

ACCOUNTABLE ME ACADEMY[©]

PERSONAL DEVELOPMENT FOR TEENS

www.conciousedu.org
+1 (832) 732-2257



**PROGRAM
ALIGNMENT WITH
RESTORATIVE
JUSTICE**

THE NATIONAL CENTER ON RESTORATIVE JUSTICE (NCORJ):

The National Center on Restorative Justice (NCORJ) improves criminal justice policy and practice in the United States through supporting education, research, and training to further restorative approaches. Restorative justice has several core philosophical features, including a focus on identifying needs and repairing harm, active accountability, centering relationships and community, and voluntary participation.

THE 6 PRINCIPLES OF RESTORATIVE PRACTICES & ENLIGHTEN-ME PROGRAM JUSTIFICATIONS:

PRINCIPLE 1.


Restoration - the primary aim of restorative practice is to address and repair harm.

The primary aim of the *ACCOUNTABLE ME ACADEMY* program is to empower each student, teacher, and educational leader, and campus, to become informed about childhood adverse experiences (ACEs), to become aware of and address all types of personal and ancestral trauma, faulty beliefs, biases, cognitive distortions, emotional wounding, and ego-based reactions which adversely affect them and cause harm in their relationships. Our program then teaches how to repair and heal personal trauma, how to reprogram a negative mindset and how to have self-compassion, compassion for family, and empathy for peers who struggle. Hundreds of coping strategies are provided within our program, though we have a hard focus on personal empowerment and personal responsibility. This program is fully aligned with CASEL domains: self-awareness, self-management, social awareness, relationships, and responsibility.

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PRINCIPLE 2.

Voluntarism - participation in restorative processes is voluntary and based on informed choice.

Though this program works best when educational leaders and teachers are working on personal development along-side students, our “Program Guide” training video encourages “invitation” to all, and emphasizes that the work of personal development cannot be forced. Our program is reflection-based, and teachers are only permitted to take grades for completion and may NOT grade student’s personal reflections. There are assessments provided within the program which can be used to hold students accountable for what they learn in the program. ALL students, teachers and educational leaders are encouraged to model their personal development, related growth experiences, and overall change for each other, but no one is forced to do this program. Our program does encourage everyone to develop personally, and reveals the positive outcomes that are possible with personal change.

PRINCIPLE 3.

Neutrality - restorative processes are fair and unbiased towards participants.

Though our *ACCOUNTABLE ME ACADEMY* program is focused on personal empowerment with a heavy emphasis on responsibility - social awareness and empathy for what others are experiencing are woven throughout our lessons. As students learn the “Art of Healthy Detachment” they grow to understand themselves AND others better and to detach their egos from situations that are triggering for them, fostering inside themselves a more neutral response mechanism. Our “Barrier” lessons cover the various pressures that humans face, help students and faculty to examine their individual biases closely, and develop compassion for all.

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PRINCIPLE 4.

Safety - processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.

Though our program does not directly address intervening in student altercations, we do teach everyone on a school campus how to safely express their feelings. The social and emotional learning and discoveries made in our program, along with the hundreds of coping strategies and tools given within it, will enhance campus safety for all. As educational leaders, teachers, and students ALL become more self-aware and begin to develop stronger emotional intelligence, the entire campus undergoes positive change, students learn to express their strong emotions in appropriate ways, everyone on campus (leaders and teachers included) can begin to understand when they are operating from a place of ego and defense, and everyone can begin to process difficult scenarios by consulting their brain for past performance data, detaching from ego, and making the best decisions from the heart.

PRINCIPLE 5.


Accessibility - restorative processes are non-discriminatory and available to all those affected by conflict and harm.

Coping strategies taught in our program such as setting and honoring healthy boundaries, how to stay grounded in the present moment, proper attunement in relationships, and the art of allowance, help students, teachers, and educational leaders to understand HOW to feel comfortable with the stark differences of others and HOW to keep ourselves safe. Our lessons addressing unhealthy childhood attachment, poverty, homelessness, family issues, mental health issues, various disabilities, unhealthy ancestral behavior patterns, racial bias, faulty beliefs, fear, and healthy detachment from ego, provide deep and compassionate understanding for the many layers of unseen trauma that affect all humans to varying degrees. In addition, our Multi-Tiered System of Supports (interventions) help us to be able to reach struggling students and make this SEL available to all students. Campuses are encouraged to share our “Tips & Tools” printables with ALL stakeholders, including families, which basically will bring the main points of what our students are learning, home, to be reinforced by parents and caregivers.

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PRINCIPLE 6.

Respect - restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Our *ACCOUNTABLE ME ACADEMY* program has several lessons which address respect and dignity in various ways. Within our 30 video-lesson series, seven of these address the need for humility and openness. In our lesson, “Expanded or Contracted?” students learn about receptivity, transparency, vulnerability, flexibility, and inclusiveness. They also learn how the role of humility and openness affects their growth mindset, their ability to own mistakes, seek feedback, take risks, build connections, and develop resilience. Students learn specific ways they can turn their mistakes into valuable lessons even when they are not the offender.

Our lesson “The Barrier of Fear” addresses how fear prevents us from being humble and open, causing us to avoid taking risks, to use negative self-talk, to be resistant to change, to withdraw and isolate, and to become stuck in overthinking and paralysis. Several coping strategies are given to mitigate fear and to live in a more expanded state of being, rather than staying contracted and isolated.

Our lesson on “Personal Authenticity” reinforces self-respect and the importance of having respect for the dignity of others. Honoring cultural identity is emphasized, as well as growth mindset, and our overall responsibility to humankind.