CUlture REset

Youth Housing

Facilitating Youth Residential Facilities to Embrace New Cultures of Peace, Prosperity, and Acceptance

A Life Outside the Streets Publication

CUltureREset Youth Housing

Facilitating Youth Residential Programs to Embrace New Cultures of Peace, Prosperity, and Acceptance

CUlture REset Youth Housing Program Guide

Developed and written by

Bryan Booth

Jon McKay

A Life Outside the Streets (LOtS) Publication

"Culture Reset Youth Housing' is a Life Outside the Streets Publication Copyrighted 2023 under the laws of the United States of America

Table of Contents

CUlture REset Youth Housing Program Guide

Dedications

To Levan Kennedy; Poet, Singer, Creator.

-Bryan C. Booth

Dedicated (again) to my grandmothers,

Dorothy Butts (R.I.P.) and Barbara McKay,

For being living examples of Jesus Christ and love;

And teaching me how to live an honorable life in peace.

-Jon McKay

Introduction

We have to cure what is wrong with Philadelphia's culture and we have to start with the youth. We developed CUlture REset Youth Housing to answer the needs of our city's most needy youth right now in 2023. We need to stop the violence and heal the trauma.

-Bryan Booth 29JAN2022

_____

'Although children are safer in school than anywhere else, school violence remains a serious concern, and schools have proven to be among the most accessible nexuses for prevention efforts. Analyses by the U.S. surgeon general and other scholars indicate that the most effective and sustainable programs focus on school culture or climate. The emerging evidence suggests that constructing cultures incompatible with violence and threat, as opposed to curricular add-ons or narrow skills-training approaches, should be the preferred approach for preventive efforts.'

Christina L. Erickson, Mark A. Mattaini, Melissa S. McGuire, Constructing Nonviolent Cultures in Schools: The State of the Science, _Children & Schools_, Volume 26, Issue 2, April 2004, Pages 102–116,

_____

CUlture REset Youth Housing

Program Description

The previous quote is from an article by Christina Erickson, Mark Mattaini, and Melissa McGuire's, *Constructing Nonviolent Cultures in Schools: The State of the Science* (Children & Schools, Volume 26, Issue 2, April 2004, Pages 102–116). It serves as an excellent introduction to our program, CUlture REset Youth Housing. Our program is founded on the principle that the best way to end the culture of fear, not caring, scarcity, and violence that can be found in Philadelphia is to first impact the youth. The most influential youth on the streets and the ones most in need of intervention are the youth in residential facilities. Whether adjudicated to residential programs due to criminal violations or placed for their own safety in group homes, these youth need to learn and practice how to be self-directing, positive citizens in our city. The programs and processes described in this manual are designed to facilitate the creation of new cultures of security, motivation, plenty, and peace in these 'facilities' that are actually 'homes'.

> 'The City of Philadelphia wants you to be ready for any emergency. To be ready, you need to start planning for an emergency now, not in the middle of one."

This is a quote from the City of Philadelphia's Office of Emergency Management. *Life Outside the Streets* is in total agreement with this statement, however, the problem is that the emergency is

already happening in Philadelphia. We are in a state of emergency due to many things including poverty, inequality, historical violence, the pandemic, the absence of positive human sociability, the inability to treat trauma, and the lack of our basic economic human rights. Our youth have witnessed riots, and shootings, and soldiers in the streets carrying automatic weapons even while being denied Fair and Appropriate Public Education due to COVID restrictions.

Residential programs have particular challenges not faced by the schools but the concept of positive organizational cultures is universal in business and the social sciences; particular characteristics of residential programs include:

- Continually changing client populations

- Youth in crisis

- Lack of professional requirements for caregivers

- Restricted resources and space

- Shortage of professional caregivers / staff

- Scheduling conflicts and transportation needs

- Lack of parental/family/community involvement

These challenges if unmet become barriers to the proper functioning of the residential facility. A cold name, 'residential facility', it brings up visions of grey walls and dimly lit yellow-painted corridors and represents another barrier to providing safety, security, and education for the children living in these homes. For that is what they are, 'homes', and these youth that are in crisis need to be invited into our 'homes' and treated as guests should be treated, with respect, friendship, and generosity. that they are in fact gaps in caregiving

created by these unmet. This concept of turning a 'residential facility' into a 'home' and re-envisioning the youth as guests as opposed to 'residents' is a concrete example of resetting a culture into a more positive and productive pattern.

So what is CUlture REset Youth Housing?

CUlture REset Youth Housing is an outgrowth of our previous program, CUlture REset PHILLY, which was designed for schools, and is a new, exciting program of cultural change allowing residential homes and facilities to make needed and positive changes in their cultures. The program takes 15 weeks to fully implement and get rolling. In that time the staff and youth are taught advanced interpersonal skills and concepts such as goal-setting, self-care, visioneering, ownership, Rogerian Therapeutic Techniques, and arbitration skills. Residents gain status, independence, and skills over time and are continually empowered to act for themselves and their community. The program is based on the scientifically validated principles of Change Management, Behavioral Psychology, and Educational Theory; and is presented by certified and experienced professionals in a dynamic hands-on program. It is a way to facilitate the growth of a new and positive culture inside residential programs for youth. That is CUlture REset Youth Housing.

Program Components

Program Components are strategic concepts that underlie the creation of the procedures, curricula, and timetable of the program. First, it should be noted that the components have been examined for the necessary knowledge and skills needed to develop an effective curriculum. The curriculum has been packaged and sequenced to have maximum positive effect on an organization's culture. The curriculum will be initiated by the CUlture REset Youth Housing team by:

- Application of Change Management Cycle

- Assemblies, Special Events, Precursors

- Facilitation of Student-Centered Disciplinary System

- Facilitation of Peer Counseling and Mediation Program

- Identification and use of youth leaders in leadership roles

- Staff Trainings in Youth-Centered Residential Systems

- Instruction in Crisis Intervention Skills

- Instruction in Goal-Setting, Self-Care, and Arbitration skills

- Providing Keystone Mentoring and Engagement Opportunities

- Facilitation of a continuing Peer Training Programs

After the program has had a full impact on the facility's staff and residents these curriculum components will become integrated as part of the regular schedules and processes of the residential facility, thus maintaining a positive culture of safety, security, and growth. The major components of the CUlture REset Youth Housing program are: Change Management, Visioneering, Ownership, Resident-Centered Model, Resident-Lead Home Discipline, Peer Counseling and

Mediation, Hands-On Skill Training, Knowledge-Based Empowerment, Personal Interaction and Training, Key Personnel and Leaders. A full discussion of each of these program components are discussed in the following sections of this manual.

Change Management

We are using the 'Change Management Toolkit' developed by Berkeley - University of California to arrange program components in the proper sequence for maximum effectiveness. It has been used to structure the program and has resulted in the addition and modification of many program components and concepts.

Some basic facts are that 70% of change initiatives fail. Transformational change, such as we contemplate, is more disruptive and challenging than mere incremental change. Project management is separate but complimentary to change management- both are necessary for success. Both rational thought and emotional engagement have to be activated and guided for successful change in an organization's culture to occur, and as is discussed at the end of this program guide, it can be a wild ride.

That 'wild ride' is why CUlture REset Youth Housing uses change management practices. Human systems are eccentric and problematic and are as steerable as blimps in a thunderstorm- it takes a lot of effort to go in the right direction. A need has to be seen; a vision created. Residents and staff have to 'buy-in' to the program. Both the people in the school and the school operations themselves have to change against resistance. There are stages in any transition and change management provides clear strategies for each stage of the change process. For example, staff and residents who resist change are expected- and there are dozens of strategies both built into the program and available for 'add-in' usage to overcome these human

barriers to our wanted change. It is not easy, but changing an organization's culture can be done.

The basic components of change management are:

> Making a case for the need of change
>
> Creating and sharing a compelling vision
>
> Communication
>
> Manage organizational barriers
>
> Manage Resistance
>
> Show Progress
>
> Reinforcement

When reviewing this program guide you will note these components of change management discussed in the specific or alluded to in context with other concepts. An examination of the program timeline will show that all these components are active parts of the CUlture REset Youth Housing program. All material in this section has been derived from 'Change Management Toolkit' developed by University of California – Berkeley's Department of Staff Learning and Development with the joint authorship of P. Suren (Business Process Management), D. Clark (Organizational Effectiveness), and K. Mendonca (Learning & Development). It is available free online:

(https://hr.berkeley.edu/sites/default/files/change_management_toolkit.pdf) and has been chosen as a key resource used to guide program implementation in the CUlture REset Youth Housing programs.

Visioneering

What we are doing is called 'Social Engineering'. Social engineering is the planning and implementation of plans intended to manage change and regulate the future development of a society. This program guide for CUlture REset Youth Housing is the plan to make your residential facility's society to be more positive, peaceful, productive, and proactive. An important component of engineering is called 'visioneering' Visioneering is the 'engineering of a vision' (Andy Stanley, VISIONEERING). The concept is simple, 'before you can build it you have to envision it!'

And that can be hard. Many of our youth have never experienced life outside of their own homes and neighborhoods. Staff and residents have to live in a harsh urban landscape with daily news reports and social media accounts of killings, thefts, and riots. We all know a student who was killed; sad, but true. It can be hard to push this stark vision of our current reality away, which is why so much of the program is devoted to the Visioneering stage.

The first seven (7) weeks of CUlture REset Youth Housing are devoted to placing visions of other realities that exist in our world where violence is banned and these societies have other values aside from wealth and power. You don't have to look around the world for these societies, these 'Visions of Peace', they are right here in America. The Quakers who founded Pennsylvania are famous for their peaceful values and refusal to participate in war. 'The accumulating scientific evidence proves that nonviolent and peaceful societies not only exist, but are actually the norm throughout human prehistory and history.'

Sponsel L.E., The Anthropology of Peace and Nonviolence, *Diogenes* 2014;61(3-4):30-45)

There are many peaceful societies that function well in the modern world (https://peacefulsocieties.uncg.edu/). How about the people of Hawai'i or some of the Indian Tribes of the American West that were attacked and suppressed by our government? Despite our genocidal actions these societies still hold to their original values like peace and respect for all (Hawai'ian: *aloha*), or 'to walk in beauty' and oneness with your environment (Navajo: *hozho naasha*) refusing the popular culture of greed and violence. It is the concepts, pictures, and people of these real-life examples that will be used to envision our new school cultures; for that is what we want in our schools- enduring cultures of peace like these.

'Visions of Peace' will be portrayed on posters, delivered in assemblies, shared on videos, discussed in groups so that these visions become concrete and 'real' for the youth. Personal goal-setting will be followed by organization-wide goal-setting as both staff and residents are empowered to change their lives and their organization's culture. New ways of behavior will be taught and practiced by staff and youth. New words and phrases will naturally evolve in this process and then be consciously promoted as part of the 'new' culture. These 'new' phrases identify group members and will act as signals for societal action by groups and individuals (Example: Circus term 'Hey, Rube!' to indicate trouble.) New ways of thinking, new ways of seeing the future, new ways of living in peace- that is visioneering!

Ownership

The *Tragedy of the Commons* is an economic problem in which every individual tries to reap the greatest benefit from a shared resource. As the demand for the resource overwhelms the supply, every individual who consumes an additional unit directly harms others who can no longer enjoy the benefits (www.investopedia.com/terms/t/tragedy-of-the-commons.asp).

An example of this can be seen in any common shared space used by youth; you see a lack of responsibility in the food leftovers left on tables and the carelessly tossed trash festooning the trash cans or kicked into corners. You also see an almost total lack of student authority in the form of 'Hey, you left this on the table' or 'There're napkins over there to clean up your mess. Need help?' This is because they feel little or no ownership of these resources. Other people clean them, pay for them, maintain them, set the rules and move the tables, while the youth are required to use the space at certain times with no say in what or how, so how and why should youth be expected to treat the space with respect? Some may respond, 'They were told the rules'; as if that is ever enough.

Youth and staff need to claim ownership of resources to use them effectively. This means sharing both responsibility and authority with youth for maintaining and improving the resource. It's a wonderful thing when a child shushes you, 'shhhh!', for speaking too loudly. Librarians can often

create that sense of a mutually owned space and the library becomes a haven for youth.

The Tragedy of the Commons is avoidable by allowing and encouraging the ownership of those shared resources; in the case of group homes and residential facilities those resources are the halls, rooms, offices and other spaces available. *We want to* train youth to take ownership of their environments to make them clean, effective, and violence free. A major goal of this cultural change is to create positive student ownership of the school and its environments. How is this done? Youth need to feel empowered to act with an authority that matches their level of responsibility. Then they can and will take positive ownership not only of the shared spaces, but their own educational and career goals.

Student Empowerment will be a major goal of the culture reset for every program. Youth will be empowered to affect home's culture, to demonstrate accomplishments, to achieve individual and cooperative goals, to take ownership of their lives and their environments. Many of our youth are legally adults and in terms of raw experiences many of the 'minors' have been forced into maturity; the others are in an odd limbo awaiting adult status. It is our view that high school age youth should be and must be treated as co-equal and mature adults with school staff- we need to act willingly to achieve that goal.

How are some ways you empower youth?

-Participate in scheduling classes

-Voices heard in Town Halls and Dorm Rooms

-Open and accessible administrative procedures

-Active participation in all aspects of discipline

-Part of budgeting process for school

-Able to initiate after-school and in-school programs

-Open access to all school resources, as available

-Ability to appeal grading and administrative decisions

-Ability to participate in and appeal disciplinary decisions

-Participation in staff hiring process, when possible

-Receive authority to match responsibilities

For an example examine the last on that list and see how it can be applied. Currently youth are responsible to attend educational classes while in residence and the educator/staff has the authority to meet out punishments for lapses. Instead, attendance policies can be changed so that youth are required to attend class for the legally required number of hours; no disciplinary action required if this minimum is met. If it is not met successfully by a student, then a natural consequence would be to inform student that the time must be made-up in after school study hall where closer support can be given. Avoid the power struggle. The staff assists youth in time-keeping and fulfilling the legal requirements youth are obligated to meet for graduation. The power is, and should be, with the student to learn and achieve; the home itself merely prioritizes, supports, and facilitates the educational success of the residents.

Student-Centered Education Model

A Youth-Centered model of service delivery for youth residences is a logical outgrowth of student-centered learning. According to Gloria Brown Wright of Central Connecticut State University, Student-centered learning requires the professional to take a subordinate role to the student. The professional educator is to act as a 'catalyst' facilitating learning (International Journal of Teaching and Learning in Higher Education 2011, Volume 23, Number 3, 92-97) A 'balance of power' must be established to link the needs of the student to the requirements of the educational system.

What is (and what is not) a Student-Centered Education Model? Student-centered means that it is the student's needs being met. Education means all aspects of the educational system from district administration and the classroom to the schoolyard and even online actions, too. A model is a simplified version of reality. So student-centered education is not designed to ease the workload on administrators (but it will). So it is not designed to just impact how a teacher teaches in a classroom (most of them teach just fine, thank you). And it doesn't always apply to your situation (but once it is adapted to your use, it will improve your effectiveness).

The changing populations, the individual needs of each student, and multitude of school affiliations of the youth in residential facilities present a challenge to which student-centered education can respond. 'Student-centered' education is called 'customer first' in private industry and involves market research, product design, marketing, and

customer service. CUlture REset Youth Housing generally follows that paradigm and teaches this simple model:

1 Research student needs and preferences

2 Design effective administrative and classroom systems and procedures to meet demand

3 Implement student-centered systems

4 Maintain the continual delivery and reappraisal of student needs and preferences

The CUlture-REset program will seek to establish as part of the organization's new culture many facets of student-centered education to include: a) Training of administrators and educational staff in student-centered learning practices, b) Youth-lead discipline and peer counseling programs activated, c) Youth training in group ownership and self-advocacy, and) the continual development and empowerment of new youth leaders.

Youth-Lead School Discipline

A common insight by parents, youth, and staff is that 'Youth are too stressed to study and learn.' This is many times true, stress can cause learning barriers. One key to reducing stress is to give youth control of their lives- a Student-Lead School Disciplinary System will do that. Psychological studies have shown that individuals with some measure of control over stressful events have less than half the stress of those who have no control (Weiss (1971). Journal of Comparative and Physiological Psychology, 77, 1-30).

Control reduces stress
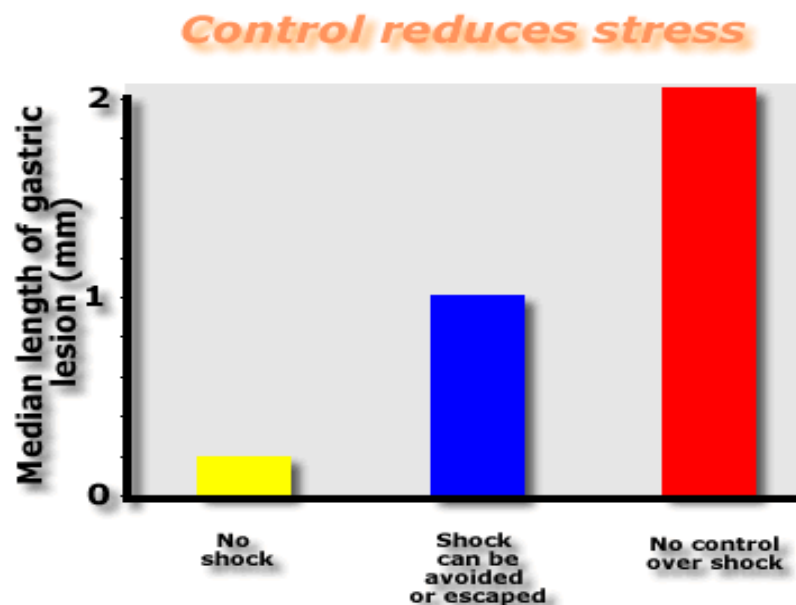
Youth-lead discipline will also be more effective at changing problem behaviors due to the power that peer relations have for the youth. A common complaint of youth is that 'I told the staff, but they didn't do anything'. A youth initiated discipline referral system both takes away the need to gain administrative support before a resident can begin addressing a problem while empowering the youth to take action both as an individual person, as a

participant in mediation, and as a working member of a disciplinary referral team. The key is to find a dynamic process that can be effective in promoting student resolutions of problematic behaviors while blending seamlessly with the current disciplinary process in use at school- We found it!   SCRUM

Key components of the Youth Initiated Discipline Referral System:

- Referral filled out by youth require problem solving sets involving possible solutions to student reported problems and misbehaviors
- Referral system used to Refer; refer to counselors, advisors, peer leaders, peer groups, resolution circles, etc.
- Used to resolve behavior not punish it.
- Immediate (less than 48 hours)
- Palpable- Student present and receives results
- Recorded in SIS as dual entry for complainant as well as the person being referred for discipline
- To be used as a tool for tracking student discipline

Application Example

Subject: Youth Mediated Discipline Referral System:

- Referral filled out by youth on a paper form available on central desk in hallway or teachers may have copies in their rooms. All copies placed in referral box at lower office between classes. If emergency youth should see an administrator.
- The paper form specifies name of reporter, name, date, time, location, misbehavior, suggested actions as well as a note area for resolutions/ further referrals

- Paper form placed into a 'to do'' collection;
- Youth in each advisory choose youth to represent them - this can be permanent, rotating or daily choices
- Youth meet each Monday Wednesday Friday and as necessary to review referrals.
- A staff member will monitor and approve each referral as it is processed by the disciplinary group.
- Each day administrator will decide on the scheduling of meetings
- During the review of a referral the person who is the representative of the referred person's advisory acts as a spokesperson / advocate for that student. If one is not there the SCRUM-master must act as advocate so cannot vote on action in that case
- Review team discusses referral and decides on action: Referral system used to Refer; refer to counselors, advisors, peer leaders, peer groups, resolution circles, etc. Discipline review team will take a vote to implement suggestion.
- The youth's name who made complaint will be placed in SIS system as Student Reporter in a simple and separate entry (without mentioning person being reported)
- The youth who was referred will have it reported in SIS as a Student Report of Misbehavior (no other category) with details of reported actions and decided resolution (not reporter's name)
- The referral will have notes and what actions were decided written on it and then returned to the youth.

Peer Counseling and Mediation

Peer Pressure. Peer pressure describes the motivator provided by the need of an individual to fit into the group. Two researchers, Laurence Steinberg and Kathryn Monahan, did an excellent study of a teen's ability to resist peer pressure and they found that adolescence is a time when peer pressure has the most power in a person's life- and that is true with our youth (Age Differences in Resistance to Peer Influence Dev. Psych. 2007 Nov; 43(6): 1531–1543).

Peer pressure: who is in and who is out. The rewards for 'fitting in' are acceptance, security, friendship, romance, and community. The penalties for not 'fitting in' can be bullying, ostracism, isolation, and self-hatred. Peer pressure is serious. Peer pressure is associated with delinquency, substance abuse, and other high risk behaviors (Steinberg and Monahan 2007)

Notice use of term reinforced. When you reinforce a behavior, positively or negatively, you increase that behavior. Positive reinforcement is when you reward a behavior such as receiving a pay check for working. Negative reinforcement is when a punishing action is withdrawn or postponed such as being on time to work to avoid a reprimand. Peer pressure uses both positive and negative reinforcement mixed with powerful classical conditioning. Classical conditioning is an involuntary response to a stimulus that been learned; an example would be how youth and Pavlov's dogs have been trained to respond to bells. Peer pressure is a powerful force I our schools.

Group Dynamics, a joint discipline of Communications Science and Psychology, studies how groups form, perform, and interact together. Your 'group' creates and reinforces silent codes of behavior called social 'norms'. These norms define how the individuals in a culture act and interact; we need to reset these norms to improve your school culture. The tool we use is peer pressure.

We impact the teen group by training and inserting 'agents of change' into positions of group authority, such as peer mediators, club captains, team leaders, peer counselors, and the like. We train, we teach, we introduce and promote new language and new ways to react to situations to these youth that previously called forth violent conflicts. These youth then apply their learning to their peers and by doing that they teach the entire 'group' of residents positive ways to interact. Peer mediation will impact on the active conflicts whole peer counseling focuses on student stress. Clubs and sports are motivators for participation and it is easy to effect these small 'sub-cultures' as first steps in positive change.

The youth who volunteer, or are 'volunteered' by staff, are one of the key components of maintaining your gains from this process of social change and also in teaching your culture to the next year's classes. CUlture REset Youth Housing doesn't just provide a temporary change of pace- it will create, facilitate, and strengthen the human institutions at your school that can maintain and strengthen your organization's unique culture over time.

Hands-On Skill Training

Knowledge and skills or skills and knowledge: which comes first? Children begin to speak before they know what speaking is- they babble and squeal because they can. Yet as they learn the meaning of words the babbling becomes speech. By the time our youth reach high school they have learned all the skills of communication necessary in their adult lives- they can speak, read, comprehend directions, accept group identities, meta-cognate, empathize, and analyze information, etc. All these skills can be improved, of course, but our youth have the ability and skills to be mature, responsible participants in our schools. However, they lack the knowledge of how to apply those skills correctly to create and maintain a safe, progressive, and positive school culture.

So CUlture REset Youth Housing teaches them.

In special groups for peer counselors, for team leaders, for club presidents, for leadership groups, for peer mediators, and for student government we teach them. We teach activism and advocacy, mediation skills, goal-setting, group dynamics, leadership skills, ownership. We teach face-to-face showing these young leaders how to apply their skills in different situations that will impact school culture and ensure their own success and security. We teach tones of voice, proxemics, self-defense skills, conditional responses; most of all we teach them to apply their skills to empower their lives.

Even the staff will get advanced training of new concepts and actions so that they can empower their own classes with the growing group identity as they receive their trainings. Staff will be given

strategies for empowering youth so that they may become more effective administrators of student achievement; more effective as in 'more bang for your buck', less work for your paycheck, more pride in your work- that kind of effectiveness. Teachers and administrators will find that as they follow the client/youth-centered model to empower and mentor the youth in their care that their own feelings of satisfaction and success will increase. It is wonderful when youth are actively seeking your abilities and services and becoming cooperative partners in their own success.

Concepts of group action will be presented and demonstrated to everybody in series of group assemblies and House Meetings. The meetings and activities are planned events meant to excite and activate youth learning. There will be surprise speakers, audio-visual entertainment, special events, awards, and contests to totally engage student interest. Assemblies are key points for molding and facilitating positive group actions by the individual; the group forms consensus on key topics and individuals learn what actions they can take to support group consensus. This is accentuated by supporting youth leaders who will be actively demonstrating and leading the learning at these assemblies. We empower our staff, youth, families, and communities by teaching them all how to call on the power of a peaceful society to take correct group actions.

Then we take the training to them. Youth are taught and practice defensive stances, interpersonal proxemics, interventional strategies, nonviolent resistance, arbitration roles and behaviors, group dynamics and group identity, leadership skills, and physiological health. Each

person interacts with each trainer face-to-face; training together, informing each other, and validating their mutual participation in a creating and maintaining a positive culture, community, and world.

Hands-on training, real world connections, face-to-face interpersonal interaction and learning- these are powerful educational tools that can help change an organization's culture for the better. People are not ants; cooperative action has to be taught and practiced. CUlture REset Youth Housing facilitates the growth of your organization by empowering each member of your group with the skills and knowledge necessary to create your own positive group identity and school culture. We can do this.

Knowledge-Based Empowerment

Knowledge-based empowerment means that youth are provided knowledge to empower their decisions. The student-centered model requires that teachers and administrators become facilitators of student learning systems rather than 'authority figures' (Wright 2011). We are as much teachers as any professor standing behind a lectern; we are teaching personal skills and facilitating basic academic learning as well as supporting the emotional growth and healing of our residents. Trauma-informed instruction promotes the personal growth of residents and staff. The youth are aware of the power of teachers, staff, police, and administrators- they have had that knowledge rained into them for many years - so artificial structures of authority and discipline are often rejected by residents and is seen as a 'challenge'. The mindset 'I have to keep order in my room' can be superseded by the thoughts 'Is my room safe?' and 'Is learning or growth occurring?' That is because the youth will be empowered to maintain their culture.

Instance: In June of 2007 a father drove to the top of Mauna Loa and filled his pick-up with snow and drove it down to Konawaena Elementary School in Kealakekua, Hawai'i. The kindergarten classes rushed out in their shorts and slippers and started throwing snowballs all around at the school, sidewalks, innocent rocks and the like. A 'mainlander' (myself) observing the play tried to join in. 'Throw the snowballs at me! Try to hit me!' he suggested trying to have fun. Well, the children stopped playing and they looked at him in concern. 'You could hurt someone.' 'Why you do that, mister?' 'No. That's not right.' 'You don't throw at People!' There were other comments, too, as he

walked away confused, but then the children nodded to each other and continued to enjoy the snow, secure and happy in their culture of nonviolence.

It was the youth who enforced the culture. It was the youth who rewarded one another with positive support and esteem. It was the youth who assured that people were respected, all people. It was taught to the as children with stories and tales giving the reason and origins of their peaceful existence. They love flowers not violence; love not war. Isn't this the culture you want in your school? Let your partners in the school know the limits and requirement of your position- explain your actions and inactions. Explain laws, rules, and regulations. Empowering your youth is a key to a positive culture.

How and when and what knowledge do we share? We share knowledge by postings, emails, announcements, discussions. Etc. All the natural ways you already communicate together, but you include the why. The 'why' is the key to mature, independent behavior. These youth are 'adults' and need to be treated as such, so giving the reason for an action is natural when working in a cooperative group. It may be hard to give up traditional role entitlements and false bluster 'Do you know who you're talking to?' And as a matter of fact- Yes, the youth do know exactly who you are when you speak like that (but do you really want to know?).

When and where should we share the reasons and rationales that inform teacher and staff actions? All the time and everywhere; everyone at school needs to feel like partners in their school culture and not helpless participants so share knowledge freely.

Personal Interaction and Training

General knowledge that sort of oozes through the brain gradually over time is a good thing; it's how we learn to talk, love, and live our lives. However, a residential facility in crisis can be filled with a negative, violent, sullen, uncooperative population of young persons who feel forced into a self-perpetuating culture of impersonal insecurity with self-destructive pride as their major defense; there is no time to wait for knowledge just to 'happen' nor will it appear magically at the touch of an administrator's hand. We don't have time for a positive culture to 'ooze' into existence, because a negative group culture endangers children's lives. CUlture REset makes immediate changes to an organization's culture to assure client and staff safety. It is immediately assessing resources, programs, and processes while making one to one contact with your staff and residents. To make an immediate, powerful, life-changing impact in a person's life requires personal interaction. What happens between people is the most important thing that happens to a person- people matter. So for accelerated learning to occur there has to be personal involvement in the learning process, immediacy, a heightened tension, focused attention, real and tangible motivators in the form of a real people intimately involved with the youth in the mutual process of learning and living.

The CUlture REset Youth Housing program will provide this element of personal interaction into all trainings. A hierarchy of personal interactions will be built allowing constant interpersonal learning and the reinforcement of learning to occur. The trainers will

interact with each group, each teacher, staff, administrator, and resident. Teachers, administrators, and staff will be trained as trainers to teach positive group identity and correct action while constantly reinforcing student empowerment. Youth leaders will be trained in group advocacy and methods of gaining group cohesion, identity, consensus and action. Each resident will be trained and empowered to choose their best cultural identity and norms, to share their group viewpoints and to enforce group norms.

Youth, parents (when available), staff, teachers, administrators, and trainers all learning and working together to change your homes for the better, protecting and educating our children, building our communities, gentling our city, and improving our world. All together, we all together, are powerful and together we can succeed. CUlture REset Youth Housing will empower new, more positive group cultures in group homes and residential facilities that will help youth grow to achieve their dream, now and for the years to come- isn't that what it is all about?

Key Personnel and Leaders

Key personnel in the residence's organization include both administrators and direct care staff. New roles will be created and old roles will be redefined during the cultural reset with the most important redefinition being that they are all leaders. Staff and youth leaders will be trained to grow and maintain a positive culture. CUlture REset Youth Housing will define the lines of authority and responsibility present in your organization's residence. This will assure that leaders will know precisely their *de ju*re and *de facto* authority for each role. These are Latin terms that defines the origins of a person's right to act; *de jure* means 'by right' and *de facto* means 'in fact'. As an example, the teacher has 'the right' to control the behavior in a classroom, but a charismatic student who is peer leader 'in fact' may choose to disrupt the lesson with the class's willing assistance. Or *vice versa* some substitute teachers may not be able to maintain their *de ju*re authority but positive student leaders will use their *de facto* authority to suppress misbehavior and assist them.

The *de jure* leaders in a home are those with authority due to their position such as staff and administrators. Youth gain this status by being older, longer in residence, or in a higher grade. Staff (and residents) naturally accumulate more responsibility the longer they work in a residence. A deadly principal in management is the 'Peter Principle' [coined first by Laurence J. Peter), which states that in any organization a person is promoted until they are incompetent at their job. It's a harsh but real truth about human organizations, but that's why teachers and administrators do constant professional

development workshops and classes. CUlture REset Youth Housing will facilitate staff in their personal quests to excel and overcome barriers to their success and the safety of the homes they supervise.

Of course, ideally we want natural leaders in positions of authority so their *de facto* authority is matched by their *de jure* authority. This is why we want those natural '*de facto*' leaders! They need to be acknowledged and trained, pushed into leadership positions with proper *de jure* authority under the mentorship of trained professionals. Who is the direct-care worker that stands out and leads? Who is the non-instructional staff member who is trusted and is friends with all the youth? Which one of your youth can change the atmosphere of a room just by walking in? Those are leaders!

There was once as student (a man now) named Jacob O'Hara at a school in Florida who was moderately intelligent, somewhat of a sportsman, had three to four close friends but was friendly to all. Jacob was diagnosed with a specific learning disability due to ADHD but was taking the appropriate medication to increase attention span and concentration. He always had a good attitude, liked to play and compete, and was not shy. Not only was he a natural leader but he had a synergistic effect on the classes in which he was enrolled. All the youth did better. His attitude, which seemed to be the key, was to enjoy the here and now, and so he did; and his emotional involvement acted on the other youth in his group. This was consistent in all his classes with all staff; any class with O'Hara in it had higher overall grades and attendance.   We named it at the time the 'O'Hara Effect', but other educators can give similar examples of other youth, natural

de facto leaders, with the same positive synergistic effect. We will act to find enhance the leadership of all CUlture REset Youth Residences participants to gain the power to be strong, consistent leaders.

Program Timeline
(tentative)

WEEK ONE: GREETINGS

Activities: Introductory meetings, surveys, place precursors- symbols

Focus: a) Introduction of LoTS team, b) 'Need for Change' , c) invitation of participants d) scheduling future interactions. [12m.h.]

WEEK TWO: WAKE-UP

Activities: Town Hall(s), Week 2 precursors, interview student leaders

Focus: Bring dissatisfactions with culture to foreground so all can witness start visioneering [9m.h.]

WEEK THREE: FERMENTATION

Activities: Parent Meeting(s), first training of peer counseling and peer mediation advisory staff, leadership trainings begin for staff and student leaders. Survey results posted and 'ills' highlighted, interactive 'What's Wrong' board.

Focus: Focusing school culture on the negative, problematic parts of current school culture in need of change [9m.h.]

WEEK FOUR: CALL TO ACTION

Activities: Town Hall re: Current actions taken, 'What's Wrong' summarized, student leadership training for student leaders, enroll peer counselors, finish training advisors for peer mediation and counseling programs 'Too much…' posters

Focus: Lack of vision and ownership- fulfilling the lack [15m.h.]

WEEK FIVE: CHANGE IS GOOD

Activities: Change Contests, youth leadership training, peer counseling training, Home Goal Board posters

Focus: Run-up to Goal setting and Goal Achievement, positive vibes [18m.h.]

WEEK SIX: SETTING GOALS

Activities: Home Meeting Votes, student leadership and peer counseling continues, enroll student mediators, post new school rules and norms, start peace clock posters

Focus: Consensus-building, instituting student-centered systems, hammering home change [39m.h.]

WEEK SEVEN: SMALL SUCCESSES

Activities: Assembly-Ownership, first 'Change Agents' awards, classroom Instruction begins, training starts for student mediators, training continues for student leaders and peer counselors, booster decals and safe haven decals in community.

Focus: Advocacy, crisis intervention, and arbitration skills; school focus on nonviolence count and rewards for positive interventions [39m.h.]

WEEK EIGHT: OWNERSHIP

Activities: Assembly-Life Outside the School, classroom instruction continues, training continues for peer counselors, youth leaders, youth mediators, ownership stickers

Focus: Teaching ownership attitudes, laws, strictures, postures, advocacy, and organizational skills [48m.h.]

WEEK NINE: LEADERS OF CHANGE

Activities: Group instruction continues, training continues for peer counselors, student leaders, student mediators. Social Action Contest, Assembly and poster theme: Social Action Heroes

Focus: Pride in individual and group actions bringing accomplishments to the home, Organize security programs [39m.h.]

WEEK TEN: NEW SCHOOL

Activities: Assembly- Proof of Change, Group instruction completed, new organizational chart and art published. Begin security program

Focus: Concrete data and examples showing that positive change has occurred [18m.h.]

WEEK ELEVEN: WINNERS

Activities: Assembly: Winners, Mentorship: Mentor Board, student leaders, peer counselors, and youth mediator trainings continue, posters of famous peaceful leaders and celebrities

Focus: Student Leaders assuming their leadership rules [9m.h.]

WEEK TWELVE: START-UPS

Activities: First of youth lead trainings in peer counseling, peer mediation, and leadership skills, Staff training: Client-Centered Discipline, Cooperation Community posters

Focus: Youth fulfilling their leadership roles [3m.h.]

WEEK THIRTEEN: IT'S WORKING

*Activities: A*ssembly: Youth-Centered Disciplinary System, motivational postings

Focus: Introducing [YCDS] Youth-Centered Disciplinary System [3m.h.]

WEEK FOURTEEN: SURVEY SAYS

Activities: Trainings for staff & student leaders in YCDS

Focus: Teaching and practicing roles in Youth-Centered Disciplinary System [6m.h.]

WEEK FIFTEEN: CELEBRATIONS

Activities: Celebration Assembly, SCDS begins, Identity Art Show

Focus: Accept change- Graphic art displays for halls/rooms are presented as tokens of celebration and reminders of group identity, award given, pride displayed in school [18m.h.]

[Note: Total Man-Hours on-site = 264 m.h.]

Program Curricula

Leadership- (Psychology/Economics) Leadership types, styles, exemplars, attributes and skills, responsibility and authority, followership, group dynamics, proxemics, delegation of authority, one-minute-manager, problem-solving.

Ownership- (Social Studies/Geography) Social systems, animal behavior, participatory planning, 'largeness', 'Tragedy of the Commons'.

Counseling Techniques- (Psychology) Rogerian 'non-responsive' therapeutic techniques, personality development, behavioral psychology, cognitive therapy, Laws and ethics pertaining to counseling practice.

Arbitration Skills- (Economics/Communications Science) Problem identification and resolution, mediation purposes, methods, and practices, arbitration vs. mediation, questioning strategies, consensus strategies, timelines for agreement

Visioneering- (Entrepreneurship/Psychology/Sports Science) Sales and marketing, graphic arts, product development, engineering, education, psychology

Client-Centered Organization- (Economics / Education) Performance management, educational theory, customer service models, psychology

Goal-Setting- (Life Skills / Psychology) Purposes, types, and objectives of goals, 'self-actualization' & Maslow's Hierarchy of Needs, goal setting specifics

Self-Care- (Psychology /Health / Anatomy and Physiology) Lymphatic system and general health, 'brain' health, needs hierarchy, body systems, sleep disorders, mental health disorders, drug abuse

Program Authors / Team Leaders

John McKay , a former student-resident and graduate of Philadelphia's Gerard College, is now the CEO of the nonprofit Life Outside the Streets (LoTS) . He has been an educator, community activist, and motivational speaker for 10+ year promoting career transitions, mentorship, and community building. He is very aware of the issues that affect residential programs and this cultural reset proposal is a direct result of lifelong desire to improve residential programs for youth. Jon McKay founded Life Outside the Streets, a 501(c)(3) nonprofit organization, located in Philadelphia, PA in 2007, and has dedicated his life to its mission. The mission of Life Outside the Streets mission is to treat trauma through arts, education, entertainment, and information. Initially in 2007, Life Outside the Streets sought to increase the success of youth both at home and in the classroom through mentorship, training, and resources. Outreach became an important component of the program.

In 2007 Mr. McKay's organization launched 'The Sneaker Villa Camp Tour', where they rewarded families with a discount or giveaway for taking literature on camps or programs available to the low-income communities in the City of Philadelphia. They continued to cross-promote resources and information through family-oriented events, recreation, and outreach. Over the years they have hosted skating parties at the legendary Carmen's Skating Rink, held performing arts showcases at halls, clubs, and venues such as the Youth Housing Rotunda on UPenn's campus, and provided the youth artist development and entrepreneurship programs as real-world learning opportunities.

Life Outside the Streets was formally incorporated in July 2015 as a 501c3 non-profit organization. In August 2015, they secured a contract with Girard

College working in partnership with Kirsten Britt, CEO of Inspire Me 2 Change, teaching life skills, financial literacy, performing arts, health, and wellness to youth in grades 3rd - 7th. In March 2018, Mr. McKay began working as Positive Support staff at Vaux Big Picture High School. In September of 2019 he became the after-school Activities Coordinator where he quickly built up a vibrant after-school program from scratch; over 60 youth became enrolled in 6 different extra-curricular programs throughout that school year.

He continued to work full-time for Big Picture Philadelphia as a Positive Support Specialist and with the Real World Learning Department at Big Picture Philadelphia schools, but is now devoting all of his efforts towards his mission to bring healing to trauma-torn youth in his native city of Philadelphia. He is motivated and inspired for his work by his strong belief in God, by daily seeing children living in trauma, and by his past successes in succoring wounded youth.

Jon McKay completed the University of Pennsylvania's Netter Center's Nonprofit Institute Certificate Program on Nonprofit Management in July of 2015. He is currently completing his requirements for an Associates of Arts degree in Behavioral Health and Human Services at the Community College of Philadelphia (2022). Upon graduation Mr. McKay is enrolling in the Bachelors Flex Program in Human Services at Lincoln University where he can pursue his educational goals but still be able devote his time and energy to his work of achieving the mission of his organization, Life Outside the Streets.

Dr. Bryan Booth has published articles in scholarly journals on the subjects of educational technology, speleogenesis, and unsheltered persons. He has appeared in both print media and television as an advocate for various issues (Spokesperson for Homeless Helping Homeless, Inc. in 2016, Dames Cave Recreational Site 2017-18, establishing first shelter nationwide for homeless youth 2015-2017, and civic engagement activities). He won the ACLU's George Beauchamp Freedom Award in Orlando, Florida (1992) for his work fighting illegal police violence and racist actions.

He began his career in education in 1980 as a Wilderness Therapeutic Counselor and Educator working with emotionally disabled youth removed from traditional educational settings. He continued his career as a residential counselor in New Jersey and Florida and then a certified behavioral analyst working in mainly residential settings prior to becoming a teacher. In his thirty plus years as an educator he has taught youth with specific learning disabilities, ADD/ADHD, developmental disabilities, behavioral concerns, and legal restrictions. He has worked with the entire range of student circumstances such as international youth, youth with trauma and delayed educational progression, economically deprived, orphans and foster children, youth without homes, and incarcerated populations. He has taught a variety of subjects at the post-secondary level such as Anatomy & Physiology, Microbiology, Psychology, Environmental Science, and Ecology as well as World, Regional, and Human Geographies. HIs life career experiences are long and varied; 'been there-done that'. Dr. Booth is currently acting a Program Director and Board Member for Life Outside the Streets.

Dr. Booth's Diplomas

        PhD Geography and Environmental Science and Policy   2015

               University of South Florida – Tampa

        PhD Christian Counseling   2012

               Northwestern Theological Seminary (Online)-Oldsmar, FL

        Graduate Certificate Geographic Information Systems   2012

               University of South Florida – Tampa

        MA Education Varying Exceptionalities (K-12)   1995

               University of Central Florida – Orlando

        BPS Human Resource Administration / Psychology   1992

               Barry University – North Miami Shores, FL

Credentials:

        Certified Instructor (PA/FL) Earth Space Sciences

        Certified Instructor (PA) Special Education

        Licensed Clinical-Level Christian Counselor

        Florida certified Instructor: Earth Space Science (6-12)

        Past certifications: Florida Certified Behavioral Analyst (FL), Autism

        Specialist (FL), Case Manager (FL), Residential Counselor (NJ/FL),

        Wilderness Educator (FL), Special Educator (FL/HI)

Program Implementation: A Wild Ride

Changing a negative culture of violence, self-interest, and fear to a new culture of peace, mutual achievement, and advocacy is not easy. In the beginning of the change cycle the fears of the youth will be brought to the surface, feelings of injustice and prejudice will be spoken of, scapegoats will be proposed, active uncaring will be a major attitude. Administrators, staff, and teachers are particularly susceptible to acrimonious tirades on past and present actions by youth, parents, and even fellow employees. Open mike assemblies can get raucous and rancorous, but necessary; there has to be real and apparent reasons for change to occur and this period of dissatisfaction, anger, and angst is necessary. The CUlture REset Youth Housing team will help moderate House Meetings and parent meetings (when they occur) to reduce personal acrimony and increase participant focus on systems that need change. Whenever possible we will try to field parental complaints, staff grumblings, and social media blitzes, but they will happen so expect them. It's all good.

Then comes the second phase of active change during which the schedule is disrupted again and again by CUlture REset Youth Housing activities, classes, and assemblies. Teachers in our residential programs are encouraged to set lesson plans focusing on the common themes of cooperative societies, living in beauty, respect for one another, and self-care. Even then, the classroom will be impacted. Youth actively involved with the program may miss traditional class time. Youth will challenge instructional practices seeking student-centered instruction, which we will support. Other areas of school

functioning from security to secretarial duties will be impacted as well. All participants, staff, administrators, and teachers, need to motivate themselves and each other to make the necessary individual and group changes that will create a new school culture that is progressive, healthy and safe.

The last phase of the three phases of the CUlture REset Youth Housing program is where you test and adjust the new group culture. In this period achievement and attendance levels will be high, more youth will seek additional learning and achievement opportunities, and staff satisfaction will increase. However, this is the time that systemic changes are being enacted starting with peer counseling, escort program, peer mediation, and the YCDS; the Youth-Centered Disciplinary System will be a dynamic system occupying a new place in student activities and culture. Teachers may at first question its effectiveness and validity, which itself can cause some acrimony, and youth may speak disparagingly of its results, but the open process will foster positive group expectations and behaviors by individual members (i.e. in the long run it will work better than old system).

So, it's a wild ride, but one that is well worth it. It is important that all participants know that this has been done before (Gaffney, McCormack, Higgins, and Taylor (2004) Improving School Culture: What we Learnt from Three Primary Schools; *Kairaranga* 5.2); and hundreds of other schools and organizations have successfully reset their cultures. Hundreds of firms and specialists make a business of facilitating change and improving the productivity of businesses; we are just one. This is a scientifically proven system that is practiced

worldwide. So sit down and enjoy the ride- CUlture REset Youth Housing will soon begin.

APPENDIX A: Prospectus

CUltureREset Youth Housing – *Facilitating positive student-centered cultures in group homes and residential facilities*

Program Description: An exciting program of cultural change allowing residential facilities to make needed and positive changes in their organizations' cultures. The program takes 15 weeks fully initiate and then transitions to maintaining and improving the positive culture achieved by the Reset. In this time all of an organization's staff and youth are taught advanced interpersonal skills and concepts such as goal-setting, self-care, visioneering, ownership, Rogerian Therapeutic Techniques, and arbitration skills. The program is based on the scientifically validated principles of Empowerment, Change Management, Behavioral Psychology, and Educational Theory; and is presented by certified/experienced professionals in a dynamic hands-on program.

Program Components:
- Change Management Cycle
- Significant Events (assemblies, visitors, awards)
- Facilitate Creation of Youth-Centered Disciplinary System
- Facilitate Active Peer Counseling and Mediation Program
- Identify and promote student leaders to leadership roles
- Staff Trainings in Resident-Centered Living Systems
- 1:1 Instruction in Crisis Intervention Skills
- 1:1 Instruction in Goal-Setting, Self-Care, and Arbitration skills
- Keystone Mentoring and Engagement Opportunities

Program Costs (3 months):

Professional Education Team (200+ hours on site)	$30,000
Printing (posters, pamphlets, study guides, hats, etc.)	$10,000
Opportunity Funds (incentives, student awards, stipends)	$20,000
General Program Costs (office, travel, honorariums, staff)	$15,000
Program Cost	$ 75,000

Professional Education Team:

    -John McKay , CEO Life Outside the Streets (not-for-profit), 10+ years motivational speaker, career transitions, mentorship, community building.

    -Bryan Booth, PhD GESP/CC, MA Varying Exceptionalities, Certified in Special Education, Science, and Behavioral Analysis; LCCT (FACCT).

APPENDIX B: Additional Information

Christina L. Erickson, Mark A. Mattaini, Melissa S. McGuire, Constructing Nonviolent Cultures in Schools: The State of the Science, *Children & Schools*, Volume 26, Issue 2, April 2004, Pages 102–116, https://doi.org/10.1093/cs/26.2.102

Predicting school violence: A comparison of violent and nonviolent male youth on attitudes toward violence, exposure level to violence, and PTSD symptomatology
Rebecca A. Gellman,Janice L. Delucia-Waack,
First published: 10 April 2006 https://doi.org/10.1002/pits.20172Citations: 19

Gang Mediation: Non-Violent Resolution Within a Culture of Violence by Georgia Jones . . . Advocates' Forum School of Social Service Administration The University of Chicago 969 East 60th Street Chicago, IL 60637 WEB ADDRESS http://www.ssa.uchicago. edu/advocates_forum.html

The Anthropology of Peace and Nonviolence
Leslie E. SponselFirst Published June 16, 2016 Research Article
https://doi.org/10.1177/0392192116648597
Volume: 61 issue: 3-4, page(s): 30-45
Article first published online: June 16, 2016; Issue published: August 1, 2014

Sponsel LE. The Anthropology of Peace and Nonviolence. Diogenes. 2014;61(3-4):30-45. doi:10.1177/0392192116648597

Robarchek, C. A., & Robarchek, C. J. (1992). Cultures of war and peace: A comparative study of Waorani and Semai. In J. Silverberg & J. P. Gray (Eds.), *Aggression and peacefulness in humans and other primates* (pp. 189–213). Oxford University Press.

Robarchek, Clayton A. "The image of nonviolence: World view of the Semai Senoi." *Federated Museums Journal* 25 (1980): 103-117.

Paige, Glenn D., and Sarah Gilliatt, eds. *Nonviolence in Hawaii's Spiritual Traditions*. Center for Global Nonviolence Planning Project, Spark M. Matsunaga Institute for Peace, University of Hawaii, 1991.

Kānāwai Māmalahoe - Wikipedia

Kānāwai Māmalahoe, or **Law of the Splintered Paddle** (also translated **Law of the Splintered Oar**), is a precept in Hawaiian law, originating with King Kamehameha I in 1797. The law, "Let every elderly person, woman and child lie by the roadside in safety," is enshrined in the state constitution, Article 9, Section 10, and has become a model for modern human rights law regarding the treatment of civilians and other non-combatants during times of war.[1] It was created when Kamehameha was on a military expedition in Puna. His party encountered a group of commoners on a beach. While chasing two fishermen who had stayed behind to cover the retreat of a man carrying a child, Kamehameha's leg was caught in the reef. One of the fisherman, Kaleleiki, hit him mightily on the head with a paddle in defense, which broke into pieces. Kamehameha could have been killed at that point but the fisherman spared him. Years later, the same fisherman was brought before Kamehameha. Instead of ordering for him to be killed, Kamehameha ruled that the fisherman had only been protecting his land and family, and so the Law of the Splintered Paddle was declared.[1][2]

The complete original 1797 law in Hawaiian

    Kānāwai Māmalahoe :

E nā kānaka,
E mālama 'oukou i ke akua
A e mālama hoʻi ke kanaka nui a me kanaka iki;
E hele ka 'elemakule, ka luahine, a me ke kama
A moe i ke ala
'A'ohe mea nāna e ho'opilikia.

Hewa nō, make.

— Kamehameha I
English translation
    Law of the Splintered Paddle:

    Oh people,
    Honor thy god;
    respect alike [the rights of] people both great and humble;
    May everyone, from the old men and women to the children
    Be free to go forth and lie in the road (i.e. by the roadside or pathway)
    Without fear of harm.

    Break this law, and die.

VIDEOS
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=&cad=rja&uact=8&ved=2ahUKEwjy6aK73
_LzAhVvg-
AKHZqeBSIQuAJ6BAgEEAY&url=https%3A%2F%2Fpeacefulsocieties.uncg.edu%2Fvideos%2Fsemai%2F&usg=AOvVa
w0oc1NPUbT70iu30uMe_CpX

Semai people | Wikipedia audio article - YouTube

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=&cad=rja&uact=8&ved=2ahUKEwjy6aK73
_LzAhVvg-
AKHZqeBSIQtwJ6BAgJEAM&url=https%3A%2F%2Fpeacefulsocieties.uncg.edu%2Fvideos%2Fchewong%2F&usg=AO
vVaw1Wbz8eHmUDjznEk9vOsgqn

https://www.bing.com/videos/search?q=law+of+the+splintered+paddle&&view=detail&mid=94A47351B6A44D19
E1B394A47351B6A44D19E1B3&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlaw%2Bof%2Bthe%2Bsplinte
red%2Bpaddle%26FORM%3DHDRSC3

Aloha Authentic: Law of the Splintered Paddle - YouTube

Can our school be so welcoming, so inviting, and so comfortable that every person who walks through our doors believes they are about to have an amazing experience?"

International Day of Nonviolence
OCTOBER 2ND

VIOLENCE