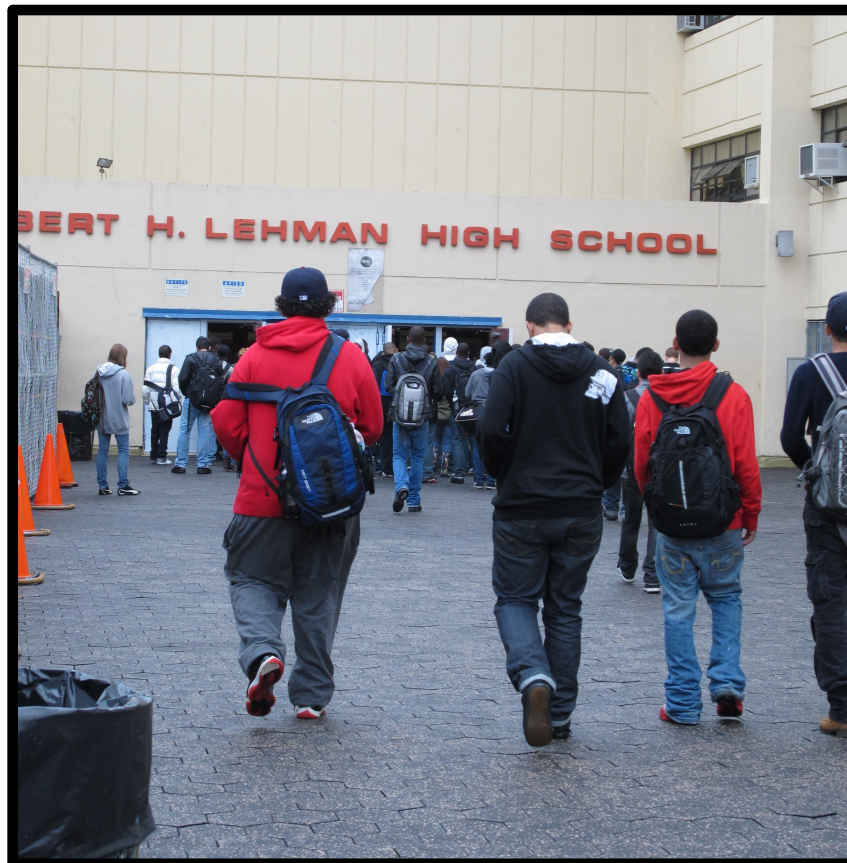
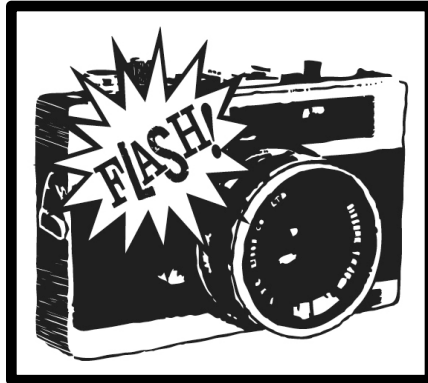




Lehman High School
Bronx, NY



[Snapshot]



- Grades 9-12
- Enrollment - at the time of the Testimonial, enrollment was approximately 4200; Current enrollment is 2100
- Current Demographics - 58% Latino/a, 23% African American, 8% Asian American and 11% European American.
- Poverty level - 70% Title I eligible
- This was an Impact School at the time the Testimonial was written
- There were approximately 12 School Safety Officers
- Yes, this school scans

[Testimonial]

Author: Anne Looser, special education teacher & former UFT chapter leader



RELEVANT HISTORY

Herbert H. Lehman is one of the last large high schools in both New York City. To date, the only other large high schools left in the Bronx are DeWitt Clinton High School and Harry S. Truman High School. I worked at Lehman from September 2008 to June 2012. When I worked there, the school served nearly 4,000 students.

1. Leadership Change

In December 2008, the New York City Department of Education (NYC DOE) removed our principal of 30 years. For many, this signaled the beginning of the dismantling of Lehman. The NYC DOE appointed an Executive Principal, a title which comes with a \$50,000 per year bonus. We were told this Executive Principal was there to improve Lehman—yet during her time at our school, our school's grade went from a B to an F. After just 2 years, the DOE removed her for grade changing. In the summer of 2011 the DOE appointed a new principal, Ms. Rose LoBianco, who is still principal today.

2. The “Lists” - Facing Closure, Co-Location, and Turnaround

During this time of leadership upheaval, Lehman was constantly under attack from threats of co-locations, closures, and plans for turnaround. In the fall of the 2010, the DOE included Lehman on the preliminary list of schools to be closed. A few months later when the final list came out, Lehman was not on it. Everyone breathed a collective sigh of relief, only to

face more trouble in the 2011-12 school year. First, Lehman was placed on the closure list, but was again removed from the closure list in December 2011. However, in January 2012, the DOE announced that it would be placed on two other lists—the turnaround list as well as the co-location list. That year, Lehman hosted two joint public hearings and was voted on twice at the Panel for Educational Policy (PEP), once for co-location and once for turnaround. As expected, both plans were approved by the PEP. However, in July of 2012, a lawsuit from the United Federation of Teachers reversed the turnaround plan. All teachers and faculty at Lehman were allowed to return to their jobs if they chose to do so. During this same time, Lehman was placed on the federal list of schools considered to be the lowest achieving in the country: the Persistently Lowest Achieving (PLA) list. In the following school year (2012-13), the school was placed on the final closure list, and hosted another joint public hearing to discuss the possibility of closure. At the very last minute, the DOE announced that it would not close Lehman, but instead that it would downsize from 4,000 students to about 1,000 students. It was also decided that Lehman would co-locate with five other schools. As a result, in June of 2013, 41 teachers were excessed from Lehman High School.

3. Resource Allocation - Consultants v. Student Programming

In 2009, I noticed an increasing number of outside consultants, coaches, and auditor types nosing around the building with clipboards and measuring tapes. In addition, a lot of people I did not know would enter classrooms, walk hallways, and monitor the metal detectors and team meetings, among other things. As the school's budget shrunk, it seemed as though more and more money was being spent on people outside of the building than on the people inside the building. The school's budget confirmed this suspicion.

4. Police Presence & Suspensions Increase

Beyond the threats and lists and votes and oversight from outside consultants, Lehman was placed on the NYC Impact list of the most persistently dangerous schools in the city. In the fall of 2010 the city installed metal detectors in the school. At some point after 2010, armed NYPD officers were assigned to the school. In the 2010-2011 school year Lehman High School reported the highest number of suspensions in the city. At this point, I was the UFT chapter leader. As a chapter leader, I believed that teachers unions should do more than just use collective action to protect teachers' due process. I believed (and still do) that teacher unions should work in alliance with students, parents, and community allies to build strong school communities. I knew that

suspension was not the way to do this. As such, I began organizing my chapter around Restorative Justice programs.

ORGANIZING

1. Job Action Organization

When I took on the position of chapter leader, I began organizing the school by developing a strong communication system. I wrote a monthly newsletter, compiled an email list, developed a website, and created an interactive bulletin board. When I knew an event was really important, I flyered all 250 members' mailboxes and taped a flyer on every faculty and staff bathroom door in the building. I made a list of every department or aspect of the school (whether they belonged to my union or not) and sought to develop leaders in the following areas:

- Teachers
 - Math
 - English
 - Social Studies
 - Science
 - Physical Education
 - Foreign Language
 - Special Education
 - Art
 - Music
 - Technology
 - English as a Second Language
- Secretaries
- Community Associates (DC 37 members)
- Paraprofessionals
- Guidance Counselors
- Social Workers
- Custodial (SEIU members)

In some departments I was not able to find a leader for the department or area of the school, but I always kept the position open. In addition, I developed a list of jobs for people. I always had something for someone to do, from flyering mailboxes to running committees to attending meetings. No one who said they wanted to help ever went unengaged. Initially, I used this communication system and leadership structure to inform the members about the various attacks we faced: closures, co-locations, etc. Through this process, I came to understand very well how the school functioned. For instance, I knew that if I needed graphic arts done for flyers, there were members in the arts department who could do this. When they were done with the graphic for the flyer, I knew who in the

technology department could print the graphic. When I needed a press release written, I went to the teachers in the English department. When we needed data analyzed, the math department stepped up.

2. Restorative Justice Organizing

As the Chapter Leader of a school under attack by closure, co-location, and turnaround, I began by organizing job actions around these issues. However, I soon realized that many different issues were deeply interconnected. When teachers' jobs come under attack, students get criminalized and arrested. In addition, it became clear to me that student arrests (as well as teacher job loss) are accomplished through a racist system. Throughout New York City, teachers of color are losing their jobs when schools are closed down, only to be replaced by young, white recent college graduates. In addition, Lehman serves mainly students of color. Thus, a high rate of suspensions means that many students of color were being pushed out of Lehman. This connection made me realize I could not simply organize the teachers around job actions. I needed to empower students and parents. I felt compelled to fight back against the racism that pervades these policies. Restorative Justice programs can provide this space for youth.

3. Chapter Leader as Broker between Chapter Members & Administration

When I began organizing around Restorative Justice, I tapped into the organization I created to organize job actions. We created a Restorative Justice committee in addition to the other committees and leadership positions we developed. However, I also engaged the school and the DOE administration in this process. Essentially, I acted as a broker between the grassroots organizing I'd done for job actions and the administration.

4. Finding Money and People for Restorative Justice Programs

As UFT Chapter Leader, I attended all Safety Committee meetings, including the Comprehensive Safety Review our school had every year. In November 2011, right after the release of such high suspension numbers, I attended the Comprehensive Safety Review. While I was at this meeting, I met Anthony Orozo and Joshua Laub, high-level administrators in the Office of School and Youth Development at the DOE. I knew that because of their position, they could help us get funding for Restorative Justice programs. During the Comprehensive Review, I introduced myself to them and immediately began sharing with them our need for Restorative Justice. After looking at our suspension numbers, there was no arguing.

In addition, because of my connection with Teachers Unite and the Dignity in Schools Campaign, I used language that they knew. I explained to them that Lehman had a Restorative Justice Committee and that I would be happy to convene the committee to create a list of things Lehman needed to ensure that we could run a Restorative Program.

5. The Demands

I sent Mr. Orozo and Mr. Laub an email with the following list of program wishes (or demands):

11/30/11

Lehman High School Teacher Requests for Support

Lehman High School Teacher Requests for Support

Looser Anne (08X405)

Sent: Tuesday, November 22, 2011 5:20 PM

To: Orzo Anthony; Laub Joshua

Cc: LoBianco Rose

Mr. Orzo and Mr. Laub:

First, thank you for all of your discussion about the value of restorative practices in the schools. We are putting together a team of teachers to work on this issues here at Lehman, and we are excited to discuss what we want the program to look like.

After meeting with Lehman staff interested in restorative practices and looking at what other schools are piloting with Teachers Unite and the Dignity in Schools Campaign, our Lehman team of teachers came up with these ideas:

- We would like to create a student leadership council for students not engaged by traditional student council programs. Our colleagues at the Bronx Morris Campus have communicated that their work to establish a campus-wide leadership council with the CBO Sistas and Brothas United has been very successful as a positive intervention practice in engaging at-risk students. We would like to work with a youth-led CBO to establish a leadership council for at-risk students at Lehman. We have already talked with Youth on the Move (a Bronx based CBO) about offering leadership skills development and coordinating the council. With funding support from your office, we would like to partner with Youth on the Move (or another CBO) beginning in January 2012 to form a leadership council as a positive intervention to develop the leadership skills of at-risk students.
- We would like to run 3 peer mediation classes in Spring 2012 and Fall 2012. This would allow us to target nearly 100 students and support the implementation of peer mediation in Fall 2012. Also, it is important to us that students choose this class. We want to build student capacity, and this is best done when students are invested. We have teachers trained to do this already, but Lehman currently cannot fully fund these classes. Financial support from your office would be crucial to running these classes.
- We would like to have an after school (or Saturday) professional development on restorative circles for a team of Lehman staff starting in January 2012.
 - We would like to have comp. time positions created for each SLC to have restorative justice dean and/or coordinator for each SLC starting in Fall 2012. These would be people who are trained in the restorative practices and help implement and monitor the suspension rate and discipline practices.

- We would like to have a parent training on using restorative practices, and we also felt that, in the next school year (2012-2013), we would like to have a dedicated parent coordinator for this. From our discussion with other Teachers Unite members and staff we learned that in some of the schools where restorative practices and PBIS are happening, students were learning new skills, taking them home, and parents didn't understand. Thus, when parental training was involved, it allowed the students to grow at a much faster rate and parents supported and better participated the new approach to discipline. Funding and training support for a parent coordinator of discipline would be crucial to supporting our project.
- We would like to have a reduction in the case loads of our current guidance counselors and social workers. As I mentioned to you, the guidance counselors and social workers we already have who are already trained in many of these practices, are over whelmed with paperwork -- between SESIS and other basic tracking of students credits, etc, pulls us away from our students. For instance, one of our guidance counselors who works with our at risk population has a case load of 150, and she is able to provide more support because of this case load. We think that each SLC should have at least 3 guidance counselors. This would mean hiring 6 more counselors in Fall 2012.

In the next UFT - Principal Consultation we will discuss these items with Ms. LoBianco, but there is no doubt that we will need support from your office to implement these restorative practices.

Also, you should note, that we are currently working with Ms. Cuttle to provide a second round of LSCI trainings here at Lehman. This will mean we will have approximately 30 staff members trained in LSCI. We have been working to build capacity at this school. But without further support, we cannot implement these practices.

Thank you,

Anne Looser

6. Funding & Program Implementation

When we made this list, we knew we would not get a lot of what we were asking. This would require millions of dollars in programming and staffing. However, OSYD did give us a \$50,000 grant with which we were able to:

- Create a student leadership council.
- Run a Restorative Circles Training for teachers.
- Pay coverages for teachers who were trained in Restorative Circles to run circles for identified groups of students during their preparation periods.

In the tools that follow, I provide all the artifacts necessary to begin these programs in a large high school. This includes recruitment plans, flyers, power points, and summaries of lessons learned.

In order to get these programs running, I engaged a wide range of stakeholders both within and outside of Lehman. Each one of these players were needed to make the programs successful – from OSYD to Community Associates. As a chapter leader, I knew intimately how the school worked, and I knew that in order to actually make a structural shift, players at multiple levels needed to be engaged in this process. Below you will find a listing of the stakeholders that made these

programs possible at Lehman. Next to each position, I listed the role the stakeholder played in developing the programs:

- DOE Office of Safety and Youth Development (OSYD): Provided funding to increase Restorative Justice Programs
- Key School-Based Administration: Provided philosophical and structural support.
- Principal: Communicated a vision to the school that included social emotional learning; backed up this vision with tangible program and space choices to support social and emotional learning
- Assistant Principal of Security: Identified students in need of support
- Assistant Principal of Guidance: Identified students in need of support
- Assistant Principal of Organization: Allocated school funds for programming
- Key School Based Staff: Developed, ran, and recruited for programs
- Principal's Secretary: Scheduled space; collected applications for programs (if necessary)
- Hallway Deans: Recruited students for programs; attended trainings; ran programs
- Social Workers: Recruited students for programs; attended trainings
- Teachers: Recruited students for programs; attended trainings; ran programs
- Community Associates stationed in the Hallways: Recruited students for programs

OUTCOMES AND LESSONS LEARNED

1. Restorative Justice Requires Stable Schools

As I discussed earlier, co-location, closure, and turnaround policies are not unrelated to Restorative Justice programs. In keeping with the turnaround model, at the end of 2011-12, every UFT member and most CSA members at Lehman High School lost their jobs. As such, the programs that needed so much support were dismantled right along with the school. Approximately 50 teachers, guidance counselors, and social workers were trained in Restorative Programs. I cannot give an exact number of people trained in Restorative Practices who had to leave, but only about five or six of them remain. In addition to the loss of trained staff, administrators who supported the program implementation—the Assistant Principal of Administration, specifically—left the school due to the turnaround model. I believe that some features of restorative justice

remain at Lehman. However, from what I understand, the programs are still being re-built.

2. Use Students to Recruit Students

When we developed the Student Leadership Council, we went through the recruiting process twice. First, we recruited a small group of students who were referred by social workers, deans, community associates, and/or students in our classes. We then asked those students to bring their friends to the council. I believe this was effective for two reasons. First, the students already had relationships and a sense of how to work together. This meant that we had less work to do in terms of building relationships. Second, it also meant that the students had more power. They knew each other, and they showed the teachers how to enter into their social circle.

3. Food Builds Community

An important part of the circles we facilitated as well as the Student Leadership Council was the food. While eating, we would do a lot of informal discussing about our lives. This helped us get to know each other and build a safer space.

[Tools]



Tool Set A: Student Leadership Council

PHASE I—Requesting a vendor (we requested a partnership with local youth organizing group Youth on the Move):



THE NEW YORK CITY DEPARTMENT OF EDUCATION
 Dennis Walcott, *Chancellor*
 OFFICE OF THE CHANCELLOR
 52 Chambers Street - Brooklyn, NY 10007

**SYSTEM WIDE PROFESSIONAL SERVICES REQUIREMENTS
 CONTRACT WORK ORDER**

This work order is required prior to issuing a purchase order to ensure that the region/operation center/school/office and the vendor are in agreement as to the terms of the purchase. No purchase order will be issued without a complete and signed work order. This work order does not replace contract terms. Rather, it explains the terms for the specific engagement.

Pricing and services must be wholly consistent with the terms and conditions of the contract.

Vendor Name: Mothers On the Move	Date: February 8, 2012
Address: 928 Intervale Ave	Circle or highlight one: Direct Services
Contact Name: Wanda Salaman, Director	District #: 8
Phone: 718-842-2224	School(s): Lehman High School
Fax: 718-842-2224	Vendor #: MOT68715
E-Mail: wanda@mothersonthemove.org	

I hereby certify that the attached scope of work accurately and completely describes the work to be performed and is consistent with the terms of the above-referenced contract.

Wanda Salaman

February 8, 2012

 Authorized Vendor Signature

 Date

 Grant Manager/Principal Signature

 Date

.....FOR DEPT. OF EDUCATION USE ONLY.....

Purchase Order Number _____

Location Code _____

Date Issued February 1, 2011

Scope of Work

(Make copies of this page as necessary)

Lehman Student Leadership Council Proposed Budget	
8 hours/month for Youth on the Move Organizer/Lehman Student Leadership Council coordinator from Jan-June 2012: 90 hours (at \$45/hour)	\$4,050.00
(Monthly hourly total based on 1hr/Leadership Session and 1 hr Organizer Prep/follow-up with students per week=8 hours/month)	
Food, incentives for weekly MSLC meetings	\$1,500.00
Budget for MSLC to run campaigns, programs, etc.	\$1,000.00
TOTAL	\$6,550.00

PHASE II - Recruiting the students.

We created the following work plan to recruit students for the program.

PRIMARY GOAL: To recruit 10 student leaders by March 5, 2012. SECONDARY GOAL: To recruit 15 more student leaders by June 2012.						
✓	Who	Does What	When	Where	How	Resources Needed
		Finalize application and flyer. Akilah: 2pm-5pm	February 21, 2012	UTF Office		
		Collect applications in Rm. B25 Akilah: 2pm-5pm	February 27, 2012- March 5, 2012	B25		
		Email/letter to teachers and all staff about student council	February 27, 2012	UTF Office		
		Delivers copies of applications to: <ul style="list-style-type: none"> • Darlene Post • Claudette Farrow • Debbie Pailey-Sydner • Dean's office <ul style="list-style-type: none"> o Marti o Rose • Save Room • Speech Teachers • 11th grade English teachers • I-Team 	February 28, 2012	UTF Office		
		Recruit Students/Outreach 2pm-3pm	March 1-2, 2012	In front lobby'		

✓	Who	Does What	When	Where	How	Resources Needed
		Set up interviews	March 5, 2012			
		Set up the question from 2pm-3pm Interview Students 3pm-5pm	March 6, 2012 March 7, 2012	Conference Room		
		Notify students of acceptance 2pm-4pm	March 8, 2012			
		Prepare for meeting 2pm-3pm Holds first meeting 3pm-5pm	March 9, 2012	Conference Room		

Here are the flyers we used:

.Do you want more after school programs?

Lehman's
Student Leadership Council

.Do you have what it takes to be a leader?

. Do you want more electives?

Want to Join?
Application are due March 6th, 2012
You can Pick up and Drop off the
Application with Ms. Post in Room B25 or with
Ms. Rosa in Room 382.

.Would you like to see changes in school policy?

Do you want more after school programs?
Do you want to see more electives?
ARE THERE OTHER CHANGES IN SCHOOL POLICY
YOU WANT TO SEE?


THEN JOIN...

LEHMAN'S STUDENT

Leadership

COUNCIL

YOU CAN LEAD THE WAY!



We sent the following letter to teachers via email as well as in their mailboxes:

February 29, 2012

Dear Lehman Community Member,

One of the biggest struggles this school faces is how to support our most struggling and at risk students. Often we find our only solution is to suspend or detain a student in detention. We know that this is not always the best solution, but often we do not have very many other alternatives. In an effort to create more alternatives to the traditional suspension and detention of students, we are in the beginning phases of creating a Lehman Student Leadership Council. This is part of the Dignity in Schools Campaign that was presented at the Faculty Meeting on Monday, February 27th.

We are funding this initiative through the 50,000 dollar Safe Schools Grant the New York City Office of School and Youth Development. When requesting this money we wrote the following summary about what we envisioned for the Lehman Student Leadership Council,

We would like to create a student leadership council for students not engaged by traditional student council programs. Our colleagues at the Bronx Morris Campus have communicated th at their work to establish a campus-wide leadership council with the CBO Sistas and Brothas United has been very successful as a positive intervention practice in engaging at-risk students. We would like to work with a youth-led CBO to establish a leadership council for at-risk students at Lehman. We have already talked with Youth on the Move (a Bronx based CBO) about offering leadership skills development and coordinating the council. With funding support from your office, we would like to partner with Youth on the Move (or another CBO) beginning in January 2012 to form a leadership council as a positive intervention to develop the leadership skills of at-risk students.

Once we received the grant, we partnered with Akilah Irving from Youth on the Move, and began working to develop staff stakeholders in the program. (And we are still looking for more stakeholders.) We are now in the student recruitment phase of developing the council. The basic objective of the program is to capture at risk youth who are “Hall Leaders” and “Street Leaders” and turn them into “Lehman HS Student Leaders”. Currently, we are focusing on recruiting students who are in their junior year. Our hope is to develop a strong group by the end of June who, as seniors, can mentor the incoming Freshmen class. But we will not turn student away.

Students whom wish to participate will need to complete the application form. (We have included it on the reverse of this page so you can make copies of it for students you think would benefit.) They will then be interviewed and selected for the council. We hope to recruit 10 – 25 students in this process. Students will attend 2 weekly workshops. These workshops will focus on leadership skills. The workshops will be on Wednesdays and Fridays from 3 to 5pm. Students will also participate in some Saturday community service projects. Our hope is that this group of students will facilitate the clean-up of the terrace the Dignity in School Campaign Committee is leading.

If you have any questions about the Lehman Student Leadership Council, or would like to participate, please feel free to email me at alooser@schools.nyc.gov, or call the UFT office at 718-904-4292.

Sincerely,

Anne Looser

Below you see the application we used. We knew that every student who applied would be accepted, but we wanted some kind of investment from the students.

Lehman's Student Leadership Council Application
Please return completed applications to a member of the Student Leadership Council in Rm. 173 after school on Wednesdays and Fridays.

Please complete all sections of the application. Applications should be complete in order to be fully considered.

SECTION 1: BASIC APPLICANT INFORMATION

Last Name: _____ First Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Applicant E-mail: _____
Grade: _____ Date of Birth: _____
Gender: _____ Year Graduating: _____

SECTION 2: APPLICATION

Please choose one of the follow questions and type your answers on separate sheet of paper. Please be sure to be complete in your answer.

- 1 Describe why you would like to be selected as a member of Lehman's Student Leadership Council. What strengths do you possess, and what do you hope to gain from this experience?
- 2 Describe any leadership experiences. How did these experiences impact you as a leader?
- 3 What will you personally bring to Lehman's Student Leadership Council that makes you stand out among others?
- 4 What is your vision for the Lehman's Student Leadership Council?

Signatures: All signatures are required prior to submission of application.

Applicant: I hereby attest that all information contained in the application form is truthful, accurate, and complete.

Further, I understand that, if selected for the Lehman Student Leadership Council, ***I will be available for meetings after school on Wednesdays and Fridays.*** I further understand that we will have ***Saturday community service projects*** that I will be expected to participate in.

Signature of Applicant

Date

We then hand delivered letters to each student inviting them to the interview process.



HERBERT H. LEHMAN HIGH SCHOOL
3000 East Tremont Avenue, Bronx, New York 10461
Mrs. Rose LoBianco, Principal (IA)



Telephone: (718) 904-4200 Ext. 172

Fax: (718) 904-4285

March 7, 2012

Dear STUDENT NAME,

Thank you for submitting an application to the Lehman Student Leadership Council. We are honored that you chose to share your thoughts and ideas about Lehman and Leadership with us. Your ideas will help shape and develop the council for generations to come.

We hope that you will join us this Friday, March 9th at 3:15 pm in Rm. 173 (The Principal's Conference Room) for a group interview. It will be an opportunity for you to meet the other students who have expressed an interest in shaping the future of Lehman High School.

In preparation for the interview, we hope that you will think about what you believe would make Lehman High School a better place. Also, think about how you can share these ideas with your classmates.

We are excited to get to know you better and look forward to supporting you in developing your voice.

Sincerely,

Anne M. Looser
Teacher Co-Advisor

Kevin Kearns
Teacher Co-Advisor

Akilah Irvin
Community Advisor

P.S. Please have your parent or guardian sign the bottom of this page. We just want them to know that you will be home late from school on Friday for this interview.

I, _____, am the parent/guardian of
_____. I understand my child will be late
home from school on March 9, 2012.

PHASE III – Developing the group.

Once we had our group, we used community-building circles to create a sense of unity. We also developed a structure for the group.

Community Building Circle

Opening Ceremony: Name Cards

Introduction to the circle process.

Sacred Rules: Put up on a chart paper.

Guiding Questions: Discuss the leadership quotes.

1. I suppose leadership at one time meant muscles; but today it means getting along with people.

Mahatma Gandhi

2. It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.

Nelson Mandela

Closing ceremony: What do you want from us? What do you want to give to the school?

Structures

Lehman Student Leadership Council Guidelines:

1. Structure:
 - a. Wednesdays we will discuss and research issues.
 - b. Fridays we will take actions on the issues we discuss.
 - c. Every meeting we will take out the name tags of all of the students who are in the council – even if they are not in attendance to honor the person who is not attending.
 - d. Every meeting we will do check-ins. When someone arrives late, we will share our check-ins again, and get their check-in too.
 - e. If you cannot attend, then you should be sure to tell someone so that can update the group.
 - f. We will create an email list so that we can keep in contact with each other.

PHASE IV – Developing a student led campaign.

After working with the students, they decided that they needed more members before starting a campaign. We developed a second recruitment plan with the students. Below is the work plan we created:

GOAL: To get 20 applications to the LHS SLC and 10 students who will come regularly to the club by May 1, 2012.						
✓	Who	Does What	When	Where	How	Resources Needed
		Gets teacher room grid from program office.	April 18, 2012			
		Updates & copies flyer and application	April 18, 2012			
		Email to teachers and guidance counselors about program outreach	April 18, 2012			
		Announces the Student Leadership Council applications at the Coffee House	April 19, 2012			
		Go to classes and handout flyers.	April 20, 2012 during 8 th period	Meet at room 404		

Once we had a larger group, we created the Cleanliness Campaign Plan below:

GOAL: To ensure that , first, all student bathrooms on the first floor have soap and paper towels on a regular basis, and, second, that all water fountains on the first floor are usable by May 15, 2012.						
SECONDARY GOAL: To ensure that , first, all student bathrooms throughout the school have soap and paper towels on a regular basis, and, second, that all water fountains throughout the entire school are usable by June 1, 2012.						
✓	Who	Does What	When	Where	How	Resources Needed
		Have a meeting with the custodian and the principal about the situation. Agenda: • Equipment • Budget • Trash cans in the girls' stalls. • Survey results.				
		Research the budget issues and see if we can get free supplies.				
		Create a flyer explaining why this matters to us.	April 27, 2012 (Friday)			
		Put posters in the bathroom.				
		Survey the students about cleanliness in the bathrooms. (paper and electronic)				
		Take pictures of the bathrooms.				
		Make a PSA about the bathrooms.				
		Create a survey.	April 27, 2012 (Friday)			
		Write an article for the Lehmanmac.com.				

We were not able to complete all of the steps in the campaign plan. For instance, some of the students were in a film class. They thought they would be able to make a PSA in that class, but they were not able to. We focused mainly on creating a survey about how clean the school was. Here are the survey questions:

School Cleanliness

This survey is to better the cleanliness of Lehman High School as a whole. (Bathrooms, water fountains, locker rooms, classrooms, hallways, etc.) You don't have to share personal information, but if you like you can share personal problems with school cleanliness. We value your honest opinion.

* Required

Water Fountains *

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
All the water fountains are functionable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the water fountains have clean water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the water fountains have cold water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enough water pressure to reach your mouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the water fountains are clear of garbage, trash, litter, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Availability of Bathroom Supplies *

	Always Available	Mostly Available	Sometimes Available	Rarely Available	Never Available
Soap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper Towels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toilet Paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working Sinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

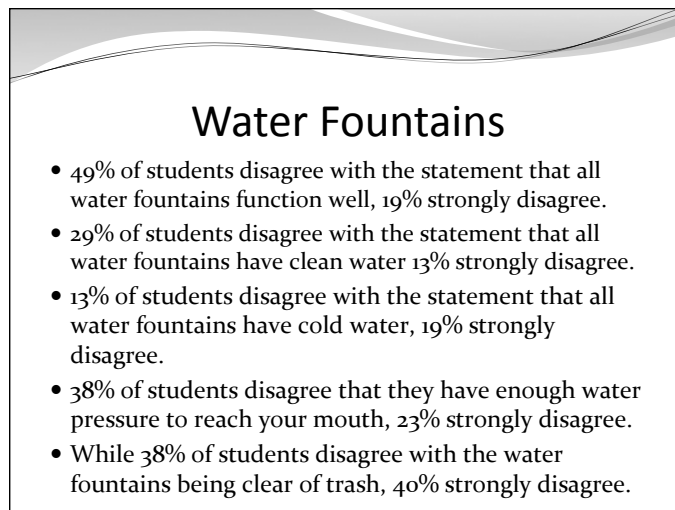
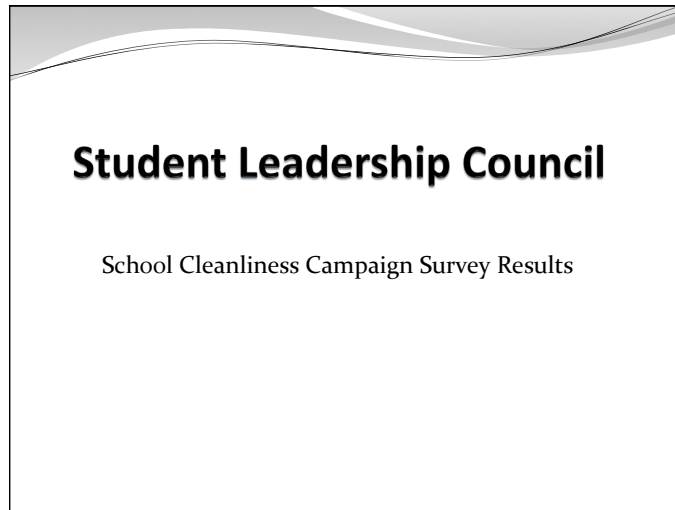
Bathroom Cleanliness *

	Always Clean	Mostly Clean	Sometimes Clean	Rarely Clean	Never Clean
Bathroom Stalls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toilets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walls and Floors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments, questions, or concerns are to be listed here.

The students then presented their findings to the custodian and the principal. Here is the Power Point they created:

8/18/13



Bathroom Supplies

- 40% of students say that soap is rarely available and 20% say it is never available.
- 33% of students say that paper towels are rarely available and 14% of students say that it is never available.
- Luckily, 17% of students say toilet paper is rarely available and only 9% say it is never available.
- 17% of students say that working sinks are rarely available and 6% of students say it is never available.

Bathroom Cleanliness

- 33% of students say that bathroom stalls are rarely clean and 25% say they are never clean.
- 32% of students say the toilets are rarely clean and 29% say they are never clean.
- 34% of students say the walls and floors are rarely clean and 28% say they are never clean.
- 29% of students say the sinks are rarely clean and 20% say they are never clean.

Key Comments from Survey

- Increase water fountain and cold water
- I Cant really Blame the school, because most of the time the students ruin the bathrooms and water fountains.
- This school is ----- disgusting.
- "LOCKER ROOM BATHROOM NEVER HAS TOILET PAPER
- "CLEAN EVERYTHING!!!!

Possible Solutions

- Air dryers in the bathrooms.
- Hand sanitizer in the hallways.
- Secure soap dispensers.
- Maintain soap and paper towels.
- Larger, plastic mirrors.
- Access to all lockers in the locker rooms.
- Routine maintenance of bathrooms and locker rooms.
- Repair of all water fountains.
 - Increased water pressure.
 - Colder and clean water.
- Access to more garbage cans.
- Student created murals in the bathrooms.

Tool Set B: Restorative Circles Training for Teachers

After going through the DOE circles training, Lehman teachers designed a Lehman specific training. Below is the letter we wrote to our staff inviting them to the training:



HERBERT H. LEHMAN HIGH SCHOOL
3000 East Tremont Avenue, Bronx, New York 10461
Rose LoBianco, Principal



Telephone: (718) 904-4200 Ext. 172

Fax: (718) 904-4285

May 22, 2012

Dear Faculty and Staff:

On yesterday's Faculty Meeting Agenda there was an item about Restorative Circles Training. This letter is a follow up to this agenda item.

We, Anne Looser and Rosalie Aversano (Dalessandro), will be holding trainings in Restorative Circles. Restorative Circles support youth in developing pro-social skills, rather than relying on defensive and reactive skills. Restorative Circles also help develop strong school cultures where students and teachers have equal voice. During this training, we will also make written recommendations about how to integrate Restorative Circles and other Restorative Practices into the 2012-2013 school year.

Trainings will happen on the following Saturdays from 9 am to 2 pm with a 30 minute break for lunch. As the trainings are interrelated and build off of each other, you are expected to attend **all** Saturday trainings. Participants will be compensated at the per-session rate for Saturday training sessions..

- Saturday, May 26, 2012
- Saturday, June 9, 2012
- Saturday, June 16, 2012
- Saturday, June 23, 2012
- 1 to 2 days during Regent's Week

Email Anne Looser alooser@schools.nyc.gov or Rosalie Aversano (Dalessandro) raversano@schools.nyc.gov by Friday, May 25, 2012 at 9 am to sign up for the training. Space is limited to 8 people and sign-ups will be on a first come, first serve basis.

Sincerely,

Rosalie Aversano (Dalessandro)

Anne Looser

Here is the training we developed:

Restorative Approaches Training

Compiled by Anne Looser and Rosalie Dalessandro, Lehman High School

Day 1- May 26, 2012

Opening- How are you feeling about being here today? One high and one low from the week?

Name Tags- Create a name tag and then use the talking piece to explain what your name origin is.

Creating the web- One positive experience we have had here.

Guidelines- Establish

Lunch- 12-1

Stand up game- (After lunch) “stand up if...”

Retributive or Restorative- pg 157-Just Schools

Closing- “The Concept of a Circle in Nature”

Day 2-June 9, 2012

Opening-Chocolate River and Questions

Foundations of Circles- pg 27-The little book of circle processes

Four Relational Elements of Circles- pg 42- The little book of circle processes

Introduce different types of circles

Celebration

Learning

Community building

Dialogue (bullying)

Healing

Support

Re-integration

Decision making

Conflict

Sentencing/discipline

Lunch 12-1

Discuss dynamics of the circle- talking piece (ask people to bring in a piece that is important to them), center pieces (build onto the center piece), role of the circle keeper

Closing-Meditation “Big Sky”

Day 3- June 16, 2012

Opening- Aristotle’s Challenge

Check In- On an index card write down fears that you may have or challenges you think you may face-anonymously and then pose these to

the group.

“What happens if”-person has an emotional crisis, negative reactions, confidentiality not being kept, running out of time

Lunch 12-1

Activity-Rainstorm

Qualities of circle keepers-On index cards write one quality that you think a circle keeper would need to have.

Closing- Going out of our minds poem

Day 4- June 23, 2012

Opening-60 second interviews

Case Studies- Break into groups read scenario-Case studies- pg 15

Lunch 12-1

Questioning-

1. What are the sorts of (serious) behaviors you currently have to address in this school?
2. What are the meanings behind these behaviors?
3. What are the current school responses to these behaviors?
4. What are we teaching students with these responses?
5. How can we improve the schools responses?
6. What are the ideal outcomes that we are hoping for with this response?

Closing- What have you taken away from this process so far?

Day 5- TBD (During Regents Week)

Opening- Silent Squares

Facets of Restorative Practices- Fairness committees, Crisis intervention training, mediation rooms, peer negotiation

Make a plan/ goals for integrating restorative practices at Lehman-break into groups

Lunch 12-1

Make a plan/ goals for integrating restorative practices at Lehman-break into groups

Closing-Our Deepest Fear poem

Day 6 - TBD (During Regents Week)

Continuation of planning/ goal making for integrating restorative practices at Lehman

Here is the action plan we created for integrating restorative practices into the school:

Goal: To build a school community through:

- Increased self-esteem, confidence, trust; build integrity while instilling motivation to become goal-oriented
- Decreased amount of suspensions (punitive discipline measures) by increasing restorative practices for level 1 and 2 infractions
- To create a course that is credit-bearing that cannot be removed from the transcript.
- To get students view themselves as a part of the world and community as a whole

ACTION STEP(S)

WHO	DOES WHAT?	WHEN?	WHERE?	HOW?	RESOURCES NEEDED?
Morningside Center (outside trainers) and /or teachers trained in practice	Provides PD to school staff in community building and academic circles	August	Throggs Neck H.S. at Lehman H.S. Campus		Training Manuals, per session, funds from OSYD
Principal and Administrative Support Staff	Officially recognizing circles as an approved classroom practice	September	Throggs Neck H.S. at Lehman Campus	Distributing a memo to staff outlining training and practices.	
Student Leaders & Teachers	Collaborate with teachers and other students to restore using a peer mediation/restorative practices curriculum	Daily lunch periods	Former SAVE room or available space near cafeteria	Position should be a teaching position. In the first part of the class teacher will train the students to do mediation/restorative circles. Once trained the students will run circles for other students. Student leaders will be enrolled in an elective class (for credit).	Room Teacher who is trained in mediation and restorative practices. Curriculum

WHO	DOES WHAT?	WHEN?	WHERE?	HOW?	RESOURCES NEEDED?
PGC Peer Mentors PGC Peer Mentor Teachers	Trained in Restorative Circles; Peer Mentors teach Mentees	August-January	Throggs Neck H.S. at Lehman Campus		Training Manuals, per session, funds from OSYD
Morningside Center (outside trainers) and /or teachers trained in practice	Provide PD to school staff in conflict circles and fairness committees	January	Throggs Neck H.S. at Lehman Campus		Training Manuals, per session, funds from OSYD

Tool Set C: Restorative Circles for Identified Students

Restorative Circles Practice at Herbert H. Lehman High School 2011-12:

Lessons Learned

By Anne M. Looser

Background: In the fall of 2011 a group of Lehman teachers were trained in Restorative Circles. In the spring of 2012, we met with an onsite trainer from the Morningside Center. During these trainings, we decided to find out how to best support students using our new restorative circle practice. In the end, I facilitated two groups using restorative circles. The groups are described below:

“The Hall Walker Circle”: This circle started when we took a list of students who had been suspended for, in essence, cutting class in the building. Initially, we formed this circle by inviting students we knew to a “circle with pizza”. We selected approximately 30 students and planned to deliver invitations to them. This did not happen. When we went to their classes they were not there. That day, one of the students who was invited to the circle was caught cutting class in the hall. He showed the A.P. of Security his invite to the “circle with pizza”, and the A.P. brought the student to me. I asked the student why he was not coming. He said that he didn’t know anyone. I told him to bring 10 of his friends the following week and that they could all have pizza. He did. The group met every week after that.

“The Elevator Crew”: This circle started when a group of students got stuck on the elevator. They were not supposed to be on the elevator, as they did not have keys. These students had multiple infractions of this nature. The principal met with each student and told them they could come to a meeting with me or they could go to detention. These students chose to meet with me instead. This circle’s first meeting was on May 9th. I told the students at this meeting, I would like to meet with them again. I told them they did not have to come, but that I would have pizza at the next meeting. I also invited them to bring friends. This circle met weekly after this.

Lessons: Each group had its own character, but in running these two very different groups, I learned lessons for how to structure these practices in the future. In both circles:

Students invited students they already knew. Thus, they felt comfortable from the beginning. Also, this eased communication. When I needed to speak to members of the group, I would locate just one member of the group. This student would contact all of the other students.

One student in the circle had a pre-existing relationship with me. The student who already knew me explained to his friends that I was okay, and I could be trusted.

Food helped us bond. As we sat in the circle together, we also ate. It gave an almost family dinner kind of feel.

Recommendations: Going forward, I recommend that the following policies/procedures should be used to facilitate circles:

1. More teachers and staff should be trained by other teachers to run circles within the classroom. An emphasis should be placed on teachers using community building circles and

academic circles.

2. Community building circles are used to build classroom culture.

Academic circles are used to build academic skills. The same way teachers use a developmental lesson or a workshop model lesson to deliver content, teachers should also use circles to deliver content.

3. Circles like the “Hall Wanders Circle” and the “Elevator Crew” should continue until more restorative practices are adopted within the school. In order to best facilitate those circles, the following should happen:

a. Money should be set aside to purchase food. If possible, it would be most effective if the account was pre-paid thus more time can be spent supporting students and less time completing paperwork.

b. Students should be grouped with a staff member that they already have a relationship with as well as with their current social network.

c. Rather than developing a compensatory time position, the school should develop a class that trains students to use the circle process with the long-term objective being that eventually students will run circles for other students.