference!

Great job team for modeling excellence! TM

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From: Titus Pollard
Sent: Thursday, March 08, 2018 5:07 AM
To: Eric Chaplin; Serena Tedder
Cc: Theresa McGowan; Lori Bruce; Michele Hicks; Anthony Rouse
Subject: Excellent Student Conference!

Good Morning, Mr. Chaplin:

I wanted to send you an intentional **Thank You** for the initiative that you took in the demonstration of an Alternative Means of Discipline on yesterday with [REDACTED]. Most people would have easily (and reasonably) taken other means to amend the verbal harm that you endured, but you decided to stand back and reflect, peel back the layers that this student attempted to hide, and with such a simple technique of having the student read a story that he might have believed didn't even apply to him, ended by conveying his feelings in writing. Brilliant!

Thank you, Mrs. Tedder, by skillfully convening this meeting with myself, Mr. Chaplin, the student, and his mother; your role as the mediator was masterful. You're a natural for bringing parties together in resolution.

Just for information, there was a brief conversation last evening with the custodian we call "Country", who is more insightful than some may imagine. As mentioned in the mediation, feel free to use him as [REDACTED] mentor as needed.

Not to embarrass either one of you, but I have included others on this email, have already informed Dr. McGowan that this was one of the highlights of yesterday's work, and that the faculty of Lakeview should be aware of this move toward our leader's vision to have a Therapeutic Model of Discipline versus a Punitive Model.

Since we should continue to be research-based educators and continuous learners, I copied/pasted this brief passage on Restorative Justice. Feel free to copy, paste and send to others who you may feel would appreciate it.

Thanks Again, both of you, for all that you do!

What is Restorative Justice?

Restorative Justice (RJ) is an approach to problem solving that is based around three basic concepts:

- That when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships
- When harm has been done, it creates obligations and liabilities
- The way forward involves wrongdoers, victims and the community in efforts to heal the harm and put things right (adapted from Zehr and Mika, 1997)

There is a range of Restorative Justice programs across fields as diverse as justice (policing, corrections, juvenile justice), schools, workplaces, organizations, faith groups, family and community. RJ programs are characterized by four key values:

- **Encounter:** creating opportunities for victims, offenders (wrongdoers), their families and community members who want to do so to meet to discuss the crime (incident) and its impact on them
- **Amends:** expecting wrongdoers to take steps to repair the harm they have caused
- **Reintegration:** seeking to restore victims and offenders to wholeness, to become contributing members of society
- **Inclusion:** providing opportunities for parties with a stake in a specific crime or incident to participate in its resolution (adapted from RJ Online)

There are several models of Restorative Justice that are practiced across the range of programs. The following list is by no means complete:

- Victim – offender mediation
- Conferencing (pre and post sentencing, pre-release)
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Circles
- Restorative Cautioning (Police)
- Restorative dialogue, classroom conferencing, formal conferences (schools)

We urge newcomers to these concepts to explore the wide range of models and practice – we believe strongly that each model has value and can contribute to our knowledge and best practice in whichever field we work.

What does the term Restorative Practice mean?

As the Restorative Justice movement is making inroads into a range of fields outside of the criminal justice system, new terms have been developed to reflect these innovations. Restorative Practices is what practitioners do when they use the principles, values and practices of the philosophy of restorative justice. Schools in the southern hemisphere, for example, tend to prefer the word “practice” in the educational setting to distinguish it from criminal justice (in some places, the term restorative “approaches” is preferred, and there are others). For the purposes of RPI, we use the term practice as a collective to encompass all fields where these notions of justice are practiced – policing, corrections, courts, juvenile justice, schools, families, organization and workplaces. And RPI continues to believe that we have an enormous amount to learn from each other as we practice in these varying fields, and as we hone that practice to be the best it can be.

Titus David Pollard

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