KIPP Bay Area Schools
Essential College Prep Public Education

The Complete Restorative Practices Handbook

Whole-School Implementation Guide

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them. **Ted Wachtel**

Consistent use of restorative practices in a school setting will change attitudes and represent a philosophical shift in thinking about students and problem behaviors away from punishment, toward the management of situations using a restorative approach.

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No part of this manual would have been possible without the important work of practitioners in the field of restorative justice. In particular, Kerri Berkowitz and the San Francisco Unified School District; Amos Clifford, The Center for Restorative Practices, and the Institute of Restorative Practices have contributed to our foundational strategy, planning, and execution of restorative practices in KIPP Bay Area Schools.

I want to acknowledge the important work of Margaret Thorsborne and Peta Blood in their book, *Implementing Restorative Practices in Schools, A Practical Guide to Transforming School Communities*. Their work has provided framing and organization necessary in this step-by-step approach.

I would like to honor and thank the KIPP Bay Area Region, the KIPP Foundation, and the KIPP Network for their continued support and commitment made to every child, the courage to do whatever it takes to ensure student success, and acknowledging the importance of this work by integrating it in our schools' culture and climate.

I would like to extend my sincerest appreciation to all the Assistant Principals and the Deans of Culture in the KIPP Bay Area Schools region who have become students of restorative justice. The collective wisdom, passion, dedication and innovation demonstrated by this Community of Practice have challenged the mindset of traditional systems and shifted us towards a more restorative paradigm.

Welcome!

By combining evidence-based practices with a systems approach to implementation, restorative practices have created a model that has had widespread adoption and lasting success. Restorative practices, when implemented with commitment across school systems and grades, have been shown to improve student outcomes (academic skills, pro-social behaviors, graduation rates, attendance, teacher retention rates, and low student attrition rates).

The Complete Restorative Practices Implementation Handbook is a compilation of best practices in the implementation of restorative practices school-wide. The contents in this guide will provide resources, stages of implementation, support to administrators, teachers, students, and parents in preparing their schools for change from a traditional discipline model to a restorative paradigm. It offers strategic and incremental planning guides for creating a school vision and developing systems to support it.

Purpose of the Guide: This 8-stage/20-step guide will aid school leaders/principals and site leaders with comprehensive strategies and tools to prepare the school community for onboarding restorative practices in the early stages of the process and sustaining them for the long-haul. The evidence-based approach found in this guide ensures an inclusive, comprehensive, and sustainable change effort and prepares the school community for school wide implementation.

Components of Whole-School Change Model: This whole-school implementation model includes the following nine measures of development:

1. Introducing restorative practices to the school community
2. Identifying needs and outcomes
3. Creating a Guiding Team dedicated to school site implementation
4. Collecting and disseminating baseline data
5. Creating a welcoming and safe school environment
6. Providing restorative practices professional development

7. Developing systems of support (Communities of Practice or RP Guiding Team)
8. Assessing progress
9. Ensuring sustainability

What's in this Handbook?

Part I: Getting Ready, includes 4 stages/10 steps to getting your school ready for RP implementation by determining need, identifying RP site leaders, collecting baseline school data, and setting the stage for implementation.

Part II: Implementation and Sustainability, offers 4 stages/10 steps to complete the process of transitioning and sustaining a restorative school. It includes creating and updating a vision statement and values, rewriting and editing systems and policies, and establishing sustainability and evaluation plans to reflect the restorative changes. Each section has scripted professional development lesson plans for every stage of the process.

Restorative Circles handbook for teaching restorative practices in the classroom complete with lesson objectives and plans.

Appendix to provide a variety of templates you will find useful in the process, followed by a *Reference and Resource* page for recommended readings, restorative practices organizations and websites.

Please consider contacting me with stories, corrections, and questions, or other valuable feedback about the usefulness of this guide. The restorative process in educational settings is still relatively new, and I believe that we learn best when we learn together.

Sincerely,

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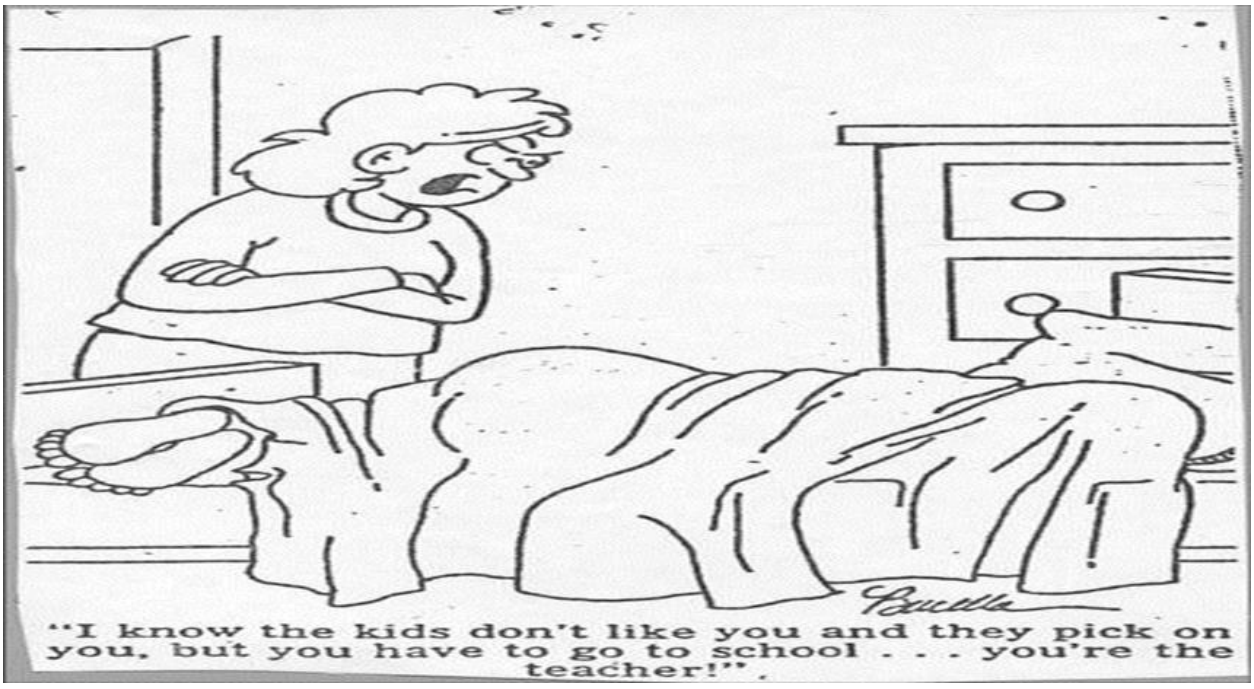
PART ONE

GETTING READY



INTRODUCTION

RESTORATIVE PRACTICES IN KIPP BAY AREA SCHOOLS

Restorative practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community

Restorative practices allow for a shift in practice from punitive traditional discipline policies to a culture that is inclusive, build fair process into decision-making practices, and facilitate students' learning to address the impact of their behavior on others. Restorative practices allow for true accountability, skill building, cooperation, mutual understanding, and respect.

Through restorative practices, members of the school community will:

1. have an opportunity to be heard
2. understand the impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build and expand upon personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community

"The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them." Costello and Wachtel

Response and Prevention

Students are more likely to invest in school when they feel part of the school community. This is accomplished by allowing student voices to be heard, creating a sense of belonging, safety, and social responsibility.

Benefits of Restorative Approaches in the School Setting

- A safer, more caring environment
- A more effective teaching and learning environment
- A greater commitment to listening to, and respecting opinions and differences
- A reduction in bullying and harassment
- A greater awareness of self, community, and belonging
- A greater emphasis on responses toward inappropriate behavior that address root causes, rather than disconnect the student from the environment
- Reductions in suspensions and expulsions
- Greater confidence in staff in dealing with students who have experienced trauma and challenging life circumstances
- Lower attrition rates
- Higher teacher retention rates
- Increased academic success

Restorative Paradigm Shift

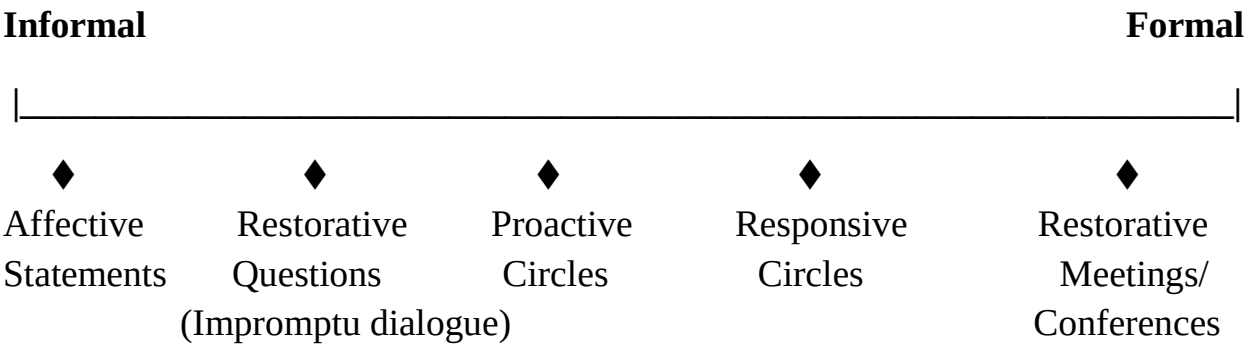
Moving from a tradition discipline paradigm to a restorative one requires strategic planning and change management strategies. The fundamental differences between the two disciplines are the ways we view harm and the consequences that follows it. In the traditional paradigm, rooted in the criminal justice system, we ask a set of questions that address rules: what crime has been committed, who committed the crime, and what should we do to that person? In the restorative approach, based on relationships, we ask: what happened, who has been affected by your actions, and what are you going to do to make it right?

RESTORATIVE PRACTICES CONTINUUM

The Core of Restorative Practices is Building and Restoring Relationships

Restorative Practices encompasses a range of structures from informal to formal. This graphic shows the restorative structures as defined by the International Institute for Restorative Praxtices (IIRP), which is the organization our schools have used as a resource.

The graphic orders the structures from least formal or structured to most formal/structured:



Affective Statements: The most informal type of response on the RP continuum. Along with affective questions, affective statements are some of the easiest and most useful tools for building a restorative classroom. Affective statements are a crucial first step in building community, strengthening relationships, and allowing for the free expression of feelings which builds empathy.

Restorative Questions: Help students who have been harmed to express their feelings, as they aid those who have caused harm to understand the impact of their actions. Dealing with conflict has become part of educating children in the twenty-first century, whether we like it or not. Restorative practices help us revise our thinking so that we see conflict in a school setting as an opportunity for learning and building relationships.

WHEN CHALLENGING BEHAVIOR

>> What happened?

>> What were you thinking of at the time?

>> What have you thought about since?

>> Who has been affected by what you have done? In what way have they been affected?

>> What do you think you need to do to make things right?

TO HELP THOSE AFFECTED

>> What did you think when you realized what had happened?

>> What impact has this incident have on you and others?

>> What has been the hardest thing for you?

>> What do you think needs to happen to make things right?

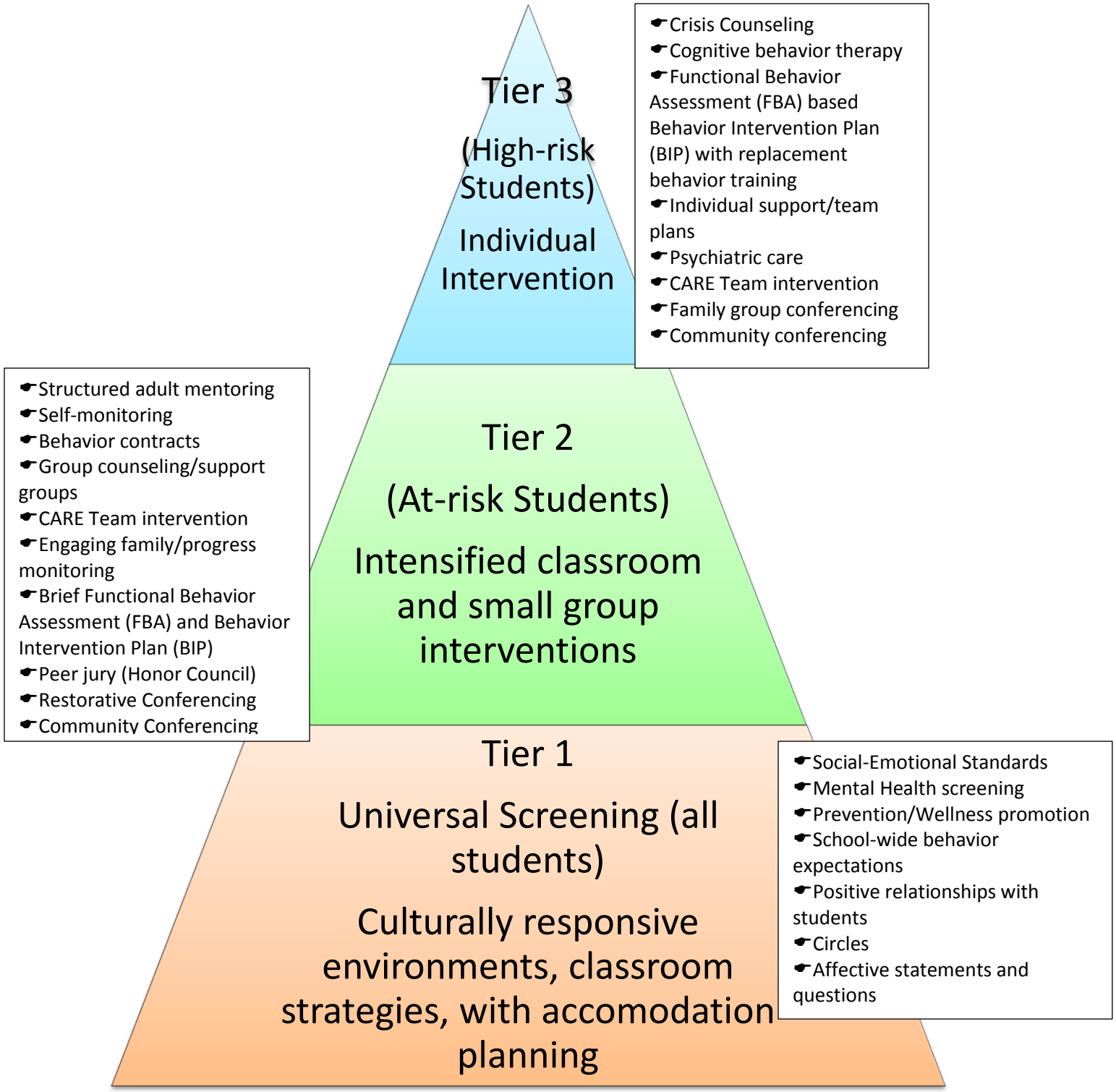
Proactive and Responsive Circles: The purpose of proactive and responsive circles is to address a problem to keep it from escalating and resolve it as quickly as possible while engaging students in expressing their feelings in the process. The teacher is viewed as a facilitator rather than a disciplinarian. Allowing young people the opportunity to address and fix the problem themselves empowers them and builds their confidence.

Restorative Meetings/Conferences: Restorative conferences are formal responses to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected and what needs to be done to make things right.

A Tiered Model: Restorative practices offers three tiers of support (see illustration next page). The model recognizes that not all problem behavior is the same, nor do all students respond to the same types of interventions. The RP framework guides schools in meeting the needs of all tiers through a continuum of interventions. This continuum is designed to help staff prevent disruptive behaviors while teaching and acknowledging pro-social behaviors.

KIPP BAY AREA SCHOOLS RESTORATIVE PRACTICES (RP)

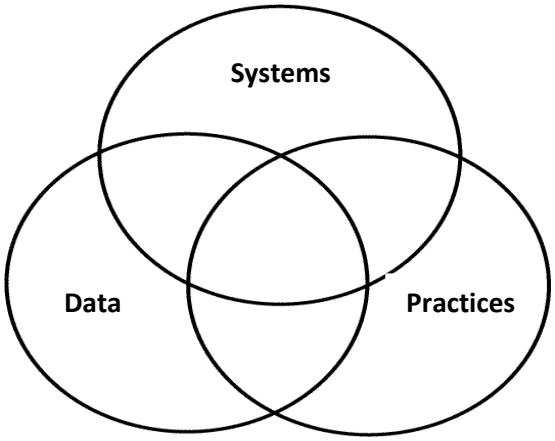
Multiple Tiered Systems of Support



Three Integrated Elements: three integrated elements support the outcome for social competence:

1. **Data** to support decision-making
2. **Practices** to support student behavior
3. **Systems** to support staff behavior

These three elements are key to having a behavior model that is effective, efficient, and relevant. The ways these three elements interact are the root of producing positive outcomes.



Who is Involved with RP: Restorative practices are a school-wide initiative. This means that all adults and staff members who encounter students during the school day are trained in using restorative practices so that students receive the same message consistently in all school settings. Successful implementation of RP relies on at least 80% agreement, or buy-in, from staff.

Role of Leadership Teams: Implementing and sustaining RP school-wide occur through the guidance and actions of a leadership team dedicated to this purpose. It is critical to develop a strong team in which members are trained and knowledgeable in restorative practices; are enthusiastic, motivated advocates of this approach, and possess a variety of skills to contribute the team's effectiveness.

Role of School Leader/Principal: Research clearly demonstrates how important administrative support is to the success of RP. For some teachers, moving to a proactive behavior strategy represents a huge shift in the way they manage challenging behaviors. Administrators can show their commitment to change by identifying RP as one of the top three school priorities with consistent

communication on progress (through newsletters, written plans, school goals, etc.), and by acknowledging that it takes three to five years to fully implement the first tier of RP.

RP Leadership Team Members: a cross-section of school personnel and community members that represent all the constituents of the community. These may include: general and special education teachers, behavior specialists, paraprofessionals, school psychologists and counselors, social workers, office staff, athletic coaches, custodians, food service staff, bus drivers, students, and parents and guardians.

Restorative Practices Training (two-day training): for School Site Guiding Teams will be offered twice a year (fall and spring). All new teachers to KBAS will be offered the two-day training as part of their onboarding to KIPP Bay Area Schools.

Restorative Practices Trainer: Ric Zappa, Director of School Culture. Ric.zappa@kippbayarea.org. 510-828-9447

KIPP BAY AREA SCHOOLS

Restorative Practices Whole-School Implementation Overview

Part I

Stage 1 **School Site Introduction to RP, Identifying Commitment and Determining Site Specific Need**	Step 1: Introduction to Restorative Practices Presentation to Entire School Community Step 2: Analyze Results: the School Guiding Team Step 3: Create a Guiding/Implementation Team
Stage 2 **Identifying School RP Site Leaders and Implementation Team**	Step 4: Identify School Site RP Leaders and Implementation Team Step 5: Identify School Site Implementation Team: Meeting No. 1
Stage 3 **Determining Need and Preferred Outcomes for RP Implementation**	Step6: Determining Need and Outcomes Step 7: Collect Baseline Data
Stage 4 **School Site Planning of Whole School Implementation**	Step 8: Scheduling All School Professional Development Step 9: Determining Systems of Support Step 10: Determining Progress Checks for Preferred Outcomes of Restorative Practices Implementation

Stage 1:

School Site Introduction to Restorative Practices, Identifying Commitment and Determining Site Specific Need

<u>Step 1</u>: Introduction to RP Presentation to Staff/Faculty

<u>Step 2</u>: Analyze Results

<u>Step 3</u>: Creating a Guiding Team

Step 1: Introduction to RP Presentation to Staff/Faculty

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☐ Workshop No. 1 (whole staff): Introduction to Restorative Practices (objectives, agenda, materials, set-up)……...15

☐ PD Script……...17

- Part 1: Welcome and Introduction
- Part 2: Staff Community Circle
- Part 3: Introduction to RP DVD
- Part 4: Restorative Principles
- Part 5: Restorative Paradigm Shift
- Part 6: Restorative Language
- Part 7: Responding to Harm (Restorative Questions)
- Part 8: Closing Circle Round
- Part 9: RP Staff Reflection Survey

☐ RP Handouts

- ✓ RP Principles (1-1A)…….23
- ✓ RP Paradigm Shift Quote (1-1B)……..25
- ✓ RP Paradigm Shift Chart (1-1B)……...…25
- ✓ RP Language (1-1C)…….26
- ✓ Staff Reflection and Interest Questionnaire (1-1D)…….29

Introduction To Restorative Practices Overview Presentation

Purposes of the Restorative Practices PD workshop:

1. To provide staff/faculty an opportunity to build and strengthen community
2. To offer a brief overview of Restorative Practices: RP DVD
3. To introduce the RP question cards

1.5-2 hr. Introduction to Restorative Practices may be facilitated by any school leader, administrator, or faculty member.

This presentation is for ***all*** members of the school community:

- All school site teachers, administrators, students, families, and community support staff
- All non-teaching school site staff
- All afterschool program staff
- Families and other major stakeholder groups

Workshop No. 1: Introduction to RP

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team (if one exists), school leader, or any member of the school site staff.

2hr. Community-Building and Introduction to Restorative Practices

Please keep in mind this is not an extensive RP training but a brief introduction. Additional training is required for proficiency in using the continuum of practices.

The following script is extremely detailed and designed for someone with minimal knowledge of RP to facilitate. It is absolutely fine to read directly from the script, but please do run through it a couple of times prior to facilitation.

Workshop Objectives:

As a result of this Professional Development, participants will:

1. Build and strengthen staff community
2. Experience the circle process
3. Examine the definition, principles, and paradigm shift of Restorative Practices
4. Review the Restorative Questions

Agenda:

- Large group circle
- San Francisco Unified School District RP DVD (Available on YouTube: **https://www.youtube.com/watch?v=GXeWrOZcax0)**
- Restorative Practices Principles
- Paradigm Shift
- Restorative Language
- Responding to Harm: RP Questions
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Projector and audio speakers
- RP handouts (RP Principles, RP Paradigm Shift, RP Language. See attached documents below the script)
- RP Question/Circle cards (may be purchased from **IIRP.org** Bookstore)
- Circle guidelines posted and visible

• PD agenda and objectives displayed
• Audio for playing music (if you choose to do Milling to Music community builder)

Room Set-Up:

Prior to the workshop, set up the room as following:

• Chairs situated in a large circle for all participants (preferably no furniture in the middle)
• Agenda and objectives posted on the wall
• Circle Guidelines posted on the wall (See p. 15, Part 2 (d)
• Handouts and RP card on table for pick up or placed on chairs in the circle

PD SCRIPT

Part 1. Welcome and Introduction

☛ **Introduce yourself**

☛ **Share:** *Today we are going to spend the next 1.5-2 hours learning about Restorative Practices. The purpose of this PD is to introduce you to the concepts and principles of RP. We will also be experiencing a couple of the main practices, the Circle and the RP Questions. Please note: there is a significant amount more to learn about restorative practices in our schools. We will be working with the KBAS RP team to further our understanding of the RP framework and skill-building utilizing the practices.*

☛ **Review Objectives and Agenda on your Powerpoint or poster**

Part 2. Staff Community Circle (20 min.)

a) **Share purpose for initial circle: Say,** *We are going to experience a couple community building circles to strengthen our staff community. Keep in mind that these circles can be taken back into your classrooms to do with your students as we*ll.

b) **Introduce yourself as the circle keeper. Share:** *The role of the circle keeper is not to facilitate the circle, but to act as guide that introduces the circle prompts and ensures that the circle remains a safe space by reviewing the circle guidelines.*

c) **Share about Circle Guidelines:** *Before any circle begins it's critical to review the circle guidelines to express the importance of the circle being a safe space to share. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learnin*g.

d) **Point to the poster and read the Circle Guidelines:**
- **Respect the talking piece:** a chosen object that indicates who is speaking
- **Speak from the heart:** share only your experiences, perspectives, feelings- not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental

• **Trust you will know what to say:** no need to rehearse
• **Say just enough:** be considerate of the time when sharing

e) Ask: *Are these guidelines something we can all agree to? Is there anything missing from this list that we need to add?*

☛ **Circle round 1:**

a) Introduce the talking piece. (Share the reason you selected the talking piece for today's circles.)

b) Introduce the first circle prompt: *For our first circle round, please take no more than 15 seconds to share your name, your position, the number of years you have been a member of this school community, and one thing you did over the summer that you would like to share.*

• Ask for a volunteer to start and have them state what direction they will pass the talking piece before they answer.

☛ **Circle round 2:** (Select one of the two options….or do both if you have the time)

Option 1: "I love my neighbor who...." (a great activity that is fun, gets people moving around, and allows everyone to get to know one another better)

Instructions: Explain that "I love my neighbor" is an interactive circle activity. Remove one chair from the circle. One person stands in the middle of the circle and states something they like/love by first adding "I love my neighbor who…..(ex. enjoys going for walks on the beach). If the statement applies to the other circle participants, they have to get up from their seat and find a free seat somewhere else in the circle. They cannot move to their direct right or left. The last person standing with no seat left to grab is the new person who stands in the middle and states "I love my neighbor who….." It is helpful for the circle keeper to model the first round. Continue for several more rounds.

Option 2: Milling to Music (boom box needed to play music)

Instructions: Explain that when the music starts everyone is to begin "milling" around the inside of the circle silently but greeting each other as they pass by. When the music stops (after about 10 seconds) they are to form triads with the people closest to them. A question will be read out loud and each person will take a short turn to respond to the question. After each person has had an

opportunity to respond the music will start over and everyone begins milling around the circle again. This will continue for approximately 10 minutes with different questions being presented.

Milling questions:

1. Describe or name three cities, towns or neighborhoods that you have lived in.
2. Share one way you like to relax or spend vacation time.
3. Share a favorite teacher you had/have.
4. What was your favorite subject in school and why?
5. What is one thing you look forward to about this new school year?
6. What is one school-related goal you would like to set for yourself as the new year begins?
7. Share one appreciation you have for the school community.

Have everyone return to their seats after this last question.

Circle Reflection: ask the following reflection questions (not necessary to pass around the talking piece)

1. What did you notice/observe during the circles?
2. How did it feel?
3. What do activities like this do for our community?
4. In what ways can we apply this?

Part 3. Introduction to Restorative Practices: DVD

a) Play the SFUSD RP DVD: approx. 15 minutes
b) After DVD, **ask:** Is there anything anyone would like to share in response to the DVD?

Part 4: Restorative Principles

a) Ask for participants to take out their handouts to the Restorative Principles document (1-1A).

b) Share: *These principles lay the foundation for the actions/strategies of RP by highlighting the philosophy, values, and outcomes of using a restorative approach.*

c) Small group discussion and reflection

Share: *For the next couple minutes I would like to ask you to silently review the principles.*

After a couple minutes share: *find three other people to discuss the following questions:*

• What stood out most about the principles (thoughts/feelings/ personal experiences?) • In what ways are they already being applied in the school setting? • Imagine a school setting where all of these principles are being applied consistently. What would that look like, feel like, sound like? • What is one thing you can commit to doing (or continuing to do) to incorporate these principles into your practice?

d) Large Group Reflection (3 min): Share: *Would anyone like to share what stood out to them about the principles, or key points of discussion that came up during your group dialogue?*

Part 5: Restorative Paradigm Shift

a) Share: *Restorative Practices are not a program or a curriculum. It is a shift in our approach, in our way of doing things and reacting to situations that come up.*

b) Quote: Request a volunteer to read the Paradigm Shift quote in the handout out loud (1-1B).

c) Share: *On the same handout with a chart that shows the difference between a traditional and restorative model of discipline.*

d) Share: *In summary, it is absolutely important to have strong guidelines that clearly define the behavior expectations for ALL members of the school and family community. The paradigm shift rests in what is emphasized when the guidelines/rules are not being followed. If a student is receiving a consequence or punishment specifically for breaking the rules then that is a traditional, punitive approach to discipline. If the student is brought into the conversation about how his/her actions impacted and potentially harmed the community as a result of not following the school behavior expectations, and all parties involved in the incident come together to decide what actions and responsibilities need to be taken in order to repair the harm and restore the*

community, then a restorative approach to discipline is occurring.

Part 6: Restorative Language

a) Have everyone turn to the Restorative Language handout (1-1C).

b) **Share:** *Using restorative language is one of the most simple and effective ways to bring restorative practices into our classrooms and school community. It can be very powerful if the entire school community is reinforcing the same values and using the same language.*

c) **Share:** *Please review the handout, paying attention to the highlighted words in bold, and the recommendations.*

Part 7: Responding to Harm: Restorative Questions

Share: *When harm occurs, it's important to consider how the relationships between the individuals involved and the school community is impacted, and provides an opportunity for those involved in the incident to express themselves, to be held accountable, and to take responsibility for determining what needs to happen to repair the harm and prevent it from happening again.*

Introduce the Restorative Questions: Hand out the Restorative Practices Question card and have participants review the questions silently.

a) **Ask:** *How do these questions reflect the principles of Restorative Practices we just reviewed?* (allow for shout-outs)

b) RP Question Practice:

- **Share:** *You will now have the opportunity to practice using the questions with one another. One person will ask the questions and the other person will answer the questions, and then you will switch, so both people practice asking and responding to the questions*

- **Have participants form pairs.**

- **Question Topic**

Share: *Think about a time you sent a student out of your class for misbehavior (or a time you had a negative interaction with a student). You will have seven minutes each to interview one another about that particular experience using the question cards. Each person asks the entire set of questions before switching.*

(Explain that is very important for them to ask each and every question in order!)

• **After 7 minutes** tell participants that it's time to switch.

c) Group Reflection:

After everyone has finished interviewing one another**, ask**:

• *How did it feel asking the questions?*
• *How did if feel being asked the questions?*
• *How can these questions be used in your day-to-day?*

Part 8: Closing Circle Round

a) Reform large circle

b) **Circle Prompt with talking piece**: *Share one thing you learned, were surprised by, or appreciate about the restorative practices workshop today*.

c) Thank everyone for their participation.

Part 9: RP Staff Reflection Survey *(handout 1-1D)*

Make sure 100% of participants take the RP Reflection Survey!

See attached RP Handouts below:

• RP Principles (1-1A)
• RP Paradigm Shift Quote (1-1B)
• RP Paradigm Shift chart (1-1B)
• RP Language (1-1C)
• RP Staff Reflection Survey (1-1D)

Handout
1-1A

Restorative Practices Principles

The following principles reflect the values and concepts for implementing restorative practices in the school setting. Under each principle are some of its important implications.

1. Acknowledges that relationships are central to building community.

- Restorative practices seek to strengthen relationships and build community by encouraging a caring school climate.
- Every student, teacher, administrator, staff member, and parent/guardian is a valued member of the school community.
- Students should be involved in a process of naming the values and principles to live by within their school community.

2. Builds systems that address misbehavior and harm in a way that strengthens relationships.

- Schools establish policies to provide a safe place for learning. Real safety however comes from fostering and maintaining caring relationships.
- Policies should reflect the values and principles agreed to by the school community.
- Policies need to address the root causes of discipline problems rather than only the symptoms. The causes of misbehavior may be multiple and each should be addressed.

3. Focuses on the harm done rather than only on rule-breaking.

- Misbehavior is an offense against people and relationships, not just rule-breaking.
- The solution to the offense needs to involve all of those harmed by the misbehavior.
- The person harmed is the center of the primary relationship that needs to be addressed. Secondary relationships that may have been impacted might include other students, teachers, parents, the administration, and the surrounding community.
- Much misbehavior arises out of attempts to address a perceived injustice. Those who are victimized also feel they have been treated unjustly. Discipline processes must leave room for addressing these perceptions.

4. Gives voice to the person harmed.

- The immediate safety concerns of the person harmed are primary.
- Those harmed must be given an opportunity to have a voice in the resolution of the harm.

5. Engages in collaborative problem solving.

- All of us act to satisfy our human needs (for belonging, freedom, power, and fun). Students choose behaviors to meet these underlying needs.

• Family, students, and communities are encouraged to help identify problems and solutions that meet needs.
• Misbehavior can become a teachable moment if everyone is involved.

6. Empowers change and growth.

• In order for students to change and grow, we must help them identify their needs and assist them in finding alternative, life-giving ways of meeting those needs.
• Interpersonal conflict is a part of living in relationship with others.
• Conflict presents opportunity for change if the process includes careful listening, reflecting, shared problem solving, trust, and accountability structures that support commitments to work at relationship building.

7. Enhances Responsibility.

• Real responsibility requires one to understand the impact of her or his actions on others, along with an attempt to acknowledge and put things right when that impact is negative.
• Consequences should be evaluated based on whether they are reasonable, related to the offense, restorative, and respectful.
• Students should continually be invited to become responsible and cooperative.
• Some students choose to resist participation in a process that will allow for change and may need adults to support and guide them in decision-making concerning their accountability.

Restorative Practices Paradigm Shift

Handout 1-1B

"What's fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There's a shift to: there was harm caused, or there's disagreement or dispute, there's conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It's a different orientation. It is a shift."

Cheryl Graves- Community Justice for Youth Institute

Paradigm Shift	
Traditional Approach	**Restorative Approach**
• School and rules violated	• **People and relationships violated**
• Justice focuses on establishing guilt	• **Justice identifies needs and obligations**
• Accountability=Punishment	• **Accountability=understanding impact, repairing harm**
• Justice directed at offender, victim ignored	• **Offender, victim and school all have direct roles in justice process**
• Rules and intent outweigh whether outcome is positive/negative	• **Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes**
• No opportunity for remorse or amends	• **Opportunity given for amends and expression of remorse**

Handout 1-1C

Restorative Practices Language

Utilizing the language of Restorative Practices consistently among the school staff and the parent/family community is a simple and effective approach to reinforcing the core values of relationships, responsibility, accountability and community.

The words highlighted represent the key language of Restorative Practices.

We are a community.

Recognize that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.

Recommendation: *constantly refer to the student, staff, and family groups as a "community", and stress the importance of having a strong, healthy community.*

What is the relationship like?

Reinforcing the importance of positive relationships is essential to the development of a strong community. Positive relationships lay the foundation for cooperation, skill development and learning.

Recommendation: *constantly inquire about the strength of the "relationship/s" between/among students, staff, and families. Celebrate positive relationships, and when challenged, specifically ask, "what is the relationship like between….. (students, yourself and your students, a particular student and his/her classroom peers, staff members…etc)". Self-reflect on your own relationships with school community members and ask others to reflect on their relationships.*

What happened?

Ask open-ended questions that allow for a genuine retelling of an experience.

Recommendation: *do not ask the "why" question. Instead, ask "what happened" when inquiring about specific actions or behaviors.*

Who was impacted (harmed) by what happened?

For both positive and negative actions, recognizing impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact as it is to teach that negative behavior harms relationships and the health of the community.

***Recommendation*:** *Consider age-appropriate language to use in response to student and staff actions/behaviors, reinforcing the importance of positive relationships and community.*

What needs do those involved have?

When conflict or harm occurs, it is important to recognize that ALL parties involved have resulting needs. Often times the needs of those "harmed" and those who "harmed" have similar needs. Giving individuals an opportunity to voice their needs is an important step towards identifying what must happen to repair the relationships.

***Recommendation*:** *Using age-appropriate language, ask ALL individuals involved in an incident (including the teacher/family member) to share/reflect on what needs they have/had (both during the time of the incident as well as after the incident).*

What needs to happen to repair the harm (make things as right as possible)?

Reinforcing the importance of repairing harm (when one's actions have negatively impacted the community) is a critical component for the restoration of community/relationships when harm has occurred. Giving those involved in the incident an opportunity to identify what they are going to do to make things right teaches responsibility and holds one accountable for their actions.

***Recommendation*:** *Allow for the people involved in an incident to share what they need to see happen in order to address and repair the harm caused by hurtful/negative behavior. Accountability stems from following-through with the identified plan after taking into consideration all that everyone needs to feel satisfied with the situation.*

1-1D: to be completed by Staff and faculty immediately after RP presentation

Restorative Practices Presentation Reflection (Staff)

School Name: _____ Date: _____

Please take a few minutes to complete this reflection form. Your feedback will be considered and taken into account when deciding on a plan for how to move forward with restorative practices at your site.

1. What do you know now about restorative practices that you did not know prior to this workshop?

2. What do you think/ how do you feel about our region's commitment to restorative practices?

3. On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your site?

1	2	3	4	5	6	7	8	9	10
Not at all				50/50					Extremely High

4. Knowing that restorative practices are about building/strengthening school community and repairing harm to restore relationships and community when conflict/misbehaviors occur, in what ways do you foresee RP making a difference at your school community?

5. Please share any additional thoughts, questions, concerns, or compliments you may have.

Thank you! Your feedback is important.

Step 2: Analyze Results

☐ Staff/Faculty Level of Interest Data Analysis (1-2A)……32
☐ RP Site Leader Role and Responsibility Sheet……..33
☐Select Site Leaders (1-2B)……...33

Staff/Faculty
Level of Interest Data Analysis

1-2A: for Site Admin, school site leadership, or RP Site Leader to complete

Using the collected Staff RP reflections (document 1-1D) collected after the initial Introduction to RP workshop, calculate the level of interest, need, and preferred outcomes for site implementation of RP using the tables below.

Identify level of Whole-School RP Implementation Interest (Survey): RP Reflection question #3. Review Staff response to question: *"On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your site?"* and calculate the # of staff interested in whole-school RP implementation.

1= Not at all 5= 50/50 10= Extremely high

Level of Interest	# of Staff Response	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Number of Staff members who selected an 8 or above: _____
Total # of staff members who completed reflection: _____
The majority of the staff and faculty are enthusiastic about seeing whole-school implementation of restorative practices (at an 8 or above). Yes / No

Note: *It is not necessary for the majority of staff/faculty to be highly interested (8+) in restorative practices in order to move forward with RP implementation. This is a fair process approach that provides the opportunity for all voices to be taken into consideration. It is essential for School Site Leadership to consider the RP implementation feedback of the school community and explicitly share the reason for the decision to move forward with RP.*

Restorative Practices School Site Leader/s

The RP School Site Leader is a necessary component for effective implementation of restorative practices at the site level.

The RP Leader will assist in the coordination of restorative practices at the school, receive on-going support and professional learning/development and act as the liaison between the school site and KBAS centralized RP team.

RP Site Leader Role and Responsibilities

- Attend RP training with KBAS RP team
- Attend centralized monthly Site Leader Professional Learning Community meetings
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step by step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see whole-school implementation guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and regional KBAS RP Team
- Assist KBAS RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff (respected and well-liked)
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Recommended Stipend:

- $1000 per school site

School Site Name: _____ Date: _____

Two staff members from each school are encouraged to share the role of the Site Leader(s).

1-2B: to be completed by site Admin.

Name of Restorative Practices Site Leader #1: _____

Name of Restorative Practices Site Leader #2: _____

Step 3: Create the Guiding Team

☐ Workshop No. 2 (whole staff led by Site RP Leader): Introduction to School Climate Needs Assessment and Planning Process Overview *(objectives, agenda, materials, set-up)*……..…36

☐ PD Script……...38

- Part 1: Staff Community Circle
- Part 2: Review Implementation Stages with Staff
- Part 3: Determine Needs and Preferred Outcomes
- Part 4: Closing

☐ School Climate Needs Assessment and Planning Process Overview (1-3A)……..41

☐ RP Whole School Implementation Overview……42

☐ Site Support Team Overview: Group Roles and Responsibilities (for Site Leader and Implementation Team, 1-3B)……43

☐ *(Optional)* School Climate Working Group Nomination (1-3C)…...44

☐ Determining Needs and Preferred Outcomes (1-3D)…….46

☐ Restorative Practices Language (1-3E)……..47

Workshop No. 2

(Facilitated by the KBAS RP Team, or school site RP leader, or any member of staff who has attended the KBAS two-day RP training)

Introducing School Climate Needs Assessment Planning and Restorative Practices Implementation Process Staff/Faculty Meeting Agenda

Staff agenda to be used by RP Site Leader

The purpose of this Restorative Practices PD workshop is threefold:

1. To provide staff/faculty an opportunity to build and strengthen community
2. To review the data analysis from PD Workshop No. 1
3. To create school site guiding teams

Workshop Objectives:

As a result of this Professional Development, participants will:

1. Build and strengthen staff community
2. Review the results of the Staff Reflection and Interest Questionnaire
3. Review RP Implementation next steps and planning process
4. Inspire a shared vision by determining staff consensus of need and preferred outcomes for implementation of RP
5. Introduce role of the School Site RP Leaders, School Site Guiding Team and Parent Leader
6. *(Optional)* Receive nominations for School Site Guiding Team members and RP Team

Agenda:

- Community building/strengthening
- Review of RP Reflection response to level of implementation interest
- Implementation next steps
- RP Implementation Guiding Team overview and nomination process
- Closing circle

Required Materials:

- Talking piece (find one that is meaningful to you)
- Projector and audio speakers *(optional, if using Powerpoint)*

• Restorative Practices card with sample circle prompts
• RP Reflection Data Analysis (1-2A)
• Whole school implementation next steps (1-3A) as a handout
• RP Implementation Guiding Team overview and nomination process (1-3B)
• *(Optional)* RP School Site Guiding Team members and RP Team nominations (1-3C)

Room Set-Up:

Prior to the workshop, set up the room as following:

• Chairs situated in a large circle for all participants (preferably no furniture in the middle)
• Agenda and objectives posted on the wall
• Circle Guidelines posted on the wall
• Handouts and RP card on table for pick up or placed on chairs in the circle

PD SCRIPT

Part 1. Staff Community Circle (10 min.)

☛ **Site Admin or RP Leader acts as the circle keeper**

☛ **Circle keeper reviews guidelines with group: Say,** *Before any circle begins it's critical to review the circle guidelines to express the importance of the circle being a safe space to share. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

☛ **<u>Point to the poster and read the Circle Guidelines:</u>**

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

☛ ***Ask*: *Are these guidelines something we can all agree to?***
Is there anything missing from this list that we need to add?

☛ **Circle round 1:**

a) Introduce the talking piece. (Share the reason you selected the talking piece for today's circles.)

b) Introduce the first circle prompt: *For our first circle round, please take no more than 15 seconds to share one highlight from your week* (or select your own prompt).

• Ask for a volunteer to start and have them model responding within the given time frame, and have them state what direction they will pass the talking piece before they answer.

Part 2. Review Implementation Stages with Staff

1. **Review the results of the Staff RP Presentation Reflection (1-2A), and state whether or not the majority of the staff/faculty showed interest in seeing RP implemented throughout the school.**

2. **As the leader of the school, share your specific interest in, and reasons and expectations for RP implementation.**

3. **Hand out and review implementation overview- Next Steps (1-3A)**
Say: *The Whole-School Implementation model consists of 4 different phases. The **first phase** is about making sure EVERYONE in our school community understands what RP is, is given an opportunity to contribute to the reason why we want to implement RP, and to help determine what we would like to see happen at our school as a result.*

*The **second phase** of the implementation model allows for thoughtful planning of the implementation approach to ensure it is tailored to fit the needs of our school. This process will take some time and it's important for us to remain patient. While we are carefully planning to situate ourselves in a position for a successful implementation we can all study the language of RP and try our best to incorporate it into our communication with one another. This will be a great start for us as it will directly bring a restorative relational approach into our practice and will help us all be on the same page by using the same language.*

*The **third phase** of the implementation is to actually follow through with the plan. We will receive professional development and form professional learning communities to further support and solidify our learning and practice.*

*Lastly, the **final stage** is about sustainability to ensure that this approach becomes embedded into our school culture.*

4. **Announce School RP Site Leader and RP Implementation Team as a critical component of RP implementation (1-3B) and review the roles and responsibilities and ask if there's any interest in joining the team.**

5. **(Optional) Offer staff opportunity to nominate themselves or colleagues**

as Site Leaders or Team members (1-3C)

Part 3. Determining Need and Preferred Outcomes

1. **SAY:** *We are currently in the first phase of our implementation of Restorative Practices. As we have heard, Restorative Practices are about doing things "with" one another, so it's important for all of us to work together to develop our shared vision. We need to explicitly identify the need for RP in our community and spend time thinking about what we want to see happen here as a result, both short term and long term. It is important for us to understand that cultural change does not happen overnight. It's a process that on average can take 3-5 years. The key to our success is that we recognize that we are all in this together, and continue to work with one another. We need to know what we are working towards and what we would like to see change around here.*

2. **Hand out Determining Need and Preferred Outcomes worksheet (1-3D).**

3. **Give staff members 5 minutes to complete the worksheet (anonymously) and collect.**

4. **SAY:** *Once we get our RP Implementation Team together, we will be grouping your responses and at one of our upcoming meetings we will participate in a consensus activity to determine as a community what we agree to work towards.*

Part 4: Closing

a) Hand out RP Language document (1-3E) and encourage everyone to learn the key words and incorporate them into their communication with one another, students, and families.

Closing Circle Round

b) Remind everyone about the circle guidelines

c) Circle Prompt with talking piece: *Share one thought or feeling you have about RP implementation here at our school (*or come up with your own)

d) **Thank everyone for their participatio**n.

DON'T FORGET TO COLLECT THE RP TEAM NOMINATIONS IF YOU CHOSE TO HAND THEM OUT, AND THE DETERMINING NEED AND OUTCOMES WORKSHEET!

1-3A: To be shared with staff/faculty

School Climate Needs Assessment, Planning & RP Implementation Process

This following RP implementation planning process is based on continuous improvement, best practices and the restorative principle of fair process (an inclusive process where everyone's voice is taken into account and participates in the decision-making).

School Climate Planning and RP Overview:

1. Restorative Practices Overview and Interest Questionnaire:
Present RP overview to the entire school faculty. All staff completes the RP reflection stating their level of interest in implementing RP whole-school at this time (1-2A).

2. RP Site Leader and School Climate Working Group:
Site identifies one or two interested staff members to act as leaders and site liaisons with KBAS RP team, and forms a School Climate Working Group of interested staff members willing to assist the school site in developing goals and implementation action steps based on staff input.

3. School Site Strengths and Needs Assessment:
The first step towards school climate improvement rests with identifying strengths and priority areas of need. ALL staff members complete a school climate reflection, along with opportunities for student and parent voices to be heard (surveys or fishbowl).

4. Goal Setting:
The School Climate Working Group reviews the results from the school climate reflection and identifies the top areas in need of improvement, as well as the areas of strength. The Climate Working Group will then formulate approximately five SMART goals (based on best practices).

5. Staff Consensus:
The goals are shared with all the staff/faculty, staff engages in consensus decision-making activity to prioritize goals and offer feedback.

6. Implementation/Action Planning:
The School Climate Working Group partners with the KBAS RP team to identify implementation strategies, principles, and action steps. The implementation plan will take into consideration restorative practices, school site strengths and successful programs and systems already in place, as well as all available school and district resources. Shared responsibility for implementation and support across the entire school community (as well as parents and students) will be critical, along with clarity of roles and responsibilities for all.

7. Evaluation and Goal Monitoring:
The School Climate Working Group and staff identify how goal progress will be measured and monitored. Evaluation plan is determined, shared with staff for feedback and implemented.

8. Celebrations and Staff Community Building:
Will occur consistently throughout the entire planning and implementation process!!!

To be handed out to staff at staff meeting

KIPP BAY AREA SCHOOLS

Restorative Practices Whole-School Implementation Overview

Stage 1 **School Site Introduction to RP, Identifying Commitment and Determining Site Specific Need**	Step 1: Introduction to Restorative Practices Presentation to Entire School Community Step 2: Analyze Results the School's Guiding Team Step 3: Create a Guiding/Implementation Team
Stage 2 **Identifying School RP Site Leaders and Implementation Team**	Step 4: Identify School Site RP Leaders and Implementation Team Step 5: Identify School Site Implementation Team Meeting No. 1
Stage 3 **Determining Need and Preferred Outcomes for RP Implementation**	Step6: Determining Need and Outcomes Step 7: Collect Baseline Data
Stage 4 **School Site Planning of Whole School Implementation**	Step 8: Schedule All School Professional Development Step 9: Determining Systems of Support Step 10: Determining Progress Checks for Preferred Outcomes of Restorative Practices Implementation

Restorative Practices Implementation Site Support Team Overview

1-3B: to be handed out to staff at staff meeting

1. School Site Leader/s

Identification of two RP School Site Leaders is a necessary component for effective whole-school implementation of restorative practices.

The RP Site Leaders will assist in the coordination of restorative practices at the school, guide the school RP implementation team, receive on-going support and professional learning/development and act as the liaisons between the school site and KBAS centralized RP team.

RP Site Leader Role and Responsibilities

- Attend RP training with KBAS RP Team
- Attend centralized monthly Site Leader Professional Learning Community meetings
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step-by-step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see Whole-School Implementation Guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central KBAS RP Team
- Assist KBAS RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional development facilitation skills
- Stipend suggestion: $1000 per school site

2. Restorative Practices Site Implementation Team

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to,

- Attend RP training with KBAS RP Team
- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:

- collect baseline school site data
- plan for RP Professional Development
- brainstorm options for systems of support (Professional Learning Communities)
- determine options and tools for progress checks of RP implementation outcomes

Who sits on the RP Implementation Team?

- School staff/faculty
- Parents
- Stakeholder Group Representatives
- (Anyone in the school community)

Requirements for participation: a genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation.

Commitment of Working Group members:

Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after-school meetings.**

(*The meetings will likely need to occur more often during the initial needs assessment and planning process.*)

Restorative Practices Site Leader and Implementation Team Nomination

1-3C: to be handed out to staff at staff

School Site Name: _____ Date: _____

Staff Name (optional): _____

RP Site Leader

Are you interested in being a Restorative Practices Site Leader? Yes / No
Please be sure to review the roles and responsibilities of this position prior to making a decision.

If yes, please be sure to write your name here or above.

If you would like to nominate colleagues to be RP Site Leaders, please write their names below:

1. _____
2. _____
3. _____

RP Implementation Team member

Are you interested in being a member of the RP Guiding Team? Yes / No
Please be sure to review the roles and responsibilities of this position prior to making a decision.

If yes, please be sure to write your name here or above.

If you would like to nominate colleagues to be members of the RP Implementation Team, please write their names below:

1._____
2._____
3._____

RP Parent Leader

Do you have a recommendation/s for the RP Parent Leader role?

1. _____
2. _____

1-3D: to be handed out to staff at staff meeting

Determining Need and Preferred Outcomes

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

"The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things *WITH* them rather than *TO* them or *FOR* them."

(The Restorative Practice Handbook, Costello and Wachtel)

Determining Need:

Identify 5 areas of need that you would like to see addressed through the implementation of RP (Examples: high rates of counseling office referrals, disproportionate number of African American students referred for special ed., student bullying, staff absences, poor academic performance, lack of student engagement**).**

Need #1	**Need #2**
Need #3	**Need #4**
Need #5	Notes:

Determining Preferred Outcomes:

Identify 5 preferred outcomes you would like to see occur as a result of restorative practices implementation (Examples: increased options for managing behavior, students are self-regulating and better problem-solvers, improvement in student statistics-out-of-classroom referrals, suspensions, attendance, reduction in number of African American student suspensions--quality and nature of dialogue about students is supportive and not blaming…etc.)

Outcome #1	**Outcome #2**
Outcome #3	**Outcome #4**
Outcome #5	Notes:

1-3E: to be handed out to staff at staff meeting

Restorative Practices Language

Utilizing the language of Restorative Practices consistently among the school staff and the parent/family community is a simple and effective approach to reinforcing the core values of relationships, responsibility, accountability and community.

The words highlighted represent the key language of Restorative Practices.

We are a community.

Recognize that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.

Recommendation: *Constantly refer to the student, staff, and family groups as a "community", and stress the importance of having a strong, healthy community.*

What is the relationship like?

Reinforcing the importance of positive relationships is essential to the development of a strong community. Positive relationships lay the foundation for cooperation, skill development and learning.

Recommendation: *Constantly inquire about the strength of the "relationship/s" between/among students, staff, and families. Celebrate positive relationships, and when challenged, specifically ask, "what is the relationship like between….. (students, yourself and your students, a particular student and his/her classroom peers, staff members…etc)". Self-reflect on your own relationships with school community members and ask others to reflect on their relationships.*

What happened?

Ask open-ended questions that allow for a genuine retelling of an experience.

Recommendation: *Do not ask the "why" question. Instead, ask "what happened" when inquiring about specific actions or behaviors.*

Who was impacted (harmed) by what happened?

For both positive and negative actions, recognizing impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact, as it is to teach that negative behavior harms relationships and the health of the community.

***Recommendation*:** *Consider age appropriate language to use in response to student and staff actions/behaviors, reinforcing the importance of positive relationships and community.*

What needs do those involved have?

When conflict or harm occurs, it is important to recognize that ALL parties involved have resulting needs. Often times the needs of those "harmed" and those who "harmed" are similar. Giving individuals an opportunity to voice their needs is an important step toward identifying what must happen to repair the relationships.

***Recommendation*:** *Using age appropriate language, ask ALL individuals involved in an incident (including the teacher/family member) to share/reflect on what needs they have/had (both during the time of the incident as well as after the incident).*

What needs to happen to repair the harm (make things as right as possible)?

Reinforcing the importance of repairing harm (when one's actions have negatively impacted the community) is a critical component for the restoration of community/relationships when harm has occurred. Giving those involved in the incident an opportunity to identify what they are going to do to make things right teaches responsibility and accountability for their actions.

***Recommendation*:** *Allow for the people involved in an incident to share what they need to see happen in order to address and repair the harm caused by hurtful/negative behavior. Accountability stems from following-through with the identified plan after taking into consideration all that everyone needs to feel satisfied with the situation.*

Stage 2:

Identifying School RP Site Leaders and Implementation Team

<u>Step 4</u>: Identification of School Site RP Leaders and Implementation Team

<u>Step 5</u>: School Site Implementation RP Team Meeting No. 1

Step 4: Identification of School Site RP Leaders and Guiding/Implementation Team

- ☐ Identification of School Site Leader Team Overview…….....……..54
- ☐ *(Optional)* Restorative Practices School Site Leader (2-4A)…...…..56
- ☐ *(Optional)* Restorative Practices Parent Site Leader(2-4B)……...57
- ☐ Restorative Practices Parent School Site Leader Sign-up (2-4C)…..58
- ☐ Restorative Practices Site Implementation Team (2-4D)……...59
- ☐ Restorative Practices Site RP Implementation Team Notification (2-4E)……..……61

Restorative Practices Implementation Site Support Team Overview

To be handed out to staff at staff meeting

1. School Site Leader/s

Identification of two RP School Site Leaders is a necessary component for effective whole-school implementation of restorative practices.

The RP Site Leaders will assist in the coordination of restorative practices at the school, guide the school RP implementation team, receive on-going support and professional learning/development and act as the liaisons between the school site and KBAS centralized RP team.

RP Site Leader Role and Responsibilities

- Attend RP training with KBAS RP Team
- Attend centralized monthly Site Leader Professional Learning Community meetings
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step-by-step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see Whole-School Implementation Guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central KBAS RP Team
- Assist KBAS RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional development facilitation skills

Stipend Suggested

- $1000 per school site

2. Restorative Practices Site Implementation Team

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to:

- Attend RP training with KBAS RP Team

- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
    - collect baseline school site data
    - plan for RP Professional Development
    - brainstorm options for systems of support (Professional Learning Communities)
    - determine options and tools for progress checks of RP implementation outcomes

Who sits on the RP Implementation Team?

- School staff/faculty
- Parents
- Stakeholder Group Representatives
- (Anyone in the school community)

Requirements for participation: a genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation.

Commitment of Working Group members:

Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after-school meetings.**

(*The meetings will likely need to occur more often during the initial needs assessment and planning process.*)

Restorative Practices School Site Leader/s

2-4A: to be completed by Site Leader and emailed to KBAS RP Team

School Name _____

Restorative Practices Site Leader name #1 _____

Restorative Practices Site Leader name #2 _____

RP Site Leader Role and Responsibilities

- Attend RP centralized training with KBAS RP Team
- Attend centralized monthly Site Leader Professional Learning Community meetings
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step-by-step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see Whole-School Implementation Guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central KBAS RP Team Assist KBAS RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional development facilitation skills

Stipend Suggested

- $1000 per school site

Site Leader #1: _____ _____ _____
Print name **Signature** **Date**

Email Address: _____

Site Leader #2: _____ _____ _____
Print name **Signature** **Date**

Email Address: _____

School Leader: _____ _____ _____
Print name **Signature** **Date**

2-4B: to be completed by Site Leader and faxed to KBAS RP Team

Restorative Practices Parent Site Leader

Identification of a Parent Site Leader is a necessary component for effective whole-school implementation of restorative practices as it is critical to ensure all major stakeholders and school community members' voices are heard.

The RP Parent Leader will assist in the coordination of restorative practices at the school, help guide the school RP implementation team, and act as the liaison between the school site, KBAS centralized RP team and parent/family members of the school community.

RP Parent Leader Role and Responsibilities

- Attend RP centralized training with KBAS RP Team
- Participate on Site RP Implementation Team and attend scheduled meetings (on average bi-weekly during planning phase)
- Assist in the planning and monitoring of the individualized site RP implementation plan (as outlined in step by step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Leaders and Team.
- Act as liaison between school staff community and parent/family community
- Facilitate community building/strengthening circles during parent meetings
- Work with Site RP Implementation Team to collect school climate site data and progress reports
- Assist KBAS RP central team and school site family liaisons with parent/family professional development opportunities

RP Parent Leader Qualifications

- High social capital among parent/family community members
- Positive working relationship with school staff and administration
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional development facilitation skills

School Site Name: _____Date: _____
Name of Restorative Practices Parent Leader:
_____
Parent Leader contact information:
phone number: _____
email address: _____

Restorative Practices Parent Site Leader/s

2-4C: to be completed by Site Leader and emailed to KBAS RP Team

School Name _____

Restorative Practices Parent Leader name # _____

RP Site Leader Role and Responsibilities

- Attend RP centralized training with KBAS RP Team
- Attend centralized monthly Site Leader Professional Learning Community
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step by step process of KBAS Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see whole-school implementation guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central KBAS RP Team Assist KBAS RP central team with on-site professional development opportunities at the school site

RP Parent Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Parent Leader #1:_____ _____ _____

Print name **Signature** **Date**

Email Address: _____

School Leader: _____ _____ _____

Print name **Signature** **Date**

2-4D: to be completed by Site Leader and kept on file

Restorative Practices Site Implementation Tea

In addition to the two School Site RP Leaders, it is critical that additional school community members participate in the decision making and planning process of RP implementation to ensure equitable representation of all members of the school community.

****It is highly recommended to have the following people represented on the team:**

- **School Site Administrator**
- **2 RP Site Leaders**
- **RP Parent Leader**
- **additional classroom teacher**
- **additional non-classroom teacher/ classified staff**
- **After-school program coordinator**
- **other major stakeholder representation**

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to,

- Attend RP centralized training with KBAS RP Team
- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
  - collect baseline school site data
  - determine plan for RP Professional Development
  - brainstorm systems of support (PLCs) for on-going professional development and support
  - determine options and tools for progress checks of RP implementation outcomes and process fidelity
  - ensure sustainability

Requirements for participation:

- A genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation
- Commitment to attend scheduled Site RP Team meetings
- Participation at centralized RP training offered by KBAS RP Team

Commitment of RP Implementation Team members:

- Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. Extended hours will be available for after-school hour meetings. (*The meetings will likely need to occur more often during the initial needs assessment and planning process.*)

Name of Site RP Team Members:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____

2-4E: to be completed by Site Leader and sent to KBAS

Restorative Practices Site RP Implementation Team Notification

School Name: _____

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to:

- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
    - o collect baseline school site data
    - o determine plan for RP Professional Development
    - o brainstorm systems of support (PLCs) for on-going professional development and support
    - o determine options and tools for progress checks of RP implementation outcomes
    - o ensure sustainability

Requirements for participation:

- A genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation
- Commitment to attend scheduled Site RP Team meetings
- Participation at centralized RP training offered by KBAS RP Team

Commitment of RP Implementation Team members:

- Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after school meetings.**

RP Implementation Team member 1:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 2:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 3:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 4:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 5:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 6:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 7:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 8:

_____ _____ _____

Name Signature Date

_____

Email address

Name of Site Administrator Signature

_____ _____

Date

Step 5: School Site RP Guiding Team

☐ RP Implementation Team Meeting No. 1 (2-5A)……...……64

☐ Needs and Preferred Outcomes Data Analysis Summary (2-5B)…..66

☐ Restorative Practices Guiding Team Two-Day RP Training (2-5C).67

RP Implementation Team Meeting #1

2-5A: to be used by Site leaders to facilitate first RP Team meeting

Overall RP Team Meeting Objectives:

As a result of the RP Implementation Team meetings, participants will:

- Build/strengthen community
- Assist and support the school site in RP planning and implementation
- Plan next steps and coordinate details of the implementation process as per the KBAS RP Implementation Guide

Format of meetings:

• RP Site Leaders alternate or co-facilitate meetings

• Meeting frequency and times will depend on school site, but one can expect to meet on average every 1-2 weeks during the planning stage and then approximately every 2-3 weeks during the implementation stage.

• It is highly recommended to begin and close each meeting with community-building check-in and checkout circle rounds.

Materials:

• KBAS RP Implementation guide
• Talking piece
• Circle Guideline poster

Meeting #1: Agenda

• Community-building intro circle round
• Review roles and responsibilities of RP team
• Identify date for team to attend centralized Introduction to Restorative Practices training
• Site and Parent Leaders review centralized monthly PLC dates
• Review needs and preferred outcomes worksheets collected from staff meeting
  o cut out need and preferred outcomes boxes
  o group responses according to similarity keeping need and outcomes separate
  o identify top10 areas of need and top 10 preferred outcomes using Data Analysis Summary Worksheet
  o complete Needs and Preferred Outcomes Data Analysis Summary
• Plan next team meeting.
• Review next steps (see below)
• Closing circle round

Supporting documents:

• Needs and Preferred Outcomes Data Analysis Summary (2-5B)

• RP Training Date Options and Registration Links (2-5C))
• RP Centralized PLC Dates (2-5D)

Next Steps:

1. Team members register for Intro to RP training (if not already trained).
2. At next staff/faculty meeting, Site Leaders and RP Team introduce themselves to staff/faculty
3. Planning ahead: Site Leaders schedule 30 minutes at upcoming staff/faculty meeting for needs and outcomes consensus activity and collecting baseline data.
4. Parent Leader schedules 40 minutes at upcoming parent meeting for needs and outcomes discussion and consensus activity

2-5B: to be used at first RP Team meeting

Needs and Preferred Outcomes Data Analysis Summary

Areas of Need	Preferred Outcomes
Top 10 Identified Areas of Need for RP Implementation by Staff/Faculty members 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	Top 10 Identified Preferred Outcomes for RP Implementation by Staff/Faculty members 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

2-5C: to be used at first RP Team meeting

RP Training Date Options and Registration Links

The following Introduction to Restorative Practices trainings are available for your RP Site Implementation Team to attend.

Please register for the date that works best for your team.
**(It is highly recommended for your team to attend together if possible).

Training Date Options (TBD)

Stage 3:

Determining Need and Preferred Outcomes for RP Implementation

Step 6: Determining Need and Outcomes

Step 7: Collecting Baseline School Data

Step 6: Determining Need and Outcomes

- ☐ Restorative Practices Implementation Team Meeting No. 2 (3-6A)..72
- ☐ Workshop No. 3:Determining Need and Preferred Outcomes Staff Meeting Agenda (3-6B)……..…74
- ☐ PD Script……...…75
    - Part 1: Staff Community Circle
    - Part 2: Consensus Activity #1
    - Part 3: Consensus Activity #2
    - Part 4: Closing Circle Round
- ☐ Analyze Results: School Site Areas of Need and Preferred Outcomes of RP Implementation (3-6C)……...77

RP Implementation Team Meeting #2

3-6A: to be used at second RP Team meeting

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Prepare for Needs and Preferred Outcome consensus activity with staff
- Review School Climate Reflection tools, and
- Plan next steps for collecting baseline school climate and discipline data

Format of meetings:

- RP Site Leaders alternate or co-facilitate meetings
- Meeting frequency and times will depend on school site, but one can expect to meet on average every 1-2 weeks during the planning stage and then approximately every 2-3 weeks during implementation stage.
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- KBAS RP Implementation guide
- Talking piece
- Circle Guideline poster
- Specified supporting documents (2-5B), (all documents from stage 3, step 7)
- 20 large pieces of butcher paper
- Colored markers

Meeting #2: Agenda

- Community-building intro circle round
- Review Needs and Preferred Outcomes Data Analysis Summary (2-5B)
- Prepare for the upcoming staff meeting consensus activity (see staff meeting script 3-6B for review)
  - o For each of the identified top ten needs and preferred outcomes, write out the need or outcome in large print using colored markers on pieces of butcher paper (be careful not to mix up the needs and outcomes)
- Prepare for Collecting Baseline School Site Data
  - o Review the school climate data collecting tools (see supporting documents from stage 3, step 7)
  - o determine which tools to use (highly recommended to use the staff and student school climate reflections and fishbowl circles if time permits)
  - o identify next steps for collecting data (recommended to have all staff complete on-line School Climate Reflection together in the computer lab at the end of a staff meeting)

o Assign member/s of Team to partner with additional school site staff to collect school discipline data/attendance records.

- Plan next Team meeting for one week after scheduled staff meeting (consensus activity and collecting baseline data).
- Review next steps (see below)
- Closing circle round

Supporting documents:

- Needs and Preferred Outcomes Data Analysis Summary (2-5B)
- RP Need and Preferred Outcomes Staff Agenda and Script (3-6B)
- See all of Stage 3, Step 7 supporting documents
- School discipline/ attendance records

Next Steps:

- Facilitate consensus activities at staff meeting (staff meeting #2 script)
- Collect baseline data
- Create Survey Monkey links for School Climate Reflection surveys

Restorative Practices Determining Needs and Preferred Outcomes Staff/Faculty Meeting Agenda/Script Workshop No. 3

3-6B: for Site Leaders/Admin to facilitate at Staff/Faculty mtg.

Staff Meeting Objectives:

- Strengthen staff community
- Provide opportunity for all school community members to participate in shared decision-making
- Gain consensus for top five needs and preferred outcomes for RP implementation

Agenda:

- Community building/strengthening
- Review of top ten areas of need and preferred outcomes for RP implementation
- Consensus activity #1: Determining Areas of Need for RP implementation
- Consensus activity #2: Determining Preferred Outcomes of RP Implementation
- Closing circle

Materials:

- Talking piece
- Circle Guidelines poster
- RP Reflection Outcomes Overview (1-2A)
- Completed Needs and Preferred Outcomes Data Analysis Summary- as a handout (2-5B)
- Posters with Needs and Outcomes written out
- stickers (6 per person)

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Posters of Needs displayed around room

PD SCRIPT

Part 1

Staff Community Circle: (10 min)

a) Site Leaders act as the circle keepers.

b) Circle keepers reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to develop and support the sense of safety in the circle. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) **Ask**: Are these guidelines something we can all agree to?
Is there anything missing from this list that we need to add?

Circle round 1:

d) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

e) **Introduce the first circle prompt:** *For our first circle round, please take no more than 10 seconds to share one fact about yourself that no one knows about you. (*or select your own circle prompt)

• Ask for a volunteer to start who can model responding to the prompt in the requested amount of time and have them state what direction they will pass the talking piece before they answer.

Part 2

Consensus Activity #1: Determining Areas of Need for RP Implementation

a) Remind staff/faculty that they each had an opportunity to identify areas of

need and preferred outcomes for RP implementation at prior staff meeting.

b) Hand out summary of top 10 areas of need and outcomes based on their previous responses.

c) Explain the following consensus activity instructions:

1. Each person will receive 3 stickers per activity.
2. Each person selects their top 3 areas of need for RP implementation and places their stickers on the corresponding poster.
3. After everyone has placed their stickers on the posters, Site Leaders count the number of stickers per poster and writes the total number of votes on the top corner of the poster.
4. Order the identified areas of need from highest # of votes to lowest # of votes. The 5 posters with the most stickers gain consensus from staff/faculty as the greatest areas of need.

Part 3
Consensus Activity #2: Determining Preferred Outcomes for RP Implementation

Follow same process as above for determining areas of need, only use the posters stating the identified top 10 preferred outcomes for RP implementation.

Part 4
Closing Circle Round:

a) Circle Prompt with talking piece: *Share one thing you are surprised by, learned, or appreciate. (*or come up with your own)

c) **Thank everyone for their participation.**

School Site Areas of Need and Preferred Outcomes of Restorative Practices Implementation

3-6C: for Site Leader and Parent Leader to complete after consensus activities

Areas of Need	Preferred Outcomes
Top 5 Identified Areas of Need for RP Implementation by Staff/Faculty members 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____	Top 5 Identified Preferred Outcomes for RP Implementation by Staff/Faculty members 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

Areas of Need	Preferred Outcomes
Top 5 Identified Areas of Need for RP Implementation by Parents/Family members 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____	Top 5 Identified Preferred Outcomes for RP Implementation by Parents/Family members 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

Step 7: Collecting Baseline School Site Data

- ☐ School Climate Reflection Overview…….....80
- ☐ Staff/Faculty School Site Climate Reflection (3-7A)…….....82
- ☐ Student Survey School Site Climate Reflection (3-7B)……88
- ☐ Student Fishbowl Instructions……93
- ☐ Student Fishbowl Staff Reflection (3-7C)……..96
- ☐ *(Optional)* Parent Fishbowl Instructions……....97
- ☐ *(Optional)* Parent Fishbowl Staff Reflection (3-7D)……...100
- ☐ School Discipline/Attendance Record Template (3-7E)…….….101

School Climate Reflection Overview

To be reviewed by RP Site Leaders

To obtain a complete picture of your current school climate, the KBAS Restorative Practices team encourages gathering data from school staff/faculty, students and families. The following tools will assist your school site in the collection of this data.

1. Staff/Faculty School Climate Reflection survey:

Survey Purpose: for ALL staff/faculty to reflect on the current school climate. The data will be used to determine areas of strength and prioritize areas in need of improvement.

Survey details: The survey takes approximately ten minutes to complete. The survey is organized into four sections. In each section, participants will be asked to respond in a range from "Strongly Agree" to "Strongly Disagree" or "Does not apply."

- Section 1: Participant awareness and understanding of the School-wide Vision and Mission Statement.

- Section 2: Participant awareness and understanding of the relationships between students, between students and staff, between staff members, between administrators and staff, and between parents and staff.

- Section 3: Participant awareness and understanding of *classroom* management and discipline.

- Section 4: Participant awareness and understanding of *school-wide* discipline procedures and protocol.

*After each section or sub-section, there is a scale from 1-10 where participants are asked to rate their response, and name three strengths of the school community.

2. Student survey:

Survey Purpose: for all or a random sample of students to reflect on the current school climate. The data will be used to determine areas of strength and prioritize areas in need of improvement.

Survey details: The survey takes approximately ten minutes to complete and follows the same structure as the staff/faculty survey.

3. Student Fishbowl:

Purpose: The student fishbowl activity will allow staff/faculty to listen to the experiences and perspectives of a select group of the student community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current students while giving the students an opportunity to be active in the dialogue on school climate and educational equity.

4. Parent Fishbowl:

Purpose: The parent fishbowl activity will allow staff/faculty to listen to the experiences and perspectives of a select group of the school parent community. Educators will have an opportunity to hear the experiences, ideas, and feedback of parents while giving the parents an opportunity to be active in the dialogue on school climate and educational equity.

Highly Recommended*: administer the School Climate Reflection survey to the staff/faculty on-line, using Survey Monkey.*

Staff/Faculty School Site Climate Reflection

3-7A: to be completed by ALL staff and faculty

Your voice is important!!

Honest reflection on your school's current climate is an important step in the Restorative Practices implementation planning process. The results will be analyzed and used to recognize and celebrate successes of the school, as well as determine priority areas in need of improvement.

This survey is anonymous and responses cannot be traced back to you.

Please respond to the following statements based on YOUR experience and perceptions. *This reflection will take approximately ten minutes to complete.*

School Name: _____ Date: _____
Position title: _____
Years Working In Education: _____ 1-3 Years ____4-6 Years _____7-9 Years
_____ 10-12 Years _____12-15 Years _____16+ Years

Section 1: School-wide: Vision and Mission Statement

In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) My school has a well thought out vision and relevant school mission statement.					
b) I know what my school's vision and mission statement is.					
c) The student and parent community are aware of the school's vision and mission statement.					
d) My school creates opportunities for teachers and staff to collaborate to achieve the school vision.					
e) The vision and mission statement are discussed and reinforced consistently throughout the year.					

On a scale from 1-10, please state the extent to which you believe your school vision and mission statement is an area in need of improvement at this time.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the School Vision and Mission statement:**

Section 2: Relationship and Community

2.1 Your Perceptions of Interactions Between Students	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students engage in activities that aid in learning about diversity.					
b) Students learn to cooperate in groups with one another.					
c) Students feel a sense of belonging in each of their classes.					
d) Students engage in activities that allow for them to get to know one another and develop positive relationships.					
e) Students effectively resolve conflict with one another.					

On a scale from 1-10, please state the extent to which you believe relationships among students in your school community is an area in need of improvement at this time.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the interactions among students in the school:**

2.2 Your Perceptions of Interactions Between Students and Staff	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Staff views ALL students as valued members of the school community consistently throughout the school year.					
b) Staff has high expectations for ALL students.					
c) Staff is supportive of student needs.					
d) Students are recognized for their unique skills and talents by the staff and school community.					
e) Staff and students listen to one another, and communicate in a respectful manner.					

On a scale from 1-10, please state the extent to which you believe the relationship between students and staff members in your school community is an area in need of improvement at this time.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the interactions between students and staff in the school:**

2.3Your Perceptions of Interactions Between *Staff* Members In general…	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Staff members effectively communicate with and treat one another in a respectful manner.					
b) Staff views one another as valued members of the school community.					
c) Staff engages in activities that allow for the development of positive relationships with one another.					
d) Structured time is provided for collaboration among staff, along with the opportunity for discussion of professional best practices.					
e) I look forward to coming to school (work) in the morning.					

On a scale from 1-10, please state the extent to which you believe relationships among staff members in your school community is an area in need of improvement at this time.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the interactions between teachers/staff in the school**:

2.4 Your Perceptions of Interactions Between *Administrators* and *Staff* Members In general…	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Administrators and staff members communicate with one another in a respectful manner.					
b) Staff members feel acknowledged and appreciated by the administrators.					
c) Administrators feel acknowledged and appreciated by staff members.					
d) Administrators give staff members' opportunities to participate in decision-making.					
e) Staff members feel comfortable seeking support and assistance from administration.					

On a scale from 1-10, please state the extent to which you believe relationships among administrators and staff members in your school community is an area in need of improvement at this time.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the interactions between administrators and staff in the school:**

2.5 Your Perceptions of Interactions Between *Parents* and *Staff* Members In general…	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Parents/Guardians are considered valued members of the school community.					
b) Parents/Guardians feel welcome at the school.					
c) Staff members communicate with parents/guardians in a respectful manner.					
d) Parents/guardians communicate with staff members in a respectful manner.					
e) Staff members and parents form a close partnership to address the needs of students.					

On a scale from 1-10, please state the extent to which you believe relationships among parents/guardians and staff members in your school community is an area in need of improvement at this time.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

(Optional) **Comments about the interactions between school staff and the parent community in the school:**

What additional ways do members of your school community foster interpersonal trust and positive interactions with one another, with students, and with parents/guardians? Please list any successful programs, services, partnerships, etc.

_____

_____

_____

_____

Section 3: Your Perceptions Regarding Classroom Management and Discipline

In general…	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behavior.					
b) All classrooms have established explicitly clear guidelines, procedures, and expectations for behavior.					
c) Students have opportunities to participate in classroom decision-making and offer input.					
d) Students respect and follow the classroom guidelines, procedures, and expectations for behavior.					
e) A common language is used by ALL teachers to reinforce classroom and school-wide norms					

and expectations.					
f) Fair and equitable classroom consequences suitably address unwanted/harmful behavior for ALL students.					
g) Classroom consequences result in a change of student unwanted/harmful behavior.					
h) Classroom issues are effectively handled within the classroom setting.					
i) Students are welcomed back into the classroom community after being away (referrals, suspensions, absences, etc.)					

On a scale from 1-10, please state the extent to which you believe classroom management structures in your school community need improvement at this time.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

(Optional) **Please add any additional comments / relevant information that address classroom management structures.**

Please state three strengths of your school community.

1._____

2._____

3._____

Thank you for your contribution!

Many of the questions in this survey were adopted from the School Citizenship Education Assessment (National Center for Learning and Citizenship: www.ecs.org) and the California School Climate Survey (http://cscs.wested.org/). This tool contains the essential elements that comprehensively measure school climate.

3-7B: for students in grade 6+

Student Survey

What you think and feel is important!!

Please answer the following questions about your experience at school as honestly as possible. This will let your school know what you like and what you think should be improved.

This survey is confidential. Your answers will be combined with those of other students at your school. No one at your school will ever see your individual answers. This is not a test and there are no wrong answers. The survey will take you about ten minutes to complete.
Thank you!

School: _____ **Date:** _____

Gender: Male / Female / Transgender (Circle One) Grade:_____

Section 1: What Do You Like About Your School?

Please say 3 things you like about your school.

1._____

2._____

3._____

Section 2: Relationship and Community

2.1 Student Relationships In general, how strongly do you agree or disagree with the following statements?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students learn about other students' cultures.					
b) Students get along with other students.					
c) I like going to this school					
d) Students get to know other students during class.					
e) Students can solve problems that come up with other students in the school.					
f) There is at least one adult in your school that cares about you.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between students are a problem in your school?

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

Is there anything else you want to say about the relationships between students in the school?

2.2 Student and Teacher Relationships In general, how strongly do you agree or disagree with the following statements?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students feel valued (appreciated) by ALL teachers/staff in the school.					
b) The teachers/school staff expect for ALL students to succeed.					
c) Students ask the teachers/school staff for help if they need it.					
d) The teachers/school staff helps students if they need help.					
e) Students and teachers/school staff speak respectfully with one another.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between students and teachers/school staff are a problem in your school?

.

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

Is there anything else you want to say about the relationships between students and teachers/school staff in the school?

2.3 Teacher and school staff relationships In general, how strongly do you agree or disagree with the following statements?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Your teachers/school staff gets along with one another.					
b) Your teachers/school staff respects each other.					
c) Your teachers/school staff like being teachers.					
d) Your teachers/school staff and your principal get along with each other.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between your teachers and school staff are a problem in your school?

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

Is there anything else you want to say about the relationships between teachers/school staff in the school?

2.4 Relationships between school and families In general, how strongly do you agree or disagree with the following statements?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Families feel welcome in the school.					
b) Your teachers and family members respect one another.					
c) Your teachers and family discuss how you are doing in school.					
d) Your family members are happy with your school.					
e) Your family and your teachers know one another.					

Is there anything else you want to say about the relationships between your teachers and parents/families in the school?

Section 3: Your Classroom Experience

In general, how strongly do you agree or disagree with the following statements about your experience in the classroom?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Teachers/staff talk to students in a respectful way.					
b) Students talk to teachers/staff in a respectful way.					
c) Students are asked what they think about decisions that are made.					
d) Students follow the behavior guidelines (class rules) in the classroom.					
e) Each of your classes has the same behavior guidelines (class rules).					
f) Teachers/staff treat students fairly when they do not follow the behavior guidelines.					
g) When there is classroom conflict, students respond positively to teacher intervention.					
h) Classroom issues/problems are handled well within the classroom.					
i) Students are welcomed back into the classroom after being away (referrals, suspensions, absences, etc.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that classroom issues are a problem in your school?

1	2	3	4	5	6	7	8	9	10
Not at all				**50/50**					**Extremely High**

Is there anything else you want to say about your classroom experiences in the school?

Section 4: School Discipline

In general, how strongly do you agree or disagree with the following statements about your experience in the classroom?	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students learn how to solve problems among themselves while at school.					
b) School discipline and consequences are fair.					
c) The school staff help students identify causes of and solutions to school problems					
d) Students learn how their actions affect the school when the school rules are not followed.					
e) Students take responsibility for their actions					
f) People in the school who are hurt by others are given an opportunity to share how they were hurt and say what they want/need to see happen.					
g) Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to the school staff.					
h) Students feel good about the way the school responds to problems.					
i) When do conflicts occur most between students? (may select more than one box) □ Before School □ Morning classes □ During passing periods □ Lunch □ Afternoon classes □ After school					
j) Where do conflicts occur most between students? (may select more than one box) □ classrooms □ hallways □ gymnasium □ yard □ bathrooms □ library □ cafeteria					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that school discipline issues are a problem in your school?

. _____

1 2 3 4 5 6 7 8 9 10

Not at all 50/50 Extremely High

Is there anything else you want to say about school discipline experiences in the school?

Thank you for taking this important survey!

YOUR VOICE IS IMPORTANT!

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To be used by Site Leaders and RP Team and presented to staff at faculty mtg.

Student Fishbowl Instructions

This activity requires approximately 60 minutes.

Purpose: The student fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives of a select group of the student community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current students while giving the students an opportunity to be active in the dialogue on educational equity.

Structure of fishbowl: The fishbowl students sit in a circle in the middle of the room with the staff/faculty "observers" sitting in a larger circle surrounding the students.

Pre-fishbowl Preparation:

1. Identify a staff member to facilitate the fishbowl activity.
2. Confirm the date and time for the fishbowl activity with Site Administration (Recommended approx. 60 min at a staff meeting)
3. Select a group of approx. 6-8 students to participate in the fishbowl. (It is important to select a diverse group of students with varying experiences)
4. Select the questions to ask of students during the fishbowl.

Sample questions:

1. Describe a classroom that you enjoyed being in and why.
2. Describe a classroom in which you learned to your best ability. What did it look like? Sound like? Feel like? Why did you do your best in this classroom?
3. What can your teachers do to help you learn better?
4. Share a story about when one of your teachers did something that made you feel especially included in the learning process.
5. Share a story about when you felt you were especially excluded from your own learning process.
6. Describe a school in which you feel safe and respected. What does it look like and what kinds of relationships do you have with your teachers and school staff?
7. To what extent do you feel that your school listens to the students and acts on the information students give?
8. What aspects of your school do you feel should be improved?
9. What do you like most about your school?
10. What do you feel is the role of school in your life?

5. Facilitator meets with students prior to the fishbowl to introduce the activity and confirm all students are interested and willing to participate.
6. Facilitator shares the questions with the students and allows them an opportunity to

prepare their responses ahead of time. (It is encouraged to meet with the students on 2 occasions prior to the fishbowl to ensure readiness of the students).

7. Facilitator explains that once the question is read out loud each student will have an opportunity to respond to the question. Consider using a talking piece to help ensure that one person speaks at a time.
8. If possible, assign one of the fishbowl students the role of facilitator. It will be her or his responsibility to ask questions, facilitate the fishbowl discussion, and make sure everyone has an opportunity to talk. If necessary, you can play the role of facilitator.

Room Set-up:

1. Prior to students and staff entering the room, have one small circle with enough chairs for all students and facilitator set up in the middle of the room with a larger circle of chairs surrounding the inner circle for staff/faculty.
2. Post Fishbowl Guidelines for all to see.

Guideline: Staff/faculty and "observers" are to remain silent during the student fishbowl activity.
Circle Guidelines poster on display (for students):

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, and feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

Fishbowl Instructions:

1. Introductions: Introduce the purpose (see above) of the fishbowl to the staff/faculty and explain that during the fishbowl the staff members and any guests are considered to be "observers" and/or "learners".
2. Guidelines: **During the course of the fishbowl, observers are expected to remain silent.** Their role is to listen and learn from the fishbowl students. Mention that the observers will have an opportunity to ask questions if time allows and will be able to discuss any issues that emerge in later processing dialogue.
3. Resources: Hand out the fishbowl note-taking and reflection forms for staff to complete during the activity.
4. Introduce the students- Students enter the room and take a seat in the middle of the circle. The facilitator allows for each student to introduce themselves. (The fishbowl activity begins)
5. Student guidelines: Prior to starting the first circle round, review the Circle Guideline poster with the students and ensure that all students agree to follow the guidelines.

6. Introduce the talking piece
7. Fishbowl Rounds: Begin fishbowl circle rounds using a round robin format.
8. Make sure everybody in the fishbowl has an opportunity to talk and allow opportunities for additional responses from students after each question round.
9. Allow the fishbowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits.
10. Inviting observers into the discussion: After the students have shared responses to all the questions, add one additional chair into the student circle. Open the invitation for staff members to enter the student circle only to ask a follow-up question. Once they have asked the question they are to return to their seat and the students take turns responding to the question.
11. Continue to invite additional staff questions if time permits.
12. Thank the students for their participation.
13. Group reflection and processing: Be sure to have someone scribing the responses.
A variety of questions can guide this conversation lead by the facilitator:

- To the observers: Was it difficult to not respond to the fishbowl students' comments during the fishbowl? Why?
- To the fishbowl students: How did it feel to share your feelings about school, knowing that these teachers were listening closely?
- To the fishbowl students: Do you usually have opportunities to share your perspectives on school and your education?
- To the observers: Did you hear anything from the fishbowl that surprised you?
- To both the students and observers: What is one thing you have learned from this experience?

Facilitator Notes:
A few simple strategies will help you facilitate this activity smoothly.

First, remember that this activity is as much about reminding teachers that students are their most important resource as it is about providing the staff an educational experience. As mentioned above, it is thus crucial that observers show maximum respect to the fishbowl students by following the silence ground rule. It may take some effort to enforce this ground rule, as many teachers are not fully ready to play the role of learner from people who may be their own students. Consider writing something on a poster such as "We are all teachers. We are all learners."

Contents in this fishbowl activity write-up were modified from:
http://www.edchange.org/multicultural/activities/fishbowl.html

3-7C: to be used by Staff/Faculty during staff

Student Fishbowl Staff Reflection

Date: _____ **Name: (optional) _____**

Please use this sheet to take notes during the fishbowl activity. Your responses will be collected and used as a contribution to the School Climate reflection process.

Common Themes:	**Questions to ask students during Q and A portion of the fishbowl activity:**
Personal reflections, thoughts, feelings, lessons learned:	**Other notes:**

Parent Fishbowl

To be used by Site Leaders and RP Team and presented to staff at faculty mtg.

This activity requires approximately 60 minutes.

Purpose: The parent fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives from a select group of the parent community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current parents/guardians while giving them an opportunity to be active in the dialogue on school climate and educational equity.

Structure of fishbowl: The fishbowl parents/guardians sit in a circle in the middle of the room with the staff/faculty "observers" sitting in a larger circle surrounding the students.

Pre-fishbowl Preparation:

1. Identify a staff member to facilitate the fishbowl activity.
2. Confirm the date and time for the fishbowl activity with Site Administration (Recommended approx. 60 min at a staff meeting)
3. Select a group of approx. 6-8 parents/guardians to participate in the fishbowl. (It is important to select a diverse group of parents with varying experiences)
4. Select the questions to ask of parents during the fishbowl.

Sample questions:

- Introduce yourself and length of time you have been a part of the parent community at the school.
- When reflecting on your experience as a parent/guardian at this school, please share what you appreciate about the school staff community.
- Do you know what the school vision and mission statement is?
- Do you feel welcome at the school?
- Do you feel informed about your child's academic and behavior progress? In what ways do the teachers/staff communicate with you? Are these effective approaches?
- Have you been offered opportunities for participation and involvement during the school day, such as classroom volunteering, participation on PTA, etc?
- How would you describe your relationships with the teachers and staff in the school? Do you feel a sense of mutual partnership with staff to address and meet the needs of your child?
- How would you describe your child's relationships with the teachers and staff in the school? Does he/she like coming to school?
- Do you have any suggestions for the school community that would strengthen your and your child's experiences while at the school?
- Additional comments?

5. Facilitator meets with parents prior to the fishbowl to introduce the activity and confirm all parents are interested and willing to participate.
6. Facilitator shares the questions with the parents and allows them an opportunity to prepare their responses ahead of time.
7. Facilitator explains that once the question is read out loud each participant will have an opportunity to respond to the question. Consider using a talking piece to help ensure that one person speaks at a time.

Room Set-up:

1. Prior to parents/guardians and staff entering the room, have one small circle with enough chairs for all parents and facilitator set up in the middle of the room with a larger circle of chairs surrounding the inner circle for staff/faculty.
2. Post Fishbowl Guidelines for all to see.

   Guideline: Staff/faculty and "observers" are not allowed to speak during the fishbowl activity.

Fishbowl Instructions: The following steps will set the ground rules, then initiate and process the dialogue for the parent fishbowl activity:

1. Introduce the purpose of the fishbowl to the staff/faculty and explain the process and guidelines.
2. One important ground rule must guide the participation of the observers: During the course of the fishbowl, observers are not allowed to speak. Their job is to listen and learn from the fishbowl parents. Mention that the observers will have an opportunity to ask questions if time allows and will be able to discuss any issues that emerge in later processing dialogue.
3. Hand out the fishbowl note-taking and reflection forms for staff to complete during the activity.
4. Introduce the parents.
5. Introduce the talking piece to the parents and begin asking the questions in a series of circle rounds.
6. Make sure everybody in the fishbowl has an opportunity to share and allow the option for additional responses from parents after each question round.
7. Allow the fishbowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits.
8. After the parents have shared responses to all the questions, add one additional chair into the inner circle.
9. Invite staff members to enter the circle only to ask a follow-up question. Once they have asked the question they are to return to their seat while the parents take turns responding to the question.
10. Continue to invite additional staff questions if time permits.

Post Fishbowl Activity Reflection:

Group reflection and processing: Be sure to have someone scribing the responses

A variety of questions can guide this conversation lead by the facilitator:

- To the observers: Was it difficult to not respond to the fishbowl parents'

comments during the fishbowl? Why?

- To the fishbowl parents: How did it feel to share your feelings and experiences?
- To the fishbowl parents: Do you usually have opportunities to share your perspectives on school and your child's education?
- To the observers: Did you hear anything from the fishbowl that surprised you?
- To both the parents and observers: What is one thing you have learned from this experience?

Please note: Contents in this fishbowl activity write-up were modified from:
http://www.edchange.org/multicultural/activities/fishbowl.html

3-7D: to be used by Staff/Faculty during staff

Parent Fishbowl Staff Reflection

Date: _____ **Name: (optional) _____**

Please use this sheet to take notes during the fishbowl activity. Your responses will be collected and used as a contribution to the School Climate reflection process.

Common Themes:	**Questions to ask parents during Q and A portion of the fishbowl activity:**
Personal reflections, thoughts, feelings, lessons learned:	**Other notes:**

School Discipline /Attendance Record (Last Three Years Prior to Current Year)

3-7E: to be completed by identified members of RP Team

Date: _____

20_ _ -20 _ _	20_ _ -20 _ _	20_ _ -20 _ _
Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____
Attendance:	Attendance:	Attendance:
Academic data per subgroup	Academic data per subgroup	Academic data per subgroup
Other:	Other:	Other:

Stage 4:

School Site Planning of Whole School Implementation

Step 8: Schedule ongoing All School Professional Development

Step 9: Determining Systems of Support

Step 10: Determining Progress Checks

Step 8: Scheduling All School Professional Development

- ☐ RP Professional Development Workshop Descriptions (4-8A)…..106
- ☐ RP Workshop Request and Schedule (4-8B)……..…107
- ☐ RP Implementation Team Meeting No. 3 (4-8C) ……108
- ☐ RP Circle Series: Establishing the Foundation for Building and Sustaining a Positive School Community Culture (4-8D)……110
- ☐ Scheduling RP Circle Series (4-8E) ……111

4-8A: for RP Team and Admin to review

Restorative Practices Professional Development Workshop Descriptions

The following workshops are designed to be interactive and experiential. Each workshop requires approximately two hours to effectively convey the concepts and provide opportunities for processing and practice. The KBAS RP Team will happily visit your school site to facilitate the workshops.

It is recommended to schedule the workshops approximately 1-2 months apart, if possible.

Please note: It is critical for support systems (PLCs) to be in place prior to receiving the workshops as these structures will reinforce the commitment to whole-school implementation by providing on-going and consistent opportunities to practice, deepen one's understanding and skill development, engage in authentic dialogue, support, and problem-solve.

Workshop 1: Restorative Practice Framework

- Defining restorative practices
- Restorative practices principles
- Restorative paradigm: traditional discipline vs. restorative discipline
- Social discipline window and fundamental hypothesis of restorative practices
- Inclusive decision making: fair process
- Overview of restorative continuum of practices

Workshop 2: Building/Strengthening Community- Affective Statements, Circles, and Restorative Dialogue

- Review of restorative continuum of practices
- Affective statements
- Pro-active circles (community building/strengthening)
- Restorative language

Workshop 3: Restorative Dialogue, Responsive Circles, and Impromptu Conferencing-Repairing Harm

- Restorative questions
- Impromptu conferences
- Responsive/repairing harm circles

To schedule a RP workshop, please contact Ric Zappa at ric.zappa@kippbayarea.org.

4-8B: for RP Team and Admin to review

RP Workshop Request and Schedule

**To schedule a RP workshop, please contact Ric Zappa, Director of School Culture: ric.zappa@kippbayarea.org; 510-828-9447

Restorative Practices Workshop Schedule

Workshop	Scheduled Date and Time	Confirmed with
Workshop 1		
Workshop 2		
Workshop 3		

RP Implementation Team Meeting #3

4-8C: for RP Team and Admin to review

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Review collecting baseline school site data plan
- Review schedule for RP professional development workshops
- Plan for RP workshop for yard monitors
- Plan for RP workshop for parents/families
- Review RP Community Circle Series: Establishing a Strong Restorative Foundation

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- KBAS RP Implementation guide
- Talking piece
- Circle Guideline poster
- Specified supporting documents

Meeting #3: Agenda

- Community-building intro circle round
- Review finalized staff and parent consensus of need and preferred outcomes for RP Implementation (3-6C)
- Celebrate accomplishments towards whole-school implementation so far!!
- Collecting baseline school climate data
  - o Review plan and finalize to-do's
  - o Update on completion of school discipline/attendance record data (3-7E)
- Restorative Practices professional development
  - o Review scheduled staff workshop dates and times (4-8B)
  - o Discuss need and plan for providing RP overview and strategies to yard monitors
  - o Determine plan for partnering with site Family Liaison (if possible) to schedule RP workshop for parent/family community
- Review RP Circle Series Overview: Establishing a Strong Restorative Foundation (4-8D)
  - o Identify and select which circle topics will benefit the school community (4-8E)
- Plan next Team meeting (recommended one week later, time permitting)
- Review next steps (see below)

- Closing circle round

Supporting documents:

- Needs and Preferred Outcomes Data Analysis Summary (2-5B))
- RP Need and Preferred Outcomes Staff Agenda and Script (3-6B)
- See all of Stage 3, Step 7 supporting documents
- School discipline/attendance record (3-7E))

Next Steps:

- Continue to collect baseline school climate data
- Schedule RP PD for yard monitors and parents/family members
- Work with administration to review selected RP Circle Series/topics and schedule time at faculty meeting
- Site Leaders meet with administration to plan and schedule PLC Fair Process activity (see staff agenda/script

4-8D: for RP Team planning

RP Circle Series:
Establishing the Foundation for Building and Sustaining a Positive School Community Culture

Through a series of scripted circle processes facilitated by the Site RP Implementation Team, school community members engage in authentic dialogue to establish a strong foundation for a positive and welcoming school climate.

Each circle requires approximately 1-1.5 hrs.

See Restorative Circles (p. 204)

Circles address the following:

School Community	There is a shared understanding and recognition of who constitutes the school community including roles and contributions. Community members identify what a "welcoming" school environment looks like, sounds like, and feels like.
School Values	The development of school-wide values, guide the behavioral and academic expectations of all members of the school community. These values are reinforced and modeled consistently throughout the school year among all stakeholders.
School Vision and Mission Statement	The school vision and mission statements are current and relevant. All members of the school community contributed to their creation and there is a shared commitment by all (including students and families) to achieve the vision.
School-Wide Behavior Expectations	Core school behavior expectations are based on and supported by the school values. The behavior expectations are taught and modeled among and between the school staff, students, families, after-school programming, and community groups, etc. When behavior infractions occur, the school values that govern behavior expectations are reinforced and re-taught as opposed to emphasizing and enforcement of school rules.
Cultural Congruence	To engage each other in honest, authentic conversation and relationship among and between all cultures.
Trauma Informed Response	Understanding the impact of complex trauma on school functioning for students, staff, and school systems.

4-8E: for RP Team planning

Scheduling RP Circle Series

Circle Series topics	School Site Interest in Facilitation of Circle Yes/No	If yes, identify date and time for circle facilitation and person to facilitate following provided script
School Community: There is a shared understanding and recognition of who constitutes the school community including roles and contributions. Community members identify what a "welcoming" school environment looks like, sounds like, and feels like		
School Values: The development of school-wide values guides the behavioral and academic expectations for all members of the school community. These values are reinforced and modeled consistently throughout the school year among all stakeholders.		
School Vision and Mission Statement: The school vision and mission statements are current and relevant. All members of the school community contributed to their creation and there is a shared commitment by all (including students and families) to achieve the vision.		
School-Wide Behavior Expectations: Core school behavior expectations are based on and supported by the school values. The behavior expectations are taught and modeled among and between all members of the school community. When behavior infractions occur, the school values that govern behavior		

expectations are reinforced and re-taught as opposed to emphasizing and enforcement of school rules.		
Cultural Congruence: To engage each other in honest, authentic conversation and relationships among and between all cultures.		
Trauma Informed Response: Understanding the impact of complex trauma on school functioning for students, staff, and school systems.		

Step 9: Determining Systems of Support

☐ Workshop No. 4: RP PLC Formation (4-9A)……..…114

☐ PD Script……..115

- Part 1: Staff Community Circle
- Part 2: Professional Learning Communities
- Part 3: Fair Process: An Inclusive Shared-Decision Making Strategy
- Part 4: Closing Circle Round

☐ Professional Learning Communities Analysis (4-9B)…….….118

☐ Fair Process (4-9C)…….…..119

☐ Fair Process: PLC Planning and Final Decision (4-9D)……...120

☐ Final Decision Sharing (4-9E)……..121

4-9A: to be used by Site Administration during Faculty meeting

Restorative Practices PLC formation:
Fair Process
Staff/Faculty Meeting
Workshop #4

****Pre-Planning:** Prior to faculty meeting, Site Administrator and Site Leaders:
1. Review the analysis of Professional Learning Communities and gain a clear understanding of the importance and direct connection of PLCs and successful RP implementation. (4-9B)
2. Review Fair Process decision-making strategy (4-9C)

Meeting Objectives:
- Strengthen staff/faculty community
- Review important role of Professional Learning Communities in RP implementation
- Model Fair Process: inclusive decision making strategy
- Provide opportunity for staff community members to participate in shared decision-making
- Collect ideas for small group restorative practices PLC formation

Agenda:
- Community building/strengthening
- Professional Learning Communities: An Analysis
- Fair Process activity
- Closing circle

Materials:
- Talking piece
- Circle Guidelines poster
- Professional Learning Communities: An analysis (4-9B)
- Fair Process handout (4-9C)
- Chart paper
- Markers

Room Set-Up:
Prior to the workshop, set up the room as follows:
- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall

PD Script

Part 1

Staff Community Circle: (10 min)

a) Site Leaders or Administrator act as the circle keeper.

b) Circle keeper reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to develop and support the sense of safety in the circle. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, and feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) **Ask:** Are these guidelines something we can all agree to?
Is there anything missing from this list that we need to add?

Circle round 1:

g) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

h) **Introduce the first circle prompt:** *For our first circle round, please take no more than ten seconds to describe how it felt when you were supported by a peer at some point in your life. (*or select your own circle prompt)

- Ask for a volunteer to start who can model responding to the prompt in the request amount of time and have them state what direction they will pass the talking piece before they answer.

Part 2
Professional Learning Communities:
a) **Hand out** the document Professional Learning Community: An analysis (4-9B)
b) **SAY:** *Research has shown that when we receive professional development, unless we build a PLC/Peer Coaching component into it, the transference of the skills and knowledge into our practice remains less than 5%. When a peer coaching component is incorporated, transference of skills and knowledge becomes embedded into practice at 95%. Therefore, it is critical for us to incorporate PLCs into our RP implementation strategy if we truly want to create a restorative culture in our school. The PLCs at KIPP Summit and San Jose Collegiate High School have emerged as one of the best practices of their implementation. Their ENTIRE staff communities is supported in their learning and practice of RP.*

We are going to do the same, and we are going to use Fair Process, an inclusive shared decision-making strategy, to determine the plan that will work best for our community. Our PLCs will begin right after we receive our first RP Professional Development workshop.

Part 3
Fair Process: An Inclusive Shared-Decision-Making Strategy
a. **Hand out** the Fair Process review (4-9C)
b. **Read** the stages of Fair Process out loud.
c. **SAY:** *Fair Process is not a consensus decision making strategy, but allows for all individuals to participate in the process by sharing their thoughts, suggestions, and feedback. Ultimately, the Administration will make the final call, but I want to take all your input into consideration before any decisions are made.*

We need to decide on the best way to form our small group PLCs. *I am open to all suggestions and ideas and will write them all down. Once I review the different options I will make a decision and then share the decision with you all at our next staff meeting.*

d. **Accept staff input and document all ideas on chart paper**
e. **After all ideas are shared, allow final comments and feedbac**k

f. **Thank everyone for their participatio**n.

Part 4
Closing Circle Round:

a) **<u>Circle prompt with talking piece:</u>** *Share one thing you are surprised by, learned, or appreciate. (*or come up with your own)
c) **Thank everyone for their participation.**

Professional Learning Communities: An analysis

4-9B: to be reviewed by RP Team and Admin and shared at staff meeting

Research indicates that without systems of support in place, such as Professional Learning Communities (peer coaching and support), professional development provided is of limited benefit.

Components of Professional Development	Knowledge	Skill	Transference into practice
Theory	10%	5%	0%
Modeling/Demonstration	30%	20%	0%
Practice	60%	60%	0%
Peer Coaching (Professional Learning Communities)	95%	95%	95%

National Staff Development Council and Stanford University, 2002

Establishing strong systems of support is a critical component of Restorative Practices implementation to ensure a collaborative approach to building and sustaining a restorative school culture that provides opportunities for deep reflection, practice, support, problem solving, authentic dialogue, and celebration.

Fair Process

4-9C: to be reviewed by RP Team and Admin and shared at staff meeting

Three core components of Fair Process:

1 - **Engagement:** Involving individuals in decisions that affect them by asking for their input and allowing them to dispute the merit of one another's ideas.

2 - **Explanation:** Everyone involved and affected should understand why final decisions are made as they are. Explanation creates a powerful feedback loop that enhances learning.

3 - **Expectation Clarit**y: Once decisions are made, new rules are clearly stated, so that everyone understands the new boundaries and consequences.

Kim & Mauborgne, 1997, Fair Process: Managing in the Knowledge Economy' for the Harvard Business Review

What Fair Process Achieves:

- Fair process builds trust and commitment which
  - Produces voluntary co-operation, which
  - Drives performance, which
  - Leads individuals to go beyond the call of duty by sharing their knowledge and applying creativity.

Fair Process is about interacting WITH others and allowing them to the space to be heard and treated with dignity and respect.

4-9D: to be completed by Admin and shared at next staff meeting

Fair Process: PLC Planning and Final Decision

1. Review the PLC group formation suggestions and input from the staff/faculty and write down the suggestions that interest you most.

_____
_____
_____
_____
_____
_____
_____

2. Select one option that you believe will be the best for the community.

_____
_____
_____

3. Explain your reason for selecting this option for PLC formation.

_____
_____
_____

4. Expectation Clarity: Now that you have selected the best option for the PLCs to support Restorative Practices implementation, what do you expect to see happen, and how will you convey this to your staff/faculty?

_____
_____
_____

At next staff meeting, present the following:

1. The final decision for how to form PLCs to support RP implementation
2. The reason why this final decision was made
3. What you expect as a result

(PLCs will begin immediately following the first RP Professional Development workshop)

Restorative Practices Professional Learning Community Groups

4-9E: to be completed by Admin, School Leadership team, Site Leaders

Place ALL members of the school staff community (including classified support staff) into Professional Learning Communities.

Group size: Recommended for approximately 7 people.

Group 1	**Group 2**
Group 3	**Group 4**
Group 5	**Group 6**
Group 7	**Group 8**
Group 9	**Group 10**

Group 11	**Group 12**
Group 13	**Group 14**
Group 15	**Group 16**

Step 10: Determining Progress Checks for Preferred Outcomes of Restorative Practices Implementation

- ☐ RP Implementation Team Meeting No. 4 (4-10A)…….124
- ☐ Progress Check Planning: Preferred Outcomes (4-10B)……....126
- ☐ RP Implementation Team Meeting No. 5 (4-10C)……129
- ☐ Sharing the Plan: Designing Tools to Monitor Progress (4-10D)..131

4-10A: for RP Team and Admin to review

RP Implementation Team Meeting #4

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Adopt a PLC formation plan
- Review restorative practices need and outcomes overview
- Brainstorm possibilities and timeline for regular progress checks towards measuring outcomes and process fidelity
- Create data-gathering tools to measure preferred outcomes

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- KBAS RP Implementation guide
- Talking piece
- Circle Guideline poster
- Specified supporting documents (3-6C), (4-10B)

Meeting #4: Agenda

- Community-building intro circle round
- Review finalized decision for small group PLC formation and discuss additional steps that need to be taken to situate all staff members into PLC groups.
- Review Preferred Outcomes of RP Implementation (3-6C)
    - o Discuss/brainstorm suggestions for possible approaches/tools and frequency to measure progress towards preferred outcomes (4-10B)
    - o Identify progress check strategy and assign team members the task of creating draft measuring tools for next meeting.
- Plan next team meeting (recommended one-two weeks later)
- Review next steps (see below)
- Closing circle round

Supporting documents

- Restorative Practices Reflection Outcomes Overview (3-6C)
- Progress check planning (4-10B)

Next Steps:

- Submit baseline school climate data results/overview to KBAS RP Team
- Work with administration to assist in staff grouping for PLCs (4-9E)
- Create draft tools for progress checks to measure preferred outcomes

4-10B: for RP Team and Admin to review

Progress Check Planning: Preferred Outcomes

Using the Restorative Practices Reflection Outcomes Overview document (3-6C) complete the following progress check planning worksheet.

Examples of progress checking tools:

- brief surveys (staff, student, parents)
- review of discipline data
- PLC meeting reflections
- Focus groups
- Fishbowls
- Staff meeting or student exit slips

It may be helpful to keep in mind the following questions when considering measuring tools:

- Are we having the impact we hoped we would?
- Is the school community benefiting?
- What have we learned?

Preferred Outcomes	**Progress Check Plan**	**Person responsible for creating draft of measurement tool**
1.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
2.	**a) Brainstorm ideas for various ways to measure this outcome: _____**	

2. continued	_____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
3.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
4.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
5.	**a) Brainstorm ideas for various ways to measure this outcome: _____**	

5. continued	_____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	

4-10C: to be used by Site leaders for RP Team meeting

RP Implementation Team Meeting #5

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Review progress checking tools for preferred outcomes
- Summarize whole-school implementation plan

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- KBAS RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents (4-10B), (4-10D)

Meeting #5: Agenda

- All members sign-in
- Community-building intro circle round
- Review draft measuring tools for preferred outcomes
    - o Finalize tools and plan for measuring outcomes
- Complete Whole-School Implementation Overview (4-10D)
- CELEBRATE GREAT ACCOMPLISHMENTS!!!!
- Schedule next meeting time if there are still items left to finish planning
- Review next steps (see below)
- Closing circle round

Supporting documents

- Progress check planning for preferred outcomes (4-10B)
- Whole-School Implementation Overview (4-10D)

Next Steps:

- Finalize tools for progress checks to measure preferred outcomes
- Schedule time to share whole-school implementation plan at staff meeting and next school site

council/PTA meeting

- Celebrate
- RP Implementation Part II begins!

Whole-School Implementation Plan Overview

4-10D: to be used by RP Team meeting

Identified Areas of Need and Preferred Outcomes for RP Implementation

Areas of Need: Staff/Faculty Members	Areas of Need: Parents/Family members
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Preferred Outcomes: Staff/Faculty Members	Measuring Outcomes Plan (progress checks)
1.	
2.	
3.	
4.	
5.	

Restorative Practices Professional Development

Staff/Faculty After-School programming:	**Workshop 1:** Restorative Framework for Practice	Scheduled: Facilitator:
	Workshop 2: Building/Strengthening Community	Scheduled: Facilitator:
	Workshop 3: Restorative Dialogue and Impromptu Conferencing Repairing Harm	Scheduled: Facilitator:
Yard Duty Staff	**Introduction to RP**	Scheduled: Facilitator:
Parent/Family	**Introduction to RP**	Scheduled: Facilitator:

Restorative Practices Circle Series: Building and Sustaining a Positive School Community Culture

School Community	Scheduled: Facilitator:
School Values	Scheduled: Facilitator:
School Vision and Mission Statement	Scheduled: Facilitator:
School-Wide Behavior Expectations	Scheduled: Facilitator:
Cultural Congruence	Scheduled: Facilitator:
Trauma Informed Response	Scheduled: Facilitator:

Restorative Practices Professional Learning Community Formation

Plan:

PART TWO

IMPLEMENTATION AND SUSTAINABILITY

INTRODUCTION

Implementing restorative practices (RP) is about changing the hearts and minds of everyone so that they are focused on strengthening and repairing relationships in their classrooms and across the school community.

A Whole School Approach

> "In poverty, discipline is about penance and forgiveness, not necessarily change. Because love is unconditional and because the timeframe is the present, the notion that discipline should be instructive and change behavior is not part of the culture in generational poverty." (Ruby Payne 2009)

In other words, if we want change for students who live in a governed world by different values, we have to be prepared to teach them how to behave while they're at school, and to support them in their transitions from home to school.

Restorative Practices in Schools

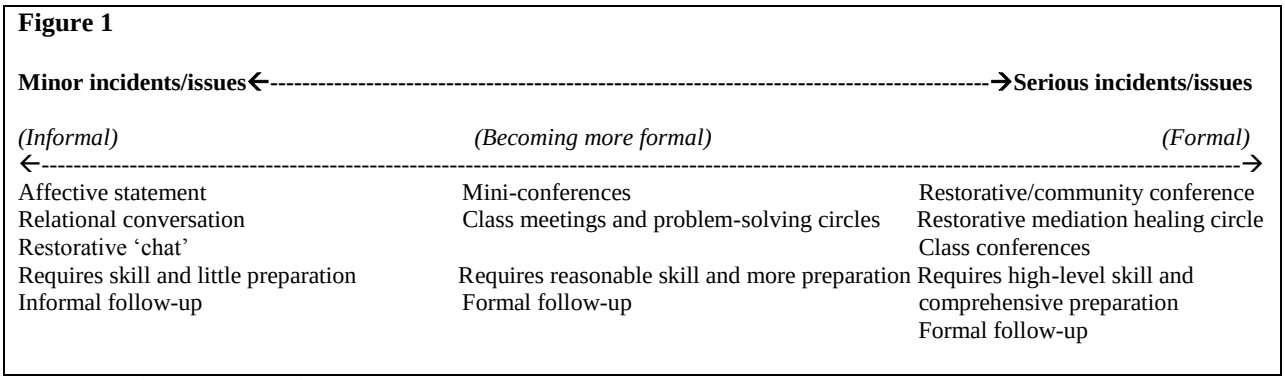
Building Social Capital

Working restoratively is a way of being and doing that is both firm in terms of explicit standards of behavior (boundaries and pressure) and fair in terms of supporting (nurturing) children, adolescents and adults to change their behavior and develop pro-social thinking and skills. Our behaviors must be authoritative rather than authoritarian, and center relationships, so key to learning, in the decision-making, though not at the expense of either standards or support.

The Continuum of Practice

The continuum of practice describes a range of restorative practices that have evolved, and continue to evolve, with our greater understanding of the possibilities offered by the philosophy, skills and values embedded within Restorative Justice. Our school will need to develop our own continuum of restorative practice in order to meet the needs of our community. As we saw in the introduction of the *RP Implementation Guidebook, Part I,* the continuum ranges from informal to formal (Figure 1).

Figure 1



(Continuum of Practice adapted from Wachtel and McCold 2001)

In the diagram **(Figure 1)** you can see how practice has been matched by the seriousness of an issue or incident. At one end of the continuum, the response is skilled, on the spot, and relational for minor incidents on the playground or in the classroom. For slightly more serious incidents, the formality is increased and follow-up is generally required. At the right of the spectrum, where the incidents are more serious in nature, perhaps requiring removal from school grounds or expulsion, the process is more detailed and requires a skilled facilitator.

Description of the Restorative Continuum

Informal

In a restorative school, we would expect to see all adults skilled and able to handle minor issues that pop up anywhere and everywhere within the school building, and even beyond it when necessary. These types of incidents rarely require a heavy hand, but a skill-set firmly embedded as habits in behavior.

Affective statements incorporate 'I' statements: *I'm feeling* (state the feeling)…*because* (name the behavior/s)…*and what I'd like to see happen is* (state the action).

The Middle

A typical meeting might include a teacher, a parent/caregiver and a student facilitated by a middle manager or trained staff who helps the group work through an issue that has caused harm, develop a plan and arrange for follow-up.

Formal

At the Formal end of the spectrum a range of practices may be observed:

- Restorative/community conference
- Restorative mediation
- Healing circle
- Class conference

The *restorative/community conference* involves all who have been affected by the harm caused: offender, victim, and supporters. The goal is to better understand the circumstances of the situation and have all affected taking part in the resolution by agreeing to make repair and rebuild relationships.

Restorative mediation involves a process of bringing (usually) two parties together to negotiate a resolution to their differences/issues.

The *healing circle* in schools can be used to provide a safe, reflective place for staff, students and families and the community to talk about what happened, to share how they were affected, to express their needs, and to offer suggestions on how to move forward in a positive way (Riestenberg 2012, p. 163).

Class conference is reserved for the more serious cases that affect the learning process.

The facilitator in each of these scenarios must be properly trained and skilled.

The Link between Pedagogy, Social and Emotional Learning

Social and Emotional Literacy

The Collaborative for Academic, Social and Emotional Learning's (CASEL) definition of Social and Emotional Learning (SEL) as "acquisition of skills including self- and social awareness, responsible decision making and problem solving and relationship management" describes SEL as "a process for helping children and even adults develop the fundamental skills for life effectiveness."

The link between restorative practices and SEL

Building SEL needs to be something that we are consciously working towards on a daily basis in terms of developing programs (i.e. circles). SEL is the brain work,

the curriculum of learning, necessary and dependent upon understanding the issues within each community and the broader school population. Teachers must be the role models for how they expect children to behave, and deal with conflict and disruption in a relational way. Teachers can do this by facilitating a healthy classroom environment that is conducive to learning. This requires teachers to obtain skills in social and emotional literacy in the classroom (Thorsborne and Blood, 2013, p. 48).

The link between restorative practices and Pedagogy

Sahlberg (2012) indicates that consistent and good educational outcomes, the type that have led Finland to lead the world, require high quality professional leadership—leadership that takes the position that student learning, both academic and social, needs to be at the core. The task of the school leadership is to create an environment that maximizes and integrates the two.

Gore, Griffiths, and Ladwig (2004) cite four dimensions of productive pedagogical framework: intellectual quality, relevance, social support, and recognition of difference (see **Figure 2**). RP clearly assists in achieving social justice outcomes through the creation of explicit and high expectations and positive relationships between students and between teachers and students and consequently, helps to develop high quality learning environments (Thorsborne and Blood, 2013, p. 50).

Figure 2 Productive pedagogy (adapted from Lingard et al. 2003)

Intellectual quality • Higher order thinking • Depth of knowledge • Depth of understanding • Substantive conversation • Problematic knowledge • Metalanguage	Connectedness • Connectedness to the world • Problem-based curriculum • Knowledge integration • Background knowledge
Social Support • Student control • Student support • Engagement • Self-regulation • Explicit criteria	Recognition of difference • Cultural knowledge • Inclusivity • Narrative • Group identity • Active citizenship-responsive and transformative

Staff Relationships

We cannot speak about RP with students without raising the issue of staff relationships and how they both create and contribute to the culture. Thorsborne and Blood (2013) have adapted a set of cues to consider. They include:

- how management speak to staff
- how staff speak about the management in their absence
- how staff speak about students and parents
- what are the patterns of communication in staff meetings and what is said immediately after a meeting
- how criticism and disagreement are handled
- how the school invites, promotes and supports initiatives and individual vision, and
- how the school responds to identified need among students or staff

Identify the cultural cues in your school. How is business done? How do people communicate with one another?

Bringing it all together

The combination of RP and SEL has a powerful effect. Couple this with sound pedagogical leadership to enable teachers to teach well, and leaders are able to create an environment that is conducive to both learning and healthy relationships.

"RP is a way of being that requires leaders, schools and students to approach what is happening in the school community with peaceful hearts, rather than with hearts of war, where the head already made up its mind to write off this parent, child, or staff. For many students who in a place of misbehaving, through little fault of their own, go on to do immense harm to themselves or others, in part because of the heart of war they are met with over and over in their lives. The implementation of RP requires a substantial shift in thinking—shifts in the hearts and minds of schools, the people that govern them, lead them, and practice within them" (Thorsborne and Blood, 2013, p. 56).

The Restorative School

If you walked into a restorative school, what would you expect to see, hear, and feel? What would be striking about the way people interacted? Here is a short checklist.

☐ The school values are clearly defined and stated with explicit and expected behaviors for adults, students, and parents.

☐ Offending behavior is viewed as a breach of relationships against school community values.

☐ The school recognizes and commits to the notion that positive robust relationships lie at the heart of learning and pedagogical practice, of well-being and a sense of connectedness, and all decisions, structures, policies, and procedures reflect this understanding.

☐ There is the understanding of the need to restore relationships in the aftermath of conflict and wrongdoing or major incidents within the school.

☐ The school addresses the relationship between the values of the school and the values of the restorative approach to problem-solving.

☐ The school makes it clear that what has worked for one cohort of students may not work for the next, and that the school is proactive, future-focused, and welcomes change.

☐ The school addresses the harm from inappropriate behavior and incidents in a way that:

- ☐ deals with conflict and disruption in a timely manner.
- ☐ repairs harm in the aftermath of wrongdoing.
- ☐ addresses issues with all involved.
- ☐ works with those involved to find the best solution for what has happened.
- ☐ embraces a diversity of solutions by understanding that there may be many ways to solve a problem.
- ☐ focuses on what needs to happen to repair the harm.

- ☐ looks at what needs to happen to prevent further harm.

☐ The focus is on developing positive relationships between students, teachers, parents and the wider community.

☐ The school fosters the development of social and emotional competence and positive behaviors so that students have the capacity to engage effectively in restorative problem-solving.

☐ The school frames behavior management in positive terms such as "Relationship" policy, "Care and Responsibility" policy or "Respect" policy.

☐ It is clearly stated what *is* negotiable and what *isn't* in terms of rules, limits, and boundaries—and the learner experiences the school and the adults as firm, fair, and flexible, and the rules makes sense to students.

☐ The school makes it clear who is responsible for managing behavior and learning issues to increase the involvement and responsibility of classroom teachers.

☐ The school reflects and explains the restorative approach to managing behavior.

KIPP BAY AREA SCHOOLS

Restorative Practices Whole-School Implementation Overview

Part II

Stage 5 **Preparing for Change**	Step 11: Readiness
Stage 6 **Creating a Vision**	Step 12: Developing a vision statement Step 13: Determining the values central to change Step 14: Creating a strategy to launch and execute the vision Step 15: Becoming fluent in describing the vision
Stage 7 **Implementation**	Step16: Removing Obstacles and empowering action Step17: Implementing the vision Step 18: Generating short-term wins
Stage 8 **Sustainability**	Step19: Keeping the pressure on Step 20: Maintaining Gains

Stage 5:

Preparing For Change

Step 11: Readiness

Step 11: Readiness

☐ The Guiding Team……...146

☐ RP Implementation Team Meeting No. 6……..…….148

☐ Readiness for Change Checklist (5-11A)…….149

☐ Positive Climate for Learning and Working Quilt (5-11B)…….158

☐ Generating Ideas for Creating Your own Quilt Template (5-11C)..159

Handout For members of the Guiding Team and school leadership

The Guiding Team

Purpose: The Guiding Team or RP Implementation Team is responsible for leading the school through the change process of restorative practices and relational focus. Part of the Guiding Team's work is focused on putting together information such as current school data, current research and evaluation of similar programs in other schools in order to present to key stakeholders.

If Part I of the guidebook was completed, the following should already be in place:

- Leading members of the guiding team have been identified
- Several staff have expressed interest in joining the guiding team
- Several staff have received training in circles and conferencing
- The outcomes have been identified *(Part I, Stage 4 step 10; Handout 4-10B)*
- 80% of staff are on board for making the shift to RP
- Staff, student, parent surveys have been administered *(Part I, Stage ; Handouts 3-7A and B)*

Identifying Key People:

It's crucial that the guiding team has enough power to lead the change. An effective team is about 5-8 members. Team members must be willing to meet on a regular basis for the duration of the implementation process. Consider asking a parent who has time available to join the task force.

Suggested team membership includes:

- A member of the Senior Leadership Team (School Leader): this person must have positional "clout," stay committed for the long haul, and be prepared to model the way. This person must be prepared to teach, coach and engage other members of the Guiding Team and school community in all aspects of the change process.
- Individual staff members who have positive reputations in managing students and classroom dynamics, and who have healthy and mutually respectful relationships with students, other staff members and parents.
- A middle manager (APs/deans/grade-level/department chairs).

- People who can design and facilitate effective and engaging internal professional development.
- Staff with specialist expertise (e.g. developing systems for data collection).
- A staff member who is willing, but resistant—this person will be useful as a devil's advocate and expose flaws in plans.
- Members of the school community whose responsibilities fit with the RP agenda, (e.g. counselors, psychologists, etc.).

Duties of the Guiding Team include:

- Read and provide executive summaries around best practice in the field of teaching/learning/behavior management.
- Decide on which authors and books to read *(see the recommended list in the Further Reading Section of this manual).*
- Research other schools that have had success implementing RP.
- Use and interrogate data: survey (*see Part 1: Stage 3; 7-A and B*), suspension/expulsion rates, student and teacher safety/well-being, detention, office referrals, student absences/attrition rates, measures of student engagement, academic results, retention figures, and teacher retention rates are just some examples.

To be handed out
to the Guiding Team

RP Implementation Team Meeting No. 6

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the guiding team.

For Guiding Team

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Putting together information such as current school data, current research and evaluation of similar programs in other schools in order to present to key stakeholders.

Agenda:

- Large group circle
- Are we ready: Readiness for Change checklist
- Positive Climate for Learning and Working Team Strategy
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

Handouts: The Guiding Team; Readiness for change checklist (5-11A); York Region School Board Quilt (5-11B); Generating your own quilt template (5-11C)

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

Readiness For Change Checklist

Handout 5-11A

One of the first questions important to ask is whether or not the school is in a state of readiness. Are all the elements that lead to an affirmative decision to start the culture change in place?

Does the school have a relational culture, where the restorative philosophy would be a good fit and will meet with little resistance? If there are minimal gaps, then *first order change* might be all that's needed. If the gaps are sizeable, then the *second order change* may be necessary. Work through the following list with the Guiding Team to assess the school's readiness:

The Guiding Team can spend as much time as necessary to work in partners or teams to assess the status of the school's readiness for change.

If the answers to the checklist for the *first order change* indicates large gaps, then the *second order change* might prove a better option.

FIRST ORDER CHANGE	
Values, Attitudes and Climate	**NOTES**
☐ The attitude toward learning and behavior from both teachers and learners is unfailingly positive ☐ Difficult moments are regarded as learning opportunities and learning moments. ☐ The school values are clearly defined for adults, students and parents in terms of expected behaviors, and these behaviors are explicit, known and modeled by all adults. ☐ Offending behavior is viewed as a breach of relationships against school community values. ☐ There is an inclusive approach to teaching and behavior with the system aiming to keep students in school. There is an attitude of persistence among staff, parents and students that means that the school is unwilling to give up on difficult students or to get rid of them at the earliest opportunity.	

☐ Young people are not demonized. The school sees its role as a partner in child rearing with families—not always an equal partnership, but the school is willing to step up nevertheless. ☐ The school is the hub of its local community both physically and metaphorically. Strong, positive, collaborative relationships are evident between the school, police, local authorities/councils, agencies, businesses and community groups. ☐ There is a community approach to tackling issues for young people and their families. This is seen as a shared responsibility and a challenge that the school embraces. ☐ There is recognition of, and commitment to, the notion that positive, robust relationships lie at the heart of learning and pedagogical practice, wellbeing and a sense of belonging and connectedness; and all decisions, structures, policies and procedures reflect this understanding. ☐ There is an understanding of the need to restore relationships in the aftermath of conflict and wrongdoing or major incidents within the school. This is reflected in practice, with the focus of problem-solving on the damage that needs to be fixed rather than the rule breach that needs to be punished. The practice is solution-focused. ☐ There is a comfortable marriage between the values of the school and the values of a restorative approach to problem-solving. Leadership is values-based and transformational, and leaders walk the talk, and model the required change. ☐ The school regards itself as a learning organization, committed to continual improvement. Data is used	

effectively to inform discussion, debate and problem-solving. ☐ Visitors to the school are treated with respect, approached with a friendly greeting from students and adults, and are made to feel welcome. There is a high level of trust evident and between members of the school and wider community. ☐ The school feels friendly, peaceful and polite. The school has a reputation for the focusing on the positive, for its use of fair process, for academic excellence, for making a difference in the community. Enrollments might be increasing rather than diminishing, and parking lot conversations about the school are positive. ☐ Everyone understands that what may work for one cohort of students does not work for another. The school is proactive, future-focused, and welcomes change. ☐ There is clear and effective dialogue from the top down, bottom up and between staff, students, parents and anyone engaged with the school community.	
Links with Curriculum and Teaching and Learning	**NOTES**
☐ Clear linkages between key initiatives, system imperatives, pedagogy and key competencies can be made with RP so it will not seem like an add-on or stand-alone initiative. The approach is viewed as a possible enhancement of the core business of teaching and learning within the school community—a framework for best practice. ☐ As part of relationship skill development, teachers are skilled in basic effective, innovative classroom management and pedagogy. ☐ Attention is paid to the quality of relationships between learners as well	

as between teacher and learner, in recognition of the need for an optimal environment for learning—a sense of safety and belonging. ☐ The school has a stimulating emotional environment where interest and enjoyment are maximized for learners and teachers alike. Impediments to this are appropriately addressed. ☐ The behavior of learners is not seen as a separate issue to be managed outside the curriculum. Regular class meetings are held to develop social and emotional competencies, self-regulation and whole-class responsibility for the climate in the classroom. ☐ There is effective communication and collaboration between mental health clinicians and curriculum roles (e.g. teachers, deans, principals). ☐ Induction for new staff and students is taken seriously and adequately resourced. There is a prominent focus on positive blame-free approach to problem-solving. ☐ Transitions for students are well managed—between schools, within school from one year to another or between sub-schools (middle to high) so that a strong sense of connectedness and/or closure is an outcome. ☐ A case management approach is taken to address issues around particular learners, with preparedness to work on underlying issues as well as the symptomatic behaviors. The school is well-connected to providers that can assist with student and family issues. ☐ Relational competence is built into the school's appraisal, selection and recruitment processes.	
Restorative/Relational Practice	**NOTES**
☐ There will be some practice that	

already exists that can be regarded as restorative—practice that has strong relational focus. ☐ There is a well-developed continuum of disciplinary practice, understood by all members of the school community that can be adapted regularly to situations from serious to minor. ☐ There is a whole school approach to relational philosophy, and consistency of practice across the whole school (teachers, support staff, admin) so that everyone trusts the systems in place. ☐ Practice addresses the harm from inappropriate behavior and incidents in a way that: ☐ deals with conflict and disruption in a timely manner. ☐ repairs harm in the aftermath of wrongdoing. ☐ works with those involved to find the best solution for what has happened. ☐ embraces a diversity of solutions by understanding that there may be many ways to solve a problem. ☐ focuses on what needs to happen to repair harm. ☐ looks at what needs to happen to prevent further harm. ☐ The overall focus is on developing positive relationships between students, teachers, parents and the wider community. ☐ Energy is spent on developing social and emotional competence and positive behaviors so that young people have the capacity to engage effectively in problem-solving. ☐ Both practice and practitioners are reflective and the school is intent on developing best practice. With a combination of positive pressure and support, the adults are held	

accountable for their practice as professionals. ☐ Leaders and middle managers lead by example with this approach. ☐ Students are taught about the approaches to problem-solving so that they can actively and effectively participate; eventually there is evidence that they are using this approach to solve their own problems at school and at home; parents are comfortable approaching the school when there is a problem. ☐ Practice is adapted for particular settings within the school community (early, elementary, middle, and high). ☐ Staff conflict is acknowledged and acted on with a restorative approach, with all adults having a clear understanding of the need to model what we want from young people. We must be prepared to use the same approach for the issues that arise for us. If the school does not have enough skill to manage such issues, then it must be prepared to access external help. ☐ There is alignment of philosophy, policy, and practice. Any behavior management policy is framed in positive terms such as "Relationship" policy, "Care and Responsibility" policy or "Respect" policy. ☐ Dialogue about learners, their families or staff issues shifts from blame to flexible problem-solving evidenced in practice, language and actions. Problems are seen as opportunities to refine existing practices. ☐ Everyone's voice is important, not just the voice of adults within the school community. There is more listening and less telling. ☐ The school is very clear about what is negotiable and what isn't in terms of	

rules, limits and boundaries in classroom and playgrounds—the students experience the school as fair, firm and flexible, and the rules make sense to kids and adults alike. Boundaries are generated and abandoned as needed. ☐ Roles have been re-negotiated around who is responsible for managing behaviors and learning issues to increase the involvement and responsibility of classroom teachers. The person who owns the relationship with the troublesome student is central to the problem-solving, and healing the relationship is a strong focus. Middle managers are expected to take a relational approach to problem-solving and this is built into their job descriptions. ☐ The issue of zero tolerance is viewed as: "we don't accept that behavior in our school," rather than one of excluding students based on their behavior as the default response. An incident signals deeper issues and the school is prepared to work with those involved to resolve these issues where possible. ☐ Professional development for adults takes high priority and is resourced to reflect this, not only responding to new curriculum and system imperatives, but keeping relationships front and center. There is a balance between the two. ☐ Collegial, professional relationships among staff have been developed and their dialogue reflects "the problem is the problem" rather than regarding difficult behaviors with deficit thinking and pathologizing of young people and their families. Language used is solution-focused and avoids blame. ☐ Students are skilled to help sort	

lower-level or minor issues, supported by the adults in the school ready to step in if necessary. ☐ Attention is paid to follow-up, data collection and analysis. There is a data-driven approach to problem-solving that is aimed at school improvement and addressing gaps in learning, behavior and practice. ☐ In the case of performance issues, a relational approach is the first option, before more serious sanctions become necessary. Problems are not left to fester and/or escalate.	

Adapted from Thorsborne and Blood, 2013

SECOND ORDER CHANGE

Is there agreement that change is necessary?

Is there a mandate for change (within school, board, departments, etc.)?

How urgent is the identified need?

Have you conducted an audit of what is currently happening in the school?

Is the school emotionally healthy, or is it an emotionally expensive environment with high staff turnover, or falling enrollments due to school culture?

Do you have the financial and people resources to make change happen?

Do you have at least 75% of the senior leadership prepared to support a change process?

Are decision-makers knowledgeable about research on teaching, learning and student development?

Are decision-makers committed to supporting both formal and informal leadership and to the critical role each plays in effective change?

Is there an implementation team, or at least the beginning of one?

To what extent are the school values known and practiced? Do they align with relational practice?

What is your relation like with other schools in your cluster? Is there a relationship?

What do you see as impediments or barriers to change?

Other considerations might include:

Are staff used to sharing practice?

To what extent is there a culture of blaming?

To what extent are staff members up-to-date on the research into brain development and function?

Do staff believe in the capacity for students to change their behavior?

What are the social/emotional competencies of management and staff? How relational are they?

Are there any pockets of conflict within the staff that haven't been resolved?

To what extent are families involved in the school? How willing are parents to come to the school?

Is there an understanding of what long-term poverty does to people and their values?

Is there an understanding of how trauma affects learning?

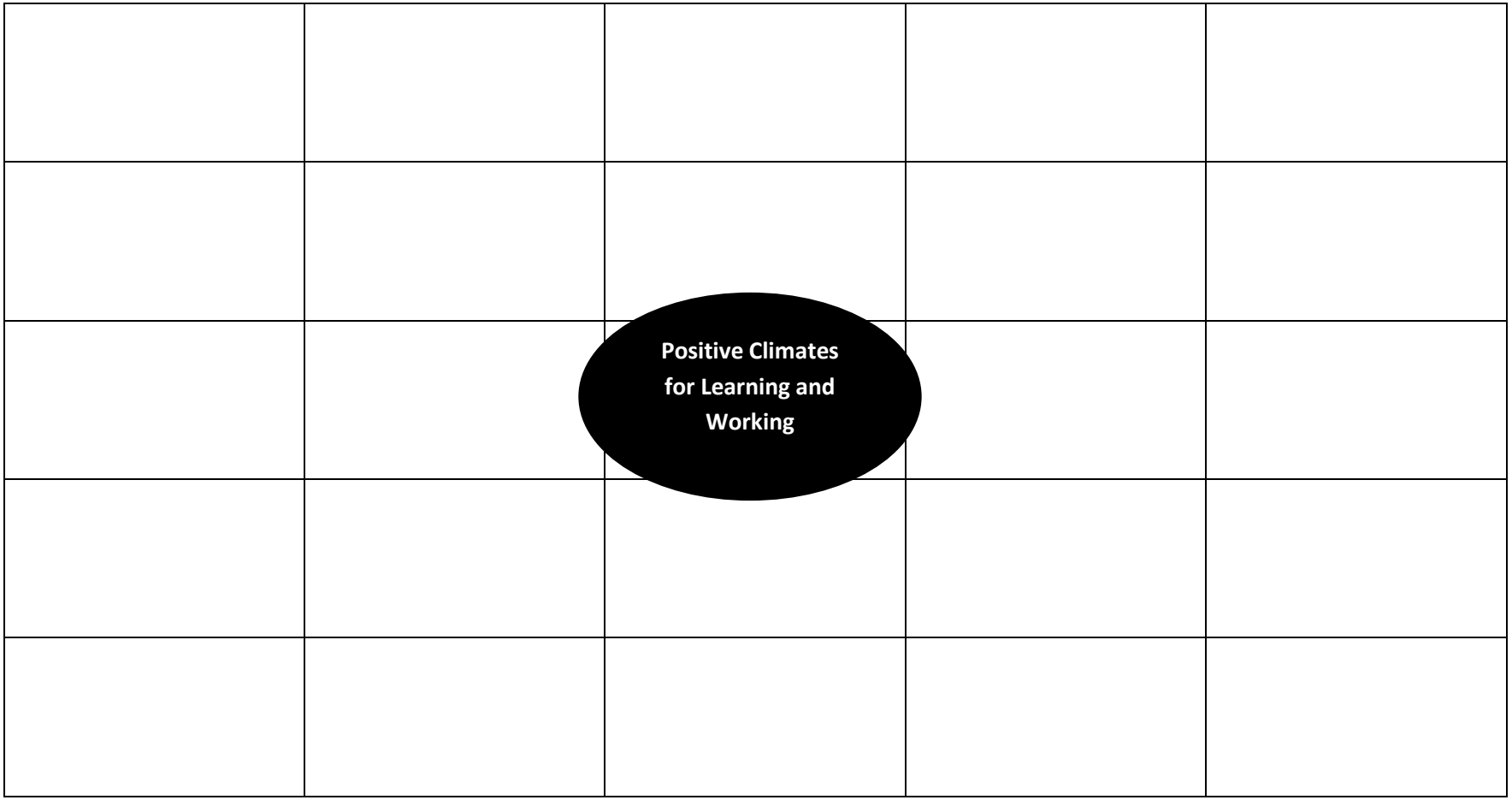
Handout 5-11B: Share with Guiding Team

Character Development	**Resource & Data Collection**	**Seal**	**Parent, Family & Community Engagement**	**Equity and Inclusive Education**
Leadership And Learning	**Eco-Schools & Environmental Education**	**Curriculum**	**Pathways**	**Transitions**
School Effectiveness Framework	**Instruction**	**Positive Climates for Learning and Working**	**Assessment for Learning**	**Cultural Proficiency**
Bullying Prevention	**Healthy Schools & Workplace**	**Technology for Learning**	**Emotional Wellness**	**Early Learning Strategy**
Safe, Caring & Supportive Schools	**Restorative Approaches**	**Risk and Resiliency**	**TRIBES**	**Student Success & Engagement**

York Region School Board: Positive Climate for Learning and Working Team: Whole school district approach to creating a positive school culture. This matrix represents all the activities and initiatives at work in their schools and how they are connected and aligned in order to develop a positive climate for learning that is equitable, inclusive, caring, respectful, safe and supportive.

Handout 5-11C: Share with Guiding Team

Create your own quilt to understand how you want everything to align in your school; discover what is not aligned, and prepare yourselves for the work ahead. The list of programs compatible with RP is numerous. The team should research School Wide Positive Behavior Supports (**SWPBS**) and other behavior management plans. The way to view this quilt is through the lens of RP, "the glue that holds it all together."



Stage 6:

Creating A Vision

Step 12: Developing a Vision Statement

Step 13: Determining the Values Central to Change

Step 14: Creating a Strategy to Launch and Execute the Vision

Step 15: Becoming Fluent in Describing the Vision

Step 12: Developing a Vision Statement

☐ Introduction to Creating a Vision Overview Presentation……..164

☐ Workshop No. 5: Creating the Vision…….165

☐ PD Script……..……166

- Part 1: Welcome and Introduction
- Part 2: Brief Summary that Captures the Future
- Part 3: Six Characteristics of an Effective Vision Statement
- Part 4: Closing
- Part 5: Survey

☐ Why Do We Exist? (Handout 6-12A)……..169

☐ Six Key Characteristics of an Effective Vision (Handout 6-12B)...170

☐ Sample Vision Statements (Handout 6-12C)……..….171

To be handed out and read by the Guiding Team.

Introduction To Creating a Vision Overview Presentation

Introduction to Creating a Vision Presentation may be facilitated by any school leader, administrator, or faculty member of the Guiding or RP Implementation Team.

At this point in your journey to a restorative school, your school is ready to take up the challenge of culture change. In Part I, you have made a case for change, identified your established outcomes, created a guiding team, and have surveyed your community. You have also identified your major impetus for change. You are now ready to create a vision for the future of your school.

The purpose of this Creating a Vision PD is to:

1. develop or enhance an existing vision statement that systems and policies can be built upon.
2. align the values and behaviors your school expects all to meet (staff and students).

This presentation is for ***all*** members of the school community:

- All school site teachers, administrators, student, families, and community support staff
- All non-teaching school site staff
- All afterschool program staff
- Families and other major stakeholder groups

To be used by Site Administration during Faculty meeting

Workshop No. 5: Creating a Vision

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the school site staff.

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Examine the purpose of a vision statement
4. Create a strong vision statement

Agenda:

- Large group circle
- Purpose of a vision statement
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

For sample templates and help with creating a mission statement visit: http://www.samples-help.org.uk/mission-statements/vision-statements.htm

Handouts: Why Do We Exist? (6-12A); Six Key Characteristics of An Effective Vision Statement (6-12B), Sample Vision Statements (6-12C).

Room Set-Up:

Prior to the workshop, set up the room as follows:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

PD SCRIPT

Part 1. Welcome and Introduction

☛ **Introduce yourself**

☛ **Share:** *Today we are going to spend the next (time allotted for the PD) to evaluate or write a new mission statement that drives the culture of our school, both academic and social. Our goal is to develop systems and policies that support the values we outline and commit to in the vision statement. This is the next stage in becoming a restorative school.*

☛ **Review Objectives and Agenda on your Powerpoint or Poster**

Part 2. Develop a brief summary that captures the future

a) **Ask** participants to turn and talk to a partner, discussing the following questions, *"What is the purpose of schooling? Why do we exist?"* Allow participants a few minutes to discuss.

b) Have the participants work individually at first, or in pairs, to answer the questions from *Handout 6-12A, Why do we Exist?* Have the participants then work in small groups to formulate a list of the two or three best answers for each question. You may consider having groups work on specific questions and then get feedback from the entire group (in the *whole-group* part of the activity). Bring the group back together. The facilitator, the school leader and/or guiding team member, takes notes, making connections, paying attention to the language and specific words being said, and charting the results.

c) **Say**: *The answer to the question, "Why do we exist?" and others like it, must be summarized into a succinct and envisioning statement of purpose that captures the central themes that emerge must be done in a couple of sentences that capture what we want the change to look like. This might mean working with our existing school vision and values statement and supplementing it with inclusion of R, and how RP can help our school achieve that mission (i.e. improved results, safe learning community, and responsible citizenship).*

Part 3: Six Characteristics of a Strong Vision Statement

a) Say, *in order for the vision to be easily communicable it should be: simple, vivid, repeatable, invitational.* (Put these up for all to see)

A clear vision serves three very important purposes:

1. *It simplifies decisions*
2. *It motivates people to take action in the right direction*
3. *It helps coordinate the actions of different people, efficiently*

Effective vision statements have six characteristics.

b) Ask participants to review *Handout 6-12B*; *read and view the Six Characteristics of an Effective Vision* (you may want participants to read them out to the entire group).

c) Show the participants your current school vision or mission statement and ask them to evaluate it based on the six characteristics from the handout. **Say,** *Does our school's vision statement meet all six criteria?* You can have participants discuss in small groups.

d) Present *Handout 6-12C Sample Vision Statements*. **Ask** participants to review two examples of vision statements that meet the criteria. After they review the two statements have them turn and talk, or discuss in small groups, or in a whole group shout out regarding their analysis. Be sure that the essence of what is being said is being captured by the guiding team in their notes and analysis. *(See also Appendix 3A and 3B for other exemples).*

Part 4: Closing

a) Re-form the Circle

b) Circle Prompt with talking piece: *Share one thing you learned, were surprised by, or appreciate about the workshop today*.

Say, *while the words "restorative justice" or "practice" are not to be found in the actual vision/mission statements themselves, once they were unpacked in our conversation it becomes clear that RP is a key strategy that is used to achieve the*

vision.

Our next step will be to determine the values that are central to the change. In the meantime, the guiding team will take all of the information we gathered today and present it back to you in a concise and succinct format for review and feedback at our next meeting.

c) **Thank everyone for their participation.**

Part 5: Survey

It's always a good idea to end every meeting surveying the participants to get a pulse check. **Survey Monkey** (www.survey.monkey.com) can provide you with templates and links.

Handout
6-12A

Why Do We Exist?

Answer the following questions to begin the process of developing or updating your vision statement to meet the relational criteria of becoming a restorative school.

- What is the purpose of schooling?
- What is the moral purpose of schooling?
- What will you think the school look like, feel like, sound like in 3-5 years?
- What would relationships be like between all members of the school community? How should people be relating to and with one another?
- What will the wider community (external to the school) be saying about the school?
- What will we be known for three years from now?
- What will student behavior look like?
- What will staff behavior look like?
- What will the behavior of the administration look like?
- What will be the nature of parent involvement?
- What will the relationship be like between the school and parents?
- What will we be doing to build relationships? How will we be managing the minor issues that arise?
- How will we be resolving staff issues?
- What evidence would there be to show the school values in action?
- What would be the evidence that we are succeeding?
- Who are we? (This question gets to the identity of the school).
- What kind of aspirations do we have?
- What's at the heart of what we do here?

Handout
6-12B

SIX KEY CHARACTERISTICS OF EFFECTIVE VISIONS

1. *Imaginable.* They convey a clear picture of what the future will look like.

2. *Desirable.* They appeal to the long-term interest of those who have a stake in the enterprise.

3. *Feasible.* They contain realistic and attainable goals.

4. *Focused.* They are clear enough to provide guidance in decision-making.

5. *Flexible.* They allow individual initiative and alternative responses in light of changing conditions.

6. *Communicable.* They are easy to communicate and can be explained quickly.

Handout
6-12C

SAMPLE VISION STATEMENTS

Vision Statement No. 1

The Vision
Excellence through Diversity. Noose District State High School aims to provide a safe, harmonious environment that empowers students to excel as lifelong learners and become active, responsible citizens.

Values
Noose District State High School is a student-centered learning community that fosters care and compassion. We aspire to be aware of others and their culture, accept diversity within a democratic society, and acknowledge and enjoy the rights and privileges of Australian citizenship.

Vision Statement No. 2

Discover College's Vision Statement of *Grow Discover Dream* recognizes the need for students to be independent, critical and creative thinkers, equipped with the skills, attitudes and values to contribute positively in this complex world in which we live.

Grow: Be passionate about being the best we can be.
Discover: Find wonder in the world around us.
Dream: Dare to make a difference to yourself, humanity and our planet.

Step 13: Determining the Values Central to Change

☐ Workshop No. 6: Determining Values……..…174

☐ PD Script……..…175

- Part 1: Welcome and Introduction
- Part 2: Determine Values Essential for Change
- Part 3: Writing the Vision Statement
- Part 4: Closing
- Part 5: Survey

☐ Sample Behavior Policy/Determining the Values Central to Change (Handout 6-13A)……..……178

To be used by Site Administration during Faculty meeting

Workshop No. 6: Determining Values

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the school site staff.

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Determining the values essential to change
4. Create a strong vision statement

Agenda:

- Large group circle
- Values essential for change
- Draft a vision statement
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

For sample templates and help with creating a mission statement visit: http://www.samples-help.org.uk/mission-statements/vision-statements.htm

Handouts: Sample Behavior Policy/Determining the Values Central to Change (6-13A).

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

PD SCRIPT

Part 1. Welcome and Introduction

☛ **Introduce yourself**

☛ **Share: Say,** *Most schools have a list (usually 3-5) of values such as respect, curiosity, excellence, responsibility, life-long learners, etc*. (If your school has them, highlight them for your staff). *These values underpin the vision, and in the process of developing or adapting the vision, these values must be made explicit. Do you think our students can name our school's values without hesitation and with complete certainty? The issue here is that unless the values are known and explicitly understood, along with the behaviors derived from those values, it becomes difficult to have conversations about breaches of those values.*

☛ **Review Objectives and Agenda on your Powerpoint or Poster**

Part 2. Determine the values essential for change

Prologue: Guiding Team reports back to staff on takeaways from Workshop No. 5: (Why do we exist?). Post up common threads and analysis.

Ask, *What are the behaviors we want our students to demonstrate?*

a) Have participants read the quote at the top of *Handout 6-13A*. This is one British school that has adapted restorative practices as a discipline and introduces its behavior policy with that quote.

b) Each person works independently to assign school values into the document (Bottom of *Handout 6-13A*) complete with the behaviors derived from that value (*allow approx.10 minutes*).

c) Break up into several smaller groups (no larger than four in a group). Have the small groups share and discuss their individual reflections with one another (10-15 minutes), and put their results on poster paper.

d) Bring the whole group back together and someone from each group reports their findings.

e) The facilitator or members of the guiding team connect common threads

and the staff must now decide on and commit to 3-5 values, along with desired behaviors.

f) Place the final list up for all to see

Say, *The central message here is that values are of no value unless the behaviors that exemplify the value are named and practiced by all members of the school community. The more explicit the values and their behaviors, the less wiggle room. Once this is accomplished, it is then possible to have conversations with either a student or a staff member about the value that has been breached. By putting ourselves through this exercise, we are saying to our community that we are all accountable to one another.*

Part 3: Write the vision statement or strengthen your current one.

Say, *Now that we have identified our key values and derived the expected behaviors, it's time to write a succinct vision statement that meets the six key characteristics.* You can accomplish this in two or three different ways:

1. Have your Guiding Team meet to write a draft of the statement and bring it back to the whole group for feedback.
2. You can break into small groups again, and have each take a stab at writing it. The advantage here is that it allows for more buy-in and participation, and all can see the thread in language and intent. The disadvantage is that it may take longer to complete.

Or you can do a combination of 1 and 2:

3. Break into small groups (2) and have each group report back to the whole group while the Guiding Team connects the common thread and language. The Guiding Team then meets later (1) to pull it all together, writes the vision statement, and later brings it back to the whole staff for feedback.

Whatever strand or process you choose, it's important that everyone has an opportunity to take part in the process. It should be clear to everyone who will make the final decision. Most people will be fine with what has been decided so long as their voices have been heard.

NOTE: Be sure to have Handout 6-12B available (Six Characteristics of an effective Vision Statement) throughout this process.

Part 4: Closing

c) Re-form large circle

d) Circle Prompt with talking piece: *Share one thing you learned, were surprised by, or appreciate about the workshop today*.

c) **Thank everyone for their participation.**

Part 5: Survey

It's always a good idea to end every meeting surveying the participants to get a pulse check. **Survey Monkey** (www.survey.monkey.com) can provide you with templates and links.

Handout
6-13A

Sample Behavior Policy

"Achieving good relationships in school depends on every member of staff understanding that adults need to model the behavior they wish to see from students, that good behavior needs to be taught as much as academic content, and those lapses in behavior can be a learning opportunity for students to develop their emotional literacy. We are a restorative school and all staff are expected to use restorative practices as a starting point for resolving issues."

Determining the Values Central to Change

School Values	Behaviors derived from those values

Step 14: Creating a Strategy to Launch and Execute the Vision

☐ Workshop No. 7: Launching and Executing the Vision……180

☐ PD Script……..……181

- Part 1: Welcome and Introduction
- Part 2: Launching the Vision
- Part 3: Strategy to Execute the Vision
- Part 4: Closing
- Part 5: Survey

☐ Communicating the Vision (Handout 6-14A)……..….185

☐ How and Where Else Might the Vision Be Communicated? (Handout 6-14B)…….…….187

☐ Analysis Worksheet (Handout 6-14C)……188

☐ Strategic Planning (Handout 6-14D)……..….189

☐ Key Planning Areas (Handout 6-14E)…….....190

Workshop No. 7: Launching and Executing the Vision

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the school site staff. This workshop occurs once the vision statement and values have been identified, vetted, and committed.

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Examine the ways to communicate the school's vision statement
4. Create a communication plan particular to roles

Agenda:

- Large group circle
- How to communicate the vision statement
- Launching and executing the vision
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- A poster or Powerpoint of the new or revised vision statement and school values

Handouts: Communicating the Vision (6-14A); How and where else might the message be communicated? (6-14B); Analysis Worksheet (6-14C); Strategic Planning (6-14D); Key Planning Areas (6-14E).

Room Set-Up:

Prior to the workshop, set up the room as follows:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle

PD SCRIPT

Part 1. Welcome and Introduction

Project on poster paper or Powerpoint the new or updated vision statement and value statements for all to see!

☛ **Introduce yourself**

☛**Ice breaker or circle prompt of your choosing**

☛ **Share:** *The vision statement has been developed or updated and our values identified. The next steps are to communicate the vision to increase buy-in and decrease resistance, and to evaluate the strengths, weaknesses, opportunities involved in achieving it.*

☛ **Review Objectives and Agenda on your Powerpoint or Poster**

Part 2: Launching the vision

Say, *Our efforts will now turn and be dedicated to* ***message management****. What are the behaviors that we, the adults, can begin to demonstrate that support restorative practices—****are we ready to walk the talk****. The vision test is applied to all aspects of our school—if it fits the vision, it stays, if not, then whatever it is (structures, process, policy) will have to be changed or at least adapted.*

Where policies have to be made that do not fit the vision, these inconsistencies need to be explained in a transparent, honest way so that people do not become unnecessarily resistant or resentful, wondering if there are two sets of rules—one for them and one for us.

Say, *Staff, students and parents will need regular, structured opportunities to raise concerns and talk about any anxieties that they may have about the changes. Throughout, it is important for all staff to express the part of the restorative philosophy that stresses the value placed on relationships, and people are given voice. When we disagree, we need the opportunity to work through this and/or to present a case for an alternate or adapted approach.*

The vision needs to be talked about every available opportunity. A simple message that might even be a couple of words—a summary of the vision—can be cleverly

inserted into some of the most basic day-to-day communications. Suggest to your staff that they use the word "relationships" at every opportunity. **Message management** is the key to communicating the vision.

The vision needs to be communicated through every channel possible—newsletters, staff members, parent evenings, school assemblies and the school website in a way that captures the imagination and triggers interest and excitement, that leaves people feeling uplifted with possibilities.

Place the staff into one of four groups representing: administration, teachers, students, and parents/guardians. Each group will respond to *Handout 6-14A* wearing the hats of the group they represent. For example, the **student group** will respond to the handout thinking like students; the **administration group,** like administrators, etc.

a) **Say,** *here are some areas where we can get the message about the vision across to increase buy-in with all constituents. Handout 6-14A will get us started in thinking about how we, in our different roles, can present a clear and constant message around RP.*

b) Have each group shout out their findings while the Guiding Team takes notes on what's being shared.

c) *Handout 6-14B*. How else might the vision be communicated? Allow independent and quiet reflection. Collect *handout 6-14*B at the end of PD. **Say,** *the Guiding Team will analyze the data and make a complete list of what's been identified here today, and we will use it for our next workshop.*

Part 3: Strategy to execute the vision

Say, *creating a strategic plan for rolling out RP across the school community will be the next task for the team. The first step is to make sure that the plan to implement RP is firmly embedded into the school's wider strategic plan. Today we'll look for opportunities to include key RP initiatives in important documentation in the school when opportunities for review emerge. There are several key areas to consider for planning:*

- *Systems*
- *Learning and Growth*

- *Policy*
- *Resourcing*

We will now embark in the process of aligning our systems and policies to our vision statement and values.

Use *Handout 6-14C, Analysis Worksheet*. Allow participants time to answer questions around the four areas of analysis. After assessing the responses from the Analysis Worksheet you may find that your broad areas are different than the ones offered in the Key Planning Areas *Handout (6-14D)*.

Break into small groups and assign a group to each of the four key areas: Systems, Learning and Growth, Resourcing, and Policy. Use *Handout 6-14D, Strategic Planning, 1-3 years*. You may want to create a whole page to have more space for your deliberations. At the top of the page, complete the year, Vision Statement, and Key Values (only 3-5, i.e. respect, responsibility, relationships) that underpin the vision as a constant reminder of what is to be achieved. Details of each **Key Result Area** are included in *Handout 6-14E* and should be reviewed by each group before beginning.

Part 4: Closing

a) Re-form large circle

b) Circle Prompt with talking piece: *Share one thing you learned, were surprised by, or appreciate about the workshop today*.

c) The Guiding team will collect all the data gathered from today's meeting and begin to plan our next steps and stages.

c) **Thank everyone for their participation.**

Part 5: Survey

It's always a good idea to end every meeting surveying the participants to get a pulse check. **Survey Monkey** (www.survey.monkey.com) can provide you with templates and links.

Handout
6-14A

Communicating the Vision

Area	Possible Tasks	Breakdown of Task	Team led by	By when and how to measure
Incorporate the vision for change into ongoing, daily communication and correspondence				
Ensure that the school website reflects the essence of the vision				
Include stories, handy hints (for parents too) and small articles in the school newsletter as a regular feature				
If the school uses social networking to communicate, find ways to insert the messages about relationships, and develop an appropriate policy for the healthy management of relationships via social networking				
Update your school's faculty, student and family handbooks to explain the restorative				

philosophy and school policies and protocols, i.e. enrollment, discipline, etc.				
Make sure that induction processes of new staff include more than a passing mention of RP, and that they will receive PD and training.				
Incorporate the vision in weekly coaching, mentoring, and evaluation processes				

Handout
6-14B

How and where else might the message be communicated?

Consider how the different roles within the school setting might contribute

Who	**How**
School Leader	
APs/Deans	
Teachers	
Students	
Parents	

Handout
6-14C

Analysis Worksheet

Strengths What do we do well? What unique resources can we draw on? What do others see as our strengths?	**Weaknesses** What could we improve? Where do we have fewer resources than others? What are others likely to see as weaknesses?
Opportunities What opportunities are open to us? What trends could we take advantage of? How can we turn our strengths into opportunities?	**Results** How do we know we are succeeding? What measures would be meaningful to know we are on track to meet our goals? What resources are needed?

Adapted from Mind Tools LTD.

Handout
6-14D

Strategic Planning (1-3 years) for the current year, 20____
Vision Statement:
Values: (3-5, i.e. respect, care, student-focused, continual improvement…)

Key Result Area	Goal	Projects	Measurement	Completion Time	Person Responsible
Systems	The development of appropriate systems that reflect RP philosophy, including new understandings of roles and responsibilities, and accountabilities				
Learning and Growth	A definition and outline of necessary development of our people so that their behaviors are consistent with our school values that also underpin RP				
Resourcing	Ensuring that the School Leadership Team, Board, and region adapt budgetary plans that allow us to achieve our vision				
Policy	Adaptation/rewriting of policies that are in line with the RP philosophy and our learning and best practice				

Handout
6-14E

Key Planning Areas

The following key areas are suggestions only, based on the work that schools have discovered for themselves. Your school's analysis, derived from the Analysis Worksheet (Handout 6-14C) may well reveal other key areas that need equally careful planning.

Key Areas:

- Systems
- Learning and Growth (professional development)
- Resourcing
- Policy

I. Systems

The review process for systems must ask questions of every protocol and procedure to what extent does the approach work towards the vision of the school? To what extent does it repair, build, or maintain relationships? These questions must not only be asked of leadership teams and staff, but of students and their families. Use the data collected from *Part I, Step 7, Collecting Baseline Data*, to help frame your systems discussion and decision-making. It is crucial that the school leadership/administration and staff are given feedback about what the review identifies and asked for their suggestions, and anything that may be developed must first be drawn in draft form. Put a time limit on any experimental period for trying new ways (i.e. one term or semester) before re-engaging with stakeholders.

The main task with systems is to review and then adapt them to suit the vision for RP. Here are some examples:

- Suspension/fixed term exclusion/in-school vs. out-of-school
- Classroom management strategies
- Detentions
- Removal from class
- Disciplinary flow chart (where are the hotspots?)
- Use of community service
- Other protocols, including any restorative measures the school might already be using
- Mental health or pastoral care

II. Learning and Growth (Professional Development, PD)

Young people will benefit if they understand the rules of engagement—the 'what and why' of what you are trying to achieve. Don't expect to see what you aren't prepared to first teach. Not

all classroom teachers would need to be able to facilitate more formal processes, but they must be clear about their role, as a participant in such formal conferences (honest, sincere, and respectful). They must be adequately prepared to handle the issues that belong to them instead of referring the issues (usually the student) for someone else to handle. In the longer term, leadership development for administrators and the school's Guiding Team is imperative. See below for staff development activities that have proved effective in developing a distributive leadership model.

The following is a list of skills that could be found across and within a restorative school community:

- Facilitation of formal conferences, for serious matters
- Facilitation of circle processes, and class meetings to build and maintain positive classroom relationships
- Facilitation of class conferences for situations where classes have become dysfunctional
- Meditation and healing circles
- Case management of students at risk (CARE teams, individual development management plans using a restorative approach)
- Positive classroom management—basic skills
- Social and emotional competency development
- De-escalation strategies
- Respectful dialogue at the end of the RP spectrum (RP 'chat')
- Coaching/mentoring
- Leadership development for students and staff in key positions
- Staff and student induction
- The range of processes described above being applied to manage staff relationship difficulties
- *Everything and anything that can build, maintain and repair relationships needs to be on this list*

Staff development activities that have proved effective in developing a distributive leadership model:

- Coaching and mentoring
- Structured conversations around professional issues—particularly those involving restorative practice so that solutions can be found, rather than people (students and parents) being demonized.
- Regular meetings between managers and their staffs to discuss goals, expectations and modeling of values—constant attention given to "how we do things around here."
- Developing relationships "one conversation at a time." (Scott 2002, p. 2)
- Development of professional learning communities with like-minded people both within and outside the school community.

- Teaching others the new skills. Induction for new staff should include restorative practice training, and also be extended to relief staff.
- Encouraging others to be involved in the range of restorative projects that arise as a result of strategic planning.
- *The role of the school leader and/or administration on the Guiding Team must teach, coach, and engage other members of the leadership team and staff in all aspects of the change process.*

III. Resourcing

RP needs to be a budget item in the school's annual operational plan, and be in place for a minimum of 3-5 years.

The types of costs that will need a budget are:

- Yearly costs for PD (bringing in experts for in-house workshops/training; sending staff to courses; internal PD)
- Operational costs (relieving staff from classes if needed to attend formal meetings, such as conferences)
- New structures/positions within the school which will enhance the operational protocols—resourcing the work *enough* rather than experiencing key staff to do extra work with no relief
- Staff visits to other schools (travel and accommodation)
- Sending staff to key professional forums like state, national, and international conferences
- Costs associated with setting up coaching and performance management systems.

III. Policy

Reviewing the current school policy can be done, looking at what's working and what isn't. It's important to keep the perspective that it is not solely about what suits the adults in the school, but what works for students and families, too. And, perhaps most important of all, do the policies support the *school vision*.

It's important to note that writing the policy will not create the change. It needs to reflect the philosophy, systems, processes and the learning that any trial has produced. Good policy will help the school manage performance issues more effectively.

Schools that have well-written policies usually have covered the following:

- Vision/mission of the school
- Values/principles/philosophy underpinning the approach

- Rationale, including beliefs about the purpose of the discipline/behavior management and what it seeks to achieve in the school community(both learning and personal development)
- Aims of the policy
- Non-negotiables (the right to learn, the right to teach, working together, etc.)
- Expectations regarding behaviors of all members of the school community, that is, administration, staff, students and parents
- Implementation of policy:
    - Classrooms
    - Playground
    - Off-campus (field trips, excursions, sports events)
    - Flow chart
    - Handling common issues (lateness, uniform, homework, bullying)
- Performance management systems that include information about how staff will be held accountable

See *Appendix 9* for a checklist to help organize, write, or edit your current discipline policies as they are stated in your Team and Family/Parent Handbook as you transition into a restorative school.

Step 15: Becoming Fluent in Describing the Vision

☐ Workshop No. 8: Practicing the Vision……...196

☐ PD Script……....…197

- Part 1: Welcome and Introduction
- Part 2: Writing the Elevator Speech
- Part 3: Closing

To be handed out
to the Guiding Team

Workshop No. 8: Becoming Fluent in Describing the Vision

(Objectives, Agenda, Materials, Set-up)

This workshop may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the school site staff. This workshop occurs once the vision statement and values have been identified, vetted, and committed. This activity can be done as part of a PD or faculty meeting. It should take no more than 30 minutes.

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Practice ways to communicate the school's vision statement
4. Practice a communication plan particular to roles

Agenda:

- Large group circle
- Write and practice delivering the vision statement: elevator speech
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- PD agenda and objectives displayed
- A poster or Powerpoint of the new or revised vision statement and school values

Room Set-Up:

Prior to the workshop, set up the room as follows:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall

PD SCRIPT

Part 1. Welcome and Introduction

Project, or post on large paper, the new or updated vision statement and value statements for all to see!

☛ **Introduce yourself**

☛**Ice breaker or circle prompt of your choosing**

☛ **Share:** *Today we're going to collaborate to develop short versions of the vision with key themes, exchanging ideas and settling on a couple that we can easily practice with each other first.*

☛ **Review Objectives and Agenda on your Powerpoint or Poster**

Part 2: Writing the Elevator Speech

Say, *Our mission statement must inspire. Having a succinct and brief statement will engage others in conversation. We want to inspire others to say, "That sounds interesting—tell me more…"*

Be sure your vision statement and values are available for all to see during this activity.

Say, *You're going to write a 2-3 minute elevator speech to describe the vision for our school. The goal is for your words to infect others with interest and excitement, hope and optimism about the possibilities of an uplifting future, despite the fact that they may need to make some changes, and give up some comfortable habits in order to make gains they can only imagine at this point.*

a) Allow participant as much time as necessary to complete the elevator speech.

b) Have them turn to a partner to deliver the speeches and get feedback. *What did you like? What could have been stronger?*

c) Give people a few minutes to edit their speech. Move into small groups of 4-5 and have them deliver their speeches again with feedback.

d) Allow a few more minutes for edits. Then choose several to deliver their speeches to the entire group.

Part 3: Closing

a) Re-form large circle

b) Circle Prompt with talking piece: *Share one thing you learned, were surprised by, or appreciate about the workshop today*.

c) **Thank everyone for their participation.**

Stage 7:

Implementation

Step 16: Removing Obstacles and Empowering Action

Step 17: Implementing the Vision

Step 18: Generating Short-Term Wins

Steps 16, 17, 18 *are interactive and grouped. They require the guiding team to move at a consistent pace, analyze data, and begin the process of implementing RP, utilizing methodical and transparent strategies. This is an ongoing process throughout implementation.*

Step 16: Removing Obstacles and Empowering Action

☐ Overview……..…202

To be used by Site leaders moving forward

Removing Obstacles and Empowering Action Overview

Your next task is to look at what you're already doing. What is already restorative, what can be tweaked, what needs to be discarded? In order for this to work, the senior leadership team cannot be risk-averse. It will stall the process. The staff needs to be given space to develop new ways of doing things. Allow the staff to brainstorm what, how, where and when to try some new approaches. Later the Guiding Team can decide when to trial them (always in draft form), collect data and feedback, and then continue to adapt structures and processes until they are delivering the desired outcomes.

The whole system may need to be overhauled, but the decision about where to start will be important. Suggest starting small with a high potential for visavility and successful results. Make sure that any trial is not a random event, but carefully thought through so that it is talked about openly with all stakeholders (including parents and students) involved in giving feedback and suggestions for improvement.

It is vital that there is ongoing professional development moving forward that is effective, built on adult learning needs, and clearly and explicitly linked to the vision.

Where particular staff members are resisting changes, despite plenty of effective support and opportunities for skill development, they must still be held accountable (in a restorative way—of course) for their behavior. What's good for holding students accountable must apply to staff as well. **Warning**: what might look like resistance may really be a lack of clarity around expectations and directions. Careful reflection on the change process may provide helpful insight.

Staff may have to be let go if a restructuring is to occur and be successful. Difficult conversations must be had when necessary. New staff will need to be on-boarded, and, when hiring new staff, assess candidates' relational attitudes, particularly to disciplinary matters. How well will they fit into the new vision?

Do analysis of your current job descriptions and roles. Do statements match the vision? If not, they will need work to align. Do AP/dean roles change now that discipline is handled restoratively and with someone who no longer doles out punishments on behalf of classroom teachers, or does the role now mean that they will facilitate and problem-solve and heal relationships? These changes need to be communicated to everyone and backed up by senior management.

Recognize those individuals whose efforts are producing results. Both public and private recognition go a long way. Rewarding these individuals may include visits to other schools, or the attendance at district, state, or national conferences. Sometime a simple written or verbal word of gratitude counts a great deal.

Step 17: Implementing the Vision

☐ Implementation Team Meeting No. 7: Objectives……...204

☐ Implementation Team Meeting No. 7 Overview……..…..205

☐ Planning Guide (Handout 7-17A)……206

To be handed out
to the Guiding Team

RP Implementation Team Meeting No. 7

(Objectives, Agenda, Materials, Set-up)

This planning meeting may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the guiding team.

For Guiding Team

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Planning around key areas

Agenda:

- Large group circle
- Strategic Plan
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

Handouts: Analysis Worksheet (6-14C); Key Areas Template (6-14D); Planning Guide (7-17A).

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

To be handed out to the Guiding Team

RP Implementation Team Meeting No. 7 Overview

The Implementation team must now gather all the information and prepare to include key RP initiatives in important documents in the school when opportunities for review emerge. This work may take several weeks, months, as the case may be. It is important that the guiding team meets regularly and updates staff on their progress.

Using the Key Areas template (*Handout 6-14D), and the Analysis Worksheet (Handout 6-14C), data derived from staff, the RP Implementation Team will begin to create the strategic plan.*

How this work is done will make the difference in capturing people's hearts as well as their heads. It will make a difference in how hard you have to work to get the change you want. Although you may have identified other key areas in your research and staff development workshops, there are four key areas that just about all of the others may fit into:

Systems: Structures, protocols, procedures, flowcharts, roles and responsibilities, data, performance development and management.

Learning and Growth: This may be delivered by both internal and external consultants. The cost of using only external consultants will get expensive and impossible to sustain. You must consider the training-of-trainers model. Using the Early Adopters (Guiding Team members) to do some of this work later on will be critical to bringing others on board, as they are seen as being credible within the system. It will also help develop their leadership qualities.

Policy: **Do not be in a rush to re-write the school's policy around discipline** until such time as you know what you want in it. You will need to experiment before you know what you want to include. It is important to maintain a known structure while entering into major change. Not everything may need to be changed, but may only need to be filtered through the vision and values and philosophy of RP.

Resourcing: RP needs to have its own budget line in the school's annual plan to cover staff development and other costs involved in operational matters around RP processes. This is an investment for the long term.

It will become evident in your planning that these areas will overlap significantly. Resourcing and Learning and Growing will dovetail with new systems and structures that may be developed. Review *Handout 6-14E* for more information about these strategic planning areas.

You might find *Handout 7-17A* useful in tracking your progress. Possible tasks have been provided to assist with planning. You might add to these or develop your own. You will then want to consider who will lead the task, and timelines. You might also want to consider how a task will be measured—what will have happened to show the task has been completed. Feel free to move around the grid to where you think your school is in the change process. Review all areas to be sure you have not missed any.

Stage 5: Preparing for change					
Step	**Area**	**Possible tasks**	**Breakdown of tasks**	**Team led by**	**By when & how to measure**
11. Readiness	Identify key people to do ground work (guiding team) Readiness for change checklist Identify opportunities Begin to engage with stakeholders (staff, students, parents, board members, governing bodies)	Examine data Identify executive summaries and authors to read Research other schools First or second order change Feed data back to stakeholders and engage in robust dialogue around issues			
Stage 6: Creating a Vision					
12. Developing a vision statement	Develop a short summary Decide on school values	Team to work on this Team to work on this Review the Six Key Characteristics of an			

		effective vision statement (6-12B)			
13. Determining the values central to change	Align values and write a succinct vision statement	Explore and adapt current value statements (define values and behaviors)			
14. Creating a strategy to launch and execute the vision	Communicating the vision	Create or realign the current school strategy to fit the new vision			
15. Becoming fluent in describing the vision	Talk often about the change vision	Practice to become fluent			
	Address concerns and anxieties	Structure regular exercises to raise issues			
		Listen carefully. Get back to staff for feedback and suggestions			
	Tie everything back to the vision	All decisions and activities are tied to the vision			
	Lead by example—communicate by words and deeds	Talk the talk and walk the walk			

Stage 7: Implementation					
16. Removing obstacles and empowering action	Get rid of obstacles that impede the vision	Identify people within the organization and/or recruit people whose job it is to deliver the changes			
	Encourage risk taking, non-traditional ideas, activities and actions				
	Changes structures and systems that undermine the vision	Check structures, operations, role descriptions performance to make sure they fit with the vision			
		Remove barriers—process to be consistent with the vision/values, behaviors and accountabilities			
17. Implementing the vision	Develop skills	Develop a program of professional development			
	Choose the vision over self-interest	Recognize and reward those making the			

		changes			
	Track progress	Determine measures for success			
18. Generating short-term wins	Look for sure projects that don't require support of critics	Choose a project that is urgent, has wide support and is likely to succeed			
	Choose early targets that will deliver (pros and cons); that can't fail	Constant reassurance/nurturing, celebrating the wins, keeping everyone in the loop about what is working			
	Acknowledge and reward staff who have helped make targets				
Stage 8: Sustainability					
19. Keeping the pressure on	Using increased credibility to make further changes for everything that doesn't fit the vision	After every win analyze what went right and what needs improving			
	Hiring, promoting and developing people who can implement the change vision	Set new goals			

20. Maintaining gains	Reinvigorate with new changes Using stakeholder feedback and achievement data to change behavior Improve and widen leadership Maintain the pressure on values and behaviors	Add new blood to change team Talk about progress at every chance and acknowledge specific behaviors that have created more effective performance Include change ideals and values when hiring and training new staff Public recognition of key members of original team Create succession plans for key leaders moving on			

Adapted from Thorsborne and Blood (2013)

Step 18: Generating Short-term Wins

☐ Generating Short-Term Wins Overview……214

To be handed out to the Guiding Team

Generating Short-Term Wins Overview

Without some early successes, motivation can fail and cynical comments such as, "I told you this wouldn't work" will ring loud and clear. This can be profoundly discouraging, so planning for early wins is vital to the success of implementation. Creating short-term targets is an important first step.

The implementation team needs to choose something that is highly visible, unambiguous, likely to succeed, and urgent, if possible. Think of it as a "see-feel change" (Heath and Heath 2010). The message here is that wins are not random events. Short-term wins that are publicly acknowledged and celebrated give people hope, maintain motivation and influence critics and cynics in positive ways. Some examples of short-term wins might include changes in:

- Suspensions/fixed-term exclusions
- Referrals to middle managers (APS/Deans)
- Playground incidents
- Detentions
- Bullying incidents
- Wellbeing surveys

It's also important for staff to have opportunities to share stories to encourage both converts and cynics. Understanding what it is that is producing positive change should always be part of the discussion.

One of the easiest strategies to implement, requiring little preparation and skill, are proactive circles. See the document following the guidebook for a guide to Teaching Restorative Practices with Classroom Circles.

Stage 8:

Sustainability

Step 19: Keeping the Pressure On

Step 20: Maintaining Gains

Steps 19 and 20 *are interactive and grouped. They require the Guiding Team to move at a consistent pace, analyze data, and plan for sustainability over the long haul. Change needs to be woven into the fabric of the school culture. There is no end to this journey.*

Step 19: Keeping the Pressure On

☐ RP Implementation Team Meeting No. 8 Objectives……..…218

☐ RP Implementation Team Meeting No. 8 Overview……..……219

To be handed out
to the Guiding Team

RP Implementation Team Meeting No. 8

(Objectives, Agenda, Materials, Set-up)

This planning meeting may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the guiding team.

For Guiding Team

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Planning around key areas

Agenda:

- Large group circle
- Strategic Plan
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

Handouts: Analysis Worksheet (6-14C); Key Areas Template (6-14D); Planning Guide (7-17A).

Room Set-Up:

Prior to the workshop, set up the room as follows:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

To be handed out to the Guiding Team

RP Implementation Team Meeting No. 8 Overview

Sustained change takes years, not months. Be prepared to be in this for the long haul. Many think that they have done the job of achieving culture change when in fact they are tinkering around the edges with first order changes *(see Handout 5-11D)* or have taken their feet off the pedal. **There is no end to this journey.**

> *"But it is the permanent victory celebration that kills momentum. And then the powerful forces associated with tradition take over…Instead of declaring victory, leaders of successful efforts use the credibility afforded by short-term wins to tackle even bigger problems. They go after systems and structures that are not consistent with the transformation vision and have not been confronted before. They put great attention to who is promoted, who is fired, and how people are developed. They include new re-engineering projects that are even bigger in scope than the initial ones. They understand that renewal efforts take not months but years." (Kotter, 2007, p. 8)*

Change needs to be incorporated deeply into the fabric of the school culture so that it becomes part of the school's DNA. Change is constant and so is the need to sustain and plan for departures in key personnel and the appointments of new ones.

Using *Handout 7-17A*, your planning should address the following key areas:

- Broaden the scope of the projects: involve more year levels; offer workshops for parents; train teams of student/pupil facilitators; turn your attention to using RP for staff conflict resolution and performance management; experiment with restorative processes for absentee/attendance issues; provide ongoing high quality skill development—not once, but several times throughout the year—balance time with academic professional development and look for integration opportunities.
- Turn attention to developmental projects such as the use of circles in classrooms to build social and emotional competence in learners if this is not always happening. This will act in a preventive way to build capacity among students and teachers to problem-solve together.
- Keep up acknowledgements and announcements around improvements that are becoming evident.
- After each success/win, analyze what worked and what didn't, and how the situation could be improved, involving key stakeholders (leadership, staff, students, parents).

- Take great care with the recruitment and hiring of new staff, especially senior and middle managers. The wrong person in a key position can destroy everything you've accomplished thus far. It takes years to build a restorative culture, but a very short time to destroy one. The school's governing body needs to ensure that these decisions are made with culture change momentum in mind.
- Give a range of staff from across the school community responsibilities for new projects. This develops leadership and increases the likelihood of ongoing buy-in.
- Bring in new blood to the implementation team with their fresh ideas and opportunities to develop leadership.
- Engage with agencies and organizations that are also involved with families and children (police, children services, family services, housing, local and county councils, authorities, health agencies) so that a whole community approach to problem-solving might be explored.

It is in this pivotal stage of implementation that the role of leadership again becomes critical—leading for long-term change, rather than leading a school out of crisis or out of a sense of urgency around the need for change. This is the hardest part of the journey. "Schools that have been successful in sustaining practice have created leadership throughout their schools, with young and inspiring teachers taking the lead on implementation and sharing practice" (Thorsborne and Blood, 2013).

Step 20: Maintaining Gains

☐ RP Implementation Team Meeting No. 9 Objectives…….222

☐ RP Implementation Team Meeting No. 9 Overview……..…223

To be handed out
to the Guiding Team

RP Implementation Team Meeting No. 9 Objectives

(Objectives, Agenda, Materials, Set-up)

This planning meeting may be facilitated by the KBAS RP Team, school site RP leadership team, school leader, or any member of the guiding team.

For Guiding Team

Workshop Objectives:

1. Build and strengthen staff community
2. Experience the circle process
3. Planning around key areas

Agenda:

- Large group circle
- Strategic Plan
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- Handouts (see attached documents following the script)
- PD agenda and objectives displayed
- Poster paper
- Markers

Handouts: Analysis Worksheet (6-14C); Key Areas Template (6-14D); Planning Guide (7-17A).

Room Set-Up:

Prior to the workshop, set up the room as follows:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle
- Poster paper and markers ready for distribution

To be handed out to the Guiding Team

RP Implementation Team Meeting No. 9 Overview

The pressure to maintain the changes must be kept up, consistently practiced, and constantly evaluated. Remember, it's the ongoing journey towards the vision that counts, especially as school communities and societies are constantly evolving.

Using Handout 7-17A, your planning should address the following key areas:

- Talk up the gains that have been made at every opportunity. Discuss why performance, both academic and behavioral, have been improving. Don't assume that staff, parents and students will realize it on their own.
- Continue to develop staff (learning and growing). Do not assume that you have arrived and you no longer need to focus on RP.
- Continue to recruit and hire the next generation of teachers and leaders who are committed to the same values you now hold so high.
- Be aware that every year a new class of students, parents, and teachers will enter your building and you must be prepared to enculturate them into your school's vision and mission.
- Showcase your successes to other schools and stay abreast of best practices with whole-staff readings and development. Send staff to conferences and have them bring back what they've learned to the entire staff.
- Continue to build awareness and collaboration in and with the wider community.

CONCLUSION

In these eight stages and twenty steps, you have some concrete strategies that will help you focus on change and implementation to a restorative paradigm. It will take strong leadership, grit, and vision to make this change a reality. Progress is often two steps forward and one step back, but if you view it all as learning opportunities and know that the direction you seek is the right one, change will come sooner than you think. Once you begin to see the gratitude families show you for your patience, understanding, and care, you will feel the power of RP. It will make you proud to be part of a school community that is identified as caring and having high expectations and standards for academic achievement and staff and student welfare. The time has come. We need to understand how to harness this idea of restorative justice in our schools; to become skilled at creating positive school culture, and to embed this idea and philosophy so it doesn't disappear once we move on. We are teaching students skills for life, not merely managing their behavior.

Restorative Circles

Special thanks to Amos Clifford and The Center for Restorative Practices

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I. Introduction: Restorative Circles

Special thanks to Amos Clifford, The Center for Restorative Practices.

"Circles go a long way towards building trust between teachers and students. Over time, your classroom becomes a community of learners, but most importantly, that community has trust and the ability to be vulnerable without judgment. That's critical for climbing the mountain to college. We need each other for support, so that we experience obstacles and failure, we can rely on each other for support and advice."

Padmini Jambulapati, Sixth Grade ELA Teacher

"Principal Hubbard attributes the drop in suspensions at Kipp Bayview — from 40 of 270 students in the 2011-12 school year to 21 of 297 last school year — to its use of restorative justice practices."

"Charter Schools Slow to Discipline Reform"
San Francisco Examiner, Monday, April 11, 2016

Purpose: Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and repairing the harm caused by individual(s). This manual provides step-by-step instructions for developing the skills and concepts of restorative circles to build safety and trust within a classroom/community.

Why Circles

When circles are implemented deliberately, thoughtfully, and consistently, and with certain goals in mind, we see the culture of a classroom (school) change. Circles message equality—everyone has equal seating and all participants create an environment of safety and trust. Everyone plays a role and all voices are heard. When facilitating a circle (usually the teacher, but not always) remember to facilitate, rather than lecture. Circles build connections as everyone hears everyone else's response, and a feeling of ownership develops as participants share with the whole group.

Connection before Content

Circles should be used to build community first. Don't let the first time you use a circle be in dealing with a negative or a serious problem. When facilitating proactive circles make sure that you:

- are upbeat and engaging
- avoid power struggles whenever possible
- make the exercise light and easy
- ask students to briefly answer low-risk questions like, "What is one goal you have for this class for the rest of the year?" Say, "One thing you noticed that the person on your right does well." " What are you looking forward to learning about in school today?"
- work playfully with resistant students to get them to give an answer

Show how circles can be done in relatively little time. Draw a diagram on the board to demonstrate how students can move desks out of the way and quickly get into a circle. Practice the choreography until they get it down within 30-45 seconds.

Resistance to participating in a circle – particularly early on– is generally a result of fear and not belligerence. Circles are rituals of democratic voice. They provide safety, consistency, and tangible bridges from one thing to the next.

Here are a few things to know about circles:

- Circles can be related to course content or to interpersonal relationships.
- Circles help students take responsibility.
- Circles allow quiet voices to be heard.
- Circles allow leaders to emerge.
- Many students will say "I don't know" or "Can I pass?" Make sure you have responses ready for these statements.
- The shape of the circle is important.
- Clear directions increase the likelihood of success.
- Leaders should model appropriate participation.
- Circles can help students explore issues on a deeper level.

- Circles allow students to learn about each other and build relationships.
- Circles encourage problem solving.

Circle Applications

A talking piece can be anything that can be safely passed around the circle. While this object can be something mundane, like an eraser or a box of pencils, you may also want to pick something more symbolic to the group. Whoever has the talking piece in hand is the only one who is allowed to speak. It is then passed around the circle during the go-around. Having a talking piece is another way to reinforce the fact that one person talks at a time and that person should have the group's attention. This can also help give fidgety kids something tactile to do while speaking.

For your first go-around with the group, choose something fun and personal but low-risk such as "Where is your favorite place to go on vacation?" or "What is one highlight you've had from the past week?"

Types of Circles

There are a few types of circles you can use.

- Sequential go-around – the easiest and most controlled to run.
- Non-sequential circle – allows more freedom.
- Fishbowl – a different way of doing either one of those.

Sequential Go-around

In a sequential go-around there are typically specific questions that are answered in order around the circle. Participation is expected although not always required. Frequently, a talking piece can be used to help provide additional structure.

Non-Sequential Circles

Non-sequential circles can feel less controlled but they have benefits in certain situations. They can be highly or loosely structured, or unstructured. There is no particular order of people speaking and the expectations for participation are more relaxed. A loosely structured circle would involve a more general question like: "Does anyone want to share their reaction to the activity we just did?" or "Who needs help today to finish their project?" Unstructured circles will typically be more like groups. They tend to include activities that allow participants to self-

identify the topics they would like to discuss, although the facilitator may set parameters at the outset. These circles require the facilitator to be highly aware of the "feel" of the discussions so they can intervene when appropriate.

Fishbowl

Fishbowls are an effective way to use circles with a larger number of participants. The fishbowl allows certain participants – in the inner circle – to be active participants while those in the outer circle act as observers. This can be structured entirely for the observers' benefit so that they can observe some specific processes or interactions. They can also be used for the participants' benefit by allowing the observers to share their feedback at the end of the activity, or any combination of the two.

A modification of the fishbowl is to include an empty chair in the inner circle. Those in the outer circle are invited to leave their seats and sit in the empty chair to briefly participate in the discussion. After they say what they want, they return to their original seats, leaving the empty chair available for anyone else who wishes to participate. The empty chair is a helpful tool in fishbowls because even if members of the outer circle do not use the empty chair, they know they could, which helps them pay more attention to the activity.

Secrets to Success

As you begin using circles it will be helpful to keep several things in mind.

- The clearer the topic and goal of the circle, the better participants will be able to respond appropriately.
- As a facilitator you should set a tone that circles are worthwhile and fun.
- When participants stray from the topic you should gently refocus them by repeating the topic or question on hand.
- Frequently when doing circles, it is helpful to pull a few participants aside beforehand to get their support and commitment to participate appropriately.

When Introducing Circles

- Make sure that participants understand why you are doing circles. Remember that this will be new and uncomfortable for them. Understanding your rationale will help put them at ease.
- Be upbeat and positive about the circle and remember that any resistance you encounter is probably from participants' fear and discomfort rather than a desire to be defiant.

Check in and Check out

A very common circle application is check-in and check-out. These are sequential go-arounds that are conducted at the beginning and the end of some period of time. This can be the beginning and end of a class, a day, a week or any other logical time unit.

- They can be about the course content, or about interpersonal relationships.
- They help build accountability on the part of the participants.
- They are frequently about agreements that everyone makes about their behavior or goals and achievements.

Keys to Success

The following section has been adapted from Amos Clifford, The Center for Restorative Process, Teaching Restorative Practices and Classroom Circles Handbook developed for the San Francisco Unified School District.

The Shape of the Circle

The physical arrangement is important and greatly affects the quality of the circle. It's crucial to the circle process that everyone can see every face without having to lean forward or back. Sometimes space doesn't allow forming a perfect circle, and you'll have to make do with the best available. "*Circles are better than ovals; ovals are better than squares; squares are better than els; els are better than nothing!"*

Circles work best when the physical space is open without barriers between participants. Arrange the space so there are no tables or desks between students or in the middle of the circle. Map out a plan for moving desks and furniture and then practice it with students. If your classroom or the furniture you have does not support this perhaps there is another place on campus where you can go for your circle meetings. Wherever the space, it should be calming with few distractions and consistent from week to week.

Using the Talking Piece

A talking piece is used frequently during circle. It can be anything that is easily passed from one student to another. Beautiful objects found in nature make great Talking Pieces—feathers, driftwood, river stones, seashells. Animal figurines are appreciated by many students. Some classes adopt a particular talking piece and use it for every circle. Some put a variety of talking pieces in the center and let the student who starts a round choose one for the round.

You will not always use a talking piece; sometimes it will make sense to simply call on students who raise hands. But the great advantage of a talking piece going around the circle is that each and every student knows that they will have a chance to have their voice heard, and to be seen by others. When you do set the talking piece aside, do so explicitly—call attention by to the shift away from the talking piece by saying, "I'm setting the talking piece aside for now." Do the same when you pick it back up.

One of the most important tasks of circle keeping is defending the talking piece. This may mean continually reminding students to respect the talking piece by giving the person who is holding it their full attention. Work toward getting students involved in this; perhaps assign two or three each circle to act as "talking piece defenders."

A Circle Keepers Toolkit

These are some of the things to keep in a Circle Kit. You can create your own toolkit that reflects your particular style of circle leadership.

- Bell—a small “singing bowl” style meditation bell.
- Talking pieces: a selection of 3 to 6, various items including sticks, stones, seashells, feathers, stuffed animals, toys, and so on.
- Fabrics: a few fabrics that have rich colors and/or textures, sufficient to cover an area about 3’ on each side.
- Battery-powered LED candles are a safe way to create a sense of warmth emanating from the center of the circle. Placed in the center, they represent the traditional “children’s fire” kept to remind the community to act with awareness of its responsibility to the children present, and those yet to be born.
- Bowl: Find a handmade bowl that can hold water or stones. You can float flowers in this bowl.
- Kalimba: An African musical instrument made with a gourd and spring steel tines.
- Rattle: Any kind of rattle will do. It can be used as a talking piece, or can be given to a student to use during the circle to signal if the circle needs to refocus.
- Stones: A selection of small polished stones or smooth river rocks
- Animal Figurines: Make great talking pieces representing each animal’s unique characteristics. If given a selection of different animals, students will often choose one whose characteristics mirror the current process of the classroom community.

Prompts and Questions

High quality prompts are questions that give the circle its energy and focus. The circle keeper asks a question and invites everyone on the circle to respond (including the circle keeper). Some questions are proactive and are about building and maintaining community. *Check-in questions* are an example of this. Some prompts are about responding to specific challenges. *Restorative questions* are a sequence of prompts that guide dialogues leading to understanding the consequences of harmful behaviors, and agreements about how to repair those harms. *Closure questions* invite reflection on what has happened in the circle.

High quality prompts have these characteristics:

- They are **relevant**: questions about something that is real and meaningful to the lives of students.
- Often a high quality prompt **gives voice to existing unspoken questions** that are in the social field; consider this: "What does it mean to be popular?" as an example of a question that is implicit in many students' minds, but is perhaps rarely discussed openly.
- **Simple and clear** language is used.
- They are **open-ended**: not yes-or-no questions, but worded in a way that invites deeper inquiry.
- They are about **inquiry, not advocacy**; discovery, not teaching facts or proving a point. Thus, a prompt framed as "Why is it always best to be polite?" may be helpful, but it also assumes its own conclusion; you may as well say, "It's best to be polite. Tell me why." It might be more interesting to ask, "What makes relationships work out well?"
- Often prompts **are related to current events** for which time is not planned in the curriculum. In the week after the earthquakes and tsunamis that devastated Japan we made time in all of our circles for students to share their questions and concerns. It was simply a matter of asking, "Does anyone have anything they would like to say about the earthquakes and tsunamis?" And you bet they did; the emotional load carried by many of these students was immense. Circles were a perfect opportunity to make room for them to ask questions. (We learned that many 4th and 5th grade students in the San Francisco Bay Area were afraid that the tsunami was going to wash them away, along with their school and families, and were sitting in their classrooms silently and politely containing their terror.)
- They **support re-storying**. Re-storying is the process by which we loosen the grip that stories that we have constructed about each other and our world have on us, thus opening up new possibilities for how we see and experience each other.
- They **energize the class** and get the attention of students.
- They invite deeper follow-up questions.

Samples

Questions for Getting Acquainted	**Prompts For Restorative Dialogue**
Share a happy childhood memory. If you could be a superhero, which superpower would you choose and why? How would your best friend describe you? What would you NOT want to change about your life? Why? If you could talk to someone from your family who is no longer alive, who it would be? What would you want to talk about? If you had an unexpected free day and could do anything you wished, what would you do? If you were an animal, what type would you be and why? What is a memory you have of time spent in nature? Who do you respect, and why? What change would you like to see in your community? What can you do to promote that change? What was a time when you were outside your comfort zone? What did you do, and what were the results? What is it like for you when someone is angry at you?	What happened and what were you thinking at the time of the incident? What have you thought about since? Who has been affected by what happened and how? What about this has been hardest for you? What do you think needs to be done to make things as right as possible?

When we use restorative questioning or prompts we are not trying to force an outcome. The foundational requirement for circles is the understanding that people feel welcomed to express themselves; for them to experience that their voice matters. It is not the purpose of circles to directly impose one's will, try to counsel,

or even heal anyone's experience, although these results often happen on their own by the sheer process.

Circles build trust. When trust between students is created, a social environment, one in which students feel safe taking risks, is established. Therefore, participation is voluntary—students do not have to speak if they choose not to—but they are encouraged to ask for help from others in the group if they get stuck on a question. If many students are passing and/or if sharing is superficial, it may be indicative that students do not feel safe in sharing and that there isn't sufficient trust within the community.

Characteristics of Prompting Questions	
…for Building Trust and Connectedness	…for Building Intimacy and Authenticity
• Non-controversial subjects • Easy to answer without introspection • Wide range of choice in answers that are honest • Fun and fast, invite lots of smiling • Not particularly "edgy;" do not invite students into new territory • Primarily about story telling—connecting, rather than content	• Subjects may be controversial • Less choice in how the questions may be answered honestly • Answers may require time and introspection • Often edgy, inviting students to share in ways that are new or unfamiliar • Primarily about emotional expression and developing skills (content)

Guiding Principles for Circles

Until students fully understand the ground rules for circles, it is wise to review these with students each time you begin a circle:

- **Speak from the heart**
- **Listen from the heart**
- **No need to rehearse**
- **Without feeling rushed, say just enough**

Agreements

In addition to the *Guiding Principles*, each classroom makes its own agreements. Agreements within the circle are not a one-time discussion; it should be ongoing. Your class may come up with their own, but common meta-agreements include:

1. Anyone can ask for an agreement at any time.
2. Anyone can ask to modify an agreement at any time.
3. If there is no consensus about a proposed agreement, it is not an agreement, and it is the responsibility of each member of the circle to be mindful of this fact. For example, if even a single student does not agree to keep things shared in the circle confidential, then there is no confidentiality agreement and all students should keep this in mind when they share.
4. Maintaining the agreement is everyone's responsibility (not just the teacher's).

Proactive versus Reactive or Responsive Circles

Proactive circles are known as community-building circles. They are low-risk, and the purpose is to establish contact with people building safety and trust. Reactive—also known as responsive circles—involve higher-risk situations and dialogue designed to address and repair harm that's been caused.

Community Building Circles are about giving students an opportunity to get to know each other and establish positive connections, including agreements about how they ought to treat each other. Every circle includes community-building activities in the beginning. Some circles focus exclusively on this task by building and deepening connections among students. Connection can be invited in several dimensions besides the interpersonal. There is connecting to physical sensation, for example. Before passing the talking piece you can invite students to sit quietly with their eyes closed and tune in to what their bodies are experiencing. The same goes for emotions, and for what thoughts or concerns might be present. The aim here is to support students in whatever process they are feeling; to give permission to "come as you are." This in turn can support the authenticity of the dialogue when the circle moves into taking care of business such as discussing conflicts or other class issues.

Responsive Circles use specific high-quality questions to explore challenging circumstances and move toward making things right. Choosing questions that are "real" for the students is essential to eliciting *content that matters.* When the content matters, the circle will be energized and focused. The Restorative Questions included in this manual articulate the real, actual questions that exist when there is conflict or when someone has harmed someone else. Students readily become engaged with these questions because the content of the circle is truly relevant to their lives; it matters.

Sequence of Events in a Circle

The sequence of events is important. If you establish a **circle pattern** from the beginning, and use it consistently, students will know what to expect. The following sequence works well, although not every element is included in every circle. Each step in the sequence is discussed below.

Starting the Circle 5-10 minutes	1. Arrive (circle keeper centers self) 2. State the purpose of the circle 3. Open the circle 4. Teach and remember circle guidelines 5. Make and remember agreements
Doing the Work of the Circle 15-30 minutes	6. **Connection**: Check in round with talking piece**;** 7. Core activities: • Community-building/connection • Restorative practices content or deeper connection. 8. **Closure:** Check out round
Ending the Circle 5 minutes	9. Close the circle 10. Debrief with colleagues

Step 1: Arrive (before the circle): Check in with yourself prior to starting the circle. Assess your energy level, your emotional state, physical condition, and anything else that will have an impact on how you show up as a circle keeper. The goal is not necessarily to change anything, but simply to be aware. This awareness of your actual condition can be a powerful tool in circle keeping.

Step 2: Opening the Circle: After the students are seated in a circle, it is very helpful to have a routine that you use as a ceremony at the beginning of each circle.

This marks a transition from regular classroom time into the "special" non-ordinary time of circle. This is a good time to place items into the center of the circle to help give it focus. Some teachers read a poem or some inspirational prose, or place a battery-powered candle or flowers in the center.

Step 3: Teach Circle Guidelines: Remind the class of, or ask them to recall, the guidelines that reliably help circles function well. Write them on the board as students recall or use posters. They are:

- **Respect the talking piece**
    - Give those who hold it your full attention
    - When you are holding it give full attention to your truth
    - Speak to the center of the circle
    - Handle the talking piece respectfully
- **Speak from the heart:** Speak for yourself: your perspectives, needs, experiences.
    - Trust that what comes from the heart will be what the circle needs
- **Listen from the heart**: Let go of stories that make it hard to hear others
- **Say just enough**: without feeling rushed, say what you need to say ("lean expression").
- Trust that you will know what to say when it is your turn to speak: **no need to rehearse**

Step 4: Make and Remember Agreements: In addition to the intentions, which apply to all circles, each individual class should be given multiple opportunities to make additional agreements, for example, about confidentiality, gossip, and so on. Let the group find its own wording. Use "fists to five" to generate consensus. All agreements should be by consensus. Agreements are not imposed by an authority; they are negotiated by the group.

Step 5: Connection: Do a check in round with the talking piece. Begin every circle with a check-in round, in which all students are invited to respond to a question. This gives students a chance to put their voices into the circle and feel connected. In the first circles, keep this question very low-risk, and make it progressively more personal at a pace the circle can handle. It can be helpful to ask students for ideas about check-in questions. Relevant questions are preferable…meaning those

questions that have to do with the actual situation. So, if the students have just returned from a holiday, a relevant question might be "share something memorable from your holiday."

Step 6: Responding to Challenging Circumstances: Restorative Content. If there are "live" issues to discuss, this is the time to move into them with restorative dialogue. It is important to name the issue clearly and accurately; it's best when this comes from the students, but can also work when issues are named by the teacher. Lessons 3 and 4 in Part 3 of this manual help students learn how to identify and name issues. Note that the approach used in these lessons is to *learn about* restorative dialogue by *engaging in* it, through progressively more direct and challenging dialogues.

Step 7: Closure Question. Ask students to comment on their experience in the circle. If you have very little time (as is often the case) ask for a two-word checkout: "Say two words about your experience in the circle today." This "rounds out" the circle.

Step 8: Close the circle: In a way that is intentional—perhaps even a bit theatrical—put away the center, ring a bell, or make some other small gesture to signal moving back from circle time into ordinary time.

Step 9: Debrief with colleagues: What did you learn? Any surprises? What memorable things happened that you want to remember? What frustrations did you encounter? Find a trusted friendly colleague who is also doing circles and debrief each week with these questions or similar ones. Sit in a circle and use a talking piece…trust the circle!

Making Connections; Building Community

The Check-in Round

Near the beginning of every circle is a check-in round. A question is put into the circle, and the talking piece is passed so that everyone in the circle can answer.

Almost any low-risk, relevant question will do. The key is that everyone has a chance to have their voice heard, and to reveal something about their inner lives so that others can see them, and they can feel seen. See if you can identify a question that is also about something relevant to an actual social situation prevailing in the class.

Students love to suggest questions for check in and check out. It's good to let them do so, especially when they've had experience with a few circles. When students contribute questions they feel ownership and responsibility for the circle. One way to get student questions is to ask for several ideas and then choose one or combine a couple. Often it's good to add "and why" to a student's question; for example a student may suggest "What is your favorite movie." Modify this to "What is your favorite movie, and share two reasons why."

The Responsive Circle

Type of Circle: Sequential, Non-Sequential, Fishbowl.
Many classrooms dedicate a circle to discussing how to bring problems that students are noticing to the attention of the whole class, so together the whole class can work to solve the problem. Convene a circle and ask the students for ideas about what kinds of problems might be appropriate to bring to circles for discussion. Then ask what a good procedure might be for naming these problems. Let students contribute ideas until they arrive at a solution. A typical solution is to have a box into which students can put notes about problems they feel should be discussed in circle. Some circles can be dedicated to this discussion. Basic and fishbowl circle formats are useful for this (*see lesson plans in Section II of this document*). These circles can give students the feeling of being empowered. They can also help teachers who feel they have been carrying the burden of classroom problem solving by themselves experience the relief of having students who partner with them in this important task. See lessons 5 and 6 in Section II for detailed descriptions of circles of this type.

Story of the Day

Type of Circle: Sequential, Non-Sequential, Fishbowl.
After a field trip or other special event where students have had an unusual experience, their learning is greatly enhanced by this type of circle. Gather students

into the circle and, using the talking piece, invite them to tell a story in which something is shared from their day that was meaningful or interesting to them. You may have to model this; this activity is best done as a story in which there is a bit of plot. It can help if you suggest they tell it in the third person: “A boy was wandering on the trail one day when he spotted a rabbit…” Encourage them to add details. As students listen to each other’s stories they may realize their day was richer than they had previously thought. To close this circle invite comments from students about one thing that stood out for them.

More types of circles, circle scenarios and resources can be found at www.Centerforrestorativeprocess.com

II. Teaching Restorative Concepts and Dialogue

The following seven circle lessons were designed to develop a consistent circle experience using restorative dialogue. Some lessons may require repetition in order to better prepare students for long-term results. Each lesson offers an objective overview, lesson plan, and script. Teachers may use them as resources in developing their own scripts or as presented here in this document.

Teaching Restorative Concepts and Dialogue: Overview of Teaching Circles

Week	Page	Circle Title	Purpose
Lesson 1	244	Introduction to Circles	• Introduce circle format • Teach circle guidelines • Introduce the talking piece • Cultivate connection among students
Lesson 2	249	Circle Agreements	• Establish trust and safety • Teach a process of consensus • Make agreements about sharing and confidentiality
Lesson 3	253	The Chips Scenario	• Introduce restorative justice • Develop ability to identify how an incident may affect many people in many ways • Introduce the concept of "making things right" as an alternative to punishment
Lesson 4	263	The Issues that Affect Us	• Engage students in identifying issues that affect them, the classroom, and the school.
Lesson 5	269	Fishbowl Circle Discussions	• Use restorative questions to discuss issues affecting the classroom • Learn how to use the fishbowl circle format • Gain experience with asking restorative questions
Lesson 6	272	Exploring Conflicts, Expressing Affection	• Use restorative questions to explore and move toward resolution of conflicts with other students. • Use restorative questions to express appreciation of other students
Lesson 7	277	Maintaining Our Community	• Identify and discuss any issues that may have arisen with Guidelines and Agreements • Deepen students' sense of ownership and responsibility for circles and classroom climate • New agreements may be proposed and existing ones modified

Circles 5 and 6 can be repeated and used any time there is a conflict between students. Circle 7 can be used any time the class is not functioning well as a community (too much disruptive behavior)

Lesson 1 Overview—Introduction to Circles

Objective	Orient students to circles and how to participate in them.
Time	30-45 minutes
Purpose	Circles have their own set of guidelines that are essential for them to function well. This lesson introduces those guidelines and begins the process by which students will become skillful participants in circles.
Materials	Talking piece; something to put in the center of the circle; a poster of the circle guidelines, or write the guidelines on the whiteboard.
Other Preparation	Figure out in advance how to get your class seated in a circle without tables or desks in the middle.

Activities

Overview	Give a clear, simple and honest explanation, using your own words, of why the class will be meeting in circles.
Shape of the Circle	Everyone should be able to see everyone else's face without having to lean forward. This is important and will require everyone's cooperation each time we gather in a circle.
Check in Round	Review the list of prompts on pages 235, or Invite students to each tell about a time they have sat in a circle.
Introduce the Four Circle Guidelines	• Speak from the heart • Listen from the heart • Be spontaneous/no need to rehearse • Lean expression
Talking Piece	• Introduce the talking piece and how to use it: • Pass it respectfully • Give full attention to the one holding it
Circle Agreements	Introduce concept of circle agreements and why they are important. They will be discussed in the next circle (generally held at the same time next week).
Closing Round	Each student shares up to three words about their experience in the circle today.

Lesson 1
Introduction to Circles

Pre-Planning

Purpose and Objective	Objectives
Circles have their own set of guidelines that are essential for them to function well. This lesson introduces those guidelines and begins the process by which students will become skillful participants in circles.	• Understand reasons for being in circle. • Know a functional definition of the shape of a classroom circle. • Learn the four circle guidelines. • Learn how to use a talking piece in the circle.
Preparation and Materials	**Assessment Type**
Figure out in advance how to get your class seated in a circle without tables or desks in the middle. • You will need a talking piece. Examples include a small, soft toy; a special stick or stone; a rattle or gourd; or some other object that can withstand being passed around the class multiple times. • Choose something to put in the center of the circle; a piece of decorative fabric placed on the floor or a low table, with flowers or other beautiful objects. The talking piece can rest here until it is used. • Prepare a poster of the circle guidelines, or write the guidelines on the whiteboard.	
Relevant Data and Student Groupings	

Lesson Cycle

Introduction **5 minutes**	Before you begin your circle**,** give a clear, simple and honest explanation, using your own words, about why the class will be meeting in circles. If you are completely transparent about the purpose and goals the students will be more likely to trust the circle. **Explain** "We will be meeting in circles to learn ways to better communicate and solve problems we may have with each other. We'll be talking about restorative justice, which is a way to make things right between people after someone has done something hurtful." "The shape of the circle is important. Even if we cannot sit in a perfectly round arrangement, we consider it a circle when everyone is able to see everyone else's face without having to lean forward." **Move into Circle** Give students step-by-step instructions for how to move into the circle. We do not provide a suggested script for this because it will vary depending upon your situation. Because every class has a unique configuration you will have to develop the sequence of steps that works best for your class. Be especially vigilant about having students move their chairs safely; it may be helpful to discuss this and demonstrate prior to having them move.
Open the Circle (after the circle has formed) **3-5 minutes**	**Explain** "Besides the shape of the circle, we put something in the center. As we do more circles together we'll decide as a class what we should put in the center to symbolize what we want our community to be." **Set up Center** After students are seated; place something in the center of the circle: a colorful piece of cloth can be placed on the floor or a low table, and decorated with flowers or a small bowl containing water or stones. Do this in a mindful manner, with a touch of ceremony. **Dedication** Return to your seat and read an appropriate poem or ring a bell. Announce that the circle has begun.
Check in Round **10 minutes**	**Focusing Question** "Tell about a time you have met in a circle, such as around a dinner table, campfire, for a game, or in other classes or situations. Take turns sharing, going around the circle." OPTION: Choose another question from the list of prompts on page 235 or use your own prompt.
Core Activity **25 minutes**	**Circle Guidelines**

	Explain "Circles work best when we follow important guidelines. We will use the same guidelines every time we meet in circle. The more we use them, the more we will come to understand and appreciate how they support the time we spend together in the circle." Describe the following four circle guidelines. 1. **Speak from the heart:** This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak from the heart we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important. 2. **Listen from the heart**: We are used to judging other people. Sometimes without even knowing anything about another person we will make assumptions about them. These assumptions can keep us from really hearing what they have to say…and what they have to say may be something important and helpful. Therefore, when we listen from the heart we are trying to set aside any assumptions and judgments we may hold about the person. This opens up the possibility of making wonderful discoveries about each other. 3. **No need to rehearse**: In circles, we discover we can trust that we will know what to say when it is our turn to speak. We don't have to mentally rehearse while we are waiting for the talking piece to come our way. When we find we are rehearsing (everyone does) we remind ourselves "no need to rehearse" and gently bring our attention back to the person who is speaking. This guideline is sometimes referred to as "be spontaneous." 4. **Without feeling rushed, say just enough**, keeping in mind the limits of time and making room for everyone to speak. This intention is also called "**lean expression.**" It is related to "speak from the heart" because we often find that when we speak carefully we can express ourselves with fewer words than we would normally use, and that when we do our words often have more impact. One way to think about this is, when you are considering what to say, ask, "Does it serve the circle?" **Introduce the Talking Piece** This activity teaches respect for the talking piece. It invites sharing from imagination. Everyone gets to practice silence, and they experience speaking toward the center of the circle. For this activity choose a talking piece that has an interesting shape and texture, such as a piece of driftwood. • In our circles we will frequently use a talking piece. (Show them the talking piece they will be using in the next activity). Only the person who is holding the talking piece may speak. The person who is holding the talking piece has a responsibility to maintain the integrity of the circle by speaking from the

	heart. • It is sometimes important to be silent when holding the talking piece; this can help us to listen to our hearts and discover what is true for us. • When we speak, we speak into the center of the circle, adding our voice and our wisdom to the voices and wisdom of everyone else. • Pass the talking piece respectfully from one person to the next. • Sometimes we won't use the talking piece. **Activity** Demonstrate passing the talking piece by passing it first with the person sitting next to you, and have them pass it back. Next, pass it around in silence. As each person receives it, ask them to hold and look at it until they notice something about it…something they see in it, or something that it reminds them of. Do another round in which each student can share what they saw in the talking piece. Ask them to speak into the center. **Agreements** Besides the guidelines, when we meet in circles we might ask for additional agreements. Anyone can ask for an agreement. Common types of agreements cover things like treating what is said as confidential (not gossiping about what is shared in circle), agreeing not to tease each other later when something serious has been shared, and so on. **Focusing Question** Don't use a talking piece for this; invite brainstorming. This approach will help to clarify any questions that students hold about agreements. "Next time we meet in circle we will see if we can come to some agreements. What are some agreements that you think might be good for us to discuss?
Closing Round 5 minutes	**Focusing Question** Use the talking piece: "Share three words that describe your experience of the circle today."

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

Lesson 2 Overview—Agreements	
Objectives	Students will be introduced to the importance of agreements. Students will learn the "fists to five" process for consensus. The circle will have an opportunity to make agreements.
Time	30-45 minutes
Purpose	The primary purpose of agreements is to protect the safety and integrity of the circle. This circle can help to build trust, safety and integrity by inviting students to work together to come up with agreements.
Materials	Talking piece; something to put in the center of the circle; a poster of the circle guidelines, or write the guidelines on the whiteboard.
Other Preparation	Select an activity to open the circle; perhaps ask a student to read a poem.
Activities	
Open the Circle	Ring a bell, read a poem, etc.
Check-in Round	Using the talking piece, each student shares a time when an agreement was made and how it worked out
Guidelines	• Review the circle guidelines • Review appropriate use of the talking piece
Consensus and Fist to Five	• Explain what is meant by consensus • Teach the "fists to five" method for working toward consensus.
Making Agreements for the Circle	Invite students to propose agreements; use the "fists to five" consensus method to make group agreements. Explain that "the rules" about agreements include these "meta-agreements": • Anyone can ask for an agreement at any time. • Anyone can ask to modify an agreement at any time. • If there is no consensus about a proposed agreement, it is not an agreement, and it is the responsibility of each member of the circle to be mindful of this fact. • Maintaining the agreements is everyone's responsibility.
Closing Round	Using the talking piece ask students to share about their experience in the circle today.

Lesson 2
Agreements

Pre-Planning

Purpose and Objective	**Objectives**
Each classroom makes its own unique agreements above and beyond the universal circle guidelines introduced in the previous lesson. **The primary purpose of agreements is to protect the safety and integrity of the circle**. They are not prescribed by the circle leader. Agreements that are prescribed by the classroom teacher are not agreements; they are rules. While rules are important, they are not the primary focus of this circle. The circle leader has the responsibility to ensure that the group has opportunities to discuss their needs, to come to agreements, and to revisit and make new agreements as needed anytime the circle meets.	• Students will be introduced to the importance of agreements. • Students will learn the "fists to five" process for consensus • The circle will have an opportunity to make agreements. • Students will learn about "meta-agreements"--the rules that apply to agreements.
Preparation and Materials	**Assessment Type**
• Talking piece • Something to put in the center of the circle • A poster of the circle guidelines, or write the guidelines on the whiteboard	
Relevant Data and Student Groupings	

Lesson Cycle

Open the Circle 5 minutes	Move students into the circle. Put something in the center and open with a bell, poem or some other way. Students may have ideas about ways to open the circle; encourage them in this to help them begin taking ownership of the circle.
Check in Round 10 minutes	**Focusing Question** "What did you notice about the process of getting into the circle today? Do you have any suggestions about how we can do it more smoothly next time?"
Core Activity 5 minutes	**Explain Consensus** "Agreements in circle are always by consensus. Consensus does not mean that everyone is 100% in agreement. When someone proposes an agreement you can either (1) support the agreement, (2) accept it (which means you may not completely agree, but can live with it), or (3) block it. If even one person blocks the proposal then there is no agreement." "Often when people block a proposed agreement it is because they have a question or are thinking about something that the whole circle has not yet considered. So we use "fists to five" to check for the level of agreement. The procedure is: someone makes a proposal for an agreement. People discuss it. You don't have to use a talking piece; this can be done by calling on people who raise their hands. After the proposal has been stated, the leader waits a moment then says 'fists to five.' Each person holds up a hand; five fingers mean full agreement, a fist means no agreement. Any number of fingers in between means partial agreement." **Practice** "Let's practice. I am going to make a proposal. Think about if you agree. My proposal is: **That anyone can propose an agreement any time we are in the circle.** Are there any questions or discussion? Raise your hand." Answer questions and if needed, revise and restate the proposal, asking them to not respond just yet but to be ready to when you say 'fists to five.'" Repeat the (possibly revised) proposal, pause, then… "Ready? fists to five." Have students keep their hands up and look around the circle at each other to see the entire range of opinions. Ask outliers (those who hold up less than five fingers) *why* they held up the number of fingers they did. Often they will have important points to make or questions that are important to answer. After attending to these concerns the proposal can be repeated (often in a modified form) for another round of fists to five. Only those proposals that eventually receive fives all the way around are adopted as agreements.
Make Agreements for the Circle 20 minutes	**Focusing Question** "Are there ways in which agreements are different than rules?"

	Brainstorm If agreements are not reached by consensus simply acknowledge that fact, remind the group that agreements can be requested at any time, and in the meantime each person is responsible for keeping in mind what has and has not been agreed upon when they share. For example, if there has been no agreement about confidentiality, then each person is responsible to remember that what they share in the circle might be shared by others outside the circle. Write down any agreements that are reached. Ask students for ideas about how the class can remember them. **Meta-Agreements** Explain to students that many circles also have agreements about the agreements (meta-agreements). These are listed below. Read each one in turn and ask for fists to five to check for understanding and invite consensus. 1. Anyone can ask for an agreement at any time. 2. Anyone can ask to modify an agreement at any time. 3. If there is no consensus about a proposed agreement, it is not an agreement, and it is the responsibility of each member of the circle to be mindful of this fact. For example, if even a single student does not agree to keep things shared in the circle confidential, then there is no confidentiality agreement and all students should keep this in mind when they share. 4. Maintaining the agreements is everyone's responsibility (not just the teacher's).
Closing Round 5 minutes	**Focusing Question** Using the talking piece, ask students to share about their experience in the circle today. If time is short you can ask them to choose two or three words about their experience.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

NOTE: Another common way to work with consensus is to use "thumbs up" for agreement, "thumbs sideways" for the neutral position and "thumbs down" for blocking. As with fists to five, view the thumbs sideways and thumbs down as opportunities for further discussion, exploration, and refining of the proposal.

It sometimes happens that one or two students block many proposals. It is useful for the leader to simply name this out loud, in a neutral, "observer" voice. Often this will encourage students in the circle to speak to how this behavior is affecting them. The "blocker(s)" may then respond with an explanation of their thinking; if they feel heard and seen they may become more willing to go along with more proposals. This is how a well-functioning circle is supposed to work: a real issue that actually affects the circle (such as a student blocking the way forward) is discussed and the circle itself either resolves it or does not.

Lesson 3 Overview—Restorative Justice and the Chips Scenario	
Objectives	• Students will understand the difference between retributive and restorative justice • Students will be able to identify people who are affected by a hypothetical situation and will be able to explain how they were affected. • Students will learn how "making things right" differs from punishment.
Time	45 minutes
Purpose	Introduce Restorative Practices and key concepts
Preparation	• Review the lesson plan thoroughly and be prepared to tell a story of restorative justice, using one from the appendix following this lesson or one of your own. • Post the Circle Guidelines. • Post the agreements made by the class (optional: post meta-agreements.)
Materials	Some teachers find it helpful to have a digital camera to record the final chips scenario as it is drawn on the whiteboard at the end of the circle.
Activities	
Review the Circle Guidelines	Refer to posters to review guidelines and agreements. Review use of talking piece.
Check in Round	Choose a prompt from page 235, or create one of your own.
Tell a Motivating Story	See example stories in the appendix to this lesson. Tell one of these stories, or if you have experience with restorative justice tell one of your own stories.
Compare and Contrast	See chart in the lesson cycle on page 255. Draw chart on whiteboard to compare and contrast punitive and restorative justice.
Discussion Questions	• Using the punitive method, what would have likely happened to the wrongdoer in the story I just told? • What would have happened to those who were harmed? • How does this compare to what actually happened?
The Chips Scenario	This important lesson teaches the concepts: • Who is affected? • How are people affected (which includes what we mean by "affected")? • What are restorative actions—things that can make things right without over-reliance on punishment?
Closing Round	Using the talking piece invite students to share three to five words about how the circle was for them today.

Lesson 3
Restorative Justice and the Chips Scenario

Pre-Planning

Purpose and Objective	**Objectivs**
Introduce restorative practices and key concepts, including: (1) many people are affected by our actions; (2) there are many ways in which people are affected; and (3) if we understand how people are affected we can figure out what needs to be done to make things right.	• Students will understand the difference between retributive and restorative justice • Students will be able to identify people who are affected by a hypothetical situation and will be able to explain how they were affected. • Students will learn how "making things right" differs from punishment.
Preparation and Materials	**Assessment Type**
This lesson plan requires you to be prepared to tell a story that illustrates restorative practices. What is an experience you've had of how restorative practices have helped to make things right? Anyone who has used restorative practices many times will have some great stories to tell. It's completely possible to tell these stories in ways that preserve the anonymity of the participants, often by just changing some of the details to disguise the event. See notes at the end of this lesson for some true stories you can borrow. You can also search the internet to find more stories, using the search phrase "restorative justice stories." Post the circle guidelines. If your class has made a poster of agreements, post those also. You will need a talking piece for this lesson. You are encouraged to have materials to create a center for the circle. You will be using the whiteboard extensively during this circle.	
Relevant Data and Student Groupings	

Lesson Cycle

<table>
<tr><td>Open the Circle
5 minutes</td><td>Move students into the circle.</td></tr>
<tr><td>Check in Round
10 minutes</td><td>Pass the talking piece and invite students to respond to a check-in prompt. See page 235 for ideas.</td></tr>
<tr><td>Core Activity
30-40 minutes</td><td>
Motivating Story Tell a story that illustrates restorative justice in action (See page 234).
Restorative Justice Explain the difference between punitive and restorative approaches. Draw a chart like the one below on the whiteboard to support your explanation.

<table>
<tr><th>Punitive</th><th>Restorative</th></tr>
<tr><td>Only deal with the wrongdoer</td><td>Include those who are affected by the incident in the response</td></tr>
<tr><td>Focus on what rule was broken</td><td>Understand how people were affected and what harms occurred</td></tr>
<tr><td>Punish the wrongdoer</td><td>Agree on actions to make things right</td></tr>
<tr><td>Exclude wrongdoers through suspension, expulsion, etc.</td><td>Find what actions can be taken to repair harms and get right with the community</td></tr>
</table>
Discussion With the chart visible to the class, ask these questions:
• Using the punitive method, what would have likely happened to the wrongdoer in the story I just told?
• What would have happened to those who were harmed?
• How does this compare to what actually happened?

The Chips Scenario Restorative dialogue requires its participants to shift their thinking about wrongdoing from “who is wrong and how should they be punished?” to “who is affected by what happened, and how?” The ability to ask and answer these questions is the essential prerequisite for coming to agreement about how to make things right.

Key Questions
• Who is affected?
• How are people affected (which includes what we mean by “affected”)?
• What are restorative actions—things that can make things right without over-reliance on punishment?

Instructions for the Chips Scenario
1. Draw three circles on the whiteboard, each representing a student in the scenario. Label them students 1, 2, and 3.
</td></tr>
</table>

	2. Explain: “Student 1 brought a backpack to school with a bag of chips in it. When he was not looking, without his permission student 2 took the chips from his backpack. Later student 2 shared the chips with student 3, and did not tell student 3 where they came from. “ 3. Ask: “Who is affected and how?” 4. Record answers, asking prompts as necessary. Most circles will have many answers for each of the students. 5. Ask (some classes will already speak to this): “Who else, not on the chart, is affected, and how?” 6. Record answers. Allow students to think of parents, teacher, principal, and others. 7. Ask: “What can be done to make things right?” 8. Record answers. Modify the scenario as necessary to be relevant to the grade level and social situation of your students. Some classes have found this activity to be very helpful and have applied it to actual situations, using it as a form of peacemaking in the classes whenever issues and conflict emerge, by charting maps of those who were affected, how, and what can be done to make things right.
Closing Round 5 minutes	**Focusing Question** (With talking piece) “Share a few words about your experience of the circle today.” The chips scenario. Begin with the three circles representing the students in the scenario, tell the story, and ask: “Who is affected, and how?” Typically the chart will become much more complex than the one shown here, with many more ideas about how people are affected.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

Appendix to Lesson Plan: Stories of Restorative Circles in Action

"I'm going to take that family for everything they have!"

That's what the insurance company agent said after 4th grader Marcos lost control of a bottle rocket while playing with it on school grounds on a Saturday. The bottle rocket lit up a bush next to a classroom, starting a fire that caused $300,000 worth of damage to the building and its contents. He was arrested and also suspended from school. The authorities who reviewed his case offered him and his mother a choice: restorative justice, or take his chances with the courts. They chose restorative justice.

The restorative circle included Marcos, his mother, the school principal, and the insurance agent. Her job is to recover as much money from people who caused the problem as possible, thus reducing the amount the insurance company had to pay. Before she came to the circle she was determined to make Marcos and his family pay the whole amount, even if it took years. Others in the circle included three firemen who had put out the fire, the police officer who arrested Marcos, and a leader trained in restorative justice who facilitated the circle.

The restorative circle was the first time the insurance agent actually met Anthony and his mother, Maria, a single parent with a part-time job. As she listened to them talk, she came to understand their situation. She saw how sincerely remorseful they were, how much Anthony regretted the accident—and that, indeed, it was an accident. She understood how sincerely he wished he could fix this situation. Maria said she would do everything she could to make it right. She had only a part-time job at minimum wage, but over the years she had saved up $4,200. She offered it as a first payment.
The insurance agent got up from her chair, walked across the circle, sat next to the mother and said, "Don't take out that money. Together we'll find a way to work this out." Marcos agreed to help at the fire station and to help with the landscaping at the school to repair some of the damage to the grounds. He was still on probation, which everyone (including him) agreed was fair, and he had a lot of work ahead of him to catch up on classwork after his suspension. But he did not have to go to juvenile hall, and his family (which could not afford it) did not have to pay a huge fine.

It was the perfect crime, carefully planned by four seventh grade boys.

They waited until the teacher was out of the room. Two boys stood as lookouts at opposite ends of the hallway. A third boy waited by the classroom door with an open backpack. The fourth went in and took Ms. Jackson's laptop computer from her desk. He put it in the waiting backpack and signaled the lookout. The boys dispersed. Nobody had witnessed their crime.

Ten minutes later they were all under arrest, waiting with the campus police officer in the principal's office while their parents were being notified. The teacher had immediately alerted the principal when she discovered the laptop was missing; he called in the police; the campus was closed and backpacks

were searched. The laptop was quickly found and the boy in whose backpack it was hidden immediately confessed, and told who the other boys were.

The principal and teacher decided to have a restorative circle. It was attended by the four boys, their parents, the principal and Ms. Jackson, the teacher. There were also two facilitators who had been trained to lead restorative justice circles.

One of the first questions asked was “What happened?” This gave the boys a chance to explain what they did and what they were thinking. They felt embarrassed and ashamed as they told their stories. The “reasons” they had for stealing the computer sounded pretty lame when they had to share them, and they knew it. The teacher told the story of how she came into the room and discovered her laptop was gone. At first she didn’t believe it; she wondered if maybe she had left it at home. It was hard for her to believe that it might have been stolen by students. Then she went to the principal’s office to report the theft, and that’s what led to the arrests.

The next question was “How have you and others been affected by this?” The boys spoke first. They talked about being embarrassed; they were also mad at each other. Ms. Jackson spoke next. The boys sat slumped down in their chairs, arms folded in front of them as she told how she had lost trust in her students and didn’t feel safe in her classroom anymore. The boys didn’t seem very affected by what she was saying. Then the facilitator asked her, “What was the hardest thing for you?”

Ms. Jackson started crying. The feelings she was having right there in the circle were so strong that for a few moments she could barely speak. Finally she was able to explain: “I was so terrified as I was walking to the principal’s office. You see, I had not followed our school policy of keeping laptops locked to the desk. I just knew he was going to fire me. I felt my whole career crashing down on me… I just felt stupid, and so much despair.”

As she tearfully explained, tears also appeared on the faces of the boys. The sat up and uncrossed their arms so they could wipe away the tears. Finally, they understood. For perhaps the first time, they realized that what they do affects other people in very important ways. They did not expect that their actions would be so hurtful to Ms. Jackson, and they didn’t understand until just now, when she shared. It was a huge moment of realization for them.

After Ms. Jackson shared, the restorative circle was able to make agreements about what the boys could do to make things right. What do you think should have been in the agreement?

Lesson 4 Overview—The Issues that Affect Us	
Objective	Students will have an open and honest discussion of the issues affecting their class's functioning as a learning community.
Time	30-45 minutes
Purpose	Introduce Restorative Practices and key concepts
Preparation	This circle gives students an opportunity to name the things that are bothering them. It provides a foundation for restorative discussions in future circles.
Materials	It is often a good idea to-do a community-building circle between lessons three and four. If you do this, it would make lesson four follow two weeks after lesson three.
Activities	
Review the Circle Guidelines	Ask students to remember circle guidelines. Stay with this until they remember the four guidelines and respecting the talking piece. Review the class's agreements as well.
Check in Round	Invite students to check in with one thing they look forward to today or this week, and one thing they dread or do not look forward to.
Brainstorm	Invite students to brainstorm a list of the things that happen at school that bother them. After the first list has been made, make a second list. Ask the students to list some of the things that others do that they really appreciate. When both lists have been made, ask the class to name the lists without using "good" and "bad."
Closure and Remembering Agreements	Explain that in future circles they will be invited to discuss the issues that affect them in greater detail, and that you will show them a way that has helped many classrooms reduce some of the more annoying and disruptive behaviors. Use this time to remember agreements as well.
Closing Round	Use the talking piece. • If most students have been engaged and are sharing openly invite them to share the one thing from the list made during today's discussion that is most relevant to their personal experience of the class. • If students are not sharing openly yet, ask them for a less risky check-out question; two or three words about today's circle experience is generally a good bet for a check out.

Lesson 4
The Issues that Affect Us

Pre-Planning

Purpose and Objective	Objectives
This circle gives students an opportunity to name the things that are bothering them. They find they are not alone. Teachers are sometimes surprised to learn that the things they are frustrated by are also a source of distress to students…even those who misbehave. This activity provides a foundation for restorative discussions in future circles.	• Students will develop a list of things that affect them or other students in negative ways. • Students will have an open and honest discussion of the issues affecting this class's functioning as a learning community.
Preparation and Materials	**Assessment Type**
You will need to have a talking piece and materials; for this circle do NOT post the guidelines; have a poster of the class agreements ready to post, but reserve it for the end of the circle.	
Relevant Data and Student Groupings	

Lesson Cycle

Introduction 3 minutes	Ask students to raise hands if they remember a circle guideline and call on them to share what they remember. Stay with this until the four guidelines and respect for the talking piece have been remembered. You will review circle agreements at the end of this lesson.
Open the Circle 10 minutes	• Move into the circle. • Invite students to set up the center. Check to see if any of them would like to offer a dedication. If they decline or do not feel ready, offer one yourself. **Focusing Question** Passing the talking piece around the circle ask, "What is an example of a time when something someone did affected the feelings of others around them. Don't use names."
Core Activity 25 minutes	**Brainstorm** "A ripple is what happens when you drop a pebble into a pond of water. Long after the pebble has settled to the bottom, it still sends out a series of

	rings that reach to the edges of the pond. Every action we take also sends out ripples into our lives. People are affected in different ways, depending upon what type of ripple we are sending out. What are some examples?" "Let's make a list of things people do that send ripples out into our classroom and school." • It's a good idea to write the list on a large piece of paper so you can save it and refer to it in future meetings. • Ask the students to help you divide the list into ripple effects they don't like. • This can be a lively activity and some strong feelings may emerge. Let students know that they will be working with this list in the next circle to begin discussing how they are affected by some of the behaviors, and where the effects are painful or harmful, to begin working toward making things better.
Review Agreements and Close 5 minutes	Let the students know that in future circles they will be invited to discuss the issues that affect them in greater detail, and that you will show them a way that has helped many classrooms reduce some of the more annoying and disruptive behaviors. Explain that for these upcoming discussions the group agreements that have been made will be very important. Display these on the whiteboard or a poster. Call on students to see if they remember the "meta-agreements." Likely you will have to remind them that: 1. Anyone can ask for an agreement at any time. 2. Anyone can ask to modify an agreement at any time. 3. If there is no consensus about a proposed agreement, it is not an agreement, and it is the responsibility of each member of the circle to be mindful of this fact. For example, if even a single student does not agree to keep things shared in the circle confidential, then there is no confidentiality agreement and all students should keep this in mind when they share. 4. Maintaining the agreements is everyone's responsibility (not just the teacher's). It is possible that students may want to propose additional agreements at this time, or modify existing ones. If time permits go ahead with this; it is a great way for students to take more ownership. If not, consider scheduling an additional circle just for this purpose. **Focusing Question** For a check out round, use the talking piece. If most students have been engaged and are sharing openly, invite them to share the one thing from the list made during today's discussion that seemed most relevant to their personal

	experience of the class. If students are not sharing openly yet ask them for a less risky check-out question; two or three words about today's circle experience is generally a good bet for a check out.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

Notes about closure and other sharing

When you close by asking the students to share three words about their experience in the circle today, be prepared for responses that may seem negative. As the talking piece goes around you'll likely hear a wide range of comments. Some of them will be negative: "Boring." "Pointless." It can be frustrating for a circle leader to hear these comments. You may even be inclined to take it personally, the equivalent of if they had said "*You* are boring and pointless." But this is a mistake. Circles are all about authentic sharing. If the comments are heartfelt and authentic, they are important. Is the circle boring? Is it pointless? If so, it's best to dive right in and have a circle discussion to explore why. Doing so can be a turning point for the circle, changing it from dialogue about topics that are hypothetical (and therefore risking irrelevance), to the actual hear-and-now reality felt by everyone in the room. Typically the first time we "get real" in a circle comes about precisely in this way: when the circle isn't going well and someone points it out.

Therefore, if criticism arises about the circle, make room to discuss it. You can invite open discussion with simple questions like, "What is it that makes it boring? What would make it more interesting?" You don't have to use a talking piece for this discussion, but a talking piece might help if not many students are sharing their thoughts. You'll likely be pleasantly surprised by some of the insightful and helpful answers that emerge.

So, they are saying it's pointless and boring. Is it? If so, congratulations! Your circle just "got real." Now *real progress is possible.*

Lesson 5 Overview—Fishbowl Circle Discussions	
Objectives	• Students will use restorative questions to discuss issues affecting the classroom. • Students will experience fishbowl circle format. • Students will gain experience with asking restorative questions.
Time	30-60 minutes
Purpose	Directly engage students in using restorative questions and working in circles to discuss and begin to resolve conflicts and problems.
Preparation	• Post the list of issues that the students identified in Circle 3. • Post the restorative questions, preferably on at least two walls so students don't have to turn around to see them. • This activity requires that the center of the circle be free of obstructions. • Post guidelines and agreements
Activities	
Check-in	Using the talking piece, invite students to check in. You can create your own prompt, but by now students will be used to prompts and it may work well to ask them for ideas for a check-in question.
Fishbowl Circle	• In small groups students will use the restorative questions to discuss how they are affected by incidents that occur in the classroom and on campus. • In this activity they do not name specific people as they describe what happened and how they were affected by it. • See lesson cycle for detailed instructions.
Closure	Using the talking piece, conclude the circle with a check-out round. Try asking the whole class to share what this circle was like for them.

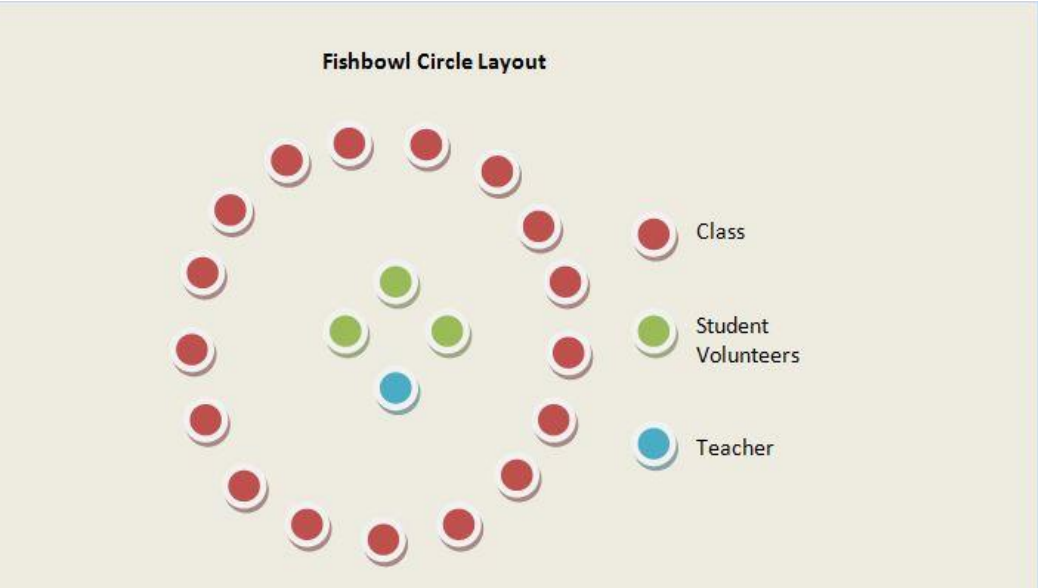
Lesson 5
Fishbowl Circle Discussions

Pre-Planning

Purpose and Objective	Objectives
This circle will directly engage students in using restorative questions and working in circles to discuss and begin to resolve conflicts and problems. **Note: it is helpful to repeat this kind of circle for two or three (or more) circles, so that all students have an opportunity to participate and several issues can be discussed.** Some classes return to it again and again as a core tool for maintaining a positive class.	• Students will use Restorative Questions to discuss issues affecting the classroom. • Students will experience fishbowl circle format. • Students will gain experience with asking restorative questions.
Preparation and Materials	**Assessment Type**
1. Post guidelines and agreements. 2. Post the list of issues that the students identified in Circle 3. 3. Post the restorative questions, preferably on at least two walls so students don't have to turn around to see them. 4. This activity requires that the center of the circle be free of obstructions so that groups of three or four students can pull their chairs into the center for fishbowl circles.	
Relevant Data and Student Groupings	

Lesson Cycle

Activity 1: Check-in 5 minutes	**Review** Guidelines and agreements. **Focusing Question** Ask students for suggestions for a check-in question. Choose one (or combine a couple). Use the talking piece.

Core Activity 30 minutes	**Review Issues** Read from the posted list of issues (identified by the class in the previous circle), asking about each issue, "How many students are bothered by this?" Invite the class to notice along with you which issues have the most response. **Choose Volunteers** Choose one of the issues and ask students to think of a specific event or circumstance that illustrates how they have been affected by this issue. Ask them to raise their hands when they have thought of something. Ask for three volunteers who are willing to tell their stories of when and how they were affected by the selected issue, without using names or identifying the people who were involved. **Move into Fishbowl** When you have three volunteers, move your chair into the circle and have the volunteers also move their chairs in, so together you form a small circle of four people inside the larger circle of students (see diagram below). You will not need to use a talking piece in these fishbowl circles.  **Explain** (to volunteers) "Each one of you will get to answer the restorative questions that you see on the posters, to tell about the incident or situation you have in mind. You will have the opportunity to ask the class for ideas if you wish."

	Explain (to class) "This type of circle is called 'fishbowl.' The students who are not in the circle have an important role. Not only will you help hold a positive space for problem-solving, because of the distance you have from the circle you will likely see things differently, and may have ideas that are not obvious to the people in the circle. It's important for each of you to listen carefully. If you have something you would like to contribute, you can raise your hand. The student who is the focus will decide if he or she wants to call on you." **Volunteer 1** Ask who wants to go first. Ask this student the restorative questions, in the same order they appear on the poster**. Important: be obvious about looking at the poster and reading the questions exactly as they appear**. It is very important to model simply asking the questions (and perhaps a few prompts) so students don't get the idea that the person asking the questions is trying to act as a counselor, mediator, or problem-solver. Watch for opportunities to involve the other students in the center fishbowl. Include students in the outer circle, particularly if the volunteer seems stuck. Let them ask for ideas and call on people who have their hands raised. When their sharing seems complete, ask volunteer 1, "Do you feel complete for now?" If their answer is no, ask, "What do you need to feel complete?" This creates an opportunity to resolve anything that still needs attention. **Volunteer 1 Leads** Determine who will be the next student to answer the questions (**volunteer 2**). Turning to **volunteer 1**, say "You will ask the questions now." **Your focus** will be on coaching the student who is asking the questions, while **volunteer 1** will focus on the student who is responding (**volunteer 2**). **Volunteer 2** You will coach and encourage volunteer 1 as necessary to ask volunteer 2 the restorative questions, in the same order they appear on the poster**. Important: encourage volunteer 1 to read the questions from the poster, exactly as they appear**. If necessary, you can add prompts. Continue to watch for opportunities to involve the other students in the fishbowl, and the students in the outer circle, particularly if the student who is sharing seems stuck. Let volunteer 2 ask for ideas and call on people who have their hands raised. After volunteer 2 has responded to all the questions ask, "Do you feel complete for now?" If their answer is no ask, "What do you need to feel complete?" **Volunteer 2 Leads** Say to volunteer 2, "You will ask the questions now."

	Volunteer 3 Coach volunteer 2 as necessary to ask volunteer 3 the restorative questions, in the same order they appear on the poster**.** Continue to watch for opportunities to involve the other students in the fishbowl, and the students in the outer circle, particularly if the student who is sharing seems stuck. After volunteer 3 has responded to all the questions ask, "Do you feel complete for now?" If their answer is no ask, "What do you need to feel complete?" **Close Fishbowl** Ask the three volunteers the "secret" sixth question: "What was it like for you to participate in this circle?" **Repeat** If time permits, ask for more volunteers and go another round with those who agree to come into the center. You have two options: • Ask for four volunteers, give your seat to one of them, and coach from outside the circle. Your initial role will be to sort out which student will ask the questions first, and which student will tell their story first. This approach is very empowering of students. • Or do it the same as for the first circle. **Brainstorm** Ask for ideas about what procedures to adopt to request a restorative circle when there is an issue that is affecting the class (e.g. "Circle Suggestion Box"). If you don't have time, remember to come back to this later.
Closing Round 5 minutes	Using the talking piece, ask students to share what today's circle was like for them.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

Notes about Fishbowl Circles:

You can use this type of circle repeatedly, but some classes will become impatient with it after a couple of weeks because those who are in the outer circle may feel like they have a marginal role. It's a great thing when the students start complaining because they want to be more involved in the circles! You can ask them if they will stay on task if they work in small groups, and see how that goes. You can also have a circle discussion with the class on the question, "When, and for what situations, should we as a class use fishbowls?"

Fishbowls can also be used for the positive behaviors that the students listed along with the troubling issues. Try focusing on the positive one week, using the exact same questions. Some classes will take to this readily. Others will not want to participate; for these classes, kindness and affection may be socially riskier than confrontation!

Prologue to Lesson Six, Part 1: Restorative Questions with Optional Prompts

Circle leaders can use optional prompts to help students answer questions and tell their stories more effectively. Some useful prompts are listed here:

1. From your point of view, what happened?
    a. This isn't about proving what happened; it's about hearing each person's story.
    b. Think back to the event and just tell how it happened, as you experienced it.
2. What do you remember thinking at the time?
    a. What thoughts went through your head as it happened?
    b. What have you thought about the incident since?
    c. (After others have shared): How have your thoughts changed after hearing what others have shared?
3. How have you been affected? How have others been affected?
    a. What kinds of impacts has this had on you? On others?
    b. What has been the hardest thing for you?
4. What would you like to happen next?
    a. What can be done to help make things right?
    b. Is there anything you would like to ask for? Anything you would like to offer?
5. What feelings or needs are still with you?

In addition to these questions, when the dialogue is coming to a close, we ask a final question that is not on the poster. The final question, which helps us reflect on our experience, is:

6. What was it like for you to participate in this dialogue?

Prologue to Lesson Six, Part 2: Overview of a Restorative Circle Dialogue

A restorative circle dialogue is different than the circles the class has done so far because instead of practicing on hypothetical situations (the chips scenario), it focuses on specific conflicts between people. They can be small or large conflicts, and these circles can be brief—a matter of a few minutes—or, if the circumstances are serious and there has been significant harm, they can meet for an hour or more.

Restorative circles generally have **three phases**. You can explain these phases and what happens in each of them to students. Teaching restorative practices, skills and concepts using this curriculum will support each of these phases; it will increase the likelihood of successful outcomes.

First phase—before the circle: The main tasks in the first phase include:

- Figuring out who was most affected and inviting them to participate in the dialogue.
- Making sure that everyone understands what to expect.
- Supportively listening to each person—especially those who are affected in harmful ways—to help them begin the process of telling their story.
- Managing the logistics of setting up a meeting.

Sometimes the first phase happens very quickly, on-the-spot, as in impromptu circles that are called immediately when a conflict arises. Many circumstances involve taking more time, sometimes meeting individually with each person involved.

Second phase—the circle dialogue: This is the actual circle, where the restorative questions are used to help people come to understanding and make things right.

- Use the restorative questions. Ask each person in turn.
- Facilitate and prompt as necessary.
- Avoid going into counseling mode.
- Also avoid solving the problem for the participants. Allow those who are affected to define the issues and develop their own plan for making things right.

When preparing students for the circle dialogue, clarify that it is not like a courtroom drama. Nobody is on trial. Even if people's stories about what happened differ and seem to contradict each other, more often than not as people share there will be more clarity and areas of agreement, and this will be sufficient to create understanding and come to agreements.

- Provide active guidance on documenting any agreements that are made, with attention to clarifying the specifics: who, what, how many, by when; what support will be needed; and how accountability for completing the agreements will be handled.

Third phase—after the circle: The main focus here is on accountability and support.

- **Accountability** means following up on the agreements and keeping track of their status. This may also include letting everyone who was in the circle know when they have been completed.
- **Support** means providing resources to help people complete their agreements. Sometimes completing agreements challenges the skills and resources of students. For example, writing an effective letter of apology may be a stretch for a student's literacy skills. The persons monitoring plan completion will need to be sensitive to these challenges and help to arrange for tutoring or other support as needed.

Using Punitive and Restorative Approaches Together

Adopting restorative practices does not mean that you will stop using punitive approaches. It is important to explain this to your students. For example, you might say:

Explain "One of the ways that restorative dialogue is different than punishment is that participation is by invitation. You can choose not to be in dialogue with the people who have been affected. Instead you can submit to the system of discipline based on punishment.

"Also, as your classroom teacher I may decide if I think that restorative dialogue is the best approach for a situation, or if punishment is. Restorative dialogue takes more time and in some ways is more challenging for everyone involved, although over long run it is often the best approach. So before using restorative dialogue we consider if there is enough time and if the people who are involved are likely to participate in a way that is respectful and leads to good results."

Invite discussion and clarification of how restorative and punitive approaches co-exist in the classroom and in the school. Punishment can have a positive psychological effect. By enduring a reasonable amount of fair punishment a student may feel that she has earned their way back into the good graces of the school community. It is important for teachers and disciplinarians who are using restorative practices to be clear about this point, and to form ideas about what it means operationally. So, gather with your colleagues in a circle and pass the talking piece around. Here are a few high-quality questions to get you started?

- What have been our experiences with using punishment to manage student misbehavior? How is it working out for us?
- What are some situations we've encountered where our efforts to manage misbehavior have been frustrating and not had the results we hoped for?
- How can restorative practices fit in with other methods we use?

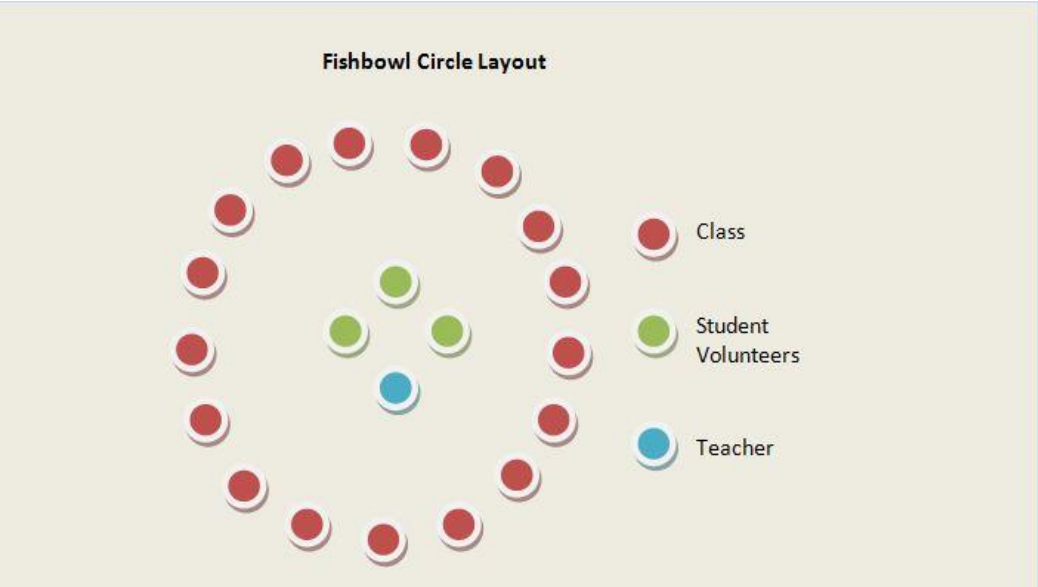
Lesson 6 Overview—Exploring Conflicts, Expressing Affection	
Objective	• Students will use restorative questions to explore and move toward resolution of conflicts with other students. • Students will use restorative questions to express appreciation of other students.
Time	30-60 minutes
Purpose	In this circle students begin using restorative methods to repair and improve relationships. Through repetition, a restorative classroom climate should emerge.
Preparation	• Post the list of issues that the students identified in Circle 3. • Post the circle guidelines and class agreements. • Post the restorative questions, preferably on at least two walls so students don't have to turn around to see them.
Activities	
Check-in	• Ask the students for ideas about a check in question for this circle. Choose one that has the qualities of a high-quality question. • Give students an opportunity to review and discuss guidelines and agreements.
Restorative Dialogue	Follow instructions in the lesson plan. Participation is by invitation and students are free to accept or decline any invitations they receive.
Witness Round	When this activity comes to an end, an interesting circle question is, "For those of you who sat in both seats---as someone who was invited up, and someone who invited another person up---how would you compare your experience of each role?
Closure	Using the talking piece, ask students to share about their experience of today's circle.

Lesson 6
Exploring Conflicts, Expressing Affection

Pre-Planning

Purpose and Objective	**Objectives**
At this stage you may experience students who are impatient and irritated about the circles because they feel they are taking too long to get to the real conflicts. Students may say, "You are wasting our time." How wonderful! This means that at least some of them are ready to engage in real dialogue. The method described here can support them with this goal. In this circle students begin using restorative methods to repair and improve relationships. Repetition will help a restorative classroom climate to emerge. **An important caution:** If students do not trust each other, and if unpleasant social consequences befall those who volunteer to share (either in the class or outside it), this activity may need to be temporarily suspended for a week or two until the circle can identify and deal with the risks. This may entail revisiting and recreating agreements, and/or giving more attention to connection activities. *Circle 7: Maintaining Our Community*, may be an appropriate and effective way to support a fruitful discussion of this matter.	• Students will use restorative questions to explore and move toward resolution of conflicts with other students. • Students will use restorative questions to express appreciation of other students.
Preparation and Materials	**Assessment Type**
1. Post the list of issues that the students identified in Circle 3 2. Post the circle guidelines and class agreements. 3. Post the restorative questions, preferably on at least two walls so students don't have to turn around to see them.	
Relevant Data and Student Groupings	

Lesson Cycle

Check-in Round 5 minutes	**Review** Guidelines and agreements. **Focusing Question** Ask students for suggestions for a check-in question. Choose one or combine a couple into one high quality question. Use the talking piece.
Core Activity 30 minutes	**Explain** "In this circle we will have an opportunity to set things right with each other, or to express appreciation, as we choose. Participation is by invitation and students are free to accept or decline any invitations they receive. It will be a different type of fishbowl." **Fishbowl** Move to the center of the circle and ask for a volunteer who would like to invite someone else in to either set things right or express appreciation. Bring the volunteer into the center; the two of you will sit as two corners of an equilateral triangle. The third corner is left open for students who will be invited to participate.  **Establish Purpose** Ask the volunteer, "Is this about making something right, or is it about appreciation?" After they answer the question, ask who they would like to invite to the dialogue. Tell them to speak directly to that person and invite them in. • If the invitee accepts, have them bring their chair to the center. • If the invitee declines, ask if there is anyone else they wish to invite.

	Restorative Dialogue When the invitee comes in to the center; ask the volunteer the first four restorative questions. Even though you are asking the questions, they should direct their responses to the other students, as if that student were asking. After the volunteer has answered the first four restorative questions, ask the invitee the questions. Even though you are asking the questions, they should direct their responses to the other students, as if that student were asking. After both have responded, ask the fifth question, "What feelings or needs are still with you?" Remember to ask the secret sixth question, "What was it like for you to participate in this dialogue?" **Rotate Participants** When the dialogue is complete, ask the volunteer to return to the circle, but give the invitee the opportunity to invite someone else up. This will often lead to an unbroken chain of people who come up as invitees, then take the opportunity to ask someone else up. **Closure Question** When this activity comes to an end, an interesting circle question is, "For those of you who sat in both seats---as someone who was invited up, and someone who invited another person up---how would you compare the two roles?
Closing Round 5 minutes	**Focusing Question** Using the talking piece, ask students to share about their experience of today's circle.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

Notes

From time to time a student will come into the center and will have nobody accept their invitation. This is likely to happen with students who are socially awkward and who have alienated most of their classmates. We've seen this have a positive effect on behavior afterwards; being declined by several classmates sends a powerful message that may be exactly what is needed to spur self-reflection and social growth.

After students gain experience you may not need to ask the questions. They will catch on to who should ask the questions, and when. Allow them to move into this role as soon as they are ready. This is where restorative practices begin to be internalized and become incorporated into the students' repertoire of social and emotional skills.

Lesson 7 Overview—Maintaining Our Community	
Objective	This circle can be used anytime that is necessary to review guidelines or agreements. For example, when there has been an increase in disruptive behavior, in students being disrespectful to each other, when there is more exclusion and mean behavior, and so on.
Time	30-60 minutes
Purpose	One of the aims of this circle is to increase the ownership students feel for the circles and the functioning of the classroom community.
Preparation	• Post the circle guidelines. • Post the class agreements. • Post meta-agreements.
Activities	
Check-in	Use the talking piece; invite students to check in with a "weather report" that describes what their day has been like so far and how they forecast it will be going into the evening.
Introduction	Explain the purpose of the circle.
Student Assignments	Ask for three student volunteers to be witnesses. Explain that they will not participate in the main part of the circle, but will instead simply watch what happens. Before the check-out round they will be asked to share what they observed.
Maintaining Guidelines and Agreements	The Spiral Circle format can be good for this. Explain that the purpose of this circle is simply to check on how the class is doing with the guidelines and its agreements. Invite students to share their opinions.
Modifying Agreements (if necessary)	While the guidelines are non-negotiable, the agreements can be modified. Students may ask for modifications of existing agreements; often they will do this because experience has highlighted the shortcomings of how some agreements were worded, and clarifying the wording will support better success.
Witness Round	Ask for students who were given the role of witness to each briefly share any observations they have about the circle.
Closure	Using the talking piece, ask students to share about their experience of today's circle.

Lesson 7
Maintaining Our Community

Pre-Planning

Purpose and Objective	Objectives
This circle will help to maintain positive changes made through restorative dialogue and other activities that have a positive effect on classroom climate.	• Students will evaluate their class's compliance with the guidelines and agreements. • Students will identify issues with guidelines and agreements and propose solutions. • Students will have the opportunity to directly confront each other on behaviors related to guidelines and agreements. (Note: this applies only if students have had experience with lessons 6 and 7, where they have gained experience using the restorative questions.)
Preparation and Materials	**Assessment Type**
• Post the circle guidelines • Post the class agreements • Post the meta-agreements (see page 227)	
Relevant Data and Student Groupings	

Lesson Cycle

Introduction 2 minutes	**Explain** If they are to remain healthy, every relationship, group and community needs ways to revisit, renegotiate, and maintain agreements. Your class is no exception. This circle is an opportunity to check in about how we are doing with the agreements we have made, and to see if they need revising.
Check-in Round 3-5 minutes	**Focusing Question** "Let's say that you are a doctor, and this class is your patient. It shows up at your office for a routine examination. You take its pulse, run a few tests, ask it a few questions. Then you give your diagnosis. When the talking piece comes to you, share your diagnosis and recommendations."
Core	**Witness** Ask for two or three students to volunteer to be witnesses during the circle.

Activity **30 minutes** **5 minutes**	Explain: "As a witness your job will be to watch how the circle functions. You may interrupt at any time to share an observation about the circle. However, you job is not to respond to the questions we use during the circle discussion." Clarify as needed. It is helpful to agree upon a signal that the witness will use if they wish to interrupt the circle to make a witness comment (e.g. raise hand, ring a bell, etc.) **Circle Discussion** Use Basic Circle or Spiral Circle. Use these prompts (modify them as needed for your class): • What have you noticed about how this class is doing with the circle guidelines? • What have you noticed about how this class is doing with its class agreements? • (If problems have been identified): Who do you think is affected by these issues, and how? • What is the hardest part for you personally? • What do you think can be done to make things right? **Agreements** If it becomes apparent that there are agreements that need to be discussed and modified, or if students want to make new agreements, remind students of the meta-agreements. Then use the "fists to five" method to support students' exploration of agreements (refer to Lesson Plan 2). **Witness Round** Ask students who were assigned to the role of witness to briefly make any "witness comments" about the circle. Restrict responses to what they share to "Thank you."
Closure Round **5 minutes**	**Focusing Question** Using the talking piece, ask students to share about their experience of today's circle.

Prioritized Vocabulary:	**Other Vocabulary:**	**Differentiation Strategies:**

APPENDIX

The materials offered in this Appendix are proven tools, strategies, and systems to help build school-wide support in creating student voice and positive school culture.

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a checklist to help organize, write, or edit your current discipline policies as they are stated in your Team and Family/Parent Handbook as you transition into a restorative school.

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Appendix 1

KIPP Bay Area Schools
Essential College Prep Public Education

Circles Observation Tool

Teacher Name: _____ **Homeroom:**_____ **Date:**_____

1: This trait is demonstrated less than 20% of the time in the circle or by less than 20% of students	**2: :** This trait is demonstrated 20-49% of the time in the circle or by 20-49% of students	**3:** This trait is demonstrated 50-79% of the time in the circle or by 50-79% of students	**4:** This trait is demonstrated more than 80% of the time in the circle or by 80% or more of students

Observable Criteria	Rating	Evidence/ Observation Notes
Students are positioned in a circle	YES / NO	
Only one student is speaking at a time	1 2 3 4	
Teacher uses a talking piece or other norm to ensure there is only one speaker	1 2 3 4	
All students participate in the discussion	1 2 3 4	
Students distractions are minimal and are immediately addressed	1 2 3 4	
Transition to/ from the circle to regular class is structured and effective	1 2 3 4	
Students directly respond to each other's comments in the circle (not just to the teacher's questions) or show a reflective listening technique when responding to another student's comments	1 2 3 4	
Students' comments reflect deep thought or earnest engagement in the discussion	1 2 3 4	
Teacher is authentic in engaging in the circle and models appropriate responses	1 2 3 4	
Questions increase in depth of knowledge level as the circle progresses	1 2 3 4	

Strengths	Opportunities

Appendix 2

Instructional Strategies that Promote Social and Emotional Learning (SEL)

KIPP Bay Area Schools
Essential College Prep Public Education

SEL Classroom Observation Tool

School: _____Teacher: _____ Grade/Class: _____ Time:_____

This checklist offers effective classroom instructional strategies for teaching, modeling, and reinforcing social and emotional competencies. These strategies can help establish a relationship-centered learning environment for practicing and applying SEL throughout the school day.

Core Action 1: Setting up the classroom:

_____Seating is arranged so that students can see one another
_____Bulletin boards and displays reflect the rich diversity of your students
_____The room is clean and well-organized, with materials prepared in advance for the day's lesson

Core Action 2: Creating a safe, participatory, and well-managed learning environment:

_____Greets students as they enter the classroom, creating a welcoming environment
_____Posted agreements for shared ground rules with students on how to treat each other respectfully
_____Models SEL behaviors of respect, caring, self-control, and fair decision-making
_____Student focus is on positive qualities and their efforts are acknowledged
_____Pays attention to student reactions, need for clarification, and need for change in activity, and addresses these needs immediately

Core Action 3: Starting a lesson:

_____Asks open-ended questions to determine what students already know
_____Employs a variety of inquiry methods to draw out authentic student responses (i.e. think-pair-share)
_____Asks, "What do you think?" rather than "Why?" questions to stimulate divergent thinking
_____Allows "wait time" of 7-10 seconds before calling on students to give everyone a chance to reflect

Core Action 4: Introducing new skills and information:

_____Presents and connects new skills and information to the students' responses
_____Provides clear and concise instructions and models tasks when appropriate
_____Responds respectfully to a wide variety of student responses to show respect and openness to divergent thinking, e.g.; "Okay," "All right," "Thank you."
_____Offers students the right to pass to honor different learning styles

Core Action 5: Preparing students for guided practice:

_____Models the guided practice before asking students to practice and apply new skills and knowledge
_____When role playing, teacher always plays the role of negative behavior; students always act out the appropriate behavior as skill -building and reinforcement
_____Gives timely, supportive, and clear feedback immediately after guided practice
_____Uses closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives

Core Action 6: Managing discipline in a safe and respectful way:

_____Enforces the ground rules/agreements consistently
_____Handles problems quickly and discreetly, treating students with respect and fairness
_____Encourages students to discuss solutions rather than blame others
_____Shares reactions to inappropriate behaviors and explains why the behaviors are unacceptable

Adapted from Tool 33, CASEL Sustainable Schoolwide SEL Implementation Guide and Toolkit

Appendix 3A

KIPP Bay Area's Region-Wide Vision Statement Regarding Suspensions

VISION STATEMENT

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in fair and equitable process in addressing student behavior, regardless of race, gender, ethnicity, sexual orientation, and socio-economic status, in order to eliminate this disparity.

WE BELIEVE

We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern.

We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.

We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.

We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted,* except in the most egregious instances.

Appendix 3B

KIPP Summit Academy's

WE BELIEVE STATEMENTS

Academic

We believe that teaching is most effective when content is strategically planned and mapped out prior to instruction.

We believe that student learning is most accurately described when it is based on mastery of content area standards.

We believe that all students are capable of learning, deserve opportunities for academic success, and learn best when the content, process, and product are appropriately differentiated for individual needs.

We believe that early intervention to support foundational skills is necessary to closing the achievement gap.

We believe that students can become skilled and adaptable readers and writers when the study of any given subject area is rooted in literacy and critical thinking.

Culture

We believe that every teacher takes responsibility for every student, regardless of whether or not we teach him/her; with a unified purpose and understanding, we will successfully achieve our mission.

We believe that students learn best when there are clear, reasonable, and consistently upheld expectations and structures. When expectations are not met, they are paired with logical consequences and dealt with respectfully and promptly.

We believe that when students belong to a safe, supportive, and joyful community, they will work and behave in the best way possible.

We believe that faculty, students, and families share responsibility for academic achievement and proper conduct; however, as teachers, we recognize that we must sometimes be and do more in order to create a successful learning environment for each student.

Appendix 4

Goal Setting

Students misbehave for many reasons. More often than not it's due to feelings of shame being triggered in one way or another. I have never met a child who came into school with the intention of misbehaving or disrupting class. The more we know about our students the better we can support them.

Damian is a sixth grade student. He consistently acts out in his English Language Arts class and disrupts the learning process. He can respond to teachers disrespectfully when being confronted, but he doesn't have this problem in any of his other classes. After assessing all the students in reading comprehension, his teacher tells him that he currently reads at a fourth grade-level. Damian shouts out, "I don't care! I don't need to read to play in the NFL!" His teacher understands what may be causing Damian to react this way, and rather than send him to the office for disrespect, begins strategizing and offering support to get Damian reading at grade-level.

Name *Damian Phillips* **Grade** *6*

MY GOALS

Academic Goal *I want to raise my reading level to a Level U*

What Steps Will I Take? *1) I will increase my daily reading minutes from 30 to 60 and track my minutes. 2) I will keep a journal and summarize what I've read and keep a section for vocabulary and words I didn't know their meaning, and after two weeks I will be assessed. 3) I will count to ten before responding when I feel agitated*

Reflection *My reading level went up one level in two weeks. My plan is working so I will continue for another two weeks and reassess at that time.*

Making goals transparent encourages meta-cognition (knowing about knowing), and self-assessment. When students take part in the process of making goals for themselves, there's a great chance that they are self-motivated to reach them. Goals may be for every class, and different for each subject and student.

Goals may be around study skills, progress charts, specific strategies to achieve mastery, and behavior. They may be as incremental as day-to-day, week-by-week, and class-by-class. They can focus on specific strategies like utilizing study cards, chunking material (making it easier for the student to digest), or taking ten seconds before responding when feeling agitated, as in Damian's situation. They can be study sessions with the teacher or other students. Or a goal can be sitting next to certain students for help and support. **Whatever the strategies, writing and tracking them with students make them own their learning.**

Setting goals helps students identify areas of growth and puts a plan in place to achieve success. It requires students to make a realistic, SMART goal: Specific, Measureable, Attainable, Realistic, Time-bound. Most important is that setting SMART goals empowers students to take responsibility and ownership of their education.

Before setting goals you must decide what it is that you and your student want to set goals around. The first step is to **look at the data with your student**. This has the potential of feeling negative, but if you remember to slant the conversation in the growth mindset, like Damian's teacher did around his reading level, you'll be surprised how reflective students can be. It may help with resistant students to share some of *your* experiences around challenges and model strategies you used to overcome them.

Get students to set their own goals and steps. It's tempting to set goals for your students, but more often than not, students know exactly what they need. You should definitely guide and facilitate the process, however. Keep goals brief and simple. When goals are out of reach it may cause students to surrender and make them frustrated.

Getting students to write their own sub-goals or steps can be tricky. You still want them to do the heavy lifting, but they will need more guidance in producing a goal sheet. Here are some questions to help students think through the process and create SMART goals.

- *Why did you choose that step?*
- *What can you do to achieve your goal?*

- *What are you already doing that's working?*
- *What can you start doing to achieve your goal?*
- *Is there anything you can do at home? Or in school?*
- *What strategies have you learned in school that might be helpful?*

Track and reflect on the progress. For some students tracking systems may be helpful, especially if the goal is big. You can find plenty of tracking systems online to support student goals *(I have included a few samples in Appendix 5A, B, & C)*. Keeping the tracking to short periods of time is better than over a longer period. Bite size chunks are easier to swallow. Damian reads at Level S, the fourth grade level, and getting to grade-level means more than one-year's growth. The best plan for Damian would be to raise his level from S to U (as categorized by Fountas and Pinnell, the guided reading assessment that his school uses. Other reading guides, like Lexile and Common Core State Standards Lexile, use different measurement ratings), and then make another goal to reach Z.

Students can set goals in any area of their learning: academics, behavior, and personal. The important thing here is to ensure that these goals are SMART goals. The goal sheet should be simple—three questions are all you need.

- *Identify the goal: academic, behavior (social), or personal.*
- *Identify the steps to achieve the goal*
- *Reflect on the process*

Students may have more than one step or sub-goal for each category, but more than that makes it challenging for students and teachers to track. Here are some tips for helping students set goals for themselves:

- *Model the process for them*. Make one out for yourself and think out loud so the student(s) can better understand your thinking process.
- *Help students create SMART goals*. Too hard or too easy will have adverse effects. Strive for achievable goals that push students just enough to ensure that they're working hard and results will be achieved over time.
- *Make sure the student sets specific steps to achieve their goal*. For example, Damian increased his daily reading minutes by a specific amount, 30 minutes. He also decided to keep a journal where he would summarize his understanding of what he read, kept a

section for words he didn't know the meaning of, and would count to ten before responding when feeling agitated. These are *SMART* steps and sub-goals in order to achieve his main goal of increasing his reading level.

- *Help students make measureable sub-goals or action steps*. Damian will assess his reading level after a two-week period to determine his progress, and get feedback on managing his anger.
- *Reflect on the progress*. The student analyzes the steps in order to realize his goal. Damian saw that his reading level went up one level, and felt that his plan was working. He decided to continue for another two weeks. If Damian saw no growth, help him to create different steps to achieve his goal. The rule here is if the intervention isn't working, change the intervention.
- *Celebrate progress*. And I don't mean rewarding students with cupcakes or increasing their paycheck dollars. Help students own their learning and education by making pride intrinsic.

Feedback

For the love of children create an environment whereby feedback is part of the culture. You can model this by asking students to give you feedback on your teaching, lesson plans, and communication. You'll learn a great deal about students like Damian, yourself, and how to better serve students when your classroom supports a collaborative environment.

When a culture of feedback is operational in a classroom, students feel more comfortable to take risks, fail, and make mistakes. These strategies message valuing collaboration, and growth mindsets. This is especially true if you model these characteristics yourself and prepare for them every day, integrating them into your daily lesson plan.

Appendix 5A

DAILY CLASS TRACKER

To be used every day for every class the student is on the tracker

Student_____

	IR	ELA	Electives	Math	Science	SS	Math Club	4-5
Daily Tracker	_____I completed my 2-min. hustle. _____I read my book the entire time and used my *reading strategies (book club).* _____I read quietly. I did not make noises or talk to myself. _____I completed my 2-min closing. **What I did well ☹:**	_____I completed my 2-min. hustle. _____I completed my guided notes. _____I completed my independent practice. _____I completed my 2-min closing. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☹:**	____I completed my 2-min. hustle. _____I completed my work. _____I completed my 2-min closing. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☺:**	____I completed my 2-min. hustle. _____I completed my guided notes. _____I completed my independent practice. _____I completed my 2-min closing. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☹:**	_____I completed my 2-min. hustle. _____I completed my guided notes. _____I completed my independent practice. _____I completed my 2-min closing. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☺:**	_____I completed my 2-min. hustle. _____I completed my guided notes. _____I completed my independent practice. _____I completed my 2-min closing. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☹:**	_____I completed my 2-min hustle. _____I completed my work. _____I used self-control and did not make any distracting noises. _____I followed redirections without giving a response. **What I did well ☺ :**	_____I need to stay after school. Teacher: Reason: _____I do not need to stay after school.
	Teacher Signature (check in at 4:00)				**Parent Signature**			

√ **= met the expectation**

o **= did not meet the expectation**

Goal: 7 or less o per day. ***If goal is not met, student will attend after-school reflection.***

Goal: 35 or less o per week. ***If goal is met, student will do announcements on Friday.***

Standard Tracker

Appendix 5B

To be used for students with specific goals

Student _____

	Monday		Tuesday		Wednesday		Thursday		Friday	
IR	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
ELA	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
Electives	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
Math	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
Science	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
SS	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
Study Hall	1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N		1. 2. 3. Y N	
Coach Sig.										
Parent Sig.										

Sample goals:

1. I used self-control and did not make any distracting noises.
2. I focused on my work and didn't distract myself or others with unnecessary body movements.
3. I successfully completed my transitions in the time allotted (2-min hustle, 2-min closing, lining up).

WORK COMPLETION TRACKER

To be used for tracking classwork

Appendix 5C

Student _____

		Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Math	Incomplete work will be finished during ***first recess and lunch***.	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket
Science	Incomplete work will be finished during ***first recess and lunch.***	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket
Science	Incomplete work will be finished during ***second recess.***	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket
Study Hall	Incomplete work will be finished during ***study hall.***	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket	☐ Do Now/ HW in agenda ☐ Notes ☐ Ind. Practice ☐ Exit Ticket
Parent Sig.						

M = 0 reminders S+ = 1 reminder S = 2 reminders S- = 3 reminders N = 4+ reminders

Appendix 6

STUDENT-LED CONFERENCES

Here's an exchange between a teacher and parent at a parent-teacher conference:

> **Teacher**: *"Your son is failing this class. His grade is not as high as it should be, primarily because he is not turning in his work and assignments. I don't think he's studying for tests. I was hoping you could tell me whether you're noticing anything at home? Do you see him reading and studying for tests? Let's discuss how we can get him back on track."*
>
> **Parent**: *"Wow! I did not realize he was doing so poorly. I'm not sure what's going on with him, because he always tells me he finished his work at school or that he didn't have any. He says he studies, but I don't monitor him. Yes, we need to get him back on track. I will talk to him tonight."*

Wouldn't this meeting be more productive if the student was there to answer for himself? Teacher-parent conferences can be more productive if students are included in the conversation--better still, if students lead it. If you want students to take ownership of their learning, put them in charge of it by having them prepare, organize, and direct conferences with parents identifying their areas of strength and growth.

By having the students present, students and parents can address concerns directly. The classroom teacher can provide data and intervene, if necessary. After implementing student-led conferences at KIPP Summit Academy we heard the following testimonials from parents:

"It's great seeing him take responsibility instead of us always telling him," said one parent. *"It was so nice to have this conversation with my child because we don't ever talk about school,"* said another.

Teachers had to work hard in order to prepare students for the conferences (especially the first time), but they liked the changed dynamics and found conferences less stressful because they were in a supportive role--with the student handling the direct conversation with parents and looking at the evidence.

Student-Led Conferences Overview

The goals for student-led conferences are the following:

- Give students the chance to use/show their skills in an authentic, real-life context
- Develop student skills that we don't normally spend enough time on (meta-cognitive and oral communication)

- Improve the parent-teacher-student dynamic by placing students at the center of conversation—better energy!
- Help teachers understand their students and families better

The benefits of student-led conferencing:

- Involves more parents
- Increases student motivation
- Improves student and teacher accountability
- Celebrates learning
- Addresses state standards requiring that students improve communication skills by learning to read, write, listen, and speak effectively

What Are Student Portfolios?

Portfolios are collections of examples of a student's work which may be used for evaluation, information, and celebration. They are records of learning that focus on student work and reflections on the work. They should represent a body of work of student achievement aligned to state standards.

Preparing student portfolios is an important part of the student-led conference process. The portfolio is where all the materials are kept, and the process is described in detail from start to finish. Portfolios used in student-led conferences move students and teachers toward more authentic work, learning, assessment, and instruction. Such movement demonstrates the five standards of authentic instruction:

- Higher-order thinking
- Depth of knowledge
- Connectedness to the world beyond the classroom
- Substantive conversation between teacher and students
- Social support for student achievement

Building a Portfolio

Building a portfolio means categorizing work, keeping records stored in the classroom for easy student access, and determining the criteria for which work should be collected. Samples of work may include assignments that students feel particularly proud of and some that may have presented challenges. Students may include projects, homework, classwork, essays, tests, letters, research, group assignments, artwork, music, and positive notes from teachers. We even had students bring their musical instruments if they wanted to perform a piece they had mastered. Portfolios may have a title page and table of contents.

Whatever original pieces go into the portfolio, they should be accompanied by student commentaries that explain the following:

- What was the original assignment?
- Why did you choose this sample for the portfolio?
- What did you want a reader to know about this work?
- What does it show about your learning or progress?

Assessing the Portfolio

Here's a check list and items to review in order to determine that the portfolio is complete and has met expectations:

- Is it complete?
- Has it met the quality standards for the format determined by the teachers?
- Does it show evidence of serious thought—both critical and creative?
- Does it demonstrate the student's level of achievement of course objectives, content, knowledge, and required competencies?
- Does it show evidence of sincere student reflection on learning and assessment?
- Does it show student improvement and growth?

Planning Conferences

Steps to planning a successful conference:

1. Write and send a personal invitation to parents *(Appendix 6D)*.
2. Prepare and give parents an informational handout at the conference that provides them with guidelines about what they are to do and what they should expect to see in the student's portfolio *(Appendix 6J)*.

Two to Three weeks before the conference:

3. Develop the list of work samples required for the student portfolio.
4. Have each student write a preface explaining what's in the portfolio.
5. Model the process for selecting work samples and organizing the portfolios.
6. Select a class meeting time to have students work on their portfolio.
7. Have students answer a self-assessment questionnaire *(Appendix 6B)*.
8. Send out parent invitation letters *(Appendix 6D)*.

One week before the conference:

9. Call parents who have not responded to the invitation letters.
10. Put finishing touches on portfolios and write commentaries *Appendix 6F)*.

11. Meet with students individually or in small groups to review portfolios.
12. Have students practice protocol for welcoming parents and guests.
13. Model and practice conducting a conference *(Appendix 6G-J).*
14. Prepare handouts and reflection sheets *Appendix 6C).*
15. Complete "Just Right Book" questions.

Conducting the Conference

In order for the conference to run smoothly with no hitches, it's crucial that the participants all know and understand their roles. Here's a breakdown:

Teacher:

- Serves as a student advocate
- Reminds parents to write a reflection to their child about the positive aspects of the conference *(Appendix 6G).*
- Checks in with parents to see if they need or would like a conference with you or another teacher.
- Reminds students to thank parents for coming.

Student:

- Introduces parents to the teacher

Parent(s)

- To listen
- To converse with student about their work *(Appendix 6J)*

Reflecting on the Conference

After the conference, parents, teachers, and students all write reflection notes about the conference *(Appendix 6G-I).* Teachers should follow up in greater detail with the student on the following:

- How have I grown as a reader, writer, problem solver, critical thinker?
- What I am most proud of…
- What I need to continue to work on is…
- In my _____ class, I have learned…I need to continue to work on….something I have noticed is…..
- My greatest challenges are…

Student Process for Portfolios (check list):

- Complete the reflection and goal setting
- Collect one work sample from each core subject—one piece of work must be one that you struggled to do
- Complete Book Form
- Compose a letter inviting your parents/guardians to the conference
- Write required commentaries on assignments
- Create the agenda for the conference
- Organize materials
- Participate in a mock-conference
- Lead your conference
- Complete post-conference reflection

The first page of the portfolio is a calendar made up of "to dos" for the teacher/advisor and the student. Below is a sample of what it might look like. See Appendix 6K for a Timeline Template.

DATE	ADVISOR	STUDENT
Friday, January 8	Introduce student-led conferences to advisees with rationale and overview of events Explain how to build portfolio Hand out timeline	
Tuesday, January 12	Hand out folders to advisees with timeline Review timeline and portfolio in greater detail	Students will begin to collect work they would like to have in their portfolio
Thursday, January 21	Check student folders	Advisees will have at least two pieces of work from all core classes and electives
Friday, January 22	Check to see that advisees have all work collected	Advisees will write commentaries for each work
Thursday, January 28		Continue with commentaries Write a preface for the portfolio
Thursday, February 4		Write a preface for the portfolio Organize portfolio Answer assessment questions

		from appendix 2.
Friday, February 5	Send out parent invitation letters Meet with advisees in small groups to check portfolios	Put finishing touches on portfolios, commentaries.
Thursday, February 10	Continue meeting with advisees	Put finishing touches on portfolios, commentaries. Complete the "Just right" book questionnaire
Friday, February 11	Call parents who have not responded to the invitation letters Model and practice conducting a conference	
Wednesday, February 17	Continue practicing for conferences	
Saturday, February 20	Attend conferences	Conducts conferences
Thursday, February 25	Attend conferences	Conducts conferences
Parent Reflection Letters Due		

APPENDIX 6A

TEACHERS' PROCESS FOR DEVELOPING PORTFOLIOS

Planning Process

- Determine the portfolio's contents
- Decide how to inform students and parents

Implementation with Students

- Explain portfolio to students
- Set aside time for students to collect/save materials, select appropriate pieces, assemble portfolios, and share with an audience.
- Evaluate portfolios

The Student's Process for Portfolios

- Save assignments and other evidence of learning
- Select pieces for portfolio
- Write required commentaries
- Organize materials
- Self-assess using portfolio rubric
- Peer assess for others using portfolio rubric
- Make any needed corrections, updates
- Prepare for conference to share portfolios
- Share with parents

APPENDIX 6B

QUESTIONS FOR STUDENTS TO THINK ABOUT IN PREPARATION FOR CONFERENCES

WHAT DID I LEARN THIS QUARTER? _____

_____

_____

_____

WHAT HAVE I DONE REALLY WELL?_____

_____

_____

_____

WHAT DO I NEED TO IMPROVE?_____

_____

_____

_____

WHAT IS MY GOAL FOR NEXT QUARTER?_____

_____

_____

_____

WHAT STRATEGIES CAN I USE?_____

_____

_____

_____

WHO CAN HELP ME IMPROVE?_____

_____

_____

_____

APPENDIX 6C

SUMMARY REGARDING YOUR CURRENT "JUST RIGHT" BOOK

NAME _____ **DATE** _____

THE NAME OF THE BOOK IS _____ _____

IT IS ABOUT _____

_____

_____

_____

I ESPECIALLY LIKE WHEN _____

_____

_____

_____

THIS BOOK (CHAPTER OR STORY) REMINDS ME OF _____

_____

_____

_____

AFTER READING THE BOOK (CHAPTER OR STORY) I NOW WANT TO KNOW _____

_____

_____

_____

AFTER READING THE BOOK (CHAPTER OR STORY) I UNDERSTAND _____

_____

_____

_____

APPENDIX 6D

PARENT LETTER

Date_____

Dear_____

Your child will be leading a parent-student-advisor conference regarding his/her progress at *(School Name)*. Your child will be sharing samples of (his/her work) that (he/she) has put together in his/her student portfolio. The reason for the conference is for you to see what (he/she) has been doing, see what (he/she) might need to improve, and celebrate (his/her) best work with (him/her). The conferences will be held on *(date)*, from *(time)*, or in *(place)* and will last approximately 30 minutes. Please fill out the bottom portion of this letter to reserve your time and have your(son/daughter) return it to me tomorrow. I look forward to talking with you.

Sincerely,

Teacher SIgnature

RSVP

PARENT/GUARDIAN NAME _____

I WILL ATTEND THE CONFERENCE ON:

- **Date _____**

PLEASE INDICATE THE TIME YOU WOULD LIKE _____

PHONE NUMBER WHERE YOU CAN BE REACHED _____

PARENT/GUARDIAN SIGNATURE _____

APPENDIX 6E

STUDENT-LED CONFERENCE SIGN-UP SHEET

STUDENT	PARENT/GUARDIAN	DATE	TIME

APPENDIX 6F

COMMENTARY FORM

SUBJECT _____ **DATE** _____

THE ORIGINAL ASSIGNMENT FOR THIS WORK WAS_____

_____

_____

_____

I SELECTED THIS PIECE FOR MY PORTFOLIO BECAUSE _____

_____

_____

_____

THIS IS WHAT I LEARNED _____

_____

_____

_____

I WANT YOU TO NOTICE _____

_____

_____

_____

APPENDIX 6G

POST CONFERENCE PARENT REFLECTIONS

Dear Parent/Guardian,

Please write a letter to your child reflecting on his performance during the student-led conference. Some items for discussion you may want to use in your letter are listed below. Please return or mail your letter to school within the next week. Your letter will become part of your child's portfolio. Thanks again for taking an active role in your child's education. Your participation reinforces to the students that their education and work is important not only to you but also to their future.

Ideas for discussion in the letter:

- "I felt proud because…"
- "Keep up the good work…"
- "I know that sometimes you have difficulty… but…"
- "I am glad to see that you are taking an active role in your education by…"
- "I am glad to see that you are making and extra effort in…"
- "Some ways I can help you are…"
- "I enjoyed your conference because…"
- "Next time you may want to…"

Sincerely,

Parent Signature

APPENDIX 6H

POST CONFERENCE STUDENT REFLECTIONS

NAME_____ **DATE**_____

Things went well during the conference because_____

_____

_____

_____

Things could have gone better if_____

_____

_____

_____

One thing I could have shared but forgot was_____

_____

_____

_____

I benefitted from the conference because_____

_____

_____

_____

Some ways my parent/guardian benefitted from hearing my perspective and seeing my portfolio were

_____

_____

_____

_____

APPENDIX 6I

POST CONFERENCE ADVISOR REFLECTIONS

What went well? _____
_____
_____
_____

How many parents attended? _____
_____
_____
_____

Parent reactions:

Student reactions:

Share anecdotes, positive experiences, and parent comments about student-led conferences.

APPENDIX 6J

PARENT PROMPTS DURING CONFERENCE

Your child will be leading today's conference. (He/she) will be telling you about (his/her) progress at *(School Name)* **and sharing with you some of (his/her) work. Feel free to ask questions and take an active role in the conference. Below are some prompts you may want to use to get information.**

TIPS ON HOW YOU CAN HELP YOUR CHILD CONDUCT A SUCCESSFUL CONFERENCE. HERE ARE SOME LEAD QUESTIONS TO USE:

- Tell me about this piece or assignment.
- What did you have to do for this assignment?
- What skills did you have to use to complete the assignment?
- What do you think you did well?
- If you had to do this assignment again, what would you do to improve it?
- What did you learn by doing this?

APPENDIX 6K

Timeline Template

DATE	ADVISOR	STUDENT
	Introduce student-led conferences to advisees with rationale and overview of events Explain how to build portfolio Handout timeline	
	Handout folders to advisees with timeline Review timeline and portfolio in greater detail	Students will begin to collect work they would like to have in their portfolios
	Check student folders	Advisees will have at least two pieces of work from all core classes and electives
	Check to see that advisees have all work collected	Advisees will write commentaries for each work
		Continue with commentaries Write a preface for the portfolio
		Write a preface for the portfolio Organize portfolio Answer assessment questions from appendix 2.
	Send out parent invitation letters Meet with advisees in small groups to check portfolios	Put finishing touches on portfolios, commentaries.
	Continue meeting with advisees	Put finishing touches on portfolios, commentaries. Complete the “just right” book questionnaire
	Call parents who have not responded to the invitation letters Model and practice conducting a conference	
	Continue practicing for conferences	
	Attend conferences	Conducts conferences
	Attend conferences	Conducts conferences
	Advisor reflection	Student reflections
Parent Reflection Letters Due		

Appendix 7

Honor Council

An honor council supports a school's mission and vision, and takes all students into account, even those who don't fit the ethos. Remembering that students are feeling and communicative beings and some may be inspired by a different honor code. Those students need to be reflected in the systems that schools provide for students.

The mission of the Honor Council states:

As a member of (*school name*) community, my goal is to create an environment of good citizenship by demonstrating respect, trust, and responsibility. I will encourage citizenship by promoting leadership, appreciation of individual differences, respect for others, compassion, and ethical behavior. Honesty and integrity are at the heart of our mission. As a member of (*school name*), I pledge to be respectful of others and their property, value my teammates, and treat others the way I myself want to be treated. I will accept responsibility for my actions, and I will be honest in my daily work and conduct.

What is an Honor Council?

Honor Councils in elementary, middle, and high schools and college may look very different. How much authority they actually have or even need isn't important, but the idea that student input is valued and warranted is. Traditionally, Honor Council is a student group that hears and decides upon cases of academic fraud, integrity violations, bullying, stealing, and lying.

Who makes up the Honor Council?

The Honor Council is made up of students and a faculty moderator. The number of students depends on the school, size, and purpose. At KIPP Summit Academy, we had eight students that comprised the main body of the council, with two alternates. The alternates did not have voting power unless one of the members was absent, but sat in on hearings and were allowed to give input.

How do you become an Honor Council member?

Some schools choose to elect these students as if they were running for public office. At KIPP Summit Academy the HC was comprised of eight eighth graders. The eighth grade class

nominated students they believed embodied the mission of the school, and then the faculty and staff would discuss each candidate and choose the final eight. Students would receive an invitation letter to join the Honor Council sent home by the principal or assistant principal (*See samples below, Figures 1 and 2*).

Figure 1

HONOR COUNCIL
Nomination Form

Thank you for your interest in the KSA Honor Council!

Honesty and integrity are at the heart of the mission. The goal of the KIPP Summit Academy Honor Council is to create an environment of good citizenship by demonstrating respect, trust, and responsibility.

Please nominate a student that you think would make an outstanding contribution to KIPP Summit Academy's Honor Council. This student should be an example of someone who represents KSA's four compass points: teamwork, integrity, curiosity and responsibility.

I would like to nominate _____ because _____

Figure 2

Dear KSA Parent/Guardian,

I am pleased to announce that your child has been selected to serve on the KIPP Summit Academy Honor Council. Students were nominated by their peers and selected by the faculty.

Students on the Honor Council must be in good academic standing, and are exemplars of the school's four compass points. Honesty and integrity are at the heart of the mission. The goal of the KIPP Summit Academy Honor Council is to create an environment of good citizenship by demonstrating respect, trust, and responsibility.

Congratulations!

School Leader's Signature

What is the Purpose of the Honor Council?

The purpose of the Honor Council is to uphold the values that create a safe learning environment, respects the rights of others, acknowledge diversity, and support students in repairing the harm that's been generated by the actions of some. The Honor Council ensures that every student is held to high standards of integrity, and that student ideas are sacred and protected.

What constitutes a violation of the Honor Code?

Any breach of academic fraud, ranging from cheating on tests, or copying someone else's homework, to more serious acts like plagiarism. Students that bully and harass, get into a physical or verbal disputes, technology-related issues, and other behavior that threatens the community are also considered code violators and reported to the Honor Council.

Who can accuse you of an Honor Code violation?

An Honor Council accusation can be submitted by any faculty or student *(see Figure 3 below for a sample HC referral form).*

Figure 3

HONOR COUNCIL REFERRAL

Student Name _____ **Homeroom** _____

Student Name _____ **Homeroom** _____

Referred by _____ **Date** _____

Reason for Referral_____

_____

(For Honor Council Use Only)

Notes from Student Conference__

_____

Recommended Consequences

_____

What happens if you are accused?

Once a referral has been made, students are notified by the principal or assistant principal that they are required to attend the Honor Council. The Honor Council investigates the school violation by asking the restorative questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by your actions?
- What will you do to repair the harm your actions have caused?

Students that attend the Honor Council usually come willingly. Many have already admitted to the wrong-doing and it is a way of reintegrating students back into the community. Some students, however, see it as an opportunity to plead their case when they themselves feel they have been wrongly accused. There have been instances when more information becomes evident through the investigation process, and students feel that they have been heard and have been through a fair process.

How does the Council vote?

At KIPP Summit Academy, the Honor Council can only make recommendations for consequences. Suspension or expulsions are not in their realm of their authority. Most consequences are recommended by the student under investigation, and the Honor Council either in support them or requests that the student do more.

Recommendations include a written apology, a restorative circle, and/or a service that is appropriate given the infraction, like cleaning the classroom if a student is being investigated for throwing trash on the floor, or removing graffiti around the school for marking up the bathroom.

What is the Faculty Moderator's Role?

The faculty moderator guides the process. She tries to stay out of the way of the council. The moderator's main role is in preparing the council to hear cases. Once the Honor Council has been chosen, they attend a half-day workshop learning about how to lead meetings with students. The moderator takes them through a series of incidences that they might encounter as Honor Council members, and takes them through a step-by-step process on how to handle them.

Appendix 8

Student Government

Student government is a student-based organization designed to help promote school spirit, leadership, and community. Student governments that take their role seriously and promoted by school leadership can have a significant effect on creating a positive school culture. Students may participate on all levels. Students who run for office demonstrate leadership qualities, and model positive behavior through words and action.

The Purpose of Student Government

Student government officials represent the student body and are held to high standards. When empowered they can play a significant role in developing positive attitudes and good citizenship in others by modeling appropriate student-faculty relationships. They can play a role in improving school morale, and in creating an opportunity for student voices and expression through the many activities, special events, and projects they offer.

Objectives of the Student Government

Student Government can provide a democratic forum in which students can address school-related issues that effect their lives at school. Through open communication with school administration, it empowers students and facilitates a community mindset. Those in student government develop responsible citizenship, as well as instill those qualities in other students. They represent the student body and its issues, and may, in certain situations, change policy.

Student government can be involved in many community-minded projects such as:

1. School beautification. Clean up, painting, repairing, etc.
2. Community service. Food drives, recycling projects, coat drives.
3. Student opinion polls, student council newsletter, etc.

Here is a student class representative application form *(Appendix 8A)* which may be modified for different school government offices.

Appendix 8A

Student Government

STUDENT CLASS REPRESENTATIVE APPLICATION

Name _____ Grade _____

Job Description: Student Government Class Representative

- Attends all student government meetings.
- Communicates important information and events.
- Participates in and attends all student government activities.
- Votes on all issues requiring a majority.

1. **Why would you be a good Student Government Class Representative?**

_____

_____

_____

2. **What leadership strengths, skills, and/or past experiences do you have that will make you a valuable member of Student Government?**

_____

_____

_____

3. **You must have the following signatures**:
   Your signature indicates your belief that this student would be a good fit for Student Government Representative.

   Teacher:_____

   An adult who works with you outside of school: _____

   How do you know this student? _____

4. **Read and sign:**

   If elected, I will represent the school with dignity. I will carry out the mission of KIPP Summit Academy by striving to model our compass points (teamwork, responsibility, integrity, and curiosity) at all times.

   _____ _____
   Candidate Signature Date

   _____ _____
   Parent/Guardian Signature Date

Appendix 9

Handbook Checklist

Place a check next to those that you can say with certainty your handbook addresses.

My Handbook …

☐ clearly defines and states the school's values with explicit and expected behaviors for adults, students, and parents.

☐ views offending behavior as a breach of relationships against school community values.

☐ recognizes and commits to the notion that positive robust relationships lie at the heart of learning and pedagogical practice, and of well-being and a sense of connectedness, and all decisions, structures, policies, and procedures reflect this understanding.

☐ speaks to the understanding of the need to restore relationships in the aftermath of conflict and wrongdoing or major incidents within the school.

☐ addresses the relationship between the values of the school and the values of a restorative approach to problem-solving.

☐ makes it clear that what has worked for one cohort of students may not work for the next, and that the school is proactive, future-focused, and welcomes change.

☐ addresses the harm from inappropriate behavior and incidents in a way that:

- ☐ deals with conflict and disruption in a timely manner.
- ☐ repairs harm in the aftermath of wrongdoing.
- ☐ addresses issues with all involved.
- ☐ works with those involved to find the best solution for what has happened.
- ☐ embraces a diversity of solutions by understanding that there may be many ways to solve a problem.
- ☐ focuses on what needs to happen to repair the harm.

☐ looks at what needs to happen to prevent further harm.

☐ focuses on developing positive relationships between students, teachers, parents and the wider community.

☐ focuses on developing social and emotional competence and positive behaviors so that students have the capacity to engage effectively in restorative problem-solving.

☐ frames behavior management in positive terms such as ‘relationship’ policy, ‘care and responsibility’ policy or ‘respect’ policy.

☐ states what *is* negotiable and what *isn’t* in terms of rules, limits, and boundaries—and the learner experiences the school and the adults as firm, fair, and flexible; the rules makes sense to students.

☐ makes it clear who is responsible for managing behavior and learning issues to increase the involvement and responsibility of classroom teachers.

☐ reflects and explains my school’s restorative approach to managing behavior.

☐ describes the role of Honor Council or student conflict managers, and restorative conferences.

Appendix 10

Recommended Readings and Other Resources

About Change

Heath, C., and Heath, D, (2010) *Switch*: *How to Change Things When Change Is Hard.* New York, Broadway, Books.

Kotter, J. (2012) *Leading Change*. Boston: Harvard Review Press

About Leadership

Collins, J. (2001). *Good to Great.* New York: Harper-Collins.

Kouzes, J., and Posner, B. (2010) *The Truth About Leadership.* San Francisco: Jossey-Bass

About Restorative Justice

Wormer, S. Van, and Walker, L (eds) (2013) *Restorative Jusice Today: Practical Applications.* Thousand Oaks, CA: Sage Publications.

Zehr, H. (1991) *Changing Lanes: New Focus for Crime and Justice.* Harrisonburg, VA: Herald Press

Zehr, H. (2002) *The Little Book of Restorative Justice.* Intervourse, PA: Good Books.

About Restorative Practice in Schools

Armstrong, M., and Vinegrad, D. (2013) *Working in Circles in Primary and Secondary Classrooms.* Queenscliff, VIC: Inyahead Press.

Blood, P., Thorsborne, M. (2013) *Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities.* London: Jessica Kingsley Publishing.

Smith, D., Fisher, D., and Frey, N. (2015) *Better Than Carrots Or Sticks.* Virginia: ASCD

Riestenberg, N. (2012) *Circle in the Square. Building Community and Repairing Harm in School.* Minnesota: Living Justice Press.

About Behavior Management

Colorosso, B. (2003) *The Bully, The Bullied, and the Bystander. From Pre-School to High-School. How Parents and Teachers Can Help Break the Cycle of Violence.* Toronto, ON: HarperCollins.

Kohn, A. (1999) *Punished by Rewards.* Boston: Houghton Mifflin

Margrain, V., and Macfarlane, A.H. (eds) (2011) *Responsive Pedagogy.* Wellington: NZCER Press.

About Social Emotional Literacy and Pedagogy

Elias, M., et al, (1997) *Promoting Social Emotional Learning: A Guide for Educators.* Virginia: ASCD

Goleman, D., (1995, 2006) *Emotional Intelligence: Why It Can Matter More Than IQ.* New York: Bantam Books

Payne, R. (1996) *A Framework for Understanding Poverty.* Highlands, TX: Aha! Process Inc.

About Neuroscience and Human Development

Kelley, C., and Thorsborne, M., (2014) *The Psychology of Emotion in Restorative Practice: How Affect Script Psychology Explains Why Restorative Practices Work*. London: Jessica Kingsley Piublication

Nathanson, D. (1992) *Shame and Pride: Affect, Sex, and the Birth of Self.* New York: Vintage Books.

Some Websites

General Information

Restorative Justice Online: www.restorativejustice.org

CASEL (Collaborative for Academic, Social and Emotional Learning): www.CASEL.org

Center for Restorative Justice: www.sfu.ca/crj

Center for Restorative Process: www.centerforrestorativeprocess.com

Justiceworks Ltd.: www.justiceworksltd.org

The Aims of Restorative Justice: www.beyondintractability.org/essay/restorative_justice

Restorative Justice Council: www.restorativejustice.org

International Institute For Restorative Practices: www.iirp.org

RP for Schools: www.rpforschools.net

Resources by Education Departments

Minnesota (USA): http://education.state.mn.us/MDE/StuSuc/SafeSch/RestorMeas/index.html

Oakland (USA): http://communityin.org/project/restorative-justice-for-oakland-youth/

References

Blood, P., Thorsborne, M. (2013) *Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities.* London: Jessica Kingsley Publishing.

Berkowitz, K. *Restorative Practices Whole-School Implementation Guide.* San Francisco Unified School District, accessed February 2016, http:// www.healthiersf.org/RestorativePractices/Resources/documents/SFUSD

CASEL (Collaborative for Academic, Social and Emotional Learning) (2011) *What is Social, Emotional Learning (SEL)?* Chicago, IL: CASEL. Available at http://casel.org/why-it-matters/what-is-sel.

Costello, B., Wachtel, J., and Wachtel, T. (2010) *Restorative Circles in Schools, Building Community and Enhancing Learning*. Bethlehem, PA: IIRP.

Costello, B., Wachtel, J., and Wachtel, T. (2009) *Restorative Practices Handbook for Teachers, Disciplinarians and Administrators.* Bethlehem, PA: IIRP.

Clifford, Amos. *Teaching Restorative Practices with Classroom Circles.* Center for Restorative Practices, accessed April 2016, http:// www.centerforrestorativeprocess.com.

Dweck, C. (2008) *Mindset. The New Psychology of Success.* New York: Ballantine Books.

Gore, J. Griffiths, T., and Ladwig, J.G. (2004) "Towards better teaching: Productive pedagogy as a framework for teacher education." *Teacher and Teacher Education 20*, 375-387.

Heath, C., and Heath, D, (2010) *Switch*: *How to Change Things When Change Is Hard.* New York, Broadway, Books.

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Riestenberg, N. (2012) *Circle in the Square. Building Community and Repairing Harm in School.* Minnesota: Living Justice Press.

Sahlberg, P. (2012) *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Moorabbin, VIC: Hawker Bownlow Education

Scott, S. (2002) *Fierce Conversations*. London. Piatkis.

Wachtel, T., and McCold, P. (2001) "Restorative Justice in Everyday Life." In H. Strang and J. Braithwait (eds) *Restorative Justice and Civil Society.* Cambridge: Cambridge University Press.