

Uprooting Systemic Inequities in Schools? Hold Adults as Well as Young People Accountable!

USING RESTORATIVE THEORY, PRACTICES, AND STRUCTURES
THROUGHOUT YOUR BUILDING TO EFFECT SCHOOL WIDE
CULTURAL CHANGE



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Article 1: “Model Schools Can Point the Way to Making Real Systemic Change”

As Appeared in *Education Post*, 6/7/2021

If our goal is to uproot the systemic racism and other prejudices that live within the structure and functioning of our educational system and every school building, then we must move to make deep changes in many areas. To get this done, it’s imperative that we share best practices in the following areas and strive to implement model schools which can serve as beacons for others across the nation.

Importantly, we must recognize that to a great extent, we don’t need to wait for legislators or school boards to give us the go ahead. We have the knowledge and experience within our teaching and student ranks to lead the way. Yes, it would be nice to receive extra funding, vocal support and legislative back up. But, we must realize that the people who are a part of the system will most times be reluctant to take the lead in making profound changes as their positions of power are many times threatened. Reforms come from the top. Fundamental change comes from below; from the people ‘on the ground’. And, that is us!

If we are to do our part to uproot systemic racism, we need to start with Principals and a critical mass of staff willing to truly serve the children and families of our neighborhoods. Working within our communities across the nation, utilizing all our experiences and then sharing what our practice has taught us, will help us establish these ‘model schools’ in communities throughout the U.S.

To get this done, we’ll need to address, at least, these four areas of school culture and academics:

- 1) Instruction** – What is taught and how we teach it. - We must move away from the standard curricula, which is many times stultifying and geared toward tests, and from traditional teaching techniques and move toward curricula which are culturally responsive. In practice, this means that the content reflects the history and culture of the students in your communities and is taught in a manner that engages them and inspires them to learn. BIPOC youngsters deserve nothing less.
- 2) Assessment** – How we measure what has been learned – We must get off the destructive treadmill of standardized testing which measures only a narrow band of intelligence and robs us of precious class time with its’ ‘drill and kill’ lessons. We must move to Performance Based Assessment (PBA) which teaches our student to research, write and present their findings orally to a panel of staff, parents and peers.
- 3) Safety** – How we keep our schools safe – We must work to replace police in schools (armed and unarmed) with a cohort of ‘peace keepers’ who are an integral part of the school community. These Peacekeepers would be trained in public safety techniques, such as verbal de-escalation, Restorative Justice Circles and martial arts.

- 4) Organization and Relationships** – How our schools are structured and how we interact – We must move away from patterns of relationship rooted in the hierarchical and competitive nature of our traditional buildings. Rather, we must run our schools as respectful collaborations among equals. We must transform our schools from being alienating institutions as they are to so many of our students and families (read poor/immigrant/Black/Latinx/Indigenous and more) to being caring, inclusive communities where everyone is fully respected.

While, over the years, I've gotten experience in all of these areas, my focus during the last 16 years has been rooted in using restorative justice theory, practices and structures to make my/our schools safer and change how everyone works together. Working as a Dean at my school, East Side Community in Manhattan or as Director of our RJ Pilot Schools Initiative at the NYC Dept. of Education, I've drawn many lessons on how to change culture using this Indigenous based approach to harm, healing and life in general. Towards the end of sharing best practices and lessons learned in order to strengthen a movement to bring systemic change to our schools, I'll share these insights about using RJ to achieve these ends.

Basically, I'm suggesting extending our concept of what it takes to have a school make a **'paradigm shift'** and move from being a punishment based school to becoming a restorative based one. At present, the paradigm shift is seen as having 2 steps. Instead of solely fixating on catching the bad guy and meting out a punishment of detention, suspension or expulsion, the restorative approach will:

Step 1 – Help the person(s) who have created the harm take responsibility for what he/she did.

Step 2 – Work in Circle with that person(s) and those harmed to repair the harm done (make amends) on the emotional and physical levels.

This is as far as we usually go. And, when done well, it can help resolve many issues. But, it doesn't change the culture of the whole school because it is isolated to individual students. Most schools never acknowledge what we all know: Adults create harm, too! If we want to change a school's culture, everyone must step up and take responsibility for their actions. So,

Step 3 is: Let's hold our adults accountable for the mistakes/harm that they create.

Actually, if we do RJ without holding staff accountable, we are increasing inequities in our building because if we only look at the harm created by our teens and preteens, we are actually criminalizing them. When done in schools where the majority of the staff is white and the students are mainly of color, this limited approach is outright racist, class prejudiced and agist, if not sexist as well - (think angry Black girl stereotype). This incomplete use of RJ may well account for why, even in schools where RJ has been used successfully with students and suspensions have dropped, inequities in who is being suspended still exist. Throughout the

country, African American, LGBTQ and students with disabilities/IEPs remain suspended at rates 2 and 3x their numbers in their school system.

Step 4 flows right out of Step 3. When I ask workshop participants (mostly Principals and district personnel) if blaming is one key way that harm is created in schools, their answer is always a resounding “yes”! Following up on that, we decide that the antidote is ‘Self – Reflection and Taking Responsibility’. Thus, in a more robust implementation of RJ,

Step 4 is: Let’s create a ‘Culture of Self-Reflection’ (CofSR) in our schools.

When blaming is off limits and everyone is encouraged to be self-reflective in all situations, we can look to identify any mistakes we have made and then work collaboratively with others to correct our course. Important to note, when we reduce/eliminate the blaming, we will also reduce/eliminate the need of those who have made errors to reflexively ‘defend their actions’ and/or feel guilty about their mistakes. We/they can adopt a ‘growth mind set’ and look to discover new ways to address the issue with their professional team.

Finally, the 5th step in this Paradigm Shift from a punitive/top down handling of conflicts to a restorative, community based approach is for us to embed this ‘Culture of Self-Reflection’ (CofSR) and Circles, which are the main structural piece of an RJ approach to living, into the daily life of our schools.

Step 5 is: Embed the use of Circles and establish a Culture of Self-Reflection in your school’s daily life.

Circles can be used not only in Advisory, but in academic classes and all manner of department and grade team meetings as well as parent association meetings. Self-reflection first (and recriminations never!) can prove effective in teacher evaluations, report card conferences (yes, let’s encourage our young people to mature through self-evaluation) and in collectively tackling why any school policy didn’t work as well as we had hoped it would. Rather than blaming each other, let’s each reflectively evaluate the situation, take our piece of responsibility and correct our course as a team.

Now, all of this is hard to do because we’ve all been trained to deflect criticism, blame others, follow directives from those higher in the educational hierarchy and to mind our own business. This approach to life/teaching reflects the individualistic, hierarchical values, traditions and beliefs of our capitalist society replete with its racism, class prejudice, sexism, agism, etc. These inequities are baked into our schools and all other institutions of U.S. society. **Only by adopting a different paradigm, one based in an Indigenous community-oriented view of society (which is where we have learned most of our restorative practices), will we be able to fully uproot the systemic inequities that plague us daily in our schools. Once done, Black, Latinx LGBTQ and special education students and their families will no longer be targeted, explicitly or implicitly, as the ones who are responsible for the U.S. having so many failing schools. Rather,**

the educational system will be exposed as the purveyor of the host of inequities that resound throughout most all of our schools.

Making profound cultural change requires an ‘all hands on deck, everyday’ effort. That’s why, in order to get this transition going, a school needs to have a bold leader willing to buck repressive traditions and possessing a vision of what a school based ‘In Equity’ looks like. When teamed with a cohort of staff willing to break the chains of school hierarchies and ‘the way things are usually done’, you can rally and win over the great bulk of adults and students in your building. Then, you have a solid basis upon which to begin transforming a school from being an alienating/repressive institution to a becoming a caring and equitable community. We also set ourselves up to embrace culturally responsive education, performance based assessment and a peacekeepers approach to keeping our schools safe.

Actually, we have to do this because the times are calling for fundamental change. The COVID pandemic and the murderous policing pandemic have exposed the racist, sexist, class based and xenophobic prejudices that are baked in to U. S. society. Organizers and abolitionists in every area/walk of life must collaborate on building people oriented alternatives to the status quo. The future of our country depends on us picking up this challenge. Our children deserve nothing less.

Let’s be in touch and share ideas and practices which can reshape our schools and serve the needs of our communities! Let’s build these model schools!

Article 2: “Co-Creating Your School’s Behavioral Expectations with Your Students (and holding everyone to account), Can Be a Giant Step Toward Equity”

As Appeared in *Education Post*, 12/17/2021

Everyone who’s ever worked in or attended a school knows that in the course of any school day adults create myriad small and large harms to their students, their peers and themselves. In every training that I’ve done with teachers, support staff, Deans, Principals and District Personnel, everyone is in agreement: “Adults create harm in schools and we must be held accountable for what we do or not do!” (And, you know that our youth would give us a resounding “Amen”! to this admission.)

But, now, we come up against the question of what behaviors or set of guidelines do we hold each other accountable to?!? Your school’s ‘Code of Conduct’ which only applies to student behavior and was written 10 – 20 years ago by a group of adult staff with little to no student input? Or, the dizzying array of ‘classroom rules’ that each teacher develops for her/his/their classroom and may vary wildly from room to room driving students nuts!! (‘Why can I eat in Mr. X’s room and not in yours, Miss’?)

And, to what standard do we hold staff accountable? The District's 'Teacher's Handbook'? That, will invariably warn pedagogues against corporal punishment of the verbal and physical variety and of sexual harassment of any kind. Of course, these standards are necessary and need to be explicitly stated and adhered to. But, do these handbooks safeguard against the daily affronts/microaggressions that occur multiple times a day in each of our buildings?

For example, teachers' sarcastic remarks towards students or embarrassing students in front of their classmates? Do our professional handbooks help prevent staff from holding grudges against a youngster because they disrupted a class last week or prejudice someone because they have a bad rep? Do they prevent staff from choosing sides in a classroom dispute because they like one youngster more than the other? And, do they explicitly insure that a teacher doesn't spend more time teaching to one segment of a class because they are 'easier to teach' and less time with the others who are 'hard to teach'?

Unfortunately, in most all cases, the answer is 'NO'! Nowhere are our schools' staffs given guidance in how to respectfully treat the young people that they/we work with daily. And so, the 'slings and arrows' of the harms that are foisted upon our children each and every day go unaddressed until/when a student blows up in anger and then the call for the student to be "held accountable" for something triggered by an uncaring or clueless adult, goes out! And, we must add, that this stuff happens with adults and youth of all ethnicities/colors/genders. It's not just a 'white teacher-students of color' issue.

Adults are in the position of power in our schools and we liberally use it to run the school and to resolve conflicts in our favor. Agism manifests in these ways and more and is many times compounded by racism, sexism, class prejudice, heterosexism, etc. Whatever the toxic mix is in a particular situation, the rules are written to favor the adults and this must be changed if we are going to achieve 'equity for all' in our schools!

So, what's the way out of this morass? Is there a way to level the playing field and hold adults accountable without having our schools descend into the chaos that some adults fear might come to pass if their actions are allowed to be criticized by 'the children'? Yes, there is; if we are mature enough to listen to our students and hear them – really hear- how they experience the daily grind of school. Let's open our ears and our hearts to understanding, at a whole other level, what school is like for our children.

If we're able to do this, then we can work WITH (as we do in all RJ practices), our students to define what we all need in order to feel respected and safe when we enter our buildings every day. If we are bold enough, we can co-create our school's behavioral expectations with our young people. We can find out and recognize/uplift what everyone in our school needs in order to make it through the day with dignity.

And, what better time to begin this process than now?! We are all struggling for a sense of normalcy as we have come out of the isolation and alienation of the pandemic and returned to our buildings. Many of us, adults as well as children, don't quite know how to feel and/or act.

We are dysregulated. We are crying out for normalcy, regulation, patterns and clarity from each other and from our leaders. We are longing for the discipline (however flawed it was), and structure that our schools provided before COVID struck.

So, as we struggle to regain and reestablish a sense of daily and emotional regulation, what better way to do it than to invite everyone into the process of creating our new ways of living and working together? If we've come to realize that our old patterns of interaction were flawed and rife with inequity, then let's put our best inclusive and egalitarian feet forward and work together to create our new set of behavioral expectations.

Let's have young and old, all categories of workers and students, all genders, religions, nationalities and skin colors collaborate on defining what we need from each other in order to teach, learn and grow together. If we can do this and then hold everyone accountable, we can reestablish our schools as spaces grounded 'In Equity' rather than reconstitute them as, once again, institutions firmly rooted in systemic inequities!

Article 3: Co-Creating Behavioral Expectations: "The 100% RESPECT! Campaign"

Now, how to do this process of co-creation? I'm sure that there are many ways to get this done. I'll share with you the collaborative and inclusive process of defining respectful behavior that I developed at East Side Community HS in 2005 and have used with many other schools since then. But, first let me tell you a little about the conditions which led us to stepping outside the traditional Deaning pattern. *There were one a day fights, rookie teachers being challenged ongoingly in their classrooms, the hallways were a free for all, middle school boys were touching girls inappropriately and thinking it was cool, and more. Nothing insane, but a typical semi out of control school populated by mainly poor kids of color and a mostly white staff.*

I was hired to clean up this mess because I had a rep for combining 'street smarts' with a 'guidance counselor's touch'. After 2 ½ years of being a 'nice, but tough' Dean who had racked up more than 300 suspensions in one year, (the numbers are correct – we suspended for everything!), I realized that nothing was really changing. I, and many of my students, were caught on a treadmill-like cycle of 'incident, suspension, proforma apology and return to do it all over again'. I was getting physically sick, my Principal was upset because he couldn't get his literacy program off the ground, many of our teachers were struggling and many of our students were either caught in the trap of 'getting away with whatever they could' or suffering emotionally and academically because many classes were disrupted.

Finally, with a push from a few teachers who I was close to, I decided to develop a school wide program that would give all students and faculty a voice in how we wanted to be treated. Since everyone was complaining about not being respected, I targeted my efforts on addressing this

stated need. Throughout my 26 years in NYC's classrooms, I had always treated my students and coworkers respectfully and had commanded respect and admiration from all of them. So, I felt that I had a good idea about what was needed and focused my efforts on developing a system that would allow everyone to get the full complement of respect that they each deserved. Hence, "The 100% RESPECT! Campaign"!

Thankfully, what we did worked. During our first year, we dropped suspensions by 51% and over the next 4 years they were reduced even more. For the past 15 years, East Side has been recognized for our outstanding literacy program with educators visiting from around the country. Tomorrow, we'll look at the step by step process that can be used to put "The RESPECT! Campaign" in place at your school.

Article 4: "The 100% RESPECT! Campaign: A Template For Running Your School in an Equitable Fashion"

The 100% RESPECT! Campaign is built on 2 underlying beliefs. The 1st pillar is that everyone, regardless of age, class, gender, color, nationality, sexual orientation, etc. is equal and does, in fact, deserve 100% respect. It acknowledges, also, that we are all different, and that in the school community we each fulfill certain roles, e.g., student, teacher, para-educator, principal, etc.

The second pillar upon which the Campaign rests is that of interactivity. Since we are all very different people, coming together to do a common purpose, (public school in the U.S.) and each of us brings in our (to some degree, at least) differing world views, there is a great need for constant communication between all members of the school community. If we don't communicate with each other how will we really know what the other is thinking or feeling? If we don't talk to each other, we will be left to assume where the other person is coming from... and, you know where assuming gets us?!!

The process of co-creating your schoolwide behavioral expectations, requires that your school has an Advisory class built in to its schedule. Advisory is the dedicated space in which your students will do their part of the work of developing your RESPECT! Guidelines (and all other social emotional learning).

In Advisory, your students work on defining what they want/feel respectful behavior should look like in the following 3 areas: Student to Student, Staff to Student and Student to Staff. (Developing Staff to Staff Guidelines is also a part of this process because we are addressing all of the relationships in our building. They are best hammered out before working with our students. This way, our adults are familiar with the process that they'll be leading their Advisory classes in developing.) Everyone is drawn into the process because you'll be working in small

groups of 4 or 5 (the ideal size of an Advisory class is 15), making it easier for everyone to participate) .

To start, the class will define how they want to be treated/not treated by their peers. Issues of personal space, bullying behavior and helping each other understand classwork and much more emerge. Then, they'll jump (and I do mean jump!) into how they want to be treated and not treated by their teachers and all adults in the building. It's here that the sarcasm, 'playing favorites', holding grudges, etc are explicitly addressed. Finally, students are asked to put themselves into their teachers'/adults' shoes and try to define what they think their teachers need from them to feel respected and comfortable at work. Here, issues such as coming to class prepared, not disrupting the lesson, realizing that their teachers are human beings and reflecting on how they act, are directly addressed.

Once every Advisory has completed their charts of behavioral expectations, a rep from each class is chosen and they meet with one of the teachers on their grade to collate all the best ideas of, grade 9, let's say. When this process is completed by each grade, all the RESPECT! Reps and teacher RESPECT! leaders come together for a 'Constitutional Convention' and they hammer out, say 10-12 guidelines in each of the 3 categories.

Now, don't think that we're leaving out our adults and letting our young ones alone define what respectful behavior should be! During the same time period (early in the school year is best), the teaching and support staff are having meetings to craft their lists of how they would like to see their students treat each other and how they want to interact with those same teens and preteens. Their ideas are brought to the Constitutional Conventional as well.

At the Convention, everyone's suggestions for your school's bottom lines are hammered out. With this completed, all your adult and student Respect Reps bring the proposed "100% RESPECT! Guidelines" back to their 'constituents' – the rest of the staff and the full student body.

At a series of 'Town Hall' meetings (grade by grade for the students and by grade or department/category for the staff), the proposed Guidelines are introduced by the student or adult Reps. Point by point they are reviewed. Each guideline is stated, examples are given, questions and clarifications are taken. Then, each of the 3 charts are put to a vote. Invariably, they have been ratified by each constituency with a 90-95% thumbs up rate. The 5-10% who vote 'no' are reminded that they are expected to follow the new protocols because this has been an inclusive process; everyone has had a chance to participate in the development of the Guidelines and in the vote. The will of the great majority will be recognized – these agreements will be the 'new way we roll'!

For an example of a 'finished product/Guidelines, click here: <http://crossculturalconsult.com/wp-content/uploads/2017/05/BSSWA-RESPECT-guidelines-9.7.15.pdf>

Article 5: “The 100% RESPECT! Campaign: Holding People Accountable”

Finally, and crucially, the handling of situations where people (young and older alike) disregard or accidentally break your new standards of behavior, must be done in a restorative fashion. We have worked together as equals to define our Guidelines, (different, but equal! – Pillar #1) and now we must address behaviors that harm others with compassion and an eye on helping people take responsibility for their actions. Consistently, we must remind everyone that we are in the process of establishing a ‘Culture of Self Reflection’ (CofSR) at our school (see 6/7/21 article). This is a new way of relating to each other which has, as a main goal, uprooting the inequitable treatment that some in our community receive, so we must be gentle as we help/push our community members to begin to change.

Therefore, every school must have a number of staff and students versed in Restorative Practices ready to respond to all complaints. It cannot be left to the Deans and Counselors! Because on the first day after ratification, you can bet beaucoup dollars that one student after the next will be running to your ‘designated responders’ with complaints about staff violating the Guidelines and not being respectful to them. *Your youth will want to see, from the jump, if this is gonna really be a significant leap forward or if it will be another failed promise from ‘the adults’.* From Restorative Chats and Conferences to Peer Mediation and the No Excuses Mediation(NoXQZz), from Repairing the Harm (RTH) Circles to handling Victim/Harmer situations and finally, to Reentry Circles we must have a number of ‘go to’ people ready to help others repair the harm and help heal, not only the disputants, but the school community as well. Yes, this is no easy task and will necessitate that adults and youngsters be trained. But, inevitably, it will keep students in school, improve relationships among students and between staff and students and lead to calmer classrooms within which much more teaching and learning will occur.

Actually, in doing this co-creation of behavioral expectations, we will be addressing one of the biggest knocks/criticisms of doing RJ Practices within an already flawed/prejudiced system. That is, when we help 2 or more students/staff to resolve a conflict and walk away satisfied we are returning them to a school who’s structure and functioning is inherently burdened by embedded inequities of every variety. While we are healing a small wound, we are returning our youngsters and adults to a building sick with the cancers of racism, sexism, class prejudice, agism, homophobia, xenophobia, ableism and more. This analysis, which is widely held by an increasing number of RJ practitioners, brings us back to the need to uproot all these systemic inequities. Committing to holding our youth and our adults accountable for their words and actions, will set the stage for building our ‘new school’ on an altogether different foundation. One based on self-reflection and collaboration.

Co-creating our school's behavioral norms will serve as the blueprint for how we want to relate to each other within our new paradigm. If we actualize our commitment to treating people equally and helping each other grow into our best selves emotionally and academically, we will have transformed the nature of the social relationships in our schools. No longer will adults misdeeds not be addressed and students errors be our sole focus. If we look for everyone's responsibility in our conflicts and help younger and older community members thoroughly understand their errors using RJ Practices, there will be a worthwhile community to rejoin after we conclude our Circle. **We will have transformed how people relate to each other by acknowledging our basic equality and upending the systemic inequities which plague all our institutions. Some might dub this process as "Transformative Justice".**

Clearly, this process takes a lot of time and energy. Establishing an Advisory class may take minutes away from academic classes. Doing staff guideline charts will impact your P.D. schedule. Is it worth it? You bet it is! Getting everyone to collaboratively develop how you will live and work together for 180 days a year, is a process that can be transformational for everyone in your building. **By taking everyone's needs and feelings into account you will be setting the stage for everyone to learn new ways of relating to each other. And, this is what we need to do if we are to uproot the systemic inequities that are rooted in all our schools /institutions.**

We can't just tell people to change, to give up their old ways of thinking and acting; we have to show them through our words and actions that there is a better way to interact. We have to work with our colleagues to help them understand why something that they did was hurtful to another community member. We have to support each other to take responsibility for our actions and rectify any mistakes we have made. This means that it needs to be done without the usual guilt tripping, blaming and shaming that goes on all too frequently in our schools. If we approach conflict in this new fashion, we will make our work spaces safer and allow for more cross cultural and inter-generational learning to take place.

Every voice will be uplifted; everyone will be heard. If we then, really do follow up and hold everyone to account when they mess up and 'act outside' (used to be known as violate!) any of our 100% RESPECT! Guidelines, we will have broken the systemwide molds of racism, agism, sexism, class prejudice and all the other ways of being and thinking which keep us treating each other poorly. In its place, we will begin to concretize new patterns of relating which will recognize our humanity and build our schools into the villages that we all know it takes to raise our children into well rounded, intelligent and emotionally grounded individuals. And, we will grow in the process as well! If we are bold enough!

MG 4/7/2022

Appendix A: BSSWA Scholar-Activist Respect Guidelines

BSSWA's Scholar-Activist Respect Guidelines

The *Scholar-Activist Guidelines* are based on five core values. Our commitment, first and foremost, to: (1) achieve **academic excellence**, (2) extend a **helping hand** to those in need, (3) maintain a **peacekeeping** culture, (4) summon the courage to express our **creativity** ("think differently!"), and (5) demonstrate pride in our school work as well as the accomplishments and gains of others (**school spirit**), define what it means to be a *scholar-activist* at BSSWA.

RESPECT NORMS

Student-to-Student RESPECT!

Treat every classmate as you wish her/him to treat you.

1. Celebrate the successes of every classmate. Encourage them to push through challenges and take intellectual risks.
2. Lend a “Helping Hand” to classmates.
3. Avoid all forms of bullying (physical, verbal, or cyber) and gossiping at all times; you know where these actions lead!
4. Work with classmates toward swift and equitable compromises and resolutions when conflicts arise.
5. Monitor your tone & language. Yelling (or cursing) at classmates is never acceptable; even when you’re frustrated or in a bad mood.
6. All fighting, including “play fighting,” is strictly prohibited. You know where that leads too!
7. Sexual harassment – verbal or physical – is never acceptable ... ever.
8. Reflect constantly and take full responsibility for your work and actions.
9. Respect everyone’s personal space and property. Let’s all agree to keep our hands to ourselves and off one another’s person or property without expressed permission.
10. Extend everyone 100% respect, 100% of the time; regardless of color, race, nationality, religion, gender, sexual orientation, or age.

Staff-to-Student RESPECT!

Treat every student as you wish her/him to treat you.

1. Listen carefully to every student in the class. Hear us!
2. Encourage us. Be patient with us – especially, when we don’t understand.
3. Strive to teach every student you encounter.
4. Work with your students toward swift and equitable compromises and resolutions when conflicts arise.
5. Monitor your tone and language. Yelling (or cursing) at students is never acceptable; even when you’re frustrated or in a bad mood.
6. Avoid playing favorites by taking the time to learn the many sides of every story.
7. Arrive to class prepared, on time, and well organized (i.e., don’t lose our work).
8. Reprimand us privately when possible. Always correct us in way that maintains our dignity (i.e., Don’t shout us out about personal or academic issues).
9. Respect everyone’s personal space and property. Let’s all agree to keep our hands to ourselves and off one another’s person or property without expressed permission.
10. Extend everyone 100% respect, 100% of the time; regardless of color, race, nationality, religion, gender, sexual orientation, or age.

Student-to-Staff RESPECT!

Treat every teacher & staff member as you wish her/him to treat you.

1. Arrive to class prepared, on time, and well organized (i.e., don’t ask to retrieve something from your locker moments upon arriving to class).
2. Avoid disrupting the lesson or class time.
3. Share the air space in class. Honor the “One Person, One Mic” rule.
4. Work with faculty and staff toward swift and equitable compromises and resolutions when conflicts arise.
5. Monitor your tone & language. Yelling (or cursing) at faculty or staff is never acceptable; even when you’re frustrated or in a bad mood.
6. Complete every assignment on time and to the best of YOUR ability.
7. Be open to new ideas and routines.
8. Reflect constantly and take full responsibility for your work and actions.
9. Respect everyone’s personal space and property. Let’s all agree to keep our hands to ourselves and off one another’s person or property without expressed permission.
10. Extend everyone 100% respect, 100% of the time; regardless of color, race, nationality, religion, gender, sexual orientation, or age.

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