

Reflecting on Probation Practices

Restorative Practices

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Breakout part 1

1. Introductions
2. Brainstorm ideas about equity and inclusion

Breakout part 2

3. Revisit [survey data results](#) and finish documenting key takeaways, practices to stop/start/refine, and next steps for each (if needed)
4. Bold 1-2 highest priorities in each table
5. **Document ways that this work will improve equity and inclusion for vulnerable populations**
6. Identify key takeaways to share out

Equity and Inclusion Brainstorm

Brainstorm ideas about how to meet the needs of vulnerable populations. Start with brainstorming ideas about Youth of Color. Then choose ONE other vulnerable population.

Vulnerable population	What should we be paying attention to in order to meet the needs of this vulnerable population?
Youth of Color	<ul style="list-style-type: none">• Culture. Manchester has large refugee population - kids have to manage/crosswalk between two cultures. Responses need to be informed by/aware of culture.• Refugee kids are navigating a lot of newness and challenge and difference. What shows up as delinquency/risky behavior can be coping, that can lead to a spiral if system isn't paying attention to culture• Be aware of past trauma and be prepared to use your cultural knowledge to be an advocate for young people, many of whom have experienced extreme trauma (e.g., 5 layers of clothes story)• Be aware and intentional about communication, especially with parents who may not speak English. Think ahead about resources available for translation - both humans and technology.

	<ul style="list-style-type: none"> • ISO services inaccessible because families may not speak enough English to navigate • Engaging adults with similar cultural backgrounds to help - e.g., by engaging directly with families, by helping young people and families build trust in state workers, by helping JPOs learn what kids have experienced and what the impact has been, etc. • Is there a way to bridge those last two points? To rely on refugees as credible messengers or co-designers or mentors to ISO providers?
Girls	
LGBTQ Youth	
Youth from low socio-economic backgrounds	
Youth with mental health needs	
Youth with disabilities	
Other-	
Other-	

Key Takeaways

- Will JPPOs have too much on their plate if they add restorative practices work; should they refer to a restorative justice organization? Have been trained to use CANS data. There are strong connections with JPPO's
- Part of transformation is getting JPPO in sooner, often school or police chief or prosecutor has the contact with the victim, would be good to move that contact up. Have conversations about what would feel/be restorative from victim POV
- RJ can be practiced in schools, small groups, 1:1 between two students. Not only resilience but decreasing potential for crime is related to maintaining connections (ie decreasing suspension and expulsion has strong impact)- create connection and see change (One trusted adult...)
- Preserve relationships as primary function of our work
- Cross system understanding of restorative practices
- Resource identification for this work- more is out there and coming than many know of

STOP

Practices (What practices should STOP?)	Next steps (What needs to be done before we can make this happen? Who should be involved?)	How will this work improve equity and inclusion for vulnerable populations?
<ul style="list-style-type: none"> Assuming JPPO's are not engaging in best practices. Part of the problem is system doesn't account for positive reinforcement for staff. 	<ul style="list-style-type: none"> Publicizing the work that is being done, sharing steps, process, 	
<ul style="list-style-type: none"> Myths around some practices such as drug testing for no or little cause 	<ul style="list-style-type: none"> Need to clarify reality for partners 	
<ul style="list-style-type: none"> Stop Suspension and Expulsion 	<ul style="list-style-type: none"> Internal services, community services, internal suspensions, keep up with work, keep socially active, 1:1 supports. Build relationships between schools, probation, and 	How would stopping suspension/expulsion improve equity and inclusion for vulnerable populations?

all parties in the best interest of the kid and family.

- Set up a meeting with school administration of school with high suspension/expulsion rates (or district level administration). Start with common values, then move to discussion of how to revise policies to agree with those values.
- Reach out to allies - use existing relationships with individuals in influential positions (e.g., state school board members) who could make changes.
- Consider this issue specifically for refugee kids - particular challenges include barriers that parents might face to participation, or cultural priority for work/earning.
- Identify reasons for suspension/expulsion that might lend themselves to a restorative response. We know that lots of kids get suspended for “disruption”. Could organizations like The Upper Room be linked?
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- Apply common sense – don’t suspend for truancy
- Make it a habit to ask about root causes and make services responsive.

Kids of color are disproportionately suspended/expelled, which creates the appearance of “bad kid.” Both stigma and exclusion from school contribute to worse long-term outcomes. That labelling and discrimination applies to probation kids across the board.

Suspension/expulsion can also lead to getting kicked out – leaves kids even further behind, makes it even harder for them to catch up.

- Stop using suspension and expulsion for respite for staff

- Find ways to better education and support staff

- Stop alienating by removal from community whether suspension or incarceration

- Thinking we have no resources

- Promote relationships and preservation of them - seek alternative solutions like

- Use and promote the new community based services
- Promote more cross system relationships. Inform everyone of what resources are available
- Create centrally located resources lists
- Interdisciplinary teams sharing information
- Relationships are for providers and system as well as children and families.

START

Practices (What practices should START or increase?)	Next steps (What needs to be done before we can make this happen?)	How will this work improve equity and inclusion for vulnerable populations?
<ul style="list-style-type: none"> START More buy in from LE and attorneys/courts. Get partners to agree this is a positive way to get kids to be where they need to be. Lawyers just say the opposite. Don't want talking to youth ahead of time. Difficult to provide services. 	<ul style="list-style-type: none"> Education/conversation with defense attorneys? SB 94, protection that CANS data is not admissible in court-recommendations are 	
<ul style="list-style-type: none"> START Partnering with the child - it's not us vs them, but rather a partnership to bring the child forward to a healthy and successful place 	<ul style="list-style-type: none"> People do well when they can - nobody wants to be a failure or a problem, we have to open the pathways. Use CHOICE theory 	
<ul style="list-style-type: none"> START getting people to understand they can believe children 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> START Making developmental sensitive decisions 	<ul style="list-style-type: none"> Educate LE and attorneys about adolescent brain development, impulsivity, and decision-making 	

- Providing more services to parents
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- Crossover care along with status

REFINE/EXPAND

Practices (What practices should be REFINED?)	Next steps (What needs to be done before we can make this happen?)	How will this work improve equity and inclusion for vulnerable populations?
<ul style="list-style-type: none"> Identify pockets of best practice and energy 	<ul style="list-style-type: none"> Celebrate and use examples of good work being done by our JPPOs - share it so others can “borrow” and not always feel the pressure to “create” 	
<ul style="list-style-type: none"> Strive to be a team with child and family 	<ul style="list-style-type: none"> Training and education, time to work with and get to know and listen to child and family 	
<ul style="list-style-type: none"> Proactive vs reactive 	<ul style="list-style-type: none"> Early identification, intervention; i.d. Risk factors as they “pile up” and address early- screenings. 	
<ul style="list-style-type: none"> Promote and preserve relationships 	<ul style="list-style-type: none"> Take advantage of new in-home community based services, avoid removing kids from homes and communities 	

- Lack of resources to support referrals
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1 urgent priority - **overall engagement**, meet kids where they are, establish the mentoring relationship. Engage stakeholders . Build that team - with child and family but also within the system. Communicate. Speak same language or know languages. ReNew is a nice tool that helps people get same languages. Identifies systems important to the child (child identifies too). System stakeholders meet regularly and learn each other language, build trust, talk about kids and best way to serve them. Start mentoring programs and connect with early on mentors - the trusted adult before getting into trouble. Police chief is also available. Wrap around services do this: Bring everyone to the table.

1 question or wondering - **equity and availability of services**. And funds. Use of grant-funded programs need funds for sustainability. Give the example of regional disparities. Availability of information about what services are available. Making sure everyone knows.

1 thing that needs more discussion - **Engagement - the how of it**. Crucial to put things in place in an effective manner. System of support - a lot of front loading, compassion fatigue, need a lot of buy in to engage across system. How are we taking care of providers, educators, and other partners?