RESTORATIVE PRACTICES
in the Classroom:
Build Better Relationships and
More Effectively Manage Student Behavior

RESOURCE HANDBOOK

By

Jo Ann Freiberg

BER

Bureau of Education & Research

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Welcome!

We want to make today's seminar as useful and productive as possible. Consequently, your instructor has organized this digital resource handbook to include key handouts, guidelines, and sample materials. It is designed to maximize your experience by minimizing your need to take notes and provide you with easy-to-implement strategies you can apply to your program right away.

During the seminar, you will have the opportunity to ask your instructor questions specific to your needs. Feel free to unmute your mic and join the conversation or make use of the Chat feature by sending your question in writing to your instructor or the whole group. In addition, if you have any logistical or tech related questions, you can send a private chat to our Program Manager. Our Program Manager will be available throughout the day.

Following the seminar, we welcome your feedback. A digital evaluation form will be provided at the end of the day. We value your feedback and appreciate your time in completing it.

Thank you for your interest in our programs.

Richard W. Herzberg, PhD
Executive Director

P.S. Because you are a participant at today's seminar, we will reach out to you via mail or email to notify you of future seminars appropriate to your subject area and grade level. You may also visit our website at **www.ber.org** for information on future professional development events.

About Your Instructor

JO ANN FREIBERG brings years of experience working as a restorative practices educator. She is an educational consultant who works nationally with schools, training teachers and administrators on essential restorative practices. Jo Ann has extensive experience in supporting school climate through restorative practices, bullying prevention and character education. She regularly presents professional development to organizations around the country on restorative practices, violence prevention, professional ethics, and strengthening school, family, and community partnerships. She serves on the leadership team of the National School Climate Council and has served on a statewide task force on bullying prevention.

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Welcome!

To extend the usefulness of this program, the Bureau of Education & Research provides the following additional services for participants:

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COST: $70 PER CREDIT

Written activities completed	Credit(s) awarded
3	1
6	2
9	3
12	4

PRACTICUM & COURSE ELEMENTS

Develop activities based on the information you have just learned. Each activity must be designed so that it can be implemented in your curriculum. They may be geared to K-12 students, staff or others. Complete requirements will be sent after registration.

TITLE PAGE
The report must include a title page with your name, address, Brandman ID number, course number (refer to confirmation letter), course title, date(s), and a one paragraph description. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at risk, ESL, etc.) that is the intended audience/participants.

QUALITY OF COURSEWORK
Your grade will be not only based on the quality of the activities but the accuracy, detail, and rigor of your paper. The quality of the overall paper will be graded for format, grammar, spelling, punctuation, required length, and other qualities expected of graduate level work.

ACTIVITY DESCRIPTION
Write about each activity separately and in detail. Each activity must be at least one full page (not including title page), typed, single-spaced, 12 point font and one inch margins. Use narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.). Explain how activities meet appropriate developmental needs. Discuss how activities relate to the program. Include documentation for each activity.

LEARNING OBJECTIVES AND ASSESSMENTS
Write specific learning objectives for each activity. Include what you expect to achieve and how you will accomplish it. Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to the learning objectives. Include a sample of assessment tools.

SELF-EVALUATION
Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement.

SUBMIT YOUR REGISTRATION FORM WITHIN 30 DAYS. FINAL REPORT IS DUE WITHIN 6 MONTHS OF HAVING ATTENDED THE TRAINING.
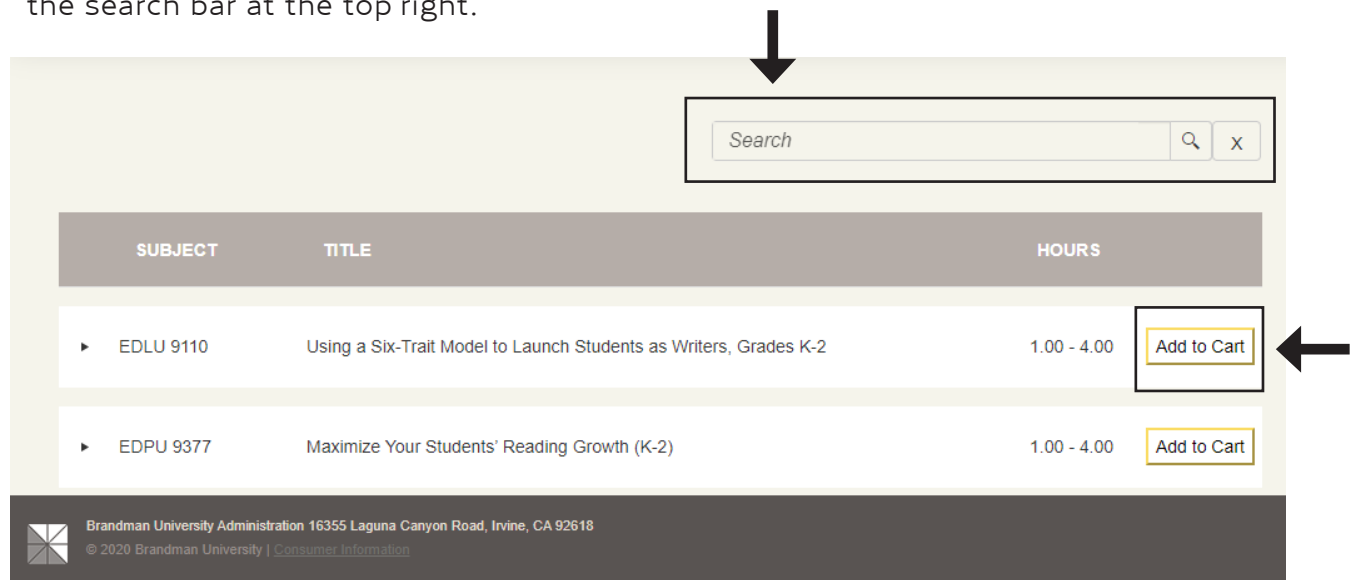
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Search	🔍	X

	SUBJECT	TITLE	HOURS	
▸	EDLU 9110	Using a Six-Trait Model to Launch Students as Writers, Grades K-2	1.00 - 4.00	Add to Cart
▸	EDPU 9377	Maximize Your Students' Reading Growth (K-2)	1.00 - 4.00	Add to Cart

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- Do not submit Participation Certificate with your registration.
- Participation Certificate must be submitted with your completed coursework to the grader.
- Submit your registration form within 30 days of having attended the training.
- Upon registration, you will receive an email with your user name and password to activate your Brandman Account. This allows you to view grades, print a statement of account, access as an unofficial transcript, and order an official transcript.
- Your confirmation letter and grading information will follow. This serves as your receipt and contains information on navigating your Brandman Account.
- FAQs may be found on our website **www.brandman.edu/ber.**
- If you have any questions, please contact **exed@brandman.edu** or **800-632-0094**
- Information on ordering a transcript: **www.brandman.edu/extended-education/student-resources**

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To see listings of BER PD Events coming up, please visit **www.ber.org**

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BER PD Resource Kits
Each PD Resource Kit includes a DVD of video clips and a comprehensive Resource Guide for use in PD sessions. The video clips, filmed in classrooms with real teachers and students, are designed to demonstrate state-of-the-art research-based strategies and outstanding teaching practices. We have designed each PD Resource Kit to be used by:
- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

Each Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms. To see available programs and preview video clips, please visit **www.ber.org**

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School Climate Consultants

Introduction To Restorative Practices

&

Using Circles Effectively
Learn practical strategies to build strong, healthy relationships and use circles in many settings

Jo Ann Freiberg, Ph.D.

School Climate Consultants, LLC

Table of Contents

Sample Working Agreement

We Agree To:

- Acknowledge and greet each another
- Support and help one another
- Actively listen and discuss issues/concerns with an open mind
- Improve communication by addressing problems directly rather than using different channels
- Assume responsibility for our own actions/behaviors and work toward a positive outcome
- Recognize that personal actions may impact staff as a whole
- Create and utilize established avenues for airing concerns
- Foster a vision of excellence and pride
- Reaffirm and enforce school rules consistently as a staff
- Be kind and respectful to each other
- Remember that <u>students</u> are the reason we are here

Building and Implementing a Student (or Staff) Working Agreement

Definition: *an agreement about the values, rules and standards for behavior created by consensus* (not vote).

Students
- *How do you want to be treated by teachers / leaders?*
- *How do you want to be treated by each other?*
- *How do you think teachers / leaders want to be treated by you?*
- *How do you want to treat each other when there is conflict?*

Staff
- *How do you want to be treated by administrators?*
- *How do you want to be treated by colleagues?*
- *How do you think administrators and colleagues want to be treated by you?*
- *How do you want to treat each other when there is conflict?*

Simple Guidelines for Any Working Agreement → There is NO One Form
1. Begin the agreement with "We agree to…"
2. Use complete sentences
3. Have between 6-12 statements within your working agreement

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Effective Working Agreements
- Connect rules to values & principles
- Identify rules needed to run an effective school / class
- Involve students / staff in developing rules for what they believe they need from leaders and each other to be safe & successful
- Ensure that rules are clear and specific
- Make consequences relate to the rule
- Learning is the goal, not punishment
- Consider being educationally sound, not politically correct
- Predictable range of consequences is developed
- Consideration of additional consequences to improve behavior
- Update the agreement regularly to ensure effectiveness

Sample Student Working Agreement
1. Being mean is not allowed in our school.
2. We don't tease, call names, put others down, taunt or laugh at others.
3. We don't hit, shove, or punch anyone – ever.
4. If we see someone being hurt (physically or emotionally), we speak up and stop it (if we can) or go for help RIGHT AWAY. (And, if the first person we tell, won't listen… we keep telling until someone WILL listen.)
5. When we do things as a group, everyone is included and no one is left out.
6. We make new students feel welcome.
7. We listen to each other's opinions.
8. We treat each other with kindness and respect.
9. We respect each other's property (school property, too).
10. We look for the good in others and value differences; we don't have to be friends with everyone, but we will not be mean to anyone.

Current Landscape

Never before in human history have people been so disconnected with their families and communities. And, that disconnect, unfortunately, extends among cultures. We are far from being culturally inclusive and celebratory of diversity… an open society. In the last several decades we have also become increasingly mobile. One hundred years ago it was very rare for people to leave the communities in which they were born. Now it is the norm…

Most of us can remember growing up in neighborhoods where it was accepted – and even encouraged for ANY adult to 'parent' the children in the neighborhood. This has all changed, resulting in an unprecedented loss in social capital.

We are more disconnected than we have ever been before…a paradox because we are 'connected' electronically 24/7. Our communities may be changing or we may not be connected to the communities we have. Think about your meaningful connections with your neighbors…your school community…your faith community. Knowing people casually and *being in community* with people is different.

Additionally, over the past couple of generations, schools have become singularly focused on academics and the 'whole child' focus has been grossly diminished. This is why we are experiencing a targeted focus on Social Emotional Learning (SEL). Children are suffering because they are thinking, feeling and relational beings, and the years of treating them as though school should focus exclusively on their academic development has taken a drastically negative toll.

Play and socializing is a Childs' work, and that has gotten lost in this transition. During this same period there has often become a palatable division between perspectives and values of school and home. No longer can there be an expectation that parents/guardians will support educators when it comes to behavior, relationships and values. Consequently, even though '*punishing*' children **never** worked to change behavior, it was far more likely that meting out exclusionary discipline (punishment) would result in behavior changes. This was only true for those children who tested limits and only needed to be ***shamed and cornered*** *once*. It worked because parents/guardians supported teachers' and administrators' decisions and consequences unconditionally. Children are 'hard-wired' to please those they look up to and care about. There was no other place to go when both school and home agreed. However, exclusionary discipline (punishment) never worked for children that needed to be punished repeatedly. Since there is no longer a unified front between school and home, we are seeing vividly the truth about the success of exclusionary discipline/punishment. ***It does not work, and never has.***

Behavior, exactly like academics, is skill based and if a child does not have the skills, they need to be taught. Punishing a child is absurd when they lack the skills to add, read, solve problems, etc. We teach and provide support; over and over and over until they acquire the necessary skills to be able to add, read and solve problems. It is no different with behavior. We need to teach and provide support; over and over and over until they acquire the necessary skills to be able to share, speak appropriately, keep their hands to themselves, etc.

Statements to Consider

- **It helps now and then to step back and take the long view**

- **We can't do everything and there is a sense of liberation in that**

- **We can do something and we need to that well**

- **We have an obligation to *each and every* student, no matter their circumstances to create a safe culture**

- **We plant the seed that someday will grow; we may never see the end result**

- **We provide the years that produces effects far beyond our capabilities**

Questions to Consider

- **What are school/community-based organizations about today?**

- **What has changed in your field over the last 30 years?**

- **Why are school/community-based organizations the most important public institutions? (Or, are they?)**

- **What are the challenges of working with your constituents (students, family members, clients, etc.)?**

- **What do the most challenging students/youth have in common?**

- **What's going to make a difference in their lives?**

- **How *fairly* are we dealing with each and every constituent (intellectually, culturally, ethnically, racially, by gender, etc.)?**

The Restorative Journey

The Road goes ever on and on... The Hobbit

It's a dangerous business, walking out one's front door

Bilbo Baggins (to Frodo)

On any journey, if you want to go fast, go by yourself…but if you want to go far, take someone with you.

I like to think about *becoming restorative* as a true journey; for some of us the trip is longer than for others, but the journey has no destination because it is about people, relationships and community; And, relationships and community are dynamic; people come and go, so this trip is never ending because along the way we meet different people (colleagues, students, family and/or community members, etc.). Also, along the trail you will meet others who steadfastly believe that working *restoratively* rather than punitively is just wrong. They have heartfelt and long held beliefs that are grounded in no research but in habit and fundamental beliefs that they are reluctant at best, and unwilling at worst, to give up even to consider a different perspective or philosophy that *is* grounded in solid science and research. Thus, the journey can be tough and 'dangerous.' We must embark on the journey, regardless. **The train has left the station; you can get on it now, or you can get on it later, but the journey is well underway!** We will encourage others to join us, even those who initially don't want to.

Hobbit References

"The road goes ever on and on" is found in Both <u>The Hobbit</u> and <u>The Lord of the Rings.</u>
From the chapter "*Three's Company,*" <u>The Lord of the Rings:</u>
<u>The fellowship of the Ring,</u> Frodo is relaying what Bilbo used to say to him:
"It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to."

Subira Gordon, Executive Director
CT Commission of Equity & Opportunity

Transcript: CT News Network, 06/12/2018

Every single time teachers are given the discretion; kids of color hurt. EVERY SINGLE TIME. There is a reason why suspensions, expulsions…every metric that you can use…kids of color are disproportionately impacted. It doesn't matter who's the teacher. It doesn't… We just have a system that has created inequities. And when I was…when I was…Each time I was having this conversation and I learned a lot about this process going through it with CEA** and learned what this bill did and what this bill was going to address where I think I walked away from it saying, "I don't love it…" and some of you can recall me saying this, but it's a place to start from, right? And that's where I ended. And, I see the Governor's veto as a way to continue this conversation. I was very disappointed that we weren't able to add Restorative Justice and Restorative Practices to the language because I think the ONLY way we're gonna solve any of these issues if we start addressing educational inequities in a restorative practice way. There is nothing a six-year old can do that is the six-year old's fault to get them kicked out of school. Anything that that six-year old did that was so bad is as a result of an adult in that six-year old's life that created a space that allows that six-year old to have that kind of behavior.

**Connecticut Education Association

When Our
Little People
are overwhelmed
by *Big* emotions,
it's Our job
to share Our calm...
not to join in
Their chaos.

All students thrive in classrooms and schools that are calm, joyful and foster high-quality relationships and a cohesive safe (physically, emotionally, intellectually & culturally) regulated environment. This is our moral and practical imperative. If we want students to be successful academically, we must prioritize the building of high-quality relationships and community. Educators who make this their foremost priority, have higher test scores, higher attendance and positive student behavior.

Stressful or Painful School Events, Experiences and Situations That Can Compromise Emotional Safety

(Adapted from <u>Creating Emotionally Safe Schools</u> by Jane Bluestein, Ph.D., pp. 34 – 36)

STRESSOR	For Students	For Educators	For Family Members	For All Groups
Being assigned to complete educational material above actual ability level				
Unclear directions; directions not repeated or available if you didn't get them the first time				
Being left-handed and being pressured or required to use right hand				
Not having resources, structure or guidelines, people or information needed to complete an assignment (before having to respond or explain)				
Not having enough time to complete work; unrealistic deadlines				
Not having enough time to think about a question or process new information				
Inability to speak the language				
Teacher's impatience, annoyance or disgust				
Overhearing teachers or other significant adults discussing you negatively within earshot (either deliberately or accidentally)				
Having a seemingly uncaring, uninvolved or weak principal				
Rarely (or never) being given any choices or input in decisions that affect you				
Not being taken seriously; being ignored or dismissed, laughed off				
Rigid application of rules and negative consequences (punishments)				
Spanking, paddling or whipping used as punishment				
Rough physical contact used deliberately or reactively to control or punish (pinching, grabbing, pushing, hitting)				
Witnessing classmates being shamed, spanked or punished				
Not having any privacy				
Being routinely recognized or praised, threatened or punished with conditional approval from teacher or other adults				
Inability to read or otherwise perform on grade level				
Prejudice or discrimination (by adults or peers) based on race, ethnicity, religion or other cultural factors				
Prejudice or discrimination by adults or peers, including judgments, ridicule, rejection, devaluing, shaming, insulting, demeaning, exclusion or other negative reactions, whether verbal or nonverbal, based on body size, clothing (style, cost, value or where purchased), hairstyle, jewelry or other factors related to appearance				

Prejudice or discrimination (by adults or peers) based on abilities and interests, or on a lack of abilities or interest in a particular area				
Prejudice or discrimination (by adults or peers) based on sexual orientation, whether expressed or inferred				
Not being given enough help or assistance				
Being punished long after an incident occurs				
Being wrongly accused or wrongly punished				
Being punished because of a teacher's mistakes or disorganization (lost papers, poor or inaccurate record keeping, for example)				
Favoritism of some students over others				
Unpredictable or inconsistent teacher behavior				
Teacher's reliance on someone else (principal, counselor, parents, for example) to handle or punish discipline problems				
"Gotcha" tests, pop quizzes, useless tests or evaluations used mainly to "catch" or punish you				
Unrealistic rules and expectations				
Demands that do not respect your developmental or ability level				
Ineffective professionals trying to help; adults who don't know how to help even if they want to (or who inadvertently make things worse)				
Not being able to rest when you feel you need to				
Little variety in day-to-day curriculum				
Little variety in day-to-day schedule				
Feeling little love in school in general				
Teachers' inability or unwillingness to help the slow learners or kids who need extra help				
A lack of understanding or difficulty communicating thoughts and feelings that is frequently interpreted as laziness				
Feelings of helplessness and lack of power to change an uncomfortable situation; inability to see a possible solution to a problem				
Teachers' hollering, explosive behavior				
Not being allowed to express problems openly and verbally to a teacher				
Not being allowed or able to express feelings without fear of negative reaction or consequence				
Being called names that suggest stupidity or incompetence				
Being told you're not applying yourself				
Being shamed or criticized for dropping something or knocking something over; being told you're clumsy				

Being shamed or criticized for not understanding something the first time it is explained				
Feeling afraid to share, speak up or say anything in class				
Feeling sad and lonely and not being able to share these feelings with anyone				
Feeling that no one really cares about you				
Being picked last for a game in recess or gym class				
Being bullied, harassed or intimidated by other students				
Going to a new school, having to make new friends				
Not being supported or protected by teachers or other adults who witness other children hurting you (verbally or physically)				
Being punished, shamed or excluded from an activity because you did not respond quickly enough				
Speaking, reading or presenting in front of the class				
Being shamed, ridiculed, humiliated or set up to fail in front of your peers				
Anticipating an activity or class you know you're not good in				
Having your grades (low or high) read in class; being seated in class according to grades				
Having to wait to go to the bathroom until the scheduled time; being denied access to the bathroom when needed				
Having to sit so long at your desk without a break that your mind and body become numb or restless				
Being sensitive to or intolerant of the noise, visual stimulation or movement in the classroom				
Being in the lowest reading group; knowing that your classmates think you are slow (not as smart as they are)				
Poor match of learning style to teaching style; learning styles and preferences not accommodated				
Not being positively recognized or acknowledged for positive behavior, achievement, effort, cooperation, etc.				
Being punished for moving, squirming, wanting to touch things, doodling, swinging your leg, or other forms of "hyperactivity"				

Paradigm Shift

From: Punitive → **To: Restorative**

From: Punitive	To: Restorative
Rule broken	Who has been harmed and how
Establish guilt or innocence	Address needs
Suppress misbehavior	Recognize misbehavior as a learning Opportunity

Authority driven disciplinary Action
    The Adult/Educator
    The Rubric/Student Handbook
	Those impacted determine resolution in circles

Accountability = Punishment/ Exclusionary Discipline	Accountability = Understanding the impacts Taking responsibility Suggesting & implementing Ways to repair the harm
Using fear of punishment & Exclusion to motivate Positive behavior (or The use of "carrots & sticks")	Positive behavior results from the opportunity to make apologize (honestly), make amends and honorably reintegrate

Filling Toolboxes and Getting Off the 'Island of Punishment'

Many people, unfortunately believe that if there is no *punishment* then nothing happened (being permissive). However, there are an infinite number of *restorative* consequences between the "Island of Punishment" and the "Island of Permissive."
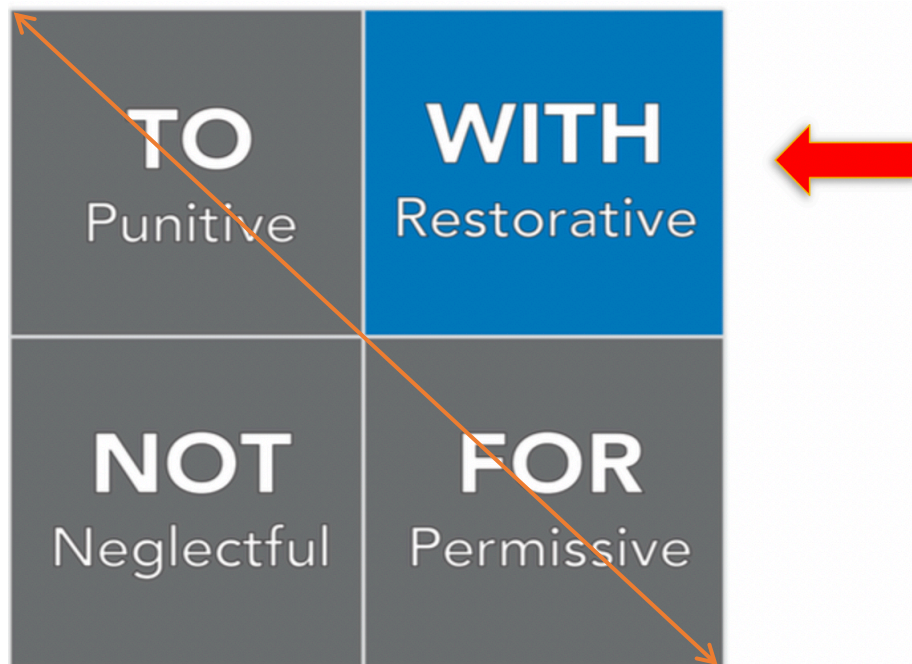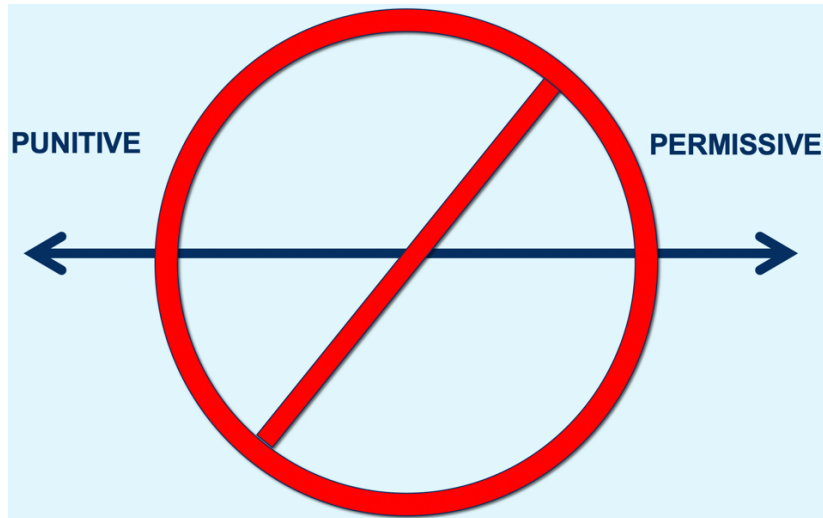
Educators are in the business of filling students' "tool boxes." That tool box has academic, social/emotional, relational and behavioral, relational tools in it and there are no separate compartments for each category! Each child is the sum of everything and their individual toolbox is as good as experiences they've had and the adult role models in their lives.

In the process of filling up a student's tool box with useful tools that will last through adolescence and into adulthood, sometimes it is necessary to replace *rusty* tools with nice shiny ones. Sometimes, without realizing it, the adult role models in their lives fill the tool box with tools that are not very useful, aka, *rusty.* For example, sometimes the adult very purposely places the following tool in the box: "If someone gets too close to you and threatens you, **hit him/her**." This is not the kind of tool that will help that child become a productive adult.   If an adult had a problem in the workplace with a co-worker and hit him/her, the adult would be arrested. Consequently, educators are in the business of removing *rusty* tools and replacing them with useful ones.

Some children arrive at school with nearly empty tool boxes and others are more fortunate by having a tool box that has a good 'starter set.'   Regardless of what their tool boxes look like when they arrive at school, it is the educator's job to fill the box with shiny academic, social/emotional, relational and behavioral skills (tools).

When children lack academic skills (tools), educators *never give up* teaching literacy, numeracy, scientific, historical, language skills (tools). If/when a child struggles, educators provide ever increasing support (e.g., tutoring, one-on-one help, more practice, using different strategies, referral to Special Education, etc.). However, when it comes to social/emotional, relational and behavioral skills (tools) the support that students need to learn to 'use their words, not their hands,' share, be patient, not 'cut in line,' take their turn, keep their hands to themselves, etc., is rarely treated as needing more support, as we would if it was an academic skill (tool) that was lacking. When children misbehave, typically, they are punished. ***However, acquiring social/emotional, relational and behavioral skills (tools) is no different than acquiring academic skills (tools).*** If they don't have the skills (tools), they need them and no amount of punishment, usually in the form of exclusionary discipline, will ever help them acquire those skills (tools). Punishing children for lack of social/emotional, relational and/or behavioral skills changes nothing, except to diminish the relationship(s) between the adult and the child that are so vital for any kind of learning to take place.

Social/emotional, relational and behavioral skills (tools) must be taught, just as we teach academic skills (tools). These are identical processes. If they lack skills (tools), they need them, and they will never acquire them unless they are taught to them. No child will ever learn to read or multiply, etc., by being punished if they can't do it or fail a test. It is no different with Social/emotional, relational and behavioral skills (tools). No child will learn to share or care or keep their hands to themselves by being punished; they learn these skills in the exact same way they learn academic skills (tools); by being taught and having infinite opportunities to practice these skills in an environment that is safe to take risks and practice. ***There is not one shred of research to support that punishing children improves behavior.***

Fundamental Restorative Practices Ideas

There is a great deal of myth and misunderstanding around Restorative Practices. I find that painting some "visual" pictures helps people understand what this work is really about. The following three images may help.

1. Think of the home that you live in. It is built to weather storms and if there is a bad storm and a tree falls on the house and damages the roof or breaks a window, the roof can be repaired or the window replaced. However, if there is no house and a tree falls, there is nothing to repair! So, this is similar to needing to build a strong (classroom/school) community with high quality relationships. If you have built it, when there are the inevitable conflicts, fights and disagreements (this is part of life!), then those relationships and the community can be repaired. If there is no community or good relationships, there will be nothing to repair. You MUST build that community first. Focusing on building a solid caring classroom community is the majority of working restoratively. It is very unfortunate that in the restorative practices' framework, creating and maintaining that positive classroom climate is not *restorative* at all; it is formative and transformative. The majority of restorative practices has nothing to do with *restoring* or *repairing* anything; it has to do with focusing on creating high quality relationships and community so when there is harm that must be repaired the foundation is solid.

2. The second picture I like to paint is to imagine the growth process. When babies are born, they are seven or eight pounds, give or take and about 21" long. And, if nothing intervenes with the growth process, such as accident or disease, babies grow! Until they become adults like we are. And, once we become adults there is not a choice to return to being a child again; it's not an option. Becoming restorative is very much like this. Once you 'become' restorative, you don't go back because it is such a better place to be…more productive, successful, calm, collaborative, joyful, etc. Once a person or a class has become restorative, that's where you stay because of the quality of the community and relationships involved not to mention far more learning, academic and overall student success.

3. The final picture I believe gets to the core of what working restoratively is all about… at least the reparation portion. I call this the "Family Model."   In families, siblings can accurately be described as, "frenemies." (This word is a hybrid of 'friends' and 'enemies'). And, when siblings "get into it," whether verbally or physically, whether parents/guardians do it well or they do it poorly, they always manage to bring their children back into a loving family and positive relationships. There may need to be some initial separation (I call this '*chill time.*'). They just don't need to '*do time.*' Parents/guardians would never consider *suspending* children from the family. However, in schools, when there are disagreements, fights and conflict, the typical reaction is to punish (suspend) and separate; changing classes, lunch waves, bus routes, locker proximity, etc., so that the students never have to see one another again. This is absolutely crazy, and not how the world works. In the workplace, we have to learn to get along and work together. Working restoratively is embracing the "family model." Yes, there will be the inevitable conflicts, harm, etc., but when there is we have to figure out how to repair it because the class is a community (family) and everyone is valuable.

Fundamental Restorative Practices Principles

"Restorative" Practices (RP)…An Unfortunate Label
Restorative =
Restore or Repair
80% of RP is not about restoring anything! It is about *Building, Transforming and Forming*

Restorative Practices is not:	Restorative Practices ARE:
A program or curriculum.	A way of thinking and being
A discipline system	About changing school climate and culture
(Knee-jerk) Reactive Punitive	Pro-active and responsive
A *behaviorist* approach (carrots & sticks)	A *relational* approach Intrinsic motivation

The Fundamental Hypothesis

"Human beings are happier, healthier, more cooperative and most 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, Founder, The International Institute for Restorative Practices

Fundamental Restorative Practices Principles

- Acknowledge that relationships are central to building community
- Build systems that address misbehavior and harm in a way that strengthens relationships
- Focus on the harms done rather than only on rule breaking
- Give voice to the person harmed
- Engage in collaborative problem-solving
- Empower change and growth
- Enhance responsibility

Restorative Practices Framework

III →

Intensive Intervention

II →

Managing Difficulties

Restoring Community?

20%

80%

I →

School-Wide Prevention Practices= Positive School Climate

Formative & Transformation

Building Community: Creating a Positive School Climate

= School-Wide Prevention Practices (80%)
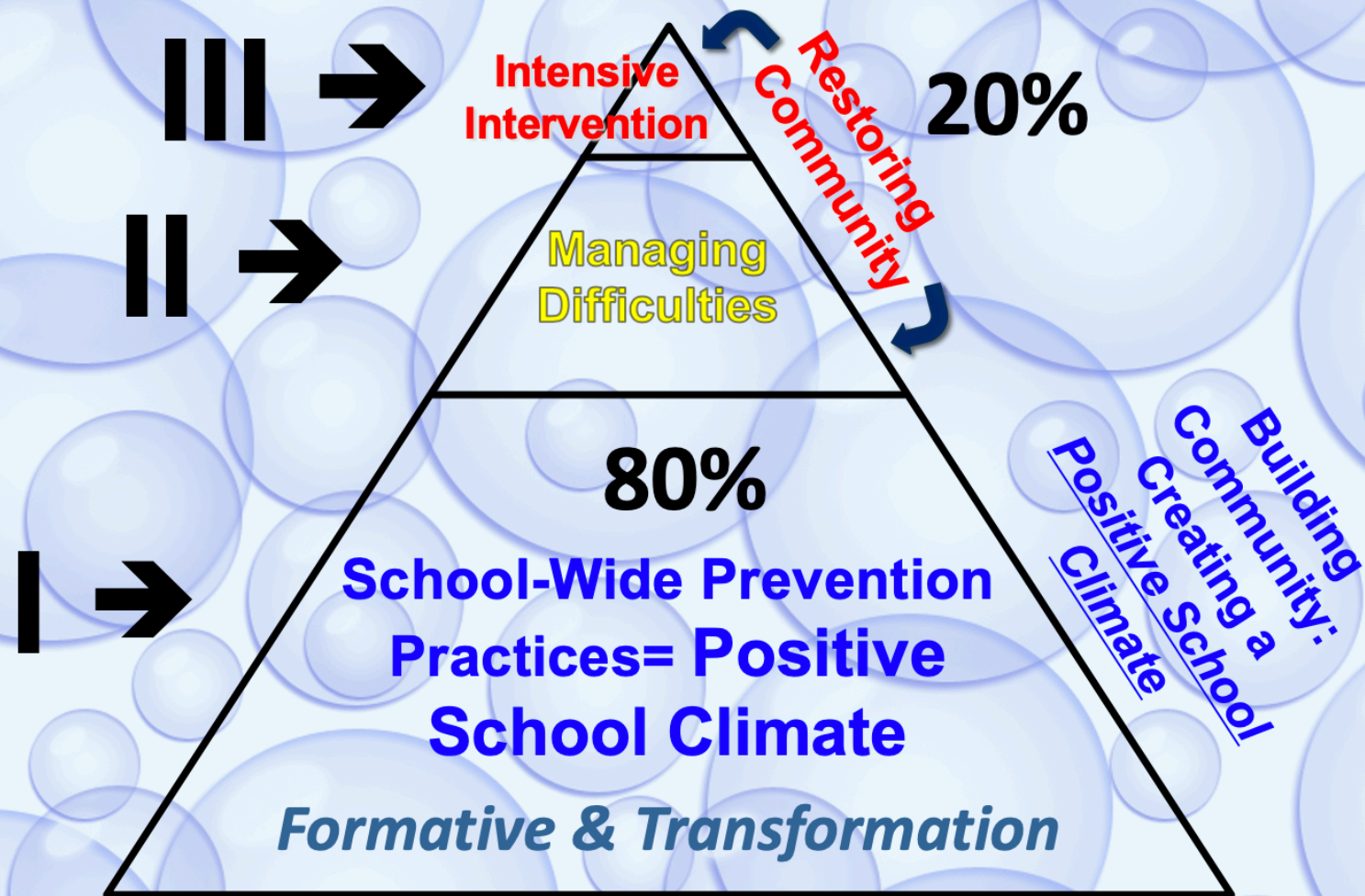
= School-wide Prevention Practices (80%)
AKA: Creating a Positive School Climate:
Formative & Transformative
Building a cohesive, caring school community that allows for improved and increased communication

Building Community & Getting To Know Everyone
> Working to understand how individuals in the classroom or school community relate and connect to one another

"Circles"
> Coming together to get classroom work done and fully connect with one another

Routines/Rituals
> Practices that are done repeatedly and predictably to create classroom safety, establish expectations and be successful

ll ➡ Managing Difficulties = Managing Minor Difficulties (19%)
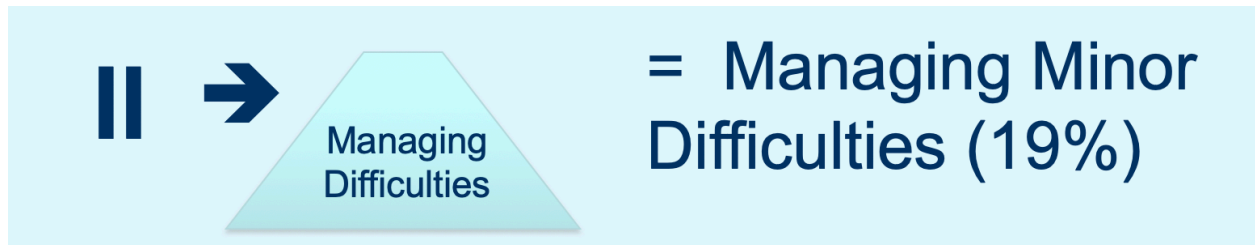
= Managing Minor Difficulties (19%)
AKA: "Restorative Discipline": Restorative
Responding to situations with a restorative intention; represents a shift in thinking; behavior issues provide youth with teachable moments

Problem-Solving Circles
> Brings people together to give voice to every person; makes space in the classroom to solve problems and conflicts

Quick "in the moment" Conversations
> Quick informal conferences or conversations to understand how people were affected by negative behaviors and take steps to prevent more harm

Student and/or Adult Mediation
> A neutral third person works with those in conflict to come to a mutually acceptable resolution, or to find a way of moving forward to have a positive classroom community again

= Intense Intervention (1%)

= Intense Intervention (1%)

AKA: Restorative Justice: Restorative

Focusing on rebuilding relationships and repairing harm

Formal Intervention Circles

> Brings people together to make space to resolve conflict and solve problems at the intense level

Special Agreements

> Formal Contracts that are made with the people involved in the conflict/harm that includes appropriate consequences and honors Restorative Practices values

Restorative Conferences

> Meeting formally with those involved to repair harm and allow the resolution of differences through empathy

> *EXAMPLES: "Burning Bridges"* **Bucks County, PA (You Tube), <u>Touching Spirit Bear</u> by Ben Mikaelsen**

SCHOOL CONNECTEDNESS FACTORS

- **I feel close to people at this school**
  - **Peers**
  - **Every student should have a caring adult**
- **I am happy to be at this school**
  - **A "destination"**
- **I feel like I am part of this school**
  - **A sense of belonging**
- **The adults at this school treat students fairly (not identically)**
  - **Fairness = Listening**
- **I feel safe (*physically, emotionally and intellectually, culturally, etc.*) in this school**

SCHOOL SHOOTER COMMONALITIES

- **Five necessary (not sufficient conditions)**
  - **Marginalized by their Peers**
    - Teased, ridiculed, excluded, etc.
    - Subjected to homophobic slurs
  - **Under the "Radar Screen"**
    - Marginalized by the adults who could have helped them
    - No caring adult they could count on
  - **Very Rigid Parameters for being Acceptable**
    - Being "different" is not acceptable
  - **Personal Problems**
    - Mental health conditions
    - Family instability
  - **Easy Access to Guns**

Students Who Feel Connected to School Experience Less Emotional Distress

Traumatized Children Experience MORE:

Level of Emotional Distress (SD Units)

Emotional Ditress

Suicide

0 — Not at All Connected
1 — Very Little
2 — Somewhat
3 — Quite A Bit
4 — Very Connected

Level of School Connectedness
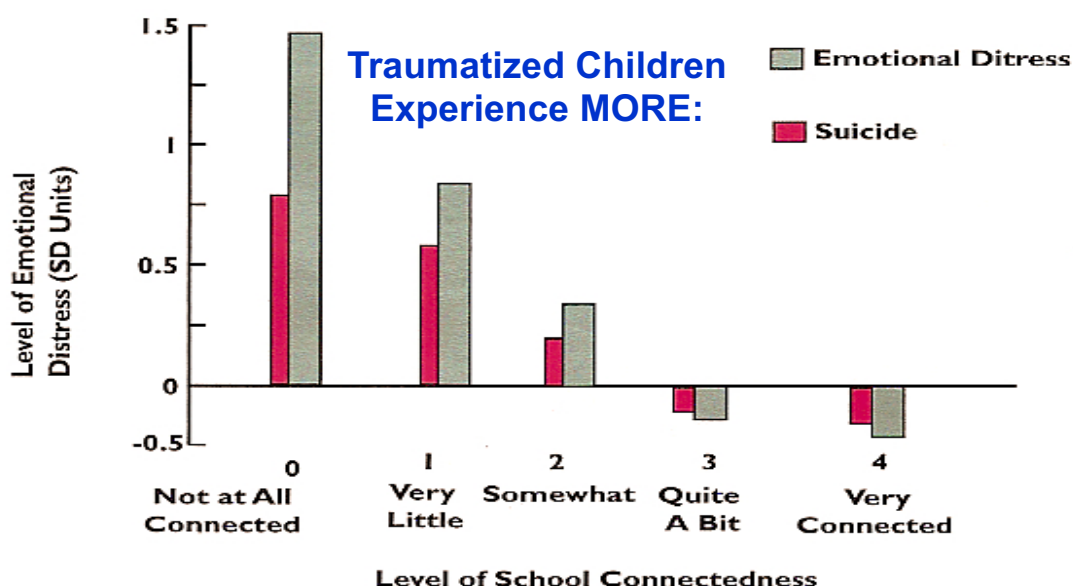
Connection….is the *opposite of:*
Trauma
Loneliness
Addiction

"It's not bad behavior… It's behavior asking for help"
Gabor Maté, M.D., The Realm of Hungry Ghosts

When a person is triggered…he/she goes back…in flashes…and becomes…Three-years old…or one years-old, etc., and is governed by the Limbic/Reptilian Brain & loses the executive functions in the brain.
When triggered, an individual actually needs the three R's, **IN ORDER:**

    1) Regulate *(calm down)…then…*
    2) Relate   *(connect, nurture, & support)…then it is possible to*
    3) Reason   *(talk **with**, reflect and explore options going forward)*

Students Who Feel Connected to School Are Less Likely to Become Pregnant

Traumatized Children Experience MORE in Attempts to Feel Pleasure

Chart: Percent Ever Pregnant (y-axis, 12 to 24) vs. Level of School Connectedness (x-axis)

- 0 — Not at All Connected: ~19.3
- 1 — Very Little: ~22
- 2 — Somewhat: ~18.5
- 3 — Quite A Bit: ~14.5
- 4 — Very Connected: ~11
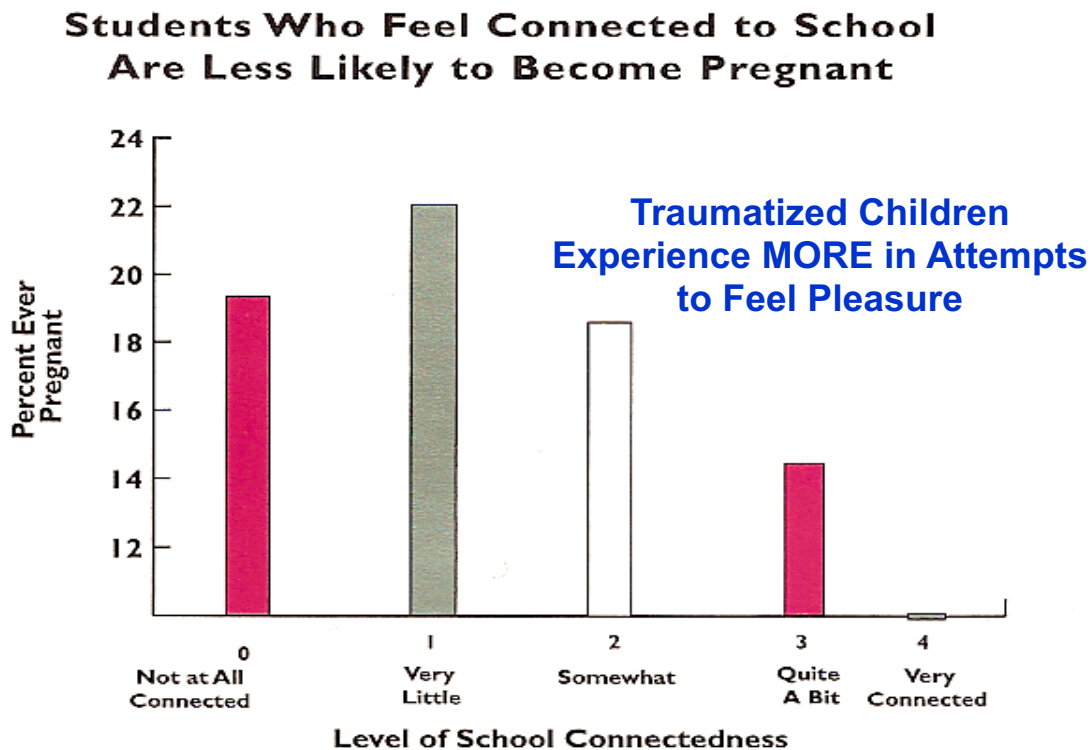
Approximately 1 in 5 (20%) of children are sexually abused...rape, incest, fondling, subjected to pornography, etc.

These children are exponentially more likely to become promiscuous far too early in their lives and thus beome pregnant, or impregnant someone.

Additionally, when you are in pain yourself, you do everything in your power to relieve that pain. Self-medication is one way, but another way is to seek physical pleasure through sexual activity.

Students Who Feel Connected to School are Less Likely to Use Substances
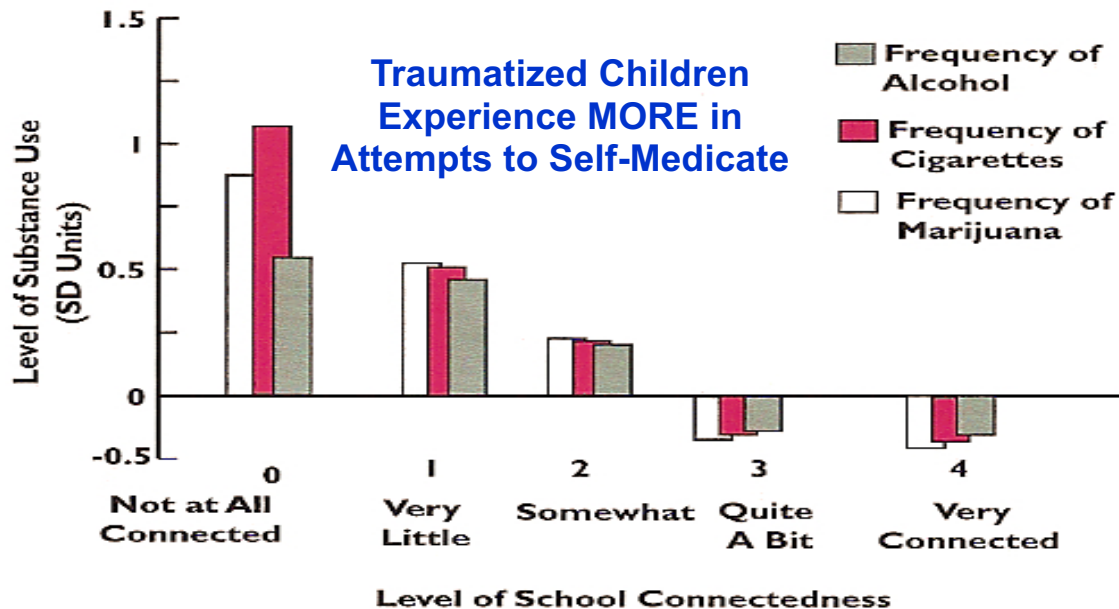
Hartford Courant, 10-6-19

In an article about Priest sexual abuse…

"More recently, as an attorney, I represented a young man who as a teenager was sexually abused by a priest. He turned to alcohol and drugs in an unsuccessful effort to ease his pain."

John N. Montalbano, Middletown, CT Attorney

"Trauma is the root cause of addition"
Robert Pynoos, M.D., Semel Institute, UCLA

Vincent Felitti, M.D., ACE Study Co-Principal Investigator *"It's hard to get enough of something that almost works."*

Students Who Feel Connected to School Engage in Less Violent or Deviant Behavior

Traumatized Children Experience MORE:

Legend: Deviant Behavior, Violence

Y-axis: Level of Violent or Deviant Behavior (SD Units)
X-axis: Level of School Connectedness

| 0 Not at All Connected | 1 Very Little | 2 Somewhat | 3 Quite A Bit | 4 Very Connected |
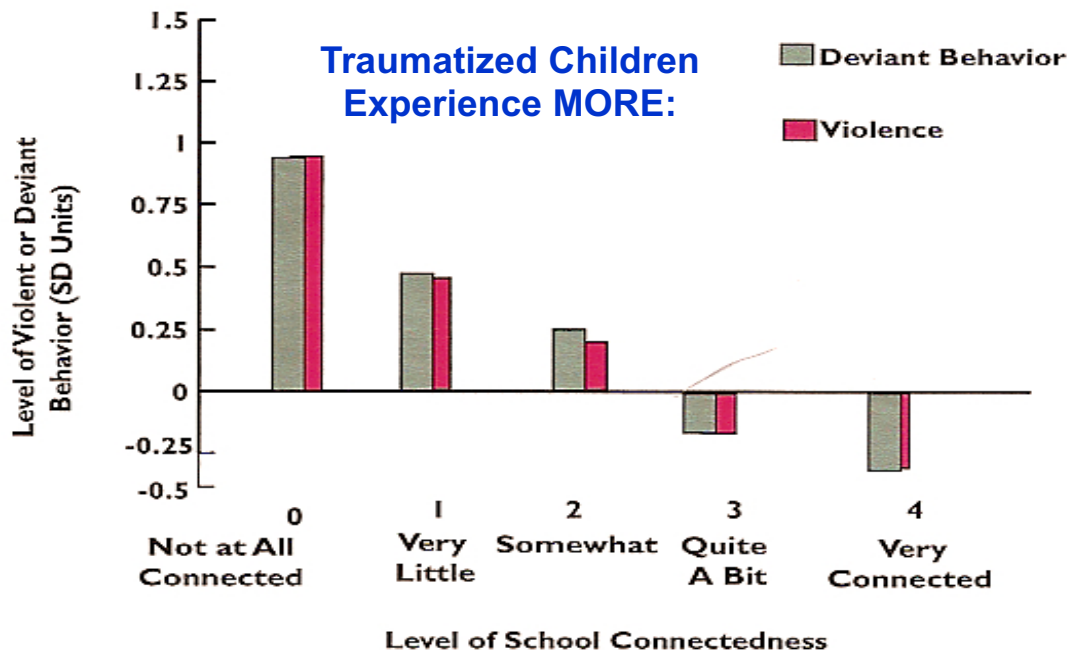
Children who have experienced a great deal of trauma/toxic stress/ACEs (Adverse Childhood Experiences*) walk in the door 32+ times more likely to misbehave/be violent.

* Four or more of the following is considered a high ACE score
- Emotional Abuse
- Physical Abuse
- Sexual Abuse
- Lack of family love/connections
- Lack of family care
- Biological Parent Separation
- Mother/Stepmother ever Threatened or Hurt
- Live with Substance Abusers
- Live with Depression, Mental Illness or Suicide
- Incarceration of a Family Member

Additional Factors:
- In foster care, experienced bullying or harassment, lived with a parent/guardian who died, separated from parent through immigration/deportation, had a serious medical procedure or life-threatening illness (COVID-19?), saw or heard violence in own neighborhood or school neighborhood and/or treated badly because of race, sexual orientation, place of birth, disability or religion

Students at Risk Factors

(Rampage School Shooters)
1. **No Caring Adult**
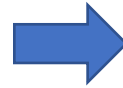
2. **Alienated from School Culture**

3. **Peer Marginalization**

4. Easy Access to Firearms
5. Personal Issues

Connectedness Factors

1. Close to people at School
Special Adult Connection

2. Happy to Be at School
3. Feeling a Part of the School
Sense of belonging at School

4. Adults at school Treat Students fairly
5. Sense of Safety (physical, emotional & intellectual) Safety at School

When there is one of these tragedies…this is the focus of the media and legislation.

School Connectedness

Student Survey

1. **I feel a part of my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

2. **I feel close to people at my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

3. **I am happy to be at my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

4. **I feel physically safe at my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

5. **I feel emotionally safe at my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

6. **I feel intellectually safe in my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

7. **I feel I am treated fairly by teachers in my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

8. **I feel I am treated fairly by other students in my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

9. **I feel I am treated fairly by administrators in my school**
   a. **Very much**
   b. **Quite a bit**
   c. **Somewhat**
   d. **Very little**
   e. **Not at all**

Student Survey on School Connectedness

1. **I feel a part of my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

2. **I feel close to adults at my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

3. **I feel close to other students in my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

4. **I am happy to be at my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

5. **I feel physically safe at my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

6. **I feel emotionally safe at my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

7. **I feel intellectually safe in my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

8. **I feel I am treated respectfully/fairly by teachers in my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

9. **I feel I am treated respectfully/fairly by other students in my school**
   a. **Very much**
   b. **Somewhat**
   c. **Very little**
   d. **Not at all**

Something more I'd like to say:

10. **I feel I am treated respectfully/fairly by administrators in my school**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

11. **I feel I am treated respectfully/fairly by school support staff, guidance, social worker, psychologist, nurse**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

12. **I feel I am treated respectfully/fairly by other school staff; custodial, office, cafeteria, buildings & grounds, security officer**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

13. **I feel my trip to and from school is a positive/safe experience**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

14. **I feel treated fairly with respect to my race, gender, sexual orientation, religion or personality**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

15. **I feel recognized and rewarded at school**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

16. **I feel my teachers teach in a way that helps me learn**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at all**

17. **I feel there are adults in the school who take my complaints/concerns seriously and help**
    a. **Very much**
    b. **Somewhat**
    c. **Very little**
    d. **Not at al**

School Connectedness

Faculty/Staff Survey

1. **I feel a part of my school**
   - a. **Very much**
   - b. **Quite a bit**
   - c. **Somewhat**
   - d. **Very little**
   - e. **Not at all**

2. **I feel close to people at my school**
   - a. **Very much**
   - b. **Quite a bit**
   - c. **Somewhat**
   - d. **Very little**
   - e. **Not at all**

3. **I am happy to be at my school**
   - a. **Very much**
   - b. **Quite a bit**
   - c. **Somewhat**
   - d. **Very little**
   - e. **Not at all**

4. **I feel physically safe at my school**
   - a. **Very much**
   - b. **Quite a bit**
   - c. **Somewhat**
   - d. **Very little**
   - e. **Not at all**

5. **I feel emotionally safe at my school**
   - a. **Very much**
   - b. **Quite a bit**
   - c. **Somewhat**
   - d. **Very little**
   - e. **Not at all**

6. **I feel intellectually safe in my school**
   a. Very much
   b. Quite a bit
   c. Somewhat
   d. Very little
   e. Not at all

7. **I feel I am treated fairly by colleagues in my school**
   a. Very much
   b. Quite a bit
   c. Somewhat
   d. Very little
   e. Not at all

8. **I feel I am treated fairly by administrators in my school**
   a. Very much
   b. Quite a bit
   c. Somewhat
   d. Very little
   e. Not at all

9. **I feel supported by administrators in my school**
   a. Very much
   b. Quite a bit
   c. Somewhat
   d. Very little
   e. Not at all

10. **I feel supported by Central Office**
    a. Very much
    b. Quite a bit
    c. Somewhat
    d. Very little
    e. Not at all

11. **I feel I have good rapport with students in my school**
    a. Very much
    b. Quite a bit
    c. Somewhat
    d. Very little
    e. Not at all

Special Connections: Finding Out Student and Adult Perceptions

One of the most important things that can be done to support children in school, academically as well as socially, is to make sure that each and every child *perceives* that he or she has a real adult champion in the school. One of the best ways to find out if children do have that special kind of connection is to ask them in an anonymous way that allows them to admit that they do not have such an adult connection and be embarrassed by that admission. It is also important to ask adults in school *if they believe they have special connections with any children: It must work both ways!* The following exercises are intended to do just this. Children must be able to write at a sufficient level to complete the exercise and have the cognitive understanding and maturity to be able to understand what would count as a special connection with an adult. The following description can be restated in simpler terms for them, if it works better for younger children.

Description for Students:
A special connection with an adult would mean that you would feel *entirely* comfortable seeking out that adult to share information, concerns, worries, achievements, problems, and so on about matters that may be personal or about school. Adults in school are not generally viewed as being your "friend" in the same sense that your peers/friends are, but when you have a special connection with an adult, you would feel that such a person(s) would help you if necessary, keep your conversations confidential, if appropriate, be caring, concerned and compassionate and "be there for you." You would be supported by such adult(s) and never made to feel disrespected for making mistakes, sharing your emotions freely, or any other perceived vulnerabilities. In other words, you would feel completely safe and supported, emotionally and physically in this adult(s)' presence, and would feel comfortable sharing "who you are" without compromise.

Student Directions:
Each student is given a 3 x 5" card. On this card, *without* putting their names on the cards, they are asked to indicate if there is/are any adult(s) *in the school* for whom the student has a "special connection" by writing the name(s) of any such adult(s) that satisfies the description of someone with whom they have a "special connection." When the cards are collected, it is perfectly OK to turn in a blank card (or write "NO ONE") if the student believes that he or she cannot think of anyone who honestly satisfies the description.

Description for Adults:
A special connection with one or more students would mean that you know these individuals to a greater degree than "just having them in class." You might know their interests, family, and other things that might not be known of most children you deal with at school. This is the kind of student with whom you might think that in future years, you will not only remember him or her but expect to keep in touch with at some level as they get older. Identify/name any child(ren) that *you believe* would feel *entirely* comfortable seeking you out to share information, concerns, worries, achievements, problems, and so on about matters that may be personal and/or about school. When you have a special connection with any child(ren), you would feel that such a individuals(s) would seek your help when necessary, and would believe you would keep conversations confidential (if legally possible), would see you as being caring, concerned and compassionate and these individual(s) would view you as "being there for them." You would be viewed by any identified/named child(ren) as being supportive and you would never make them feel disrespected for making mistakes, sharing emotions freely, or any other perceived vulnerabilities. In other words, they would perceive that they would feel completely safe and supported, emotionally and physically in your presence, and would feel comfortable sharing "who they are" without compromise.

Adult Directions:

Each adult is given a 3 x 5" card. On this card, *without* putting their names on the card, they are asked to indicate if there are any children **in the school** for whom they have a "special connection" by writing the first and last name(s) of any such child(ren) that satisfy the description of a "special connection." When the cards are collected, it is perfectly OK to turn in a blank card (or write "NO ONE") if the adult believes that he or she cannot think of anyone who honestly satisfies the description. It is generally a good idea to limit the number of children that any adult is allowed to mention to approximately five. Many adults initially believe that they "connect with every child." It is analogous to identifying best friends; no one can have as many best friends as people they know!

Once the Information is Collected:

It is useful to do this exercise with children and adults in school at virtually the same time in the school year. It is always interesting to see how perceptions align (or not). Class lists for children in the entire school and a complete roster of all adults in the school building (include all support staff and hourly employees with whom children come into contact) need to be acquired. One master copy of these class and faculty/staff lists need to be printed in a font size that is approximately 16 – 18 points. "Sticky Dots" need to be placed next to any name that is written on any card. In other words, all of the student 3 x 5" names need to be collated by placing one dot next to the mentioned name on the master list of school adults. The same process is accomplished in reverse for the students mentioned by the adults; every time a student is mentioned, a dot is placed next to that child's name.

How To Use the Information Collected in the Collated Lists:

Every child in the school should be able to identify at least one adult with whom they have a special connection. Typically, when these two exercises are done, only about 20 – 25% of children have the kind of special connection that is desired. Usually, children specifically name a relatively small number of adults. This indicates that the remaining adults are not perceived by students to be connected to them in any significant way. Often, many children will identify a small number of adults over and over who are perceived to "be there" for children.

Adults tend to connect with two kinds of children: those who are the "good kids" and have active parents and families who are well known throughout the school, and the kids who are at the other end of the spectrum and are overly needy. Both of these kinds of students generally have many dots next to their names. Usually the vast majority of children have no dots next to their names. Once all of this information is collated, the school faculty/staff needs to work together to create a plan of action for increasing both the number of children who have a special connection with an adult **and** increase the number of adults who are identified by children.

The single most important aspect that leads children to feel success in school (and this may or may not have anything to do with grading and evaluation) is whether or not the *child perceives that the teacher him or her*. And, very importantly: ***Perception is reality.*** Even if adults believe that they are connecting with individual children, in the end it is all about what the children believe and whether they act upon those beliefs in practice.

When adults in school sit down together and work collaboratively and figure out ways to increase the amount of time spent one-on-one with children and let them know that when they need and want to talk, that they will be listened to, that is when children will learn that in practice, there are adults with whom they truly have special connections.

School Map Climate Assessment

This exercise in obtaining information about the safety of the school can only be done with children who understand the nature of maps and are mature enough to handle the exercise; primary grade students would probably not be asked to complete this exercise.

Directions:

Every student is given a copy of the two-dimensional school map (the kind that is contained in a typical student handbook). It is important to modify the map to indicate places that would not normally be put on the map:

- Parking lot(s)
- Buses
- Playing fields
- Basement
- Stairwell(s)
- Anything else…

There should also be a place to indicate whether the safety concerns are emotional, and/or physical. It might also be useful to put a check off box on the map for the child's gender.

Without putting any names on the map, students are given red and green "sticky dots" or red and green colored pens/pencils. Students are to indicate with the red and green as follows:

Red: Places in the school where they ***DO NOT*** feel safe, respected, appreciated, valued, etc.

Green: Places in the school where the ***DO*** feel safe, respected, appreciated, Valued, etc.

When each individual has marked the map, they are all collected and the information is collated on one large map. The information gathered would provide a visual portrayal of where the school is perceived to be safe and where it is not for the student body.

Note: If desired, the maps could be printed on different colors of paper so that different ages/classes of students would be taken into account. So, for example:

- Blue paper: Third grade
- Green paper: Fourth grade
- Pink paper: Fifth grade
- White paper: Sixth grade
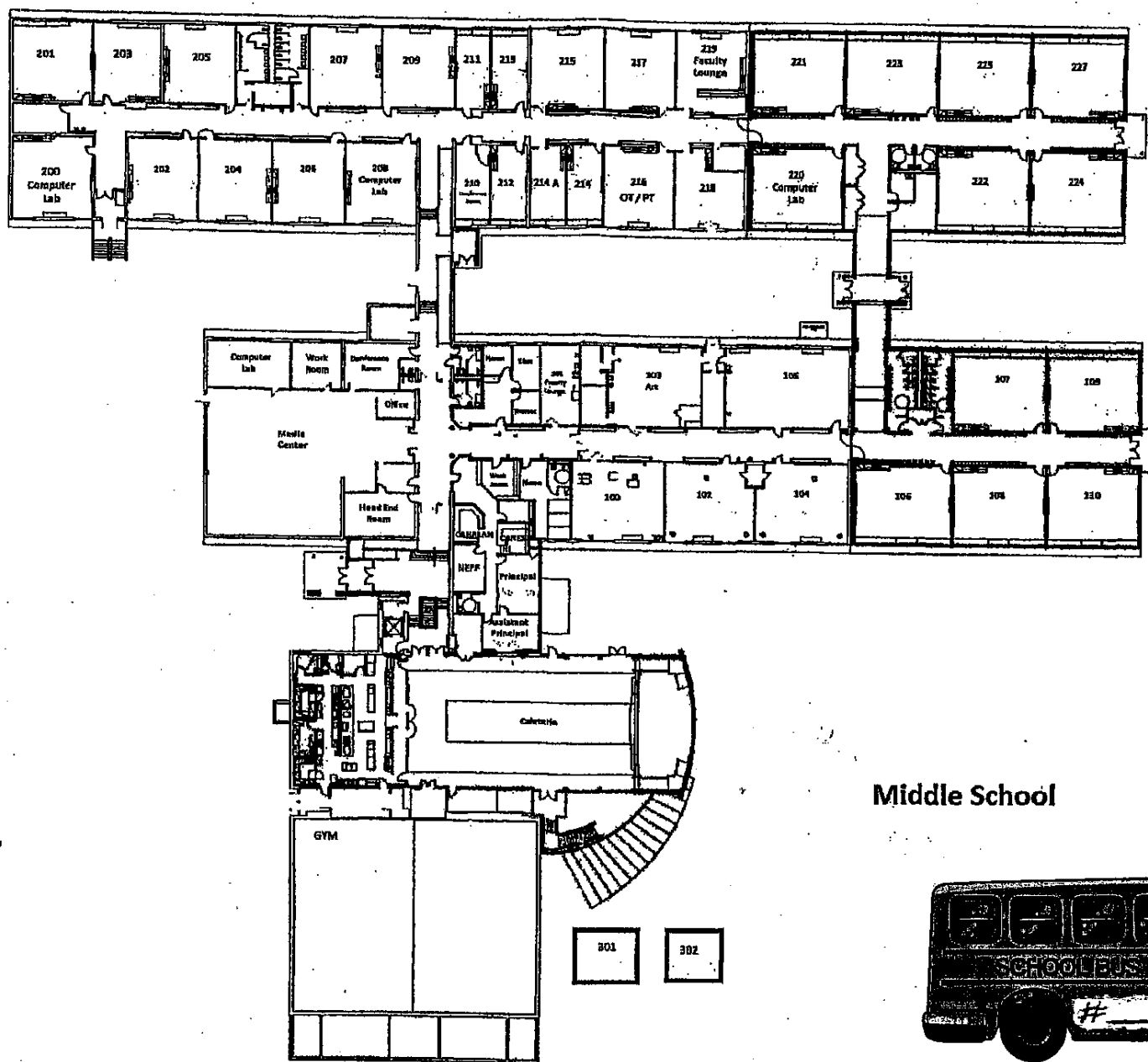
Middle School
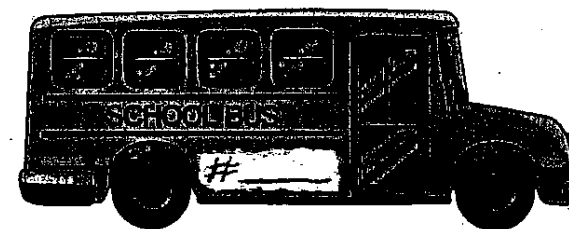
The National School Climate Standards

1. The community has a shared vision and plan for promoting, enhancing and sustaining a positive climate.

2. The community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address any barriers to doing so and reengage those who have become disengaged.

3. The community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of all community members, (b) enhance engagement in teaching, learning, and social activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

4. The community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.

5. The community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

Model School Climate Policy
Connecticut

Policy Statement

All schools must support and promote teaching and learning environments where each and every student achieves academically and socially, has a strong and meaningful voice and is prepared for democratic life and successful transition into the 21st century workplace. A positive school climate is an essential element of achieving these goals. Rigorous implementation of the following set of guiding principles and systemic strategies will promote these desired outcomes.

The XXX District Board of Education (the "Board") adopts this Policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture positive school climate.

This Policy sets forth the framework for an effective and democratically informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the expectations of the five National School Climate Standards,[1] as detailed herein.[2]

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, needs, and goals. This Policy will support and promote the development of research-supported action plans that will create and/or sustain physically, emotionally, and intellectually safe learning environments that foster social, emotional, ethical and academic education.

Definitions

An **"Effective School Climate Improvement Process"** is one that engages all stakeholders in the following six essential practices:

(1) Promoting decision-making that is collaborative, democratic, and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

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[1] Appendix A.

[2] School Climate Improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.

(2) Utilizing psychometrically sound quantitative (e.g. survey) and qualitative (e.g. interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

(3) Tailoring improvement goals to the unique needs of the students and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

(4) Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;

(5) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning; and

(6) Strengthening policies and procedures related to:
a. climate informed teaching and learning environments;
b. infrastructure to facilitate data collection, analysis, and effective planning;
c. implementation of school climate improvement plans;
d. evaluation of the school climate improvement process; and
e. sustainability of school climate improvement efforts.

"Positive Sustained School Climate" is the foundation for learning and positive youth development and includes:
1. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
2. People who treat one another with dignity, and are engaged and respected;
3. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
4. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
5. A school community that contributes to the operations of the school and the care of the physical environment.

"Safe School Committee" (the "Committee") means the committee appointed at a specific school building by the Specialist to perform the duties described herein.

"Safe School Climate Coordinator" (the "Coordinator") means the Superintendent or the certified administrator appointed by the Superintendent to oversee the implementation of the district's Safe School Climate Plan and perform the duties described herein.

"Safe School Climate Plan" means the district plan developed and implemented pursuant to Conn. Gen. Stat. Section 10-222(d), containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website.[3]

"Safe School Climate Specialist" (the "Specialist") means the certified administrator appointed by the Coordinator at a specific school building to oversee the implementation of the district's Safe School Climate Plan within the building, oversee the implementation of the School Climate Improvement Plan within the building, and perform the duties described herein.

"School Climate" means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.[4]

"School Climate Improvement Plan" (the "Improvement Plan") means the building-specific plan developed by the Committee using the Survey data and developed in accordance with the process described herein. An Improvement Plan must include the requirements of the Safe School Climate Plan, but has the larger purpose of improving school climate on a more global level and actualizing "The 13 Dimensions of Climate" (Appendix C) and "The National School Climate Standards" (Appendix A).

"School Climate Survey" (the "Survey") shall mean a well-established reliable and valid survey, approved by the Connecticut State Department of Education, with additional external confirmation of its strength through third party evaluators and research studies, that is vigorously field tested, measures the core district populations (including students, parents/guardians, all school personnel - administrators, educators, certified and noncertified staff) and, when available, the wider community, and is easy and quick to administer. It shall also be administered in the predominant languages used by the population being surveyed.[5]

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[3] Appendix B.

[4] National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: http://www.schoolclimate.org/publications/policy-briefs.php.

[5] Faster, D. \& Lopez, D. (2013). School climate and assessment. In Dary, T. \& Pickeral, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

"School employee" means (1) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

"Social Justice" means a community that *enables* its members to be fulfilled as fully engaged contributors to their community. It provides the foundation for a healthy and thriving school community that takes care of all of its members, especially those with the least advantage. A socially just community insures that there is complete and genuine fairness and equality. To that end, each and every school community member (students, faculty/staff, parents/guardians, family members, community members, etc.) no matter his or her age, role, power base, privilege, advantage, etc.:

1. Has value, worth and is treated with dignity;
2. Is assured protection of his/her liberties, rights and opportunities;
3. Is honored and celebrated for his/her unique background, culture, language, gifts and/or challenges;
4. Has fair and equal access to all curricular, extra-curricular educational and social programs;
5. Is provided the opportunity to have a meaningful voice in decision making and policy creation; and
6. Feels physically, emotionally and intellectually safe to exercise his/her voice, participate freely and contribute to the wellbeing and benefit of the entire school community.[6]

Declarations

I. Applicable Standards:

A. *For School Employees:*
1. All certified educators in the State of Connecticut are accountable for compliance with the regulations enacted by the Connecticut State Department of Education and the Bureau of Education Standards and Certification, including, but not limited to the Connecticut Code of Professional Responsibility For Teachers, Regulations of Connecticut State Agencies, (Section 10-145d0400a) and the Connecticut Code of Professional Responsibility For Administrators, Regulations of Connecticut State Agencies (Section 10-145d0400b) (collectively "Codes"), as they may be amended from time to time.
2. All school employees are accountable for compliance with the policies and procedures of the Board applicable to personnel, including, but not limited to non-discrimination, conduct and professional rights and responsibilities.

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[6] This definition is a compilation of dozens of definitions of Social Justice provided by philosophers, religious leaders, social, civic and community organizers, lawyers, ethicists, journalists, authors and educators.

B. For Students:
    1. All students are accountable for compliance with applicable codes of student conduct, policies and procedures for student participation and behavior.
C. For Board Members:
    1. Board Members are accountable for compliance with the Board's Code of Ethics and applicable Board By-laws governing Board member conduct.
D. For Persons Contracted to Provide Services to the Board:
    1. Persons contracted to provide services to the Board (such as bus drivers, consultants, evaluators or the like) are accountable for compliance with such codes of ethics as may apply professionally, the terms of any such contract, as well as the policies and procedures of the Board generally applicable to persons on school property.
E. For Other Participants in the School Community:
    1. Parents/guardians, family members, visitors and other persons on school property or otherwise participating in programs or services of the XXX District Public Schools are accountable for conducting themselves in accordance with applicable policies and procedures pertaining to such participation.

II. Alignment with Conn. Gen. Statutes Section 10-222(d):

A. This Policy is aligned with C.G.S. 10-222(d), "An Act Concerning the Strengthening of School Bullying Laws."
B. In order to be in compliance with applicable law, all individual schools in the District of XXX District must adhere to the following requirements:
    1. In order to develop and maintain an "Effective School Climate Improvement Process,[7] schools must develop and implement "Improvement Plans," administer and utilize the findings of "School Climate Surveys," and engage in a continuing systemic process of learning and evaluating identified goals and objectives. The vision of the XXX District Board of Education is to support a vibrant and thriving school community by removing any barriers to teaching and learning, and reengaging those who may have become disengaged.
    2. In order to implement an Effective School Climate Improvement Process, qualified and effective leadership is required. Such leadership shall be developed through (a) the implementation and satisfaction of appropriate professional development, (b) the Superintendent or the appointment of a Coordinator by the Superintendent, (c) the appointment of Specialists at each school building by the Coordinator, and (d) the establishment of a Committee at each school building.[8]

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[7] http://www.schoolclimate.org/climate/process.php.

[8] In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see http://schoolclimate.org/climate/stages_tasks_challenges.php.

III. Safe School Climate Coordinator Roles and Responsibilities:

A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.

B. The duties of the Coordinator shall include those enumerated under C.G.S. Section 10-222(d) and the XXX District Board of Education's Regulation Section 5131.911. at a minimum, and shall also include the following:

i. Overseeing the implementation of the district's Safe School Climate Plan;

ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;

iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;

iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district's Safe School Climate Plan, as well as to make recommendations concerning amendments to each individual school's "School Climate Improvement Plan," and (iii) oversee completion of each individual school's "School Climate Survey;" and

v. Providing leadership for the following activities:

1. Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and

2. Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

IV. Safe School Climate Specialist Roles and Responsibilities:

A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.

B. The Specialist's duties shall include those enumerated under C.G.S. Section 10-222(d) and the XXX District Board of Education's Regulation Section 5131.911. In addition to
these duties, the Specialist shall:

a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;

b. Collect and maintain records of such reports in the school;

c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;

d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and

e. Serve as the primary supervisor of the school's School Climate Improvement Plan for the implementation and the monitoring of the School Climate Improvement Plan.

V. Safe School Climate Committee Roles and Responsibilities:

A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.

B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.[9]

C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.

D. The duties of the Committee shall include those enumerated under C.G.S. Section 10-222(d) and the XXX District Board of Education's Regulation Section 5131.911. In addition to these duties, the Committee shall, at a minimum, perform the following duties:
  i. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;
  ii. Setting goals and tracking survey completion;
  iii. Reaching out to staff and parents before administering the Survey;
  iv. Providing Survey data to the Coordinator;
  v. Reviewing and analyzing the school-based school climate assessment data;
  vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
  vii. Using the data to create and/or update the school-based School Climate Improvement Plan;
  viii. Overseeing the implementation of the school-based School Climate Improvement Plan;
  ix. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;

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[9] As of July 1, 2012, pursuant to C.G.S. Section 10-222(d), every school should have identified a "Safe School Climate Committee." Satisfaction of this Policy's requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section 10-222(d) requirements.

      x. Overseeing the implementation of annual school climate assessments at the school;

      xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;

      xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school climate;

      xiii. Holding meetings at least four times each year, at which minutes shall be kept and made available to the public; and

      xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

VI. School Climate Surveys:

    A. Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.

    B. Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.[10]

VII. School Climate Improvement Plans:

    A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.[11]

      1. The Specialist and the Committee shall develop and/or update the Improvement Plan, using the School Climate Improvement Plan template[12] (Appendix D), taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.

      2. The Improvement Plan shall support the actualization of the following five Standards.[13]

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[10] When using school climate data as a ``flashlight'' and not a ``hammer,'' stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community.

[11] Pursuant to C.G.S. Section 10-222(d), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.

[12] The District Safe School Climate Plan is placed within the School Climate Improvement Plan.

[13] See Appendix A for exact wording of the Standards.

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice.**

3. Each Improvement Plan shall be submitted to the Coordinator for approval and implementation no later than mid-September of each school year. The Coordinator may provide feedback to the Committee with respect to amendments to the Improvement Plan.

VIII. Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and restorative responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Restorative practice builds community, celebrates accomplishments, transforms conflict, rebuilds and strengthens relationships.[14] Such responses shall be educative and restorative and be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:
   a. Reflective activities;
   b. School counseling support;
   c. Anger management;

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[14] Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.

d. Health counseling or intervention;
e. Mental health counseling;
f. Skill building such as social and emotional, cognitive, and intellectual skills;
g. Resolution circles and restorative conferencing;
h. Community service;
i. Conflict resolution or mediation; and
j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
    i. Participation in extracurricular activities;
    ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
    iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

IX. Professional Development
a. Mandated school climate trainings shall be provided by individuals and/or organizations deemed qualified service providers by the Superintendent and/or the Coordinator.
b. All school employees, as defined in this policy, shall participate in any mandated school climate trainings and update sessions.
c. The District shall provide necessary on-site coaching and/or technical assistance in the implementation phase of school climate improvement.

X. Funding
The District shall budget sufficient funding to satisfy the requirements of this Policy. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for community outreach, training, coaching, and technical assistance.

XI. Accountability[15]
a. The Board shall establish, foster, support and maintain a ``no fault" framework and promote a culture of trust. Such a framework and culture is evident by a shared intent to:
    A. Take collective responsibility for what has been accomplished and/or not accomplished;
    B. Learn from what has been done well and not so well;
    C. Work together to improve the quality and character of school life;
    D. Create a highly effective professional learning community (PLC) whose responsibility it is to:
    1. Establish norms, values and goals that encourage and support collaborative and courageous leadership;
    2. Model and provide high quality academic, social, emotional and ethical

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[15] Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.

learning; and

    3. Engage in ongoing reflection and evaluation.

   b. The Board shall hold itself, its individual members, and the Superintendent to the standards of this Policy and promote its intent and goals.

   c. The Superintendent shall hold himself/herself, the staff, the students and other members of the school community to the standards of this Policy.

XII. Compliance with Other Applicable Laws: This Policy does not modify or eliminate a school's obligation to comply with state and federal constitutional protections and civil rights laws applicable to schools.

XIII. Liberal Interpretation: The design of this Policy being to facilitate the operation of the school district in a positive manner and to advance justice, the Policy provisions will be interpreted liberally in any case where it shall be manifest that a strict adherence to them will work surprise or a manifest injustice.

Policy adopted: DATE   XXX District Public Schools
                                             XXX District, Connecticut

Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 1: **Shared Mission** Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?	No effort has been made to engage students, staff and community stakeholders in recognizing the importance of a positive school climate to support student achievement	An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement	Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders	All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners
Standard 1: **Shared Vision** Do participants share a vision of what a positive school climate looks, feels and sounds like?	No effort has been made to engage stakeholders in arriving at a common understanding of what a positive school climate looks, feels and sounds like	Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated	Day to day decision making and practice is guided and supported by the share vision; efforts to narrow any gaps between school culture "as is," and "as envisioned" are ongoing
Standard 1: **Shared Values** How must participants act toward one another in order to advance the vision?	No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive school climate	Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice	Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making

Standard 1: Shared Goals What are the priorities?	No effort has been made to engage school stakeholders in identifying goals related to improving school climate; any existing goals rest solely with school administration	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making	Long and short term actionable school climate improvement goals have been identified and clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time	Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively
Standard 2: Shared School Policies	Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis
Standard 2: Shared School Policies	Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged	Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged	Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged	Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged, and are reviewed on a regular basis

Standard 3: School Practices	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
Standard 3: School Practices	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school- wide activities	Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school- wide activities
Standard 3: School Practices	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged
Standard 3: School Practices	No school community practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms

Standard 4: Safe Environment	The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically	The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically	The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically	Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically
Standard 5: Social Justice	There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to social justice	The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice	The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice	Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice
Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement	A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed	Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community	Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data; the five stages of the school climate improvement process are implemented with fidelity

Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?	Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries	Sporadic one-way efforts are made to keep families informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school- determined parameters	Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status	School-family-community partnerships are fully developed, collaborative and systemic; family members are full partners with the school in educational decision-making that affects their own children; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders
Impact on Results Is progress monitoring inherent in the school climate improvement process?	Articulation of what is meant by a positive school climate is not in place	A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes	Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders	School climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning

School Climate Improvement Plan Template
(School Year ___ – ___)
This is a suggested School Climate Improvement Plan Template that could serve as a framework and format.

District: _____ School: _____

(To be completed at the School Level, submitted to the District for use in creating the any required District School Climate Improvement Plans)

This suggested School Climate Improvement Plan Template follows/mirrors the School Climate Rubric which should be used as a reference in completing the Template.

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident? It is recommended that the "Multiple Measures of Data" document be used as a guide for the kinds of data that would be important to review and include.	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?					
Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?					
Standard 1: Shared Values What are the shared values?					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 1: Shared Goals What are the shared priorities?					
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?					
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? **(This is generally the component of the plan provided to the district by the Law Firm advising the district.)**					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 3: School Practices Are there practices in place to promote positive youth development?					
Standard 3: School Practices Are there practices in place that enhance teaching and learning?					
Standard 3: School Practices Are there practices in place to address barriers to learning?					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?					
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?					
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?					

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?					
Impact on Results: Is progress monitoring inherent in the school climate improvement process?					

**The Truth About Bullying… The Ultimate Remedy:
Create Safe and Respectful School Climates**

The topic of "bullying" seems to be on the tip of everyone's tongue. Educators, parents, sociologists, politicians and others all use this term freely and in many arenas. In schools, community settings, homes and places of work, we are told that "bullying" is rampant. This may very well be true, but it is extremely important to step back and reflect upon exactly what this term really means, as well as the aura that surrounds it. If we are to diminish "bullying" wherever it rears its ugly head, it is incumbent upon us all to be able to "know it when we see it" and then to begin to deal with ameliorating the phenomenon. If the perimeters of "bullying" are not clearly delineated, it will be nearly impossible to tackle the issues that surround it. And, the very term may actually be detrimental in our day-to-day, on-the-ground efforts to eliminate toxic and hurtful relationships. *When everything is bullying, then nothing is bullying.*

There are some fundamental questions and issues that should be asked and dealt with that follow directly from what counts as bullying. First, the term itself has a highly charged negative connotation. Hardly anyone wants to be called or labeled a "bully" and no caring parent wants to see his or her child as a bully. Additionally, with all of the concern around school safety, many believe that admitting that there are verified instances of bullying in a given school would be an admission that the school is *not* safe and, by extension, does not have a welcoming and supportive school climate. Because of this, dealing with bullying has fundamental strikes against it even before we try to sort out what would count and then determine what we can and should do to diminish or eliminate it.

True bullying exists; it is just not the correct label for every inappropriate behavior that is experienced between and among individuals and groups of individuals. Further, it is not helpful, and actually detrimental in many cases if the goal is honest resolution and a satisfactory resting place in practice.

The ultimate remedy for bullying, and the antecedent behavior leading up to it is to create and maintain climates that are not supportive of cruel behaviors, *ever*. Mean-spirited words and deeds, including but not limited to bullying and harassment are inevitable, but they do not have to be acceptable, and school communities and other youth-serving organizations can create environments of respect and kindness. Doing so requires not only understanding of the relevant issues and the strategies in which to invest, but also strong moral leadership, and a collective and collaborative will to get it right. *"If it's mean…intervene!"*
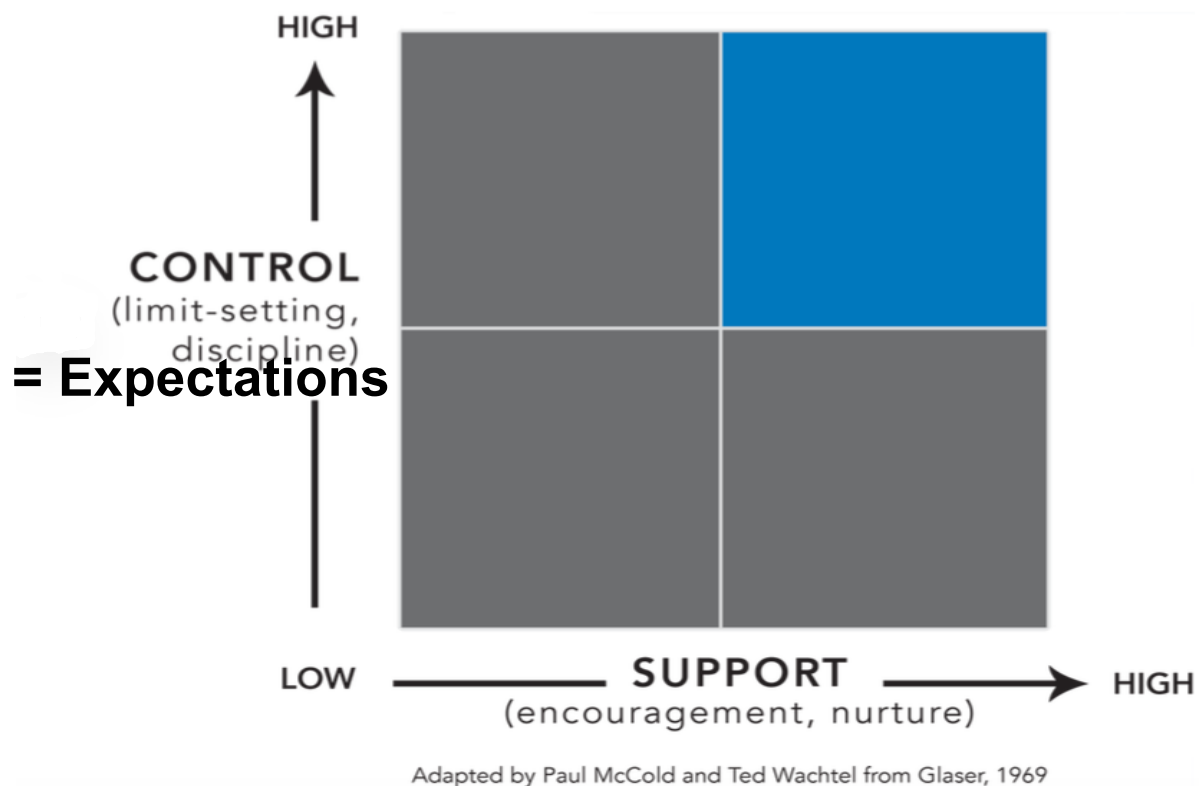
Restorative Practices as Classroom Ethos

"Restorative Classroom Practices" is not an add-on program for the purposes of behavior management, nor does it provide just another tool in the teacher's toolbox for us in dealing with student behavior. In fact, Restorative Classroom Practices represents an ethos that permeates all aspects of classroom organization and relationships that children experience within and outside of the classroom. Fundamentally, Restorative School Practices signify a rejection of *punishment and retribution* as educational responses to challenging behavior and conflict. Punishment and retribution approaches to problem behavior and conflict typically characterize the criminal justice system in many countries, but they do not reflect educational goals that acknowledge the classroom and school asocial communities and children as members of their communities who require support, not exclusion.

In contrast to retribution, the primary aim of Restorative Practices is the development of positive relationships and peaceful resolution of conflict for teachers and students. Restorative Classroom Practices are not simply a behavior management system, though it includes the key elements of positive behavior management…While Restorative Classroom Practices utilizes strategies developed and validated through decades of behavior management intervention research, it differs from behavior management approaches by starting from a relationship perspective where the focus is on context, organization, and culture. It is not strictly a bottom-up approach that emphasizes descriptions of acceptable and unacceptable behavior within deficit intervention frameworks. Nor is it top-down in asserting classroom rules set by the teacher whereby violations are viewed as transgressions against rules. Instead, Restorative Classroom Practices are people-focused, accepting that positive and supportive relationships are crucial for learning to occur in educational environments. Conflict must be addressed by making amends, or relationships will otherwise be damaged and even broken.

Restorative Classroom Practices also goes beyond being simply a philosophy or set of principles. Restorative Classroom Practices concurs with the societal goal that the primary purpose of schools is to *educate.* This responsibility to educate goes beyond basic [academic] skills such as literacy, numeracy, and subject knowledge. It includes education for citizenship and becoming contributing members of one's community. This, restorative practices are grounded in educative principles for providing all members of the school community with skills and understandings about positive social interactions and relationships that support learning and peaceful resolution of problems and conflict.

*The Teachers Guide to Restorative Classroom Discipline (Meyers and Evans)*

HIGH

CONTROL
(limit-setting,
discipline)

= Expectations

LOW ——— **SUPPORT** ——→ HIGH
(encouragement, nurture)

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

SUPPORT (Material & Emotional): Love, nurturance, encouragement, caring, food, shelter, clothing, trips to the Dr., transportation to commitments, shoulders to cry on, help with homework, allowance, etc.

CONTROL/EXPECTATIONS: Rules, boundaries, chores, how you treat others, bed times, curfews, bedtimes, limits on technology, when you have to check in, etc.

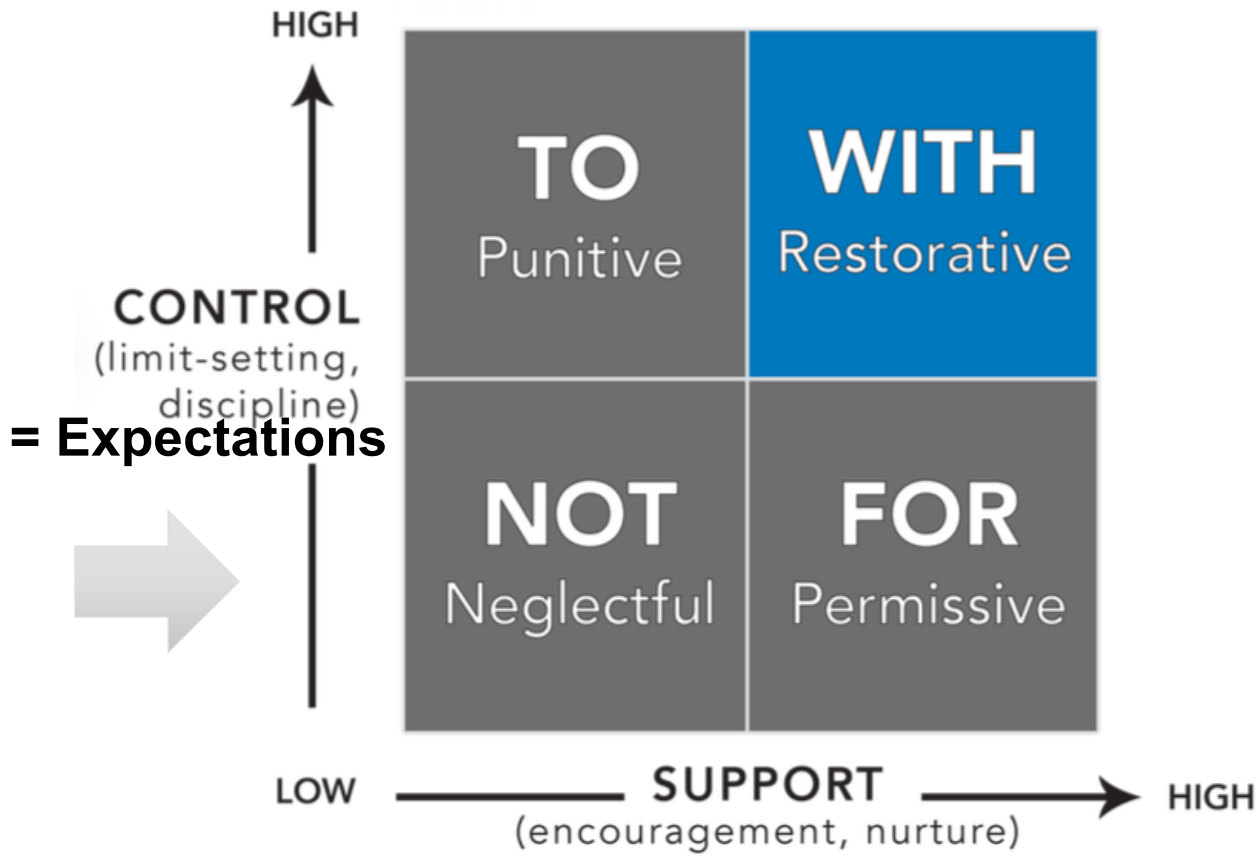Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
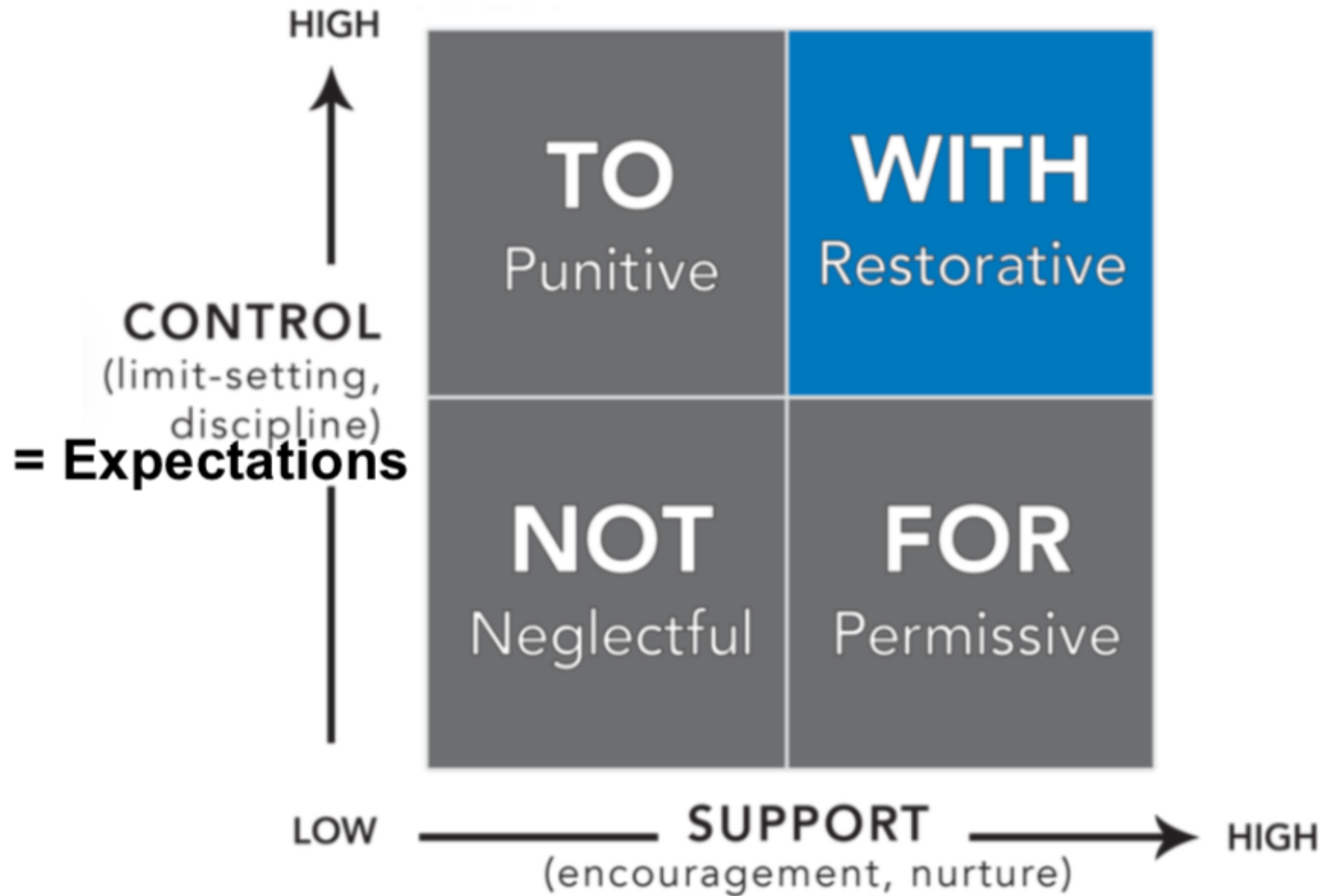
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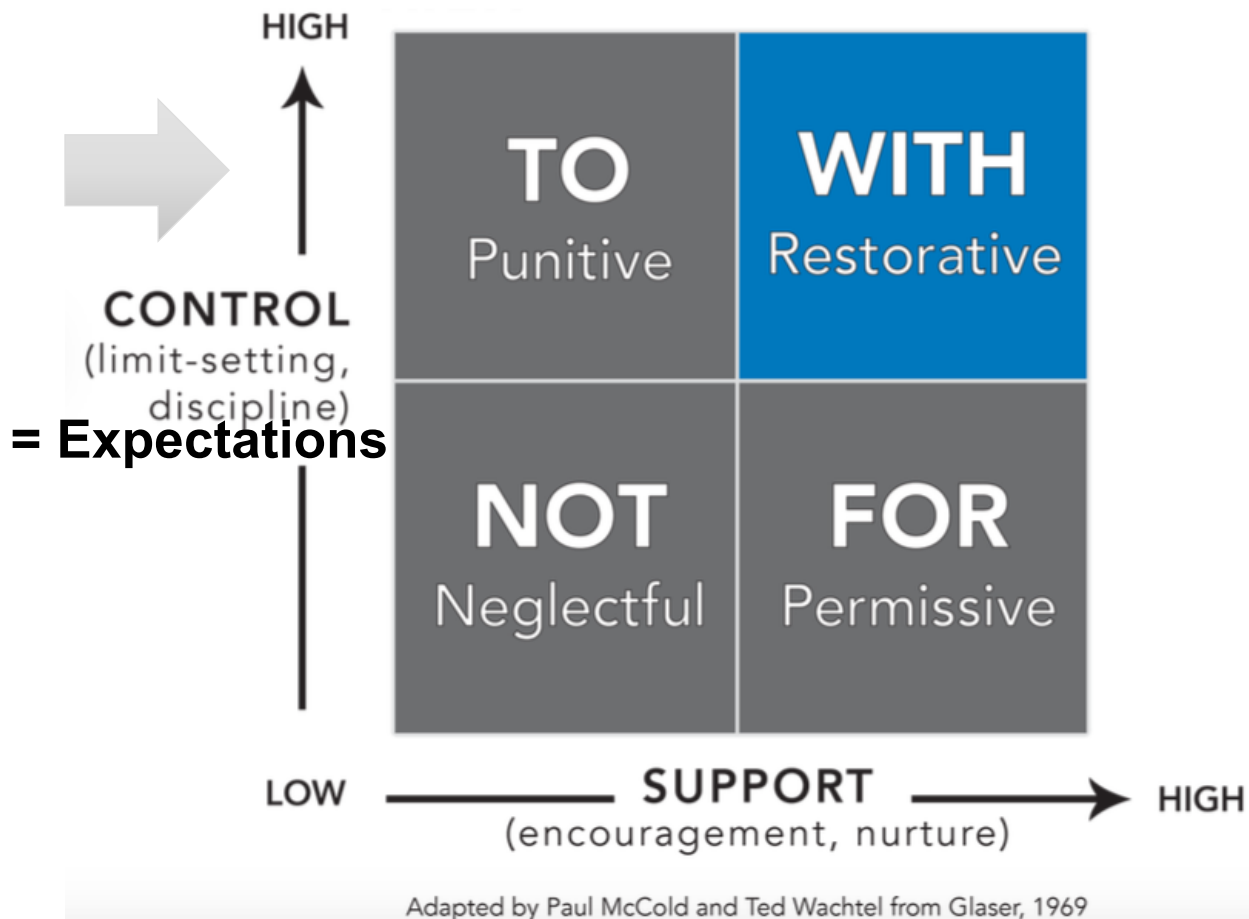
HIGH on Control/Expectations, but LOW on Support, we call 'PUNITIVE' or *'doing things TO people'*

TO: Often, internally feeling ignored or not listened to; externally feeling pressure to perform.

The extreme of Punitive is Abusive

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

LOW on both Control/Expectations and Support, we call 'Neglectful' or *'NOT doing anything'*

NOT: Often, internally feeling overwhelmed, uncertain, scared; externally feeling intimidated, tired or detached.

Often, internally feeling overwhelmed, uncertain, scared; externally feeling intimidated, tired or d

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
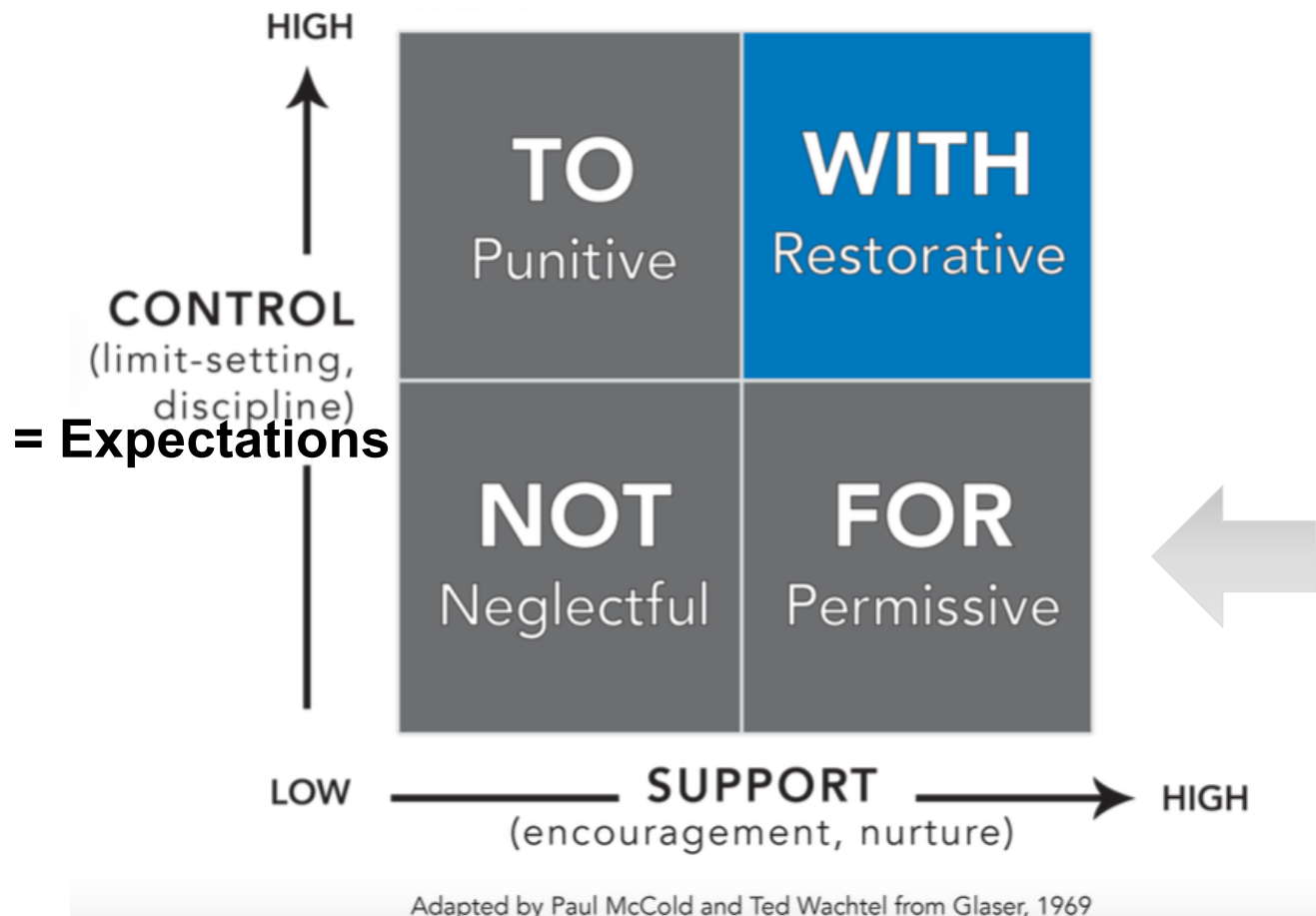
HIGH on Support, but LOW on Control/Expectations, we call 'PERMISSIVE' or *'doing things FOR people'*

FOR: Often, internally feeling sympathy for people (wanting the struggle to go away) OR, not wanting them to struggle at all!!

Often, internally feeling sympathy for people (wanting the struggle to go away) OR, not wanting them to
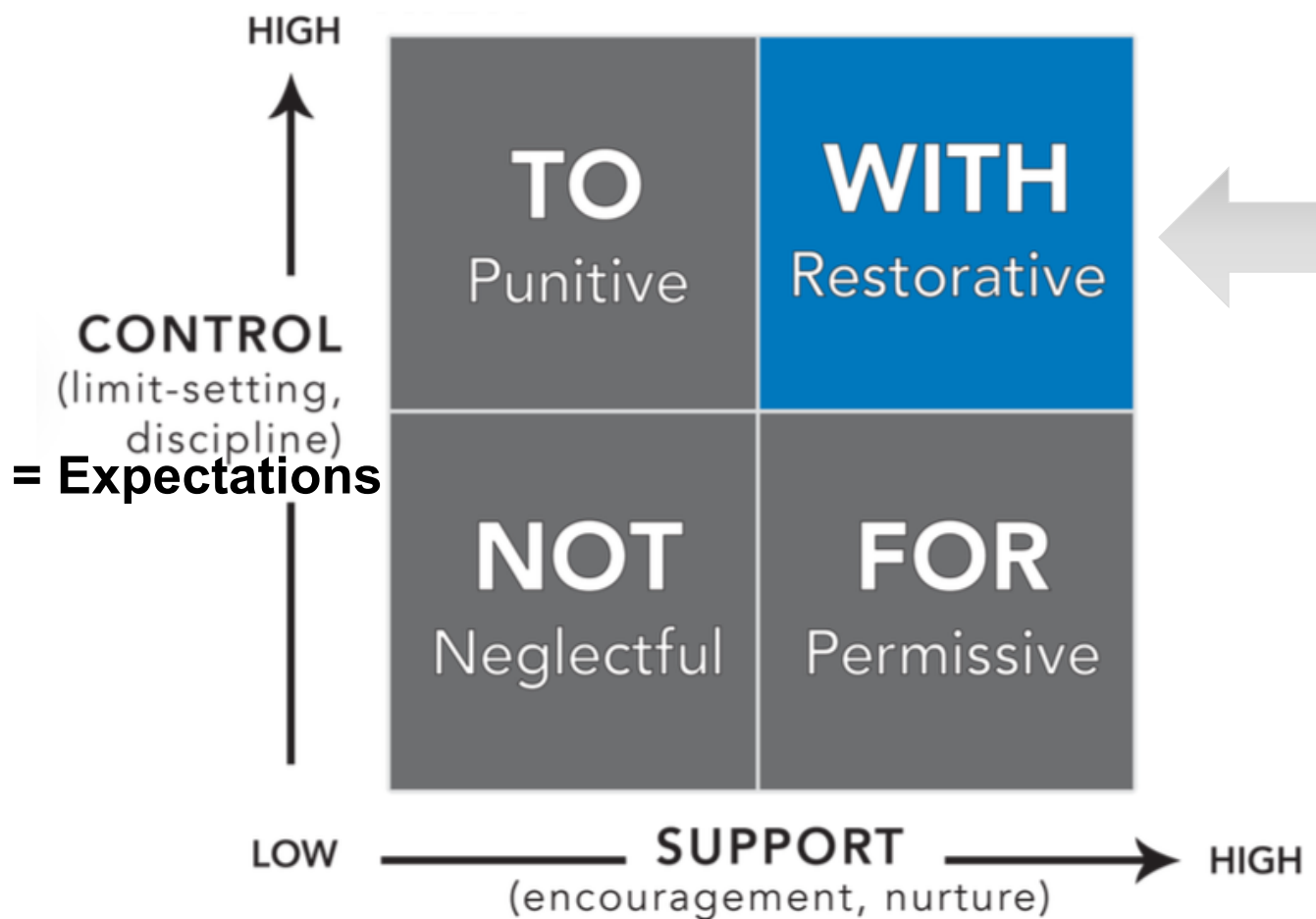
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

HIGH on Support, and HIGH on Control/Expectations, we call 'RESTORATIVE' or *'doing things FOR people'*

WITH: The people you respected most were probably in this box…parents, teachers, coaches, siblings, mentors, friends, etc.

Sounds like: *"You are aware of the expectations… how can I support you in meeting them?"*

Having Fun with the Social Practices Window

The "TO" (Punitive/Authoritarian) Window

Teacher: Put your blindfold on.

Student: Okay.

Teacher: Hurry up. Faster! Take the bottle and the container. Pour the water from the container into the bottle to the yellow mark. You have 30 seconds. Start now. Faster! Hurry up! Why are you so slow?! I can do it faster than you. Do you have a problem?

Student: I can't even see! Do you want to do it yourself instead?

Teacher: What kind of attitude is this? One more time and I'll send you to the Detention Office!! Put it back! Hurry up! Time is running out. You have 10 seconds left! Hurry up! So much time wasted! Stop. A bit more sorry. Faster! Stop. Cover. Take out [sic] your blindfold. You did it within 20 seconds. You can be faster if you didn't show attitude.

The "NOT" (Neglectful/Irresponsible) Window

Teacher: Alright, what I need you to do now is to put on your blindfold first. In this activity, what I need you to do is pour the water from the bottle into the container. And that's it. And your time starts now. Just carry on.

Student: Where is it?

Teacher: It's just there.

Student: Okay?

Teacher: Pour more. Oh! Time is up! It's fine. It's okay. Just close it.

The "FOR" (Permissive/Paternalistic) Window

Teacher: Okay, Pal, can you put on the blindfold? Come, let me do it for you. It's okay, just rest. Comfortable? We have an activity where you need to pour water from this bottle into the container and fill it up to [the] yellow line. We need to do that in 30 seconds. That is very fast. And your time starts now. Oh, time is running out. Now let's do this quickly. Relax, relax! I'm afraid that you'll spill. We need to do this fast and Oh! Very good, we're done! And we did that in 14 seconds! Wow! That was really fast, right? Good job! Take out [sic] your blindfold now.

The "WITH" (Restorative/Authoritative) Window

Teacher: Put on the blindfold. We are going to do an activity. You have Your blindfold on. What you need to do is that you have to pour Water from this bottle into the container. You have 30 seconds to Do that.

Student: I can't see which one to pour.

Teacher: I will give you directions to help you and support you along the way. Okay? Let me know if you have questions. Your time starts now. Your left hand has to be at the bottle now. The container, use your Right hand move a little to your right. Just in front. Okay you got it. Now you can open the bottle.

Student: Okay, this way or this way?

Teacher: It's 25 seconds. Just keep pouring. I'll let you know when to stop. Okay, stop. Alright, you did it. Close the bottle. Just nice! 29 Seconds! Thank you.

What Does it Mean to PRACTICE Restoratively in the Day-to-Day?

Restorative Practices is more about *practicing* in the day-to-day *when there are no conflicts*, *problems, rules broken, etc.*, than it is when there are matters to fix, repair, or restore. This can be difficult to understand; A useful way to think about this is to use a game metaphor.

In any game, such as baseball, volleyball, football, basketball or even board games, there are rules that must be followed so that everyone is playing by the same rules. These rules *define* the game played. They are called, **Summary Rules.** Summary rules must be followed or the game stops, until the rules are again followed. In a game where there are referees, such as basketball, when the summary rules are broken, the whistle is blown and the game stops until the summary rules are again followed.

Some, but not all **Summary Rules** when playing basketball:

1) Specific court dimensions
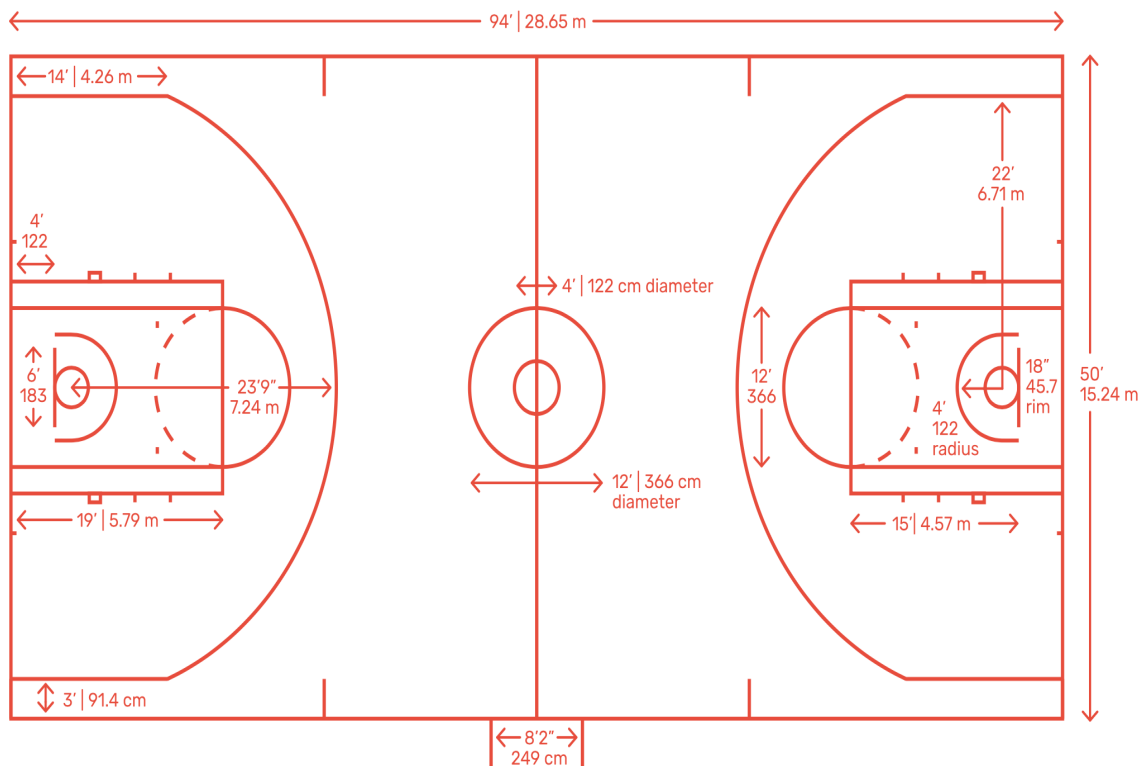
2) Five players on each team when the game is being played
3) Depending upon where/when there is a score, 1, 2 or 3 points are awarded
4) No double dribbling: Ball must be moved while single dribbling
5) No fouling
6) Amount of time for each quarter/half
7) Many others….

There is another category of rules. These are called, **Strategic Rules**, and they allow a player or a team to play the game well. Young children learning how to play a game have difficulty even following summary rules, must less mastering any strategic rules that allow them to play the game well. Professional players have mastered the summary rules of any game and focus on how to play the game well; they focus on strategic rules.

Some, but not all **Strategic Rules** when playing basketball:

1) Passing the ball among players to move the ball downcourt for scoring position
2) Man-to-Man Defense or Zone Defense
3) When/how to stop the clock or call a "time out"
4) When/Who should start in the game
5) When/Who to trade with a player on the bench
6) How to maximize the number of 3-point scores
7) Many others….

Practicing Restoratively is analogous to playing a game such as basketball. The Social Practices window identifies four different ways to *practice,* depending upon the amount of Support and Expectations (low to high). Practicing restoratively has a specific set of summary rules. The Restorative Practices "Court" (Field of Play) is represented below as the one quadrant in the Social Practices Window that represents have High Expectations and High Support. The remaining three quadrants (Punitive, Permissive and Neglectful) cannot be where one practices.

The Summary Rules of practicing restoratively are as follows:
1) Build it and repair it!
2) High expectations and high support
3) Working "WITH" others
    a. Use of Affective Statements, Restorative Questions, and Circles
    b. Creating Social Contracts
    c. Holding individuals accountable for their actions by reparation/restoration and education
    d. NEVER any "pre-determined" authority-driven "punishing" (exclusionary) consequences
    e. Engaging in Fair Process
4) NEVER ask, "WHY did you do that?" or "What better CHOICE could you have made?"
5) NEVER ask for or force an apology to be made!
6) A person can ALWAYS "pass" when in a sequential circle
7) Seeking outside assistance cannot "FIX/REPAIR" the situation unless the collective affected parties are directly involved
8) Reparation can only happen among the people who were harmed and those affected by it
9) Always treat behavioral transgressions as educational opportunities
    a. Behavioral improvement is no different than academic improvement; both need to be taught, practices and support given until the skills are mastered
10) Never bring individuals/groups together to solve problems without their agreement

There are also strategic rules that allow a restorative practitioner to be 'authentic.' *Working restoratively is NOT a "cookie cutter" approach!* This work enables each and every adult to be *strategic* in their own practice and adapt the "rules of the game" (summary rules) to their individual uniqueness & job. The strategies to foster these measures are NOT hidden away in some "secret" vault. They rest in the hearts and minds of the faculty/ staff /parents/guardians in your schools. Below are the strategic rules of practicing restoratively:
1) Ritualizing environments
2) How/when/what kind circles are used
3) How/when to hold restorative conversations/conferences
4) Use/implementation of Affective Statements and Restorative Questions
5) Building Connectedness/Community/Relationships
6) How to conduct academic instruction though the lens of relationship/community building
7) Choice to use Talking Pieces, or not…and which one(s)!

Working restoratively is not just for school use. One should practice restoratively everywhere; in the home, community and anywhere else one exists. This is the Landscape/Environment in which everything we do happens! It is the playing field ("Court"), and processes/strategies that NEVER changes…focusing on these "rules of the game" (summary rules) and processes/strategies (strategic rules) removes biases and fosters inclusion instead of leaving decisions and choices entirely up to individual decision-making and student/family handbooks that are silent on context and unique situations. Not only do the practices work, but they align with the biology and psychology of being human… Restorative Practices is here to stay!! It is not just another fad!!

Neglectful Educator Style: Irresponsible

Observations (see, feel and hear):
- Teacher Remains at Desk or On the Phone/Computer/Reading
- Teacher Doesn't Appear Concerned About Quality Student Work
- May Result from Teacher Stress/Burn-Out/Depression or Illness
- May Be Lack of Skill in How to Be Warm and Supportive
- Students Off Task and Possibly Sleeping or With Heads Down
- Student Behavior "Off the Chain"
- Inappropriate Conversations
- Sense of Hopelessness, Confusion and Bad Attitudes
- Many Office Referrals, Detentions and Suspensions
- Disrespect and Resentment
- Lack of Direction/Focus/Off-Topic Conversations
- Lack of Classroom Community
- Fighting, Crying, Yelling, Foul Language
- Fight or Flight Environment
- Lack of Compassion
- High Levels of Stress
- Inappropriate Adult Role Modeling
- Students Using Devices Inappropriately
- Parent/Guardian Complaints
- Teacher Yelling or Tuning Out/Inattention
- Frequent Use of Substitute Teachers
- Lack of Control
- Lack of Organization
- Frequent Calls for Assistance
- Attention-Seeking Behavior
- Unmet Needs
- Limited, if any Guidance
- Bare Walls

Outcomes:

- May Miss Warning Signs of Student Academic/Behavioral Difficulties
- Students May Withdraw and Feel Worthless
- Increased Acting Out in Order to Get Teacher's Attention
- No sense of order or control in classroom
- Chaotic Classroom Environment
- Noisy or Quiet
- Limited, Meaningful Learning Taking Place
- High Teacher Stress
- Lower Test Scores
- Limited Intrinsic Motivation and Effort
- High Levels of Conflict
- Unsafe/Dysfunctional Environment
- Limited Teacher/Student Relationships
- Lack of Relationships
- Toxic Environment for All
- Negative Classroom Environment
- Limited, Surface Level Learning/Understanding
- Unhappy Students and Teachers
- Low Levels of Social/Emotional Skills
- Lack of Trust and Safety
- Lack of Classroom Routines/Boundaries
- Unclear Expectations/Interest
- Low Student Performance
- High Levels of Misbehavior
- Frequent Conflicts Among Students, Parents/Guardians and Teacher
- Disrespect, Disappointment and Resentment
- Little Academic Growth
- Confusion and Frustration

Punitive Educator Style: Authoritarian

Observations (see, feel and hear):
- Punitive and Frustrating Environment
- Strict Rules Posted
- Little, if any Joy
- Discomfort
- Classroom Desks Arranged in Rows
- Very Quiet Environment for Students
- Yelling and Negative Language Used by Teacher
- Arguing, Threats and Commands
- Harsh Language
- Not Welcoming Environment
- Frequently Gets Immediate Compliance
- Teacher Often Uses Loud and Angry Voice
- Notices Inappropriate Behavior More than Appropriate
- Has High (Unreasonable?) Standards
- Contrived Teacher Created Rules
- Many Office Referrals, Detentions and Suspensions
- Tension, Pressure, Cold, Nervous, Anger, Awkward, Resistance
- Group Punishment
- Little, if any Choice
- Sarcasm
- Disrespect and Resentment
- Eye-Rolling
- Silence and Alienating
- Power Struggles, Frequent Arguments
- Posted Negative Behavior Charts, Names on Board, Clip Charts
- Chaos Through Order
- Shaming and Embarrassment
- Compliance

Outcomes:

- Orderly, Apathetic Classroom
- Students Feel Anxious, Resentful, Scared and Worried
- Short-Term Compliance but Rarely Lasting Behavior Change
- Lack of Relationships
- Negative Classroom Environment
- Limited, Surface Level Learning/Understanding
- Fear to Ask Questions
- Low Levels of Engagement
- Disdain for School
- High Teacher Stress
- Compliance and Defiance
- Little, if any Risk Taking
- Unsafe Environment
- High Levels of Tardiness and/or Absence (Avoidance)
- No Gradual Release of Responsibility
- Helplessness in Students
- Fixed/Inflexible (not Growth) Mindset
- Limited Teacher/Student Relationships
- Perception of Doing "Busy Work"
- Lack of Positive Classroom Community
- Many Parent/Guardian Conferences (Phone/Email/In-Person)
- Acting Out/Misbehavior in Class
- Hurt Feelings
- Low Student Self-Esteem and Confidence
- Limited Intrinsic Motivation and Effort
- Loss of Interest in Subject Matter
- Blaming and Lack of Accountability
- Gross Grade Disparities
- Limited, if any Creativity
- Lower Test Scores

Permissive Educator Style: Paternalistic

Observations (see, feel and hear):
- Warm and Supportive
- Doesn't Set Limits
- Lack of Accountability
- Focus on Effort and Deemphasize Quality
- Inappropriate Behavior Handled Through Weak Reprimands or Pleading
- Students Off Task
- Social/Private Conversations Vs. Academic Work
- Noisy/Chaotic/Frustration/Disorder/Tense
- High Levels of Tardiness/Skipping Class
- Lack of Urgency
- Teacher Wanting to Be Student's Friends
- Lack of Structure
- Low Expectations
- Violations of Rules/Codes of Conduct
- Teacher Driven (Take Over)
- Students "Spoon Fed"
- Teacher May Appear Overwhelmed at Having to "Do It All"
- Unsafe Environment
- Conflict/Misbehavior
- Little Posted Student Work
- Empty Threats/Pleading/Requests
- Behavioral Challenges/Out of Control
- Students Out of Desks/Wandering Around
- Walls Filled with Messages of Encouragement
- Needy Students
- All Talk, No Action
- No Class Contract/Working Agreement/Social Compact

Outcomes:

- Students feel liked and supported
- Chaotic out-of-control classroom
- Exhausted/Overwhelmed Teacher
- Students do not feel secure in the teacher's capacity to "manage"
- Students feel anxious and uncertain
- Limited learning
- Low Student Performance
- High teacher stress
- Learned Helplessness
- Compromised Instruction
- Little Risk Taking/Struggle
- Limited Intrinsic Motivation and Effort
- Demanding/Whining Students
- Student Lack of Confidence
- Uncertain Relationships
- Lack of Cohesion in Class Community
- Tardiness, Students Wandering In and Out of Classroom
- Lack of Accountability
- Unsafe Environment
- Lack of Rigor, Stamina, Growth
- Assignments/Homework Not Often Completed
- Confusion and Frustration
- High Levels of Misbehavior
- Socialization Around Non-Academic Topics
- Limited, Surface Level Learning/Understanding
- Teacher Seen as Friend Rather Than a Friendly Mentor
- Unclear Expectations/Interest
- Increased Acting Out in Order To Get Teacher's Attention
- Low Levels of Social/Emotional Skill Development

Restorative Educator Style: Authoritative

Observations (see, feel and hear):

- Has high standards
- Positive, kind and supportive relationships
- Effective discipline plan and orderly classroom
- Sense of hope and optimism
- Students feel sense of safety and competence
- High level of work quality
- Destinations for ALL
- Happy
- Inclusive
- Calm
- Peaceful
- Productive struggle
- Collaborative
- Trusting
- Welcoming
- Safe
- Supportive
- Everyone is accountable
- Caring
- Nurturing
- Predictable
- Engaging
- Successful
- Students take risks
- Stress-Free
- Respectful
- Active learning centers
- Intrinsically motivating

Outcomes:

- Orderly classroom
- High Quality Work
- True positive communities
- Meaningful and positive relationships between and among all class/school community members (adults and students)
- Empowered Students
- Happy/Satisfied Parents/Guardians
- Low Behavior Referrals
- Collaborative Problem Solving by Students with One Another
- Civic Engagement
- Empathic and Equitable Environment
- High Educator/Staff Retention
- Physically, Emotionally, Intellectually and Culturally Safe
- Students Working to Their Potential/High Test Scores
- Sense of Student Self-Worth/Value
- Safe Risk-Taking
- Goal Achievement
- Productive Environment
- Student Voice/Full Participation
- Inviting/Welcoming Environment/True Destination
- Well-Managed Classroom/School
- Caring and Genuine Relationships
- Less Unsolvable Conflicts
- Calm/Peaceful Environment
- Everyone Feels Heard and a Valued Community Member
- Failure Allowed with a Clear Understanding That There is No Genuine Learning Without It
- Independent Problem Solving
- High Levels of Social/Emotional Intelligence Exhibited
- The Kind of Environment Where Everyone Wants to Be!

Key Characteristics of Classrooms That Support Restorative Practices

- The quality of interpersonal relationships and building and maintaining positive classroom and school community is the most important foundational guiding principle in the school/classroom
- School community members, including students and family members are given a strong voice in building relationships/community as well as repairing those relationships and community when harm has been done
- Positive classroom climate inclusive of all students, where students have a strong sense of belonging rather than being at risk for exclusion
- Students experience positive learning relationships with the teacher and with one another, feel safe, have a high regard for their class, and are given the opportunity to make things right when things go wrong
- Culturally responsive pedagogy underpins the teacher's approach to the diversity in the classroom
- The teacher focuses on students' strengths, rejects deficit explanations for failure, and takes agency for successful educational outcomes for children and youth
- Families feel welcomed by the teacher and able to visit the classroom freely, participate in activities designed for them with the teacher, regularly receive information about how their young person is doing, and are involved in supporting their child's education as appropriate, including collaborating actively to address problems
- Average daily attendance is high, all absences must be excused for valid reasons, and there is timely daily follow-up by the teacher and the school when students are absent or tardy
- Students receive support and encouragement to meet their educational and social-emotional needs, including positive classroom relationships with peers, teachers with high expectations, and established pedagogies that enable them to achieve to the best of their abilities
- Reasonable and well-understood behavior expectations for children and youth are agreed, specified, and shared within the classroom
- Restorative Classroom Practices provide clear definitions of behavior and the process for determining appropriate consequences are in place, known to students and communicated with families
- Ongoing back-up supports are in place, including threat assessment, crisis management and in-school locations within the school to deal with serious behavior
- Restorative practices and mutual response are the foundations for interactions within the classroom community, rather than retribution, exclusion and punishment
- Agency is promoted with responsibility to add value to every student's achievement each year without exception or excuses attributed to background characteristics or challenges such as socioeconomic, linguistic or environmental circumstances

Fair Process Task Definitions

ENABLE

Give someone the authority to or means to do something

ENGAGEMENT

Involving individuals in thinking by inviting their input and encouraging them to challenge one another's ideas

ENJOYMENT

The state or process in taking pleasure in doing something

EXCITEMENT

A feeling of great enthusiasm and eagerness

EXPECTATION CLARITY

Stating the new rules of the game including performance standards, penalties for failure and new responsibilities

EXPERIENTIAL CONTEXT

Through experience and observation, the circumstances that form the setting for an event or idea which can be fully understood and assessed

EXPLANATION

Clarifying the thinking behind a final decision

EXTERNAL CONTROL

The power to influence or direct others behavior or the course of events from the outside

Fair Process

Engagement:

"involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas."

Explanation:

"Everyone involved and affected should understand why final decisions are made as they are. This creates a powerful feedback loop that enhances learning."

Expectation Clarity:

"Once decisions are made, new rules are clearly stated, so that individuals understand the new standards and penalties** for failure."
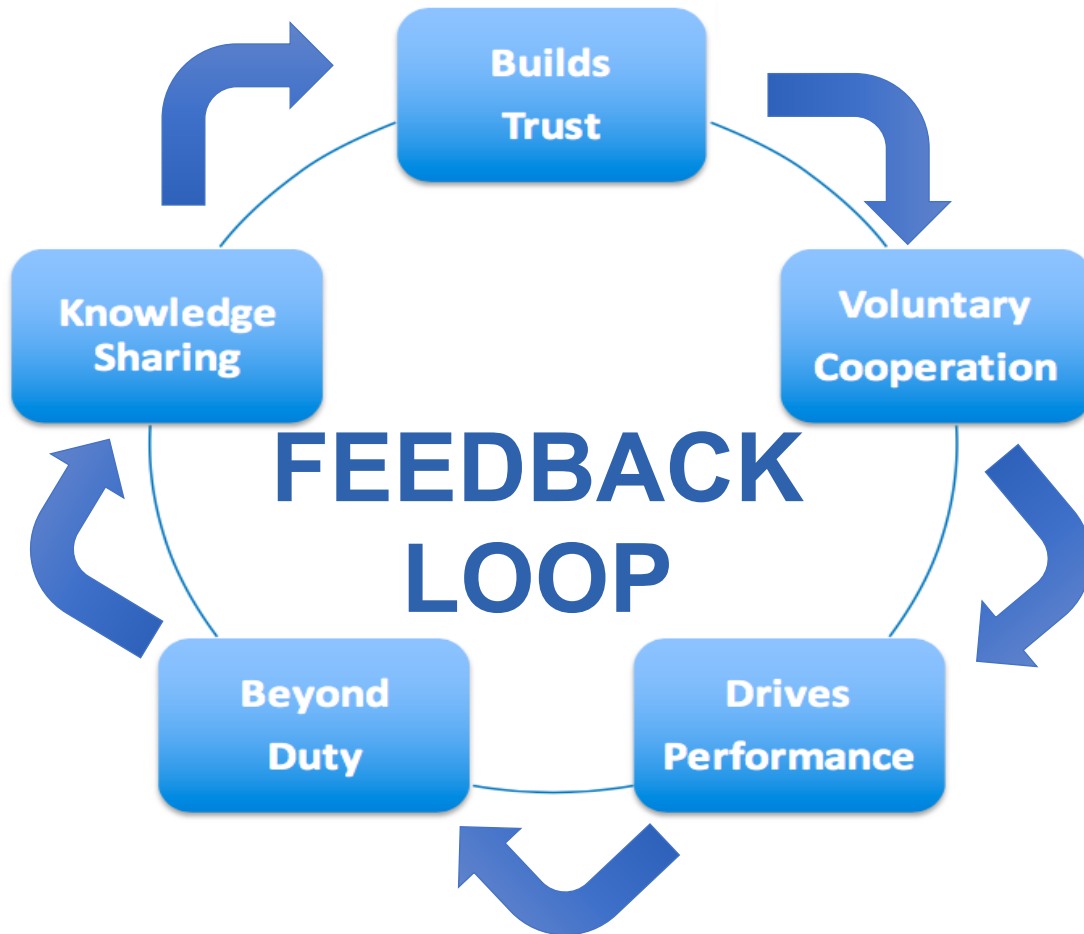
** Consequences…or Supports??

What Fair Process is NOT

- Decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions or interests
- Democracy in your system
- Leaders forfeiting their responsibility to make decisions, establish policies and procedures
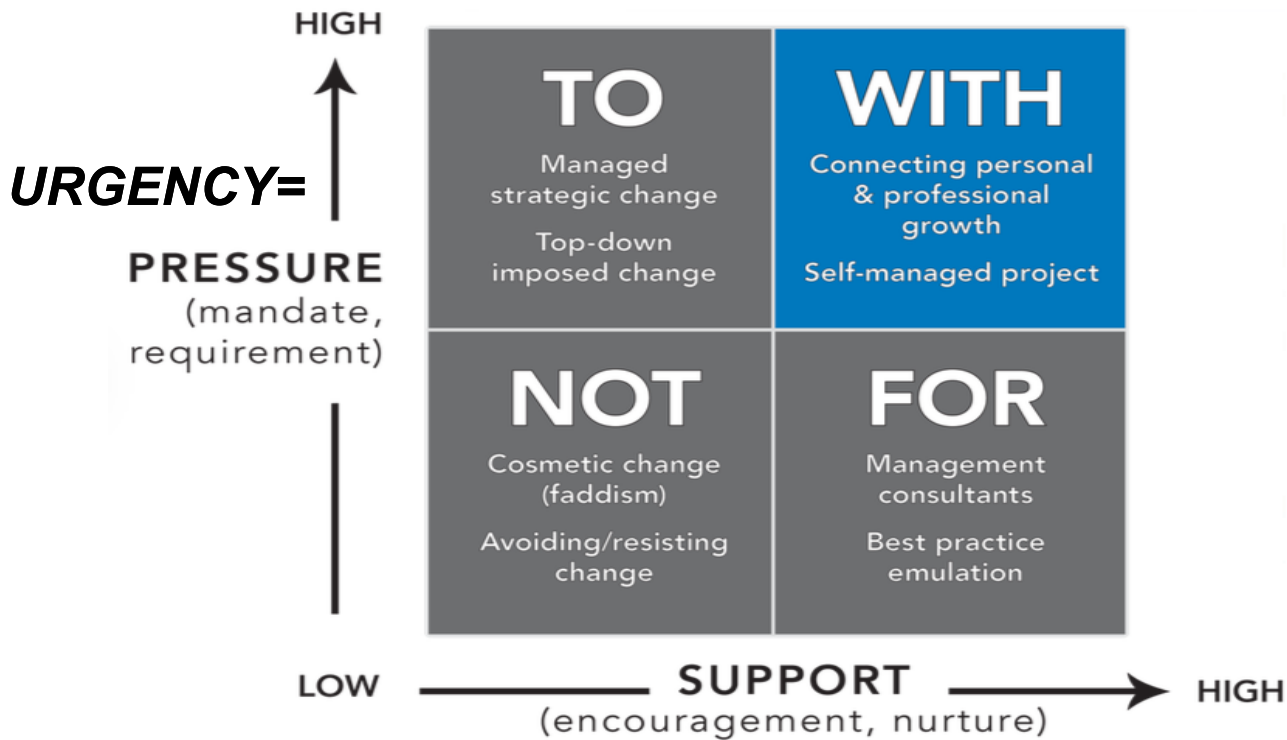
W. Chan Kim & Renee Mauburgne, Harvard Business Review, January 2003

Fair Process: What It Achieves

Builds Trust → Voluntary Cooperation → Drives Performance → Beyond Duty → Knowledge Sharing

FEEDBACK LOOP

When Fair Process is used, individuals are much more likely to trust that even if they make mistakes or fail, that they won't be penalized. This yields voluntary cooperation and drives performance. When people find that *"it works,"* this in turn supports people going *'above and beyond'* the original expectations. Knowledge is then shared and higher quality outcomes are achieved.

Organizational Change Window

HIGH

URGENCY=

PRESSURE
(mandate, requirement)

TO
Managed strategic change

Top-down imposed change

WITH
Connecting personal & professional growth

Self-managed project

NOT
Cosmetic change (faddism)

Avoiding/resisting change

FOR
Management consultants

Best practice emulation

LOW ——— **SUPPORT** ——→ **HIGH**
(encouragement, nurture)

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

The **Organizational Change Window** is a modification of the Social Practices Window. The Support scale remains the same. Instead of the Control/Expectation scale, it becomes "Pressure." Another way to think of "pressure," is to think about "Urgency." What kind of *urgency* is there to make the changes? The pressure or urgency can be low, or it can be high. Without any pressure or urgency, organizations just won't change.
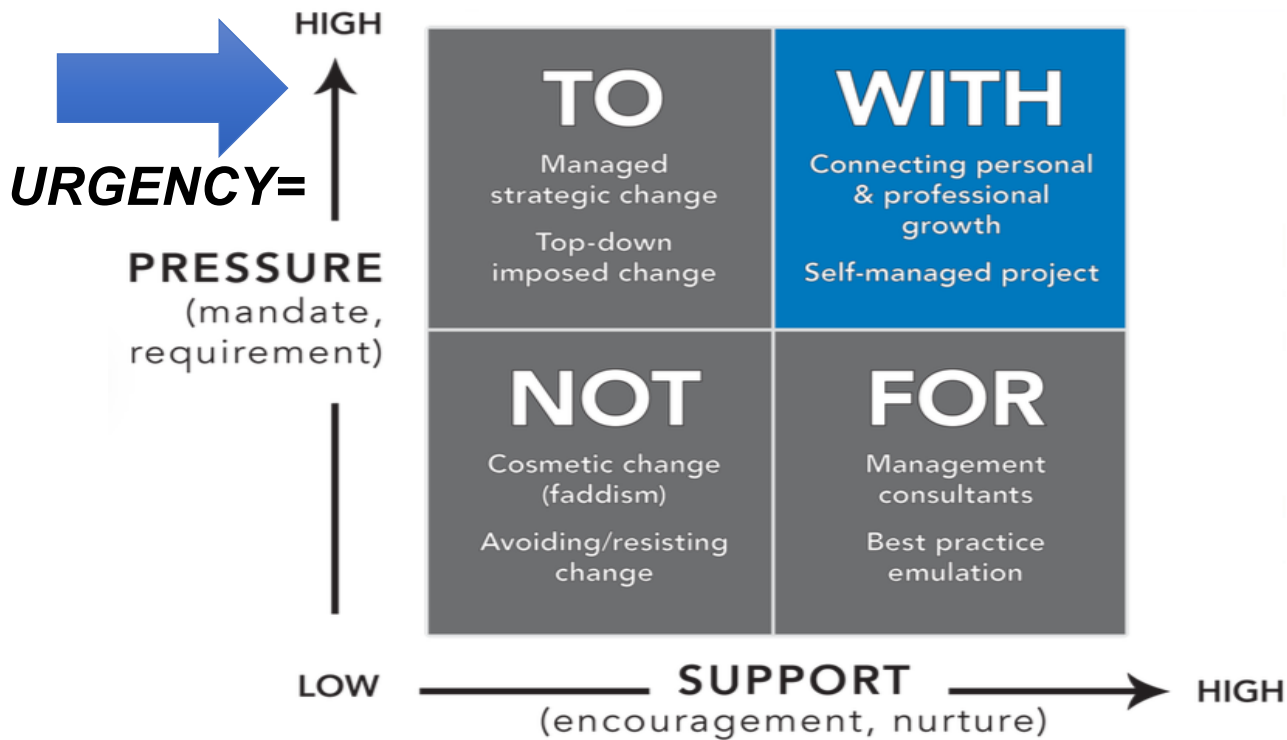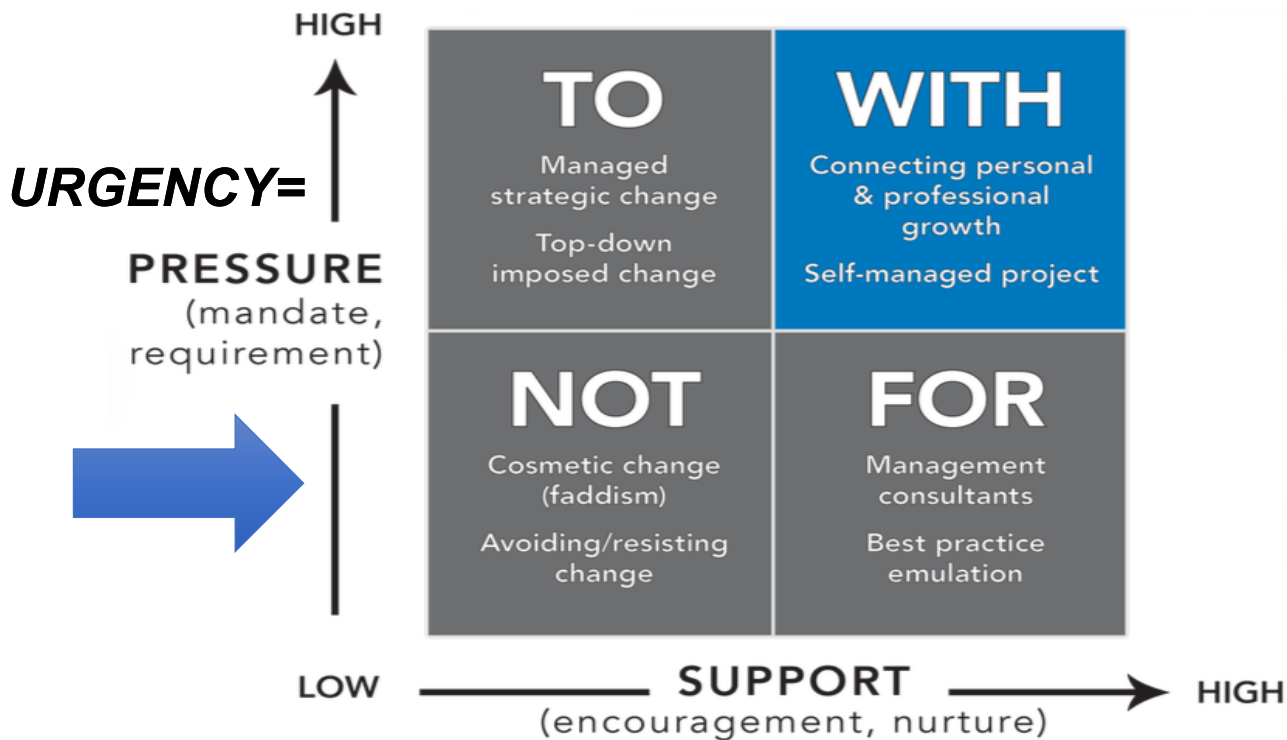
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

TO: Managed strategic change; Top-down imposed change

The *high* control, or what we could call '*pressure without support*' is the **TO** strategy. This is the management strategy that we typically think of in organizations. Bosses (Leaders/Superintendents/Principals) make decisions, inform the staff and the staff is expected to carry them out. While this approach tends to save time, it breeds resentment and resistance.

Conversations around the copier and Kurieg machine are negative and demoralizing!

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

NOT: Cosmetic change (faddism); Avoiding/ resisting change

If you provide neither pressure/urgency nor support, naturally, nothing is going to happen. While this may seem obvious, many bureaucracies operate with the **NOT** box. There are frequent discussions and meetings about change, but no pressure to do anything or resources to actually help it happen. Those who are routinely in the **NOT** box are more interested in the appearance of change than in change itself…We might call this, *Admiring the Problem…*
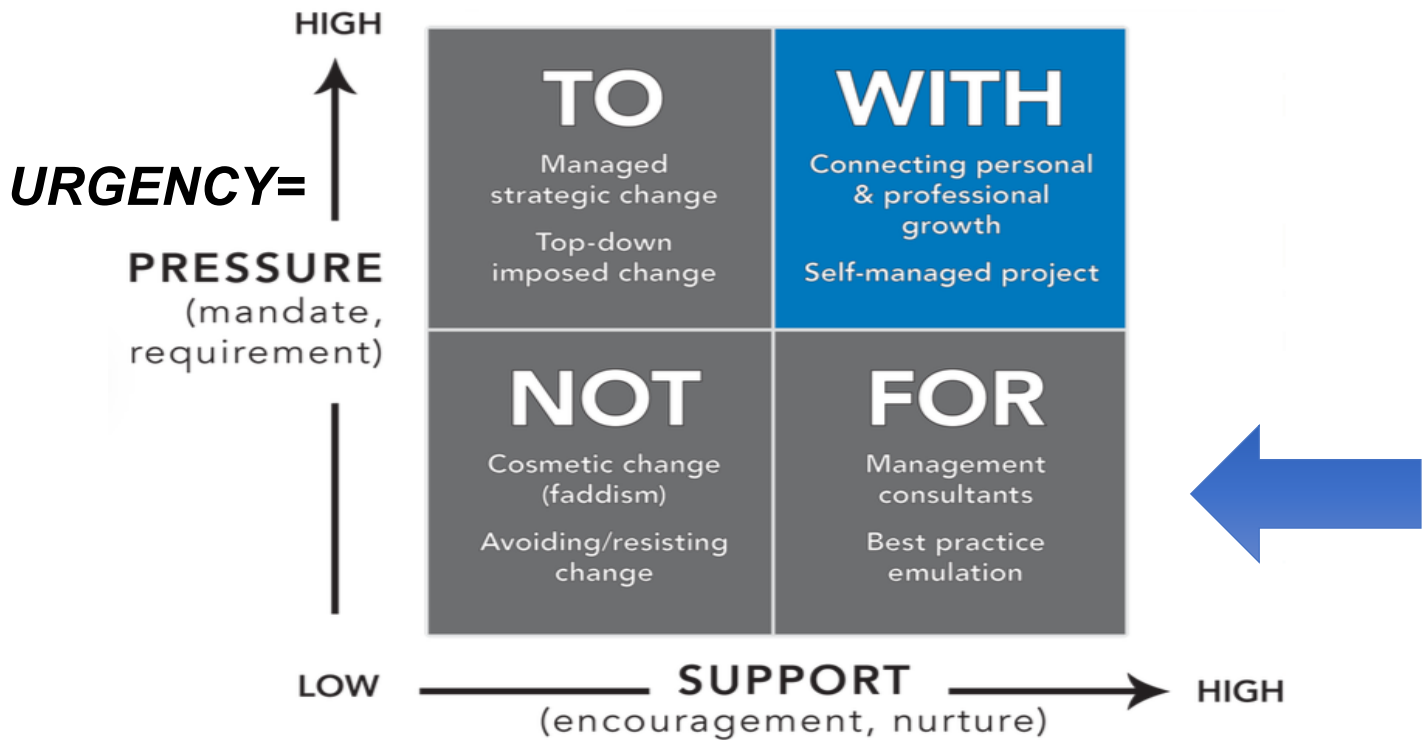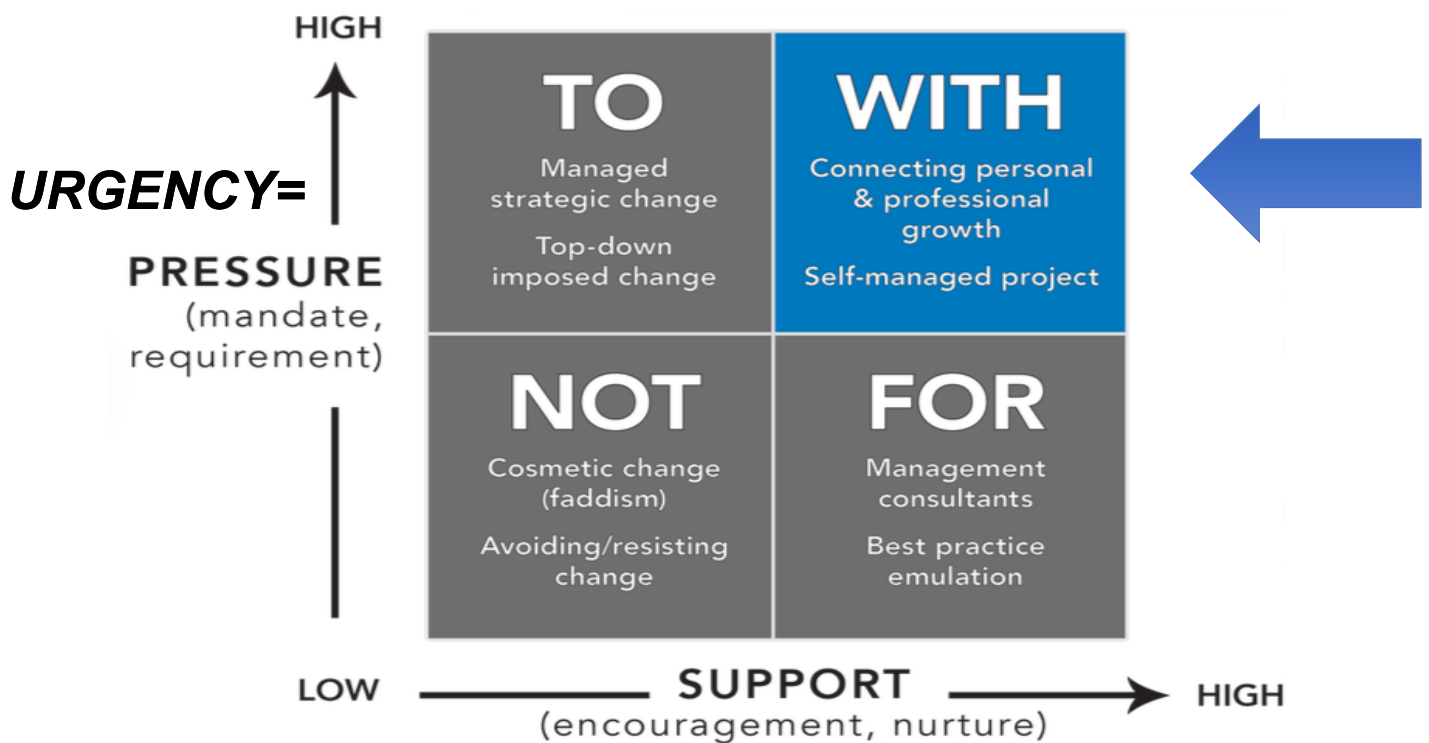
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

FOR: Management consultants; Best practice emulation

If however, you provide resources and assistnce with no pressure or urgency to follow through, you'll be doing things **FOR** people and wasting resources. Managers who practice in the **FOR** box have an unrealistically optimiistic view of human nature – "*if we give our employees the tools they need, they will strive to do their best.*" Most of us don't operate that way. We also need clear expectations before we change.
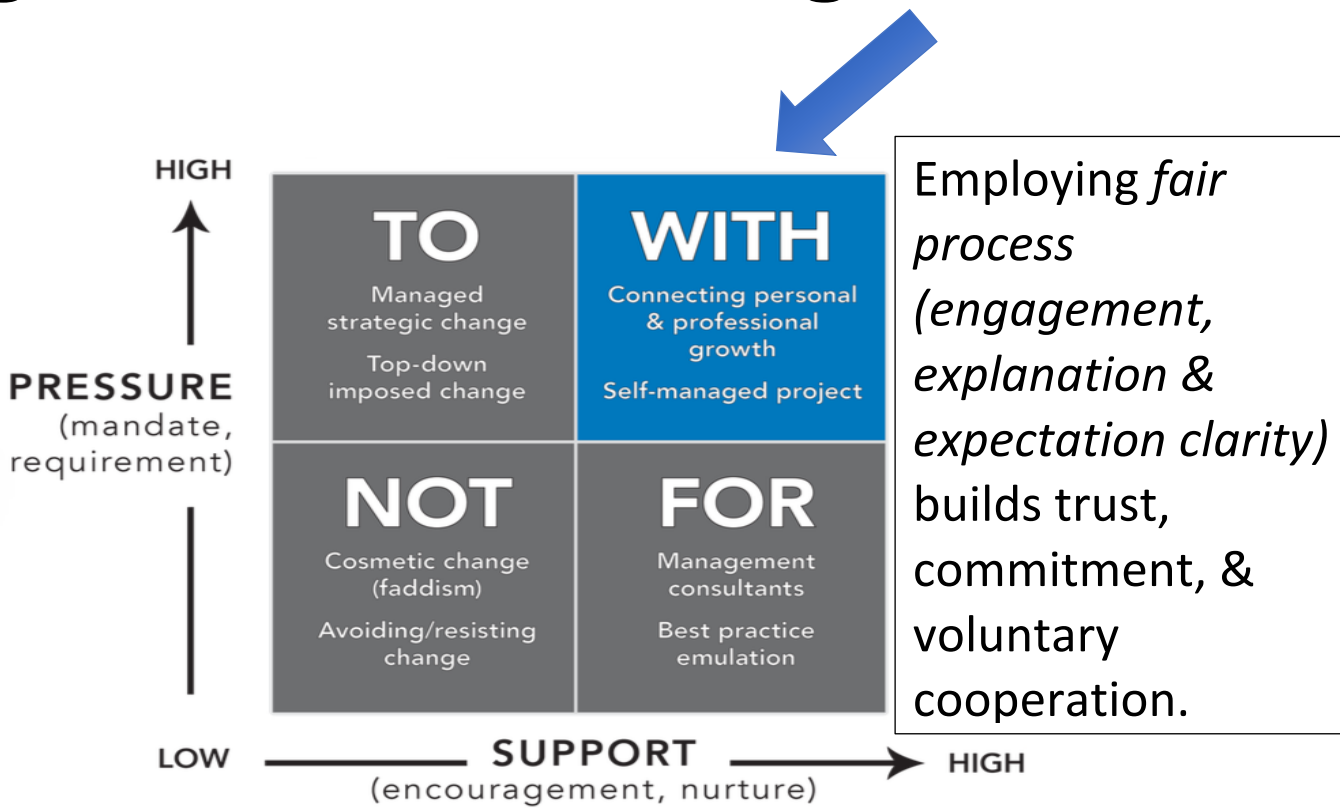
"*Just tell me what to do!*"

URGENCY=

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

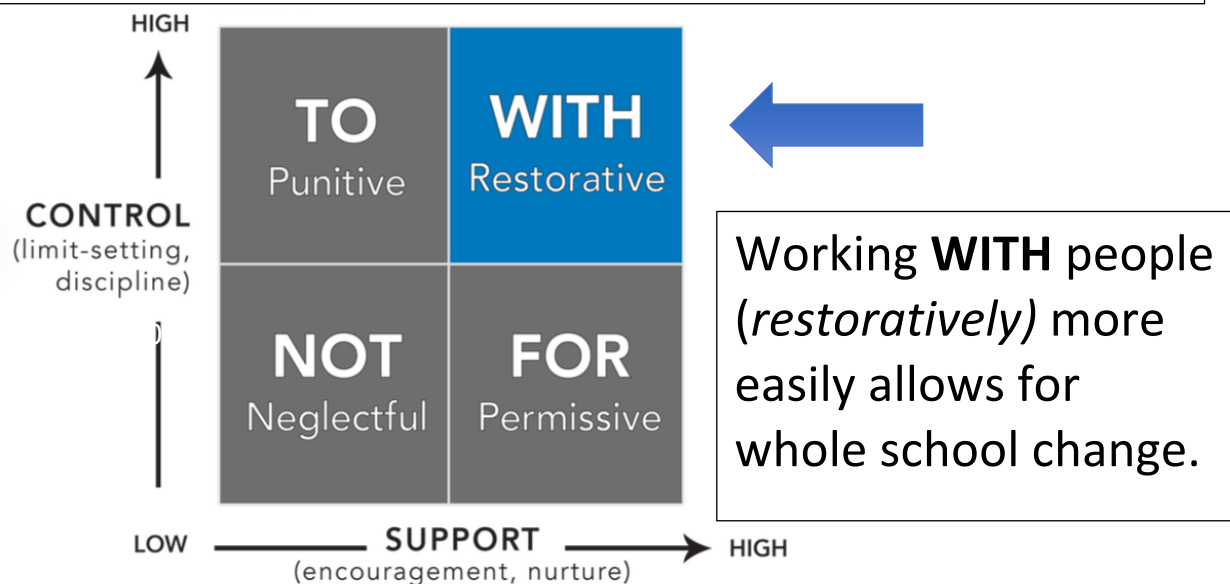**WITH:** Connecting personal and professional growth; Self-managed project

The best way to bring about a change an an organization is to proved both *pressure (URGENCY)* and support. By doing things **WITH** people, you allow them the opportunity to self-manage projects. This gives them a greater sense of ownership and allows them to help decide the direction of the change. This increase in investment helps employees connect their personal and professional growth. When people are actively engaged, they bring their personal skills and ideas to bear on their work.

Organizational Change Window

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Employing *fair process (engagement, explanation & expectation clarity)* builds trust, commitment, & voluntary cooperation.

Social Practices Window

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Working **WITH** people (*restoratively)* more easily allows for whole school change.

Four Innate Human Systems

Cognitive

This is the system in our brain that handles a wide variety of things such as 1 + 1 = 2, the wild imagination involved in the writing of science fiction, the perceived beauty of a landscape, the love of country. It is vital for memory recall and problem solving. It both *acquires* raw data and *transforms* it into understanding and knowledge.

Pain

Ready in the background to react whenever it is needed. For instance, if a pin sticks into your leg, the nerve endings from that spot on the leg send a signal to the brain. You feel the hurt almost instantaneously and are motivated to locate the spot where it hurts, and remove the feeling. After rubbing the spot for a moment or two the bad feeling goes away. As soon as it is gone, this system retreats into the background again. This system, therefore is a motivator.

Drive

This system of brain functions deal with things going into and out of our bodies on a periodic basis. The basic drives are hunger, defecation, urination, breathing and sexuality. This drive system give us information as to where and when something is needed but they are not especially motivating due to circumstances that my override the motivator.

Affect

This system evolved to protect our species from the dangers inherent in a brain overloaded by too many confusing stimuli. This system simplifies things for us by permitting only one stimulus at a time to enter consciousness. There are three basic "flavors" in this system: positive (inherently rewarding) and we are motivated to do things to have them continue or get them back if they should be interfered with; negative (inherently punishing) and we are motivated to do things to get rid of them and avoid things that will have them return; and neutral, which does not motivate us or do much of anything. Responses to these positive, negative and neutral motivators are innate. *Stimuli that trigger the negative almost always prevail over stimuli that triggers the positive.*

AFFECTS, FEELINGS AND EMOTIONS

Affects are instantaneous reactions to stimuli in one's environment
- **<u>Nine</u> innate biological programs triggered in response to specific stimulus conditions**

Feelings are the awareness an affect is present
- Experienced seconds after an affect has been triggered

Emotions are the scripted responses and expressions learned over a lifetime of the triggering of affects by environmental forces that surrounds us
- Accumulated stories and scripts learned from one's families, culture and community

AFFECTS, FEELINGS AND EMOTIONS

Affects = Our Biology
Including any adversity we've experienced

Feelings = Our Psychology

Emotions = Our Biography
Including any biases & prejudices we may have

Vernon Kelly & Margaret Thorsborne
The Psychology of Emotion in Restorative Practice, 2014

The Nine Affects

ANGER – RAGE

This NEGATIVE affect is *inherently punishing* and triggered by stimuli that have a pattern that is steady- state and even more dense and above optimal than those that trigger distress – anguish. This is the affect on overload. Imagine being stuck in heavy stop and go traffic on the way to work, with horns honking, with pressure building that you are going to be late for an appointment, with people calling your cell phone wondering where you are and asking questions that you can only answer from your desk. The very next thing that happens will probably trigger this affect, not because you are this kind of a person, but because the stimulus density is too great.

DISGUST

This NEGATIVE affect is *inherently punishing* and provides us some protection against eating poisonous or rotten food. Of course, some things that are poisonous do not taste bad or cause a reaction in the stomach that triggers vomiting. However, many things that we should not ingest are foul tasting or caustic to the stomach lining. When this stimulus condition is met, this affect is triggered. It is "a built-in rejection mechanism specifically designed to enable the individual to avoid or eject food."

DISSMELL

This NEGATIVE affect is *inherently punishing* and is the only affect which Tomkins needed to invent a new word. It is the automatic response we have when we smell something rotten, like rotten mild or fresh feces or decaying organic matter. If, for example, it is triggered by rotten milk, no matter how hungry or thirsty you are, this affect will make it extremely unlikely that you will drink that milk. This affect has become an important force in our lives. First of all, no one wants to be considered "a stinker." For this reason, there is a massive industry in deodorants and deodorizers of all kinds. We become embarrassed if our houses or our bodies stink, and most people go to great lengths to prevent that from happening.

DISTRESS – ANGUISH

This NEGATIVE affect is *inherently punishing* and triggered by any stimulus that has a pattern that is too dense for too long. It is triggered whenever there is an above optimal, steady-state pattern of stimulus density. Steady intense noise, never getting caught up on work, the need to urinate while in traffic, constant thoughts of all we have to do on a busy day or during exam week, the persistent needs of young children and many others are all examples of this affect.

ENJOYMENT – JOY

This is a POSITIVE affect that is *inherently* rewarding; Some level of brain activity must be taking place before a stimulus can trigger it. For example, you get home after being stuck in traffic for several hours with the pressing need to urinate bothering you the entire time. Needless to say, you are experiencing the steady state brain activity that triggers distress – anguish. Emptying your bladder ends your distress and causes a decrease in brain activity that triggers this affect, or contentment.

FEAR – TERROR

This is he most toxic of the NEGATIVE affects and we are motivated to stop it as quickly as possible. It is *inherently punishing.*

INTEREST – EXCITEMENT

A POSTIVE affect and is *inherently* rewarding; they direct your attention from one task to the next. You seldom think about it unless some stimulus triggers the more intense end of the range of this affect because throughout your lifetime you have become more or less unaware of the presence of a mild interest.

SHAME – HUMILIATION

As an innate affect, in order to understand its power with respect to the complexities of human personality and the nature of interpersonal relationships, it is necessary to expand the definition somewhat from what we generally believe this concept to mean. This was the last of the nine affects to evolve biologically to solve a problem. The idea is that we evolved this affect as information about the stimulus condition of ongoing positive affect being interrupted when we did not want to be. This was and is critical information for us to have. Without this innate affect, we would not be motivated to take action when we are deprived of interesting and enjoyable things. When an impediment blocks our interest in something, the resulting affect can feel like: frustration or disappointment (I can't do what I want to do); rejection (my interest in my lover is blocked because she doesn't want me anymore); loneliness (my interest in people being interested in me is blocked because I'm all by myself and cannot find a date); feeling ashamed or embarrassed (my interest in people seeing me as perfect and loving me is blocked because I said a stupid thing or did something awful or have a blemish on my face and everyone will find out); and at its most intensely negative, mortification (what happened is so awful that my interest in living is blocked).

SURPRISE – STARTLE

This is the only neutral affect that once triggered *resets* everything. It creates immediate attention to the triggering stimulus and clears away all else from consciousness. This affect is neither inherently punishing or rewarding. It is like a computer's reset button that rapidly clears the system and prepares us for whatever comes next.

Compass of Shame

These are normal/ typical responses to shame.

WITHDRAWL:
- Isolating Oneself
- Running and hiding
- Distancing Oneself

ATTACK OTHERS:
- 'Turning the Tables'
- Blaming the Victim
- Lashing out verbally or physically

ATTACK SELF:
- Self-Putdown
- Masochism
- Self-Doubt

Nathanson, 1992

AVOIDANCE:
- Denial
- Substance Abuse
- Distraction through thrill seeking

However, they are harmful and need to be addressed.

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Tomkins' Blueprint
Donald Nathanson, 1992

Individuals are at their best when they:
    Maximize positive affect
        Two!!
    Minimize negative affect
        A lot!! (6)
    Freely express emotion
    Do as much of the above three as possible

Intimacy
Intimacy is when two people agree to:
    Maximize positive affect
        Two!!
    Minimize negative affect
        A lot!! (6)
    Freely express emotion
    Do as much of the above three as possible

Community
Community is when multiple people agree to:
    Maximize positive affect
        Two!!
    Minimize negative affect
        A lot!! (6)
    Freely express emotion
    Do as much of the above three as possible

Defining Community
Community is not a place. Rather, it is a feeling, a perception. When people see themselves as belonging to a community, they feel connected. They have a sense of ownership and responsibility. They feel that they have a say in how things are run and a stake in the outcome. Gathering together in a circle creates a sense of ownership and connectedness between and among people. It can help renew our feeling of community.

Because of what we just said, the challenge for adults is to do the fourth point (do as much of the three) – maximize positive affect, minimize the negative affect… and… freely express emotion – as possible. If students are not behaving in a way that builds community on their own, we have to provide them the opportunity to do it when they are with us. Adults can provide opportunities for youth to respond to each other in positive ways – by learning about affect psychology, affective statements, affective questions and circle processes.

Impact of Childhood Toxic Stress/Adverse Childhood Experiences (ACEs): The Urgency and Moral/Practical Imperative to Work Restoratively

We all need stress in our lives to get through the day…*some* stress, and the right kind. When we are stressed, our body increases our heart rate, blood pressure and releases stress hormones to allow us to be on higher alert. *Positive* stress helps us cross a busy street, take a test, or any other fairly ordinary challenge that without care and heightened alert, we might otherwise harm ourselves. *Tolerable* stress is experienced when there are more serious longer lasting experiences (e.g., a family death, a serious illness, natural disaster or traumatic accident, Covid-19) that are time limited and *buffered by supportive relationships* to help us get through the traumatic event; for children, these relationships are primarily adults. *Toxic* stress = Trauma. When a child experiences strong, frequent and/or prolonged adversity, *without adequate adult support*, their stress response systems become over-activated and disrupt healthy brain development that directly affects their learning and behavior.

In school, children experiencing toxic stress *are 32+ times more likely to have both learning and behavior issues in school.* So, what's to be done in practice? More than anything else, children must have at least one stable adult in their lives that is consistently there for them who can be caring, trusted and non-judgmental. Positive and meaningful adult relationships in school matter…for every child, but especially those who are experiencing trauma. And, importantly, every space in the school from bus stops to afterschool programs (classrooms, hallways, playgrounds, locker rooms, cafeterias, playing fields, offices, etc.) should be predictable, consistent and adverse-free: physically, emotionally, culturally and intellectually safe. Ultimately, this means that educators should develop *restorative* disciplinary practices rather than using "punishing" *exclusionary* discipline practices. The later does not work, and when children are "punished," children's stress levels increase, adult to child relationships are diminished, children learn no more productive behavior skills and the very children who need caring relationships and a safe environment are "labeled" as troublemakers. If this wasn't enough, the punishing consequences normalizes and confirms a life of toxic stress, confirms that adults don't really care about them, does not get to the root of the problem and perpetuates the cycle of adversity.

What does this kind of school/classroom look like? Whether pre-kindergarten or high school, Fred Rogers (Mr. Rogers Neighborhood) got it right. He represents the "gold standard" for the predictable adverse-free learning environment. This kind of environment builds a child's resiliency. Children are not born resilient; it has to be built. A final measure for how we know that we are getting this right: *each and every adult to child interaction that we have should <u>improve</u> the relationship, not diminish it. And, if the relationship is not improved, then the interaction is incomplete.*

Rituals/(Routines)

Especially in times of uncertainty the more consistency there is in our daily lives the better. If we think about the conceptual differences between *rituals* and routines, it usually comes down to the level of meaning behind the act. For most of us, each and every day we go though many "routines" that we take for granted, don't think very much about; brushing our teeth, making the bed, washing dishes, getting dressed, washing our face, etc. These we would definitely label as routines in our lives, but maybe not rising to the level of being called *rituals*.

Conceptually, *rituals* have an increased level of meaning behind them. We generally conduct rituals with intention and for a particular purpose. Some of these rituals may be daily, such as reading to our children before bed, sharing a blessing before shared meals, kissing our partner/spouse when we wake up each morning, etc. Some rituals are more episodic and may revolve around holidays or special events. The foods that we always serve at Thanksgiving, the order in which we open gifts during the winter holidays or how we celebrate our country's "birthday," how we choose and where we go on family vacations would all be examples. Many rituals are associated with our chosen religion, but not all; spirituality need not be a factor. Not a perfect distinction, but in general, rituals are conducted with others…in some kind of meaningful connection or community setting, whereas routines are much more mundane, often not thought much about and many, if not all are conducted alone.

Rituals provide safety, predictability, comfort, consistency and a tangible bridge from one thing to another. Children who have little predictability in their lives, especially those who are experiencing trauma in their lives desperately need schools and other youth serving organizations to provide the consistency, safety and predictability that they lack in their daily lives. Restorative Practices can and should fill that void. Whether it is working in circles, using affective statements and/or restorative questions, convening impromptu conferences to solve problems collaboratively, these practices are essential to support all children and help heal those who have been harmed.

What does this kind of school/classroom look like? Whether pre-kindergarten or high school, Fred Rogers (Mr. Rogers Neighborhood) got it right. He represents the "gold standard" for the predictable safe *ritualized* learning environment.   This kind of environment builds a child's resilience. Children are not born resilient; it has to be built. Fred Rogers created and maintained the epitome of what a safe, supportive and high-quality learning environment should look, feel and sound like; Mr. Rogers could have recouped hours' worth of instructional time just by eliminating the rituals that he conducted each and every episode. Children of yesterday and today watched him walk into his house, hang up one sweater to replace it with another, remove his loafers and put on his tennis shoes all while singing the same song. During the program, when he wanted to imagine something, the trolley took everyone into a place where puppets always played the parts. However, if it was a real situation, it was live people portraying the scenario. At the end of every program, he reversed the opening rituals, all while singing the same closing song and reminding each child watching that he likes them "just the way they are."

Children watched "Mr. Rogers Neighborhood," knowing that they would be safe while he tackled incredibly difficult issues. The Civil Rights Movement and the Viet Nam War were the backdrop for so many of those episodes. On top of that, children worried about making friends, getting immunizations, getting on the bus for the first time, violence in their own neighborhoods, parents fighting or worse, getting a divorce. There was absolutely no "fluff," in any of his episodes over decades. By *ritualizing* those half hour programs, children knew they would never be tricked and would remain safe. Fred Rogers never gave up delivering the messages that children need to hear each and every day. And, with a little bit of luck, sooner or later they will be ready to hear them.

Transitions

In the late 1990's, the military funded research to assess the impact of 'Social Mobility' on children. To be clear, Social Mobility refers not to moves that children have from elementary to middle to high school with their peers. Social mobility refers to moves that children make where they change communities, neighborhoods, schools, friends, teachers, etc. Previous to this time, no one had conducted any studies that would have determined if these moves that are so very common, not only in the military but for so many children and families had any impact, positive or negative.

The University of Minnesota and Johns Hopkins University determined definitively that the more moves a child has over a kindergarten through high school life time are negative and additive. Children are very resilient and can take a fair amount of adversity and movement, but the research found that at about seven moves, on average, children are far less likely to be successful in school. There is a great deal of variation and some children will 'tank' at three moves, whereas others seem to be able to take far more than seven and still do well in school. The foster child population demonstrates both of these outliers.

The bottom line, however, is that any kind of transitions take their toll on most children, not to mention adults!! How difficult is it to get out of the door to head to work on time, or to leave a crying child and transition into giving a speech? Very! Transitions are Tough! As educators, we need to be keenly aware of the many and varied transitions that our students are dealing with and how little support we give them or the adults that work with them. There are big transitions:
- Home to School
- Pre-School to Kindergarten
- Kindergarten to Elementary School
- Elementary to Middle School
- Middle School to High School
- High School to the University, Military or Work
- New to School Mid-Year
- Alternative to Regular Setting
- Others?

There are also daily transitions:
- Class to Class
- Bus to School
- Lunch to School Work
- Teacher to Substitute Teacher
- School to Afterschool Programs
- Class to Lunch
- Recess to Class
- Others?

Restorative Practices Continuum

informal				formal
affective statements	affective questions	small impromptu conversation	circle	formal conference

As you move from the left to the right....it takes:

More People

More Planning

More Time

More Structure

More "Complete"
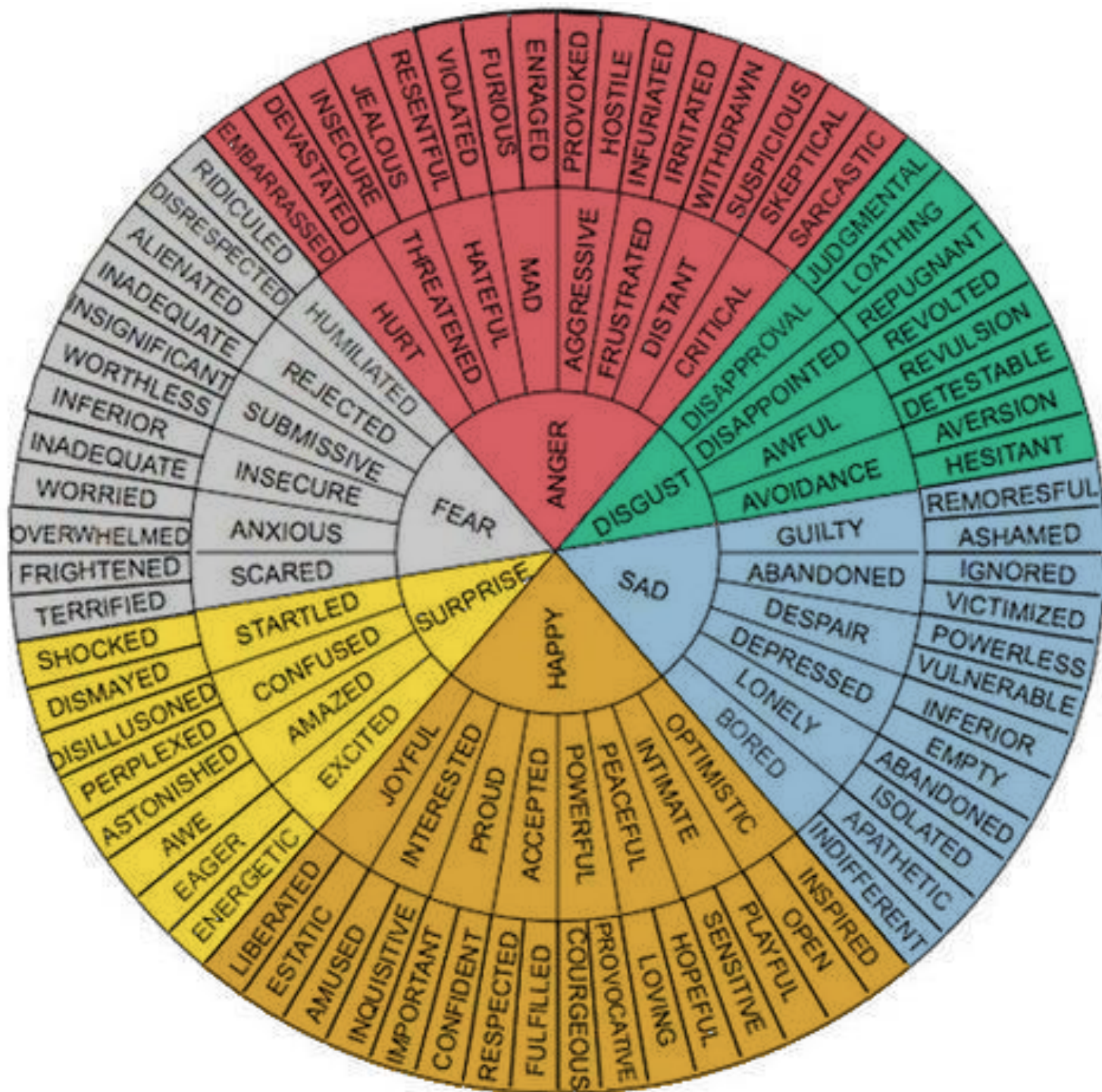
Affective Statement Examples

"I feel (__emotion__) when (__behavior__) because (__impact__).

Stop Talking!

I feel frustrated when you are talking while I'm talking because we don't have a lot of time and we won't be able to go outside.

I feel irritated when you are talking while I'm talking because others can't hear the directions and they might not be able to accomplish the task.

It's maddening when you are talking while I'm talking because we have so little time left to finish what we are doing.

Be respectful!

I'm nervous when you cut in line because those that you are pushing could easily fall down and get hurt.

I'm disgusted when you make burping sounds because others are complaining to me and don't want to be around you when you do that.

I feel angry when you interrupt your classmates when they are in the middle of a thought. Respecting them means listening carefully and then adding your ideas.

Sit down and do your work.

I am confident that if you sit down now and get busy that you will be able to enjoy some free time before lunch.

I am eager for you to sit down now and finish your work so that you will be able to get to lunch on time.

I am optimistic that if you get busy, sit down and finish your work now that you will be able to play outside for some extra time.

Good Job!

I'm so happy when you work so hard because I know you care about what we are learning in class!

I feel a great deal of joy when I see and hear you so engaged in this project. You are working as a real team!

I feel inspired by what a great job you are doing on this project. You stand a very good chance of receiving an honor for your work!

Pick your head up.

I'm concerned when you put your head down on the desk that you didn't get enough sleep last night.

I'm confused when I see you have your head down on the desk because I know this is your favorite subject.

I'm perplexed that your head is down on the desk because yesterday you couldn't have been more engaged in what we are doing.

Think before you speak.

I feel awful when you make inappropriate and off-color jokes because you are hurting others' feelings and not realizing it.

I am not amused when you blurt out answers that you have not thought about because those answers are rarely correct.

I am hesitant to call on you when your arm shoots up before I have finished asking the question because you have not considered what it is that I am actually asking.

Stay on task.

I am astonished when you buckle down and focus your attention on what you are doing that you finish with quality work.

It is critical that you stay focused on your work so that you do not have to take it home for homework on a night when you have a concert.

I am interested in how you will finish your project by the due date if you don't get busy and stay focused because you are wasting precious time right now.

I'm going to call the cops.

I get scared when you are losing control because you are putting your classmates at risk and I may have to call the School Resource Officer.

I am worried when you threaten to hurt me because I might have to call the School Resource Officer to help calm you down.

I am frightened when you raise your fist at your classmates because someone could get hurt and there would have to be police involvement.

Great job on your test.

I felt so excited when I graded your exam because I know that your studying really paid off.

I am thrilled that you did so well on this test because I've always known that you could tackle and master this tough work.

I'm so proud of you for doing such a great job on your test. You showed me that you care about the material and worked really hard to learn the material.

You're a great reader.

I'm amazed at how well you are reading now because you are reading with a lot of feeling and understanding.

I am optimistic that your progress in reading will continue because then you can move on to reading chapter books, something you've always wanted to do.

I'm hopeful that you will continue to be such an avid reader! The librarian has told me that you are taking out and talking about more books now than ever!

Don't chew gum in my class.

I'm disappointed that you are not honoring the "no gum chewing" class rule because if it ends up on furniture or the floor it is near impossible to remove.

I'm anxious when I see you chewing gum in class because your bubbles are going to pop on someone's property or their clothes or hair and that would be harmful.

I feel disrespected when you chew gum in class when you know we have a rule against it. The rule is there so that gum doesn't ruin school or your classmate's property.

You did a nice job on your homework.

I am energized by how well you did on your homework last night because now you are ready to dive right into the experiment you have been wanting to do.

I am ecstatic about the great job you did on your homework! This is the quality of work I have always known you are capable of.

I am so pleasantly surprised at how well you did on your homework because you are incredibly capable and I just haven't seen your potential until now!

Stop throwing thing around the class.

I feel very insecure when you are throwing erasers over your shoulder because you will knock something over or hit someone.

I feel very vulnerable when you are playing basketball with your trash in the waste basket near my desk because you could easily knock off some of my prized items I have on my desk.

I am dismayed when you continue to throw your art supplies in the bins rather than placing them because they are expensive and could get easily broken.

You need to start getting along with others.

I am skeptical that when you joke around and pull chairs out from under your classmates that they think it is funny; they complain to me and don't want to spend time with you.

I am powerless to change how you talk and interact with your classmates because they think you don't really like them.

I disapprove how you are talking and joking around with your peers; they don't think any of it is a joke and they are avoiding you.

Line Up!

It's important for you to line up quickly and quietly because when we have a fire drill, we all need to be outside in less than one minute.

I feel very fulfilled when everyone lines up so rapidly because then we can have a full lunch period and you will have plenty of time to go outside after eating.

I am embarrassed when everyone doesn't line up immediately when the principal is watching us because I know how well you usually do it and he needs to see our best!

Consequences in a Restorative World

There are ***always*** consequences in a restorative situation; those consequences just don't have to be *punishing* consequences. What's the difference? First of all, we have to understand that Consequences ≠ Punishments. They are not the same thing! When people say, "you didn't give him/her a *consequence*," what they mean is that "you didn't *punish* him/her."   Responses to inappropriate behaviors do *not* have to be "*punishing*" consequences. Responses to inappropriate behaviors should be *consequential*… What's the difference?

"*Punishing*" consequences are: exclusionary…repetitive without result…feel painful without positive behavior change…meaningless…diminish relationships…fuel the 'school to prison' pipeline…often elicit rage in the perpetrator…and, often elicit fear in the target.

"*Consequential*" consequences/responses are…educative…meaningful…ethical… thoughtful…logical…character building…relationship building…restorative for the community…and, restorative for the individuals involved.

When students misbehave and they are sent to the office, the administrator pulls a stuffed animal off the shelf, passes it around, forces an apology, gives the students a piece of candy and then sends them back to class, ***this is in <u>no</u> way restorative!!*** When students misbehave, it may be very appropriate to send them down to an office for some "chill time." When students are not safe to themselves or others or too disruptive for the class to be conducted, they *do* need to be removed, but not for punishment; they need to take space, calm down and reflect upon what is going on, aka "chill time." That is essential for the restorative process to take place. And, it may be that students are ready to return to class before any restoration can take place. There must be a clear understanding and requirement that restoration can only take place between and among those who have been harmed and those who harmed. When the relevant individuals do get together to restore the relationship/harm, Affective Statements and Affective (Restorative) Questions are used to guide the conversation. Answering the final question (What do you think needs to happen to make things right?) becomes the consequence! Sometimes, giving a heartfelt and honest apology is enough, but often it is only a first step in making amends. Each situation is unique, so there ***cannot ever be pre-determined consequences.*** There could very well be logical or predictable consequences, but they cannot be decided upon prior to the restorative conversation. And, once the problem has been solved and the situation and/or relationship is restored, *it is over!* No "punishment" is appropriate. ***Trust the process; it works.***

Carrots & Sticks

Extrinsic Motivators Can…

- Extinguish intrinsic motivation
- Diminish performance
- Crush creativity
- Crowd out good behavior
- Encourage cheating, shortcuts, and unethical behavior
- Become addictive (primarily for the adults!)
- Foster short-term thinking…and, they are *inherently UNFAIR*

Daniel H. Pink, Drive: The Surprising Truth About What Motivates Us

Rewards Flow Chart
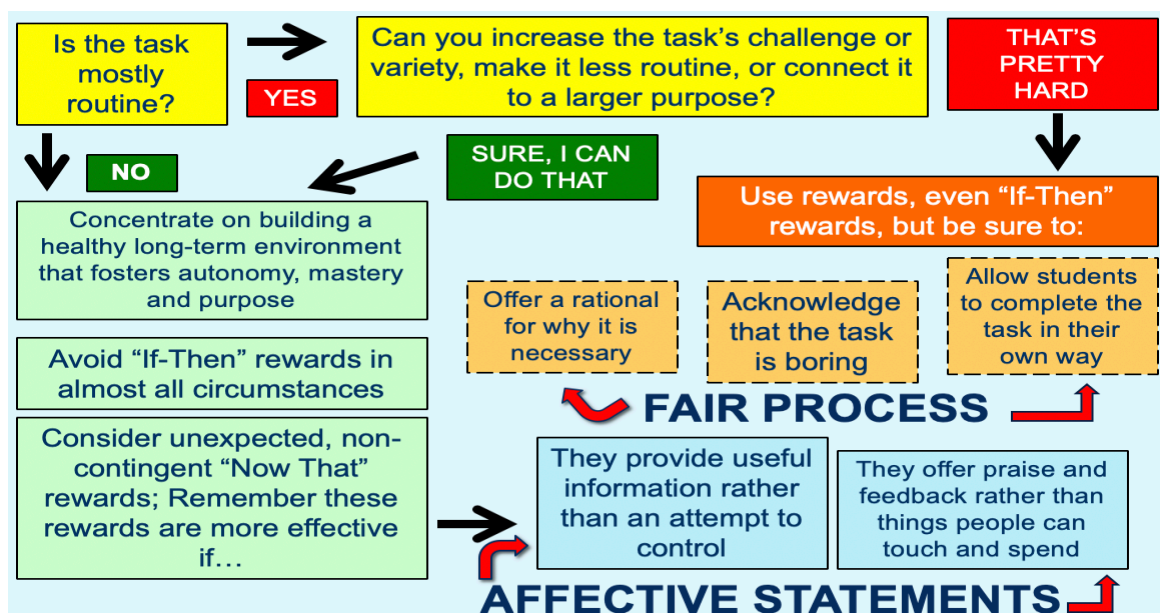
Restorative Questions (Generic Set)

Can you explain what happened?

How did it happen?

What was the harm?

Who do you think was affected?

How were you affected?

How were they affected?

How do you feel about what happened?

What needs to happen to make things right?

How are you doing now in relation to the event and its consequences?

What were you looking for when you acted?

What would you like to offer and to whom?

Restorative Questions for Younger Students

Restorative Questions – to respond to challenging behavior, staff should engage in conversation with the child, asking the following questions:

What happened?
How did you feel before that happened?

How does the other person feel?
What should we do now? Does anything need to be fixed? How can we fix it and make it better?
Let's think of a plan so it doesn't happen again.

Restorative Questions – to help those harmed by others' actions, staff should engage in conversation with the child, asking the following questions:
What happened?
How do you feel now?

Does anything need to be fixed?
How can we fix it and make it better?
Let's think of a plan so it doesn't happen again.

Questions *Never* to Ask Students

Why did you do that?...What better *choice* could you have made? And…
What were you thinking? (With that tone!)

Restorative Questions
From Restorative Works learning network
RestorativeWorks.net

Restorative Questions I (To respond to challenging behavior)

- What happened?

- What were you thinking at the time?

- What have you thought about since?

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

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

Restorative Questions II (To help those harmed by other's actions)

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

- What impact has this incident had on you and others?

- What has been the hardest thing for you?

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

Preguntas Restaurativas

Para La Afectada Por Acciones De Otros
Preguntas Restaurativas I

- ¿Qué ocurrió?

- ¿Qué estaba pensando en ese momento?

- ¿En qué ha pensado desde entonces?

- ¿Quiénes han sido afectados por lo ocurrido? ¿Cómo?

- ¿Qué necisita hacer para que las. Osas queden bien?

Preguntas Restaurativas II
Para La Persona Afectada Por Las Acciones De Otros

- ¿Qué pensó cuando se dio cuenta del lo sucedido?

- ¿Qué impacto ha tenido el incidente sobre usted y otros?

- ¿Qué ha sido lo más dificil para usted?

- ¿Qué necesita suceder para que las cosas queden bien?

RESTORATIVE QUESTIONS I
TO RESPOND TO CHALLENGING BEHAVIOR

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **What has been affected by what you have done?   In what way?**
- **What do you think you need to do to make things right?**

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PREGUNTAS RESTORATIVAS I
PARA LA PERSONA QUE HA AFECTADO A OTROS

- **¿Qué ocurrió?**
- **¿Qué estaba pensando en ese momento?**
- **¿En qué ha pensando desde entonces?**
- **¿Quiénes han sido afectados por lo ocurrido?   ¿Cómo?**
- **¿Qué necesita hacer para que las cosas queden bien?**

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PREGUNTAS RESTORATIVAS II
PARA LA PERSONA AFECTADA POR LAS ACCIONES DE OTROS

- **¿Qué pensó cuando se dio cuenta de lo sucedido?**
- **¿Qué impacto ha tenido el incidente sobre usted y otros?**
- **¿Qué ha sido lo más difícil para usted?**
- **¿Qué necesita suceder para que las cosas queden bien?**

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CIRCLES
Quick Reference Guide
All of the Circles below can used with any age group

Why Circles?
Circles need to be conducted deliberately and thoughtfully with the following goals in mind…***only 7% of communication is with the words themselves…the other 55% is body language and eye contact…the remaining 38% is tone, volume and pitch of the voice***.

- Equality: Everyone *literally* has equal seating
- Safety & Trust: you can *see everyone* in a circle
  - Vulnerability: everyone can see everyone else!
- Responsibility: Everyone plays a role (even to pass)
- Reminds *you* to facilitate: Rather than lecture
- Builds connections: Everyone hears everyone else
- Ownership: Feels shared among all participants
- Inclusive: Each and every member belongs/has a place
  - Gender, Race, Ethnicity, Status, Circumstances, Culture, etc.

The shape of the circle is important and leaders should model appropriate participation. Giving clear directions increase the likelihood of success. Circles help people explore issues on a deeper level, problem solve and allow people to learn about one another and build relationships (culturally, racially, ethnically, perspectives, likes/dislikes, interests, etc.). Circles:

- Can be related to course content or interpersonal matters
- Help people take responsibility
- Allow quiet voices to be heard
- Intentionally give everyone the opportunity to be a member of the community
  - Not just those "favored" individuals who are usually chosen or volunteer to participate
- Allow quiet voices to be heard
- Allow leaders to emerge

When people say, "I don't know," or "Can I pass?" make sure you have responses ready to these statements.

- "I'll come back to you"
- "You may pass"

Circles are NOT "Special Events." Circles are a *way of doing business,* of accomplishing the things we need to get done in the classroom whether that's getting to know one another, becoming culturally and racially aware, discussing an academic topic, problem solving, conflict resolution or responding to behavior/relational issues. Just like lecture, video and small group discussions, circles are just another possible delivery made for educators.

When first introducing circles, explain the reasoning, if necessary. Make sure that participants understand why you are putting them in a circle. This may be new or different for them and initially uncomfortable because of the vulnerability of being seen by everyone; adults may well need more explanation than students! Understanding your rationale will help put them at ease. Be upbeat and positive about the circle and remember that *any resistance you may encounter is probably from participants' rear and discomfort rather than a desire to be defiant.* **View resistance as fear.**

Secrets to Success in running Circles and helpful things to keep in mind.
- Clear topic and goal: Clarity better allows participants to respond accordingly
- Set a positive tone: Circles are worthwhile and fun!
  - If you are not excited and in favor of running circles, don't do it!
  - Your affect, positive or negative, will impact the success of circles
- Keep the focus: Gently refocus participants when they stray from the topic by repeating the topic or question at hand
  - If necessary, remind participants that the only person talking is the one with the talking piece
- Get some allies (if necessary and is a concern of yours): Frequently, it is helpful to pull a few participants aside beforehand to get their support and commitment to participate appropriately

Talking Pieces
Talking pieces can be used to provide clarity about who talks and who listens. They can be anything that will be safely passed or thrown around the circle. Sometimes the talking piece is the "main event," such as a beach or soccer ball with questions/prompts on it that can be responded to. It is not required to use talking pieces, but it often provides additional and needed structure to a conversation/circle. With younger children, a talking piece could be a "pointer" or a "Mickey Mouse Hand" that could be used to let children know whose turn it is.
- Whoever has the "talking piece" in their hand is the only one who is allowed to speak
  - There are lots of ways to "agree" with silent hand motions with no talking!
- Using a talking piece is another way to reinforce the fact that one person talks at a time and that the person holding it should have the group's full attention
- A talking piece can help give fidgety individuals something tactile to do while speaking
- The object can be something mundane like a water bottle or a box of pencils
- Talking pieces can be something meaningful or symbolic for the group
- The group could decide upon a talking piece
- The group could have a basket/box of talking pieces and whoever is leading the circle could choose which one to use

Types of Circles

Sequential Circles

Sequential Circles are those that pass the talking piece around the circle from one person to another. Participation is anticipated or expected, but not always required. In any sequential circle, individuals may ALWAYS have the option of passing.

- Easiest and most controlled to run
- A specific question is posed
- Conducted in order
    - Ask for a volunteer to begin to give others an opportunity to think and no one is surprised and maximizes safety
    - Volunteer passes the talking piece, if there is one, right or left and it continues around the circle

Non-Sequential Circles

Non-sequential circles are those where individuals "ask" for the talking piece and may never do so; only individuals who want to speak will do so. These are circles where the talking piece is "thrown" to individuals who request it. Non-sequential circles allow for more freedom. Frequently there will be far fewer participants speaking than in a sequential circle. Non-sequential circles usually involve a more general question such as: "Does anyone want to share their reaction to the activity we just did?" or "Who needs help today to finish their project?" or "Does anyone have any questions or reflections on the homework you are turning in today?"

Non-sequential circles can be very proscribed/structured or more loosely structured. In this way there is no order to who speaks and participation is voluntary, but you could require everyone to have a turn. If you so required, in a seated circle, participants could have their hands on their knees until they have had a turn and then fold their hands to give others a sign that they have had a turn. In a standing circle, participants could have their hands at their sides until they have had a turn and then fold them behind their backs after they have had a turn.

Non-sequential circles can also be unstructured. Typically, these circles are more like a "group" that a counselor or social worker might lead. They tend to be activities that allow the 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 discussion so they can intervene when appropriate. In this unstructured circle, there is no order and participation is entirely voluntary.

Fish Bowl Circles

These are circles that can be used when the entire group is very large and/or it makes sense to have a smaller group engaged in discussion while others observe. An "empty chair" can be used to allow for engagement from everyone, not just those in the inner circle. A fish bowl is a circle configured with anywhere from 5/8 – 10/12 chairs (plus one for the empty chair). Other participants arrange themselves around this inner circle of chairs to listen/observe what is being discussed in the inner circle.

Outer Circle

Inner Circle

optional empty chair
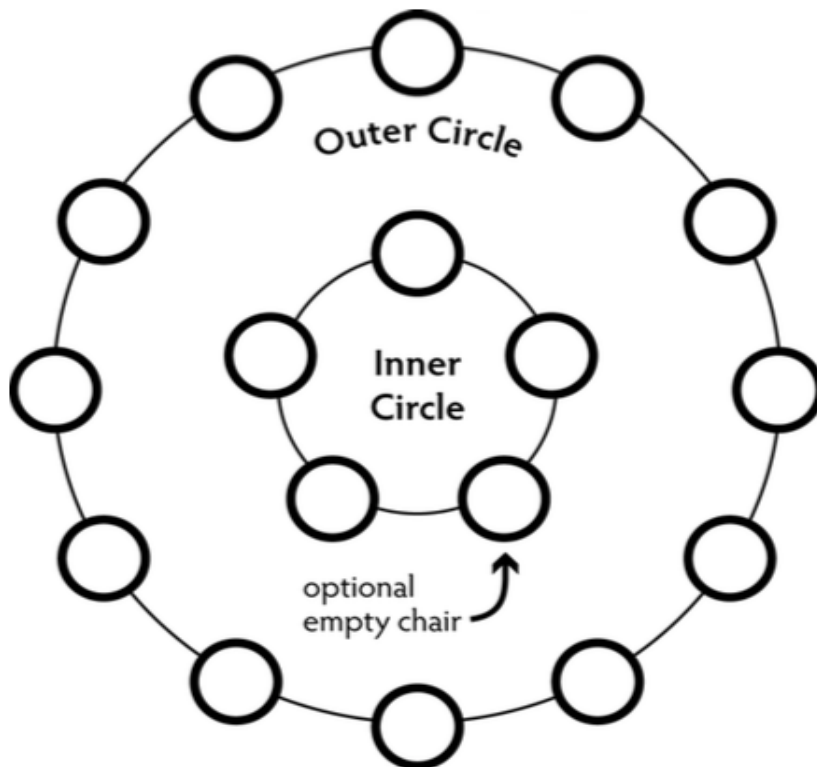
Concentric Circles

These are circles that allow for multiple conversations to occur at once. The group counts off by two's and the inner circle faces the outer circle (partners), and a question is posed where all can share at once in pairs. Inner (and/or) outer circle members can move to the right or left to find a new partner and have the same or different conversation. These circles can be around get-to-know you topics, academic topics, problem solving, brainstorming, etc.

EXAMPLES:
- Exit ticket
- What is your best subject? What is the subject you struggle with most?

- What is a question you still have from the work we just did?
- Share something with your partner that you wish your teacher knows about how you learn best
- Tell your partner a strategy you use to avoid procrastination
- Share with your partner where you could be now if you weren't here!
- Tell your partner about something that really bothers you

Others?

Circle Purposes

Educator/Adult Circles

Circles are not just to be used with students. Circles are valuable to use with adults and are just as powerful.

EXAMPLES:
- Faculty or Department Meetings
- Data Teams
- PPTs
- Others?

Academic Circles

These are circles that are used for subject matter instruction. All subjects and grade levels can use circles (e.g., Language Arts, Math, Social Studies, The Arts, Social Skills, Science, etc.).

EXAMPLES:
- Predicting what will happen in a story, science experiment or current event, etc.
- Reading passages from texts/plays/poetry together
- Practicing vocabulary, verb conjugations, rhyming words, math facts, etc.
- Reviewing for tests
- Introducing a topic, unit or assignment
- Exploring/discussing characters in literature, current/historical events, science projects, etc.
- Sharing projects, writing, strategies, theories, etc.
- Others?

Get to Know You Circles/Check-In Circles

These are circles that help individuals get to know one another; they can be seen as "check-in" circles where they are used when a group gathers together (e.g., beginning of a class, a meeting, a team practice, etc.). These circles are usually conducted sequentially and they are a tool to foster accountability on the part of the participants.

These circles can be related to course content or interpersonal/relationship matters. These circles are a way to acknowledge any agreements and/or goals that the members of the class/team/group have made together. These circles can be a way to reiterate any group norms that have been reached collaboratively.

EXAMPLES:
- What is your favorite_____?
- Cake…. or Pie? (Or any binary choice)
- If you could be any animal, what would that be?
- If you had a day of invisibility, what would you do with it?
- Where would you go on vacation if money were not an issue?
- If you could have a meal with anyone, who would you dine with?
- What is something that you are very proud of?
- What is one word that describes how you are feeling today?
- Others?

Problem Solving Circles

These are circles that are implemented when the group, large or small, has a problem that is in need of solution. The problems are generally "relational" in nature.

EXAMPLES:
- When children are not playing well at recess/on the bus/lunch or other settings
- When everyone is talking when others/teacher is talking
- When individual's private property is not being treated appropriately
- When cell phones are being used when they should not be used
- When a member of the community is in need of some kind of help and everyone needs to figure out how to be of assistance
- Exploring a "problem of practice" for adults such as approaching a family who is not being cooperative or dealing with a group of children who are not being appropriate when a substitute is there, etc.
- When there is theft in school or destruction of school property such as bulletin boards, etc.
- Others?

Serious Situation Circles

These are circles that are convened when a serious situation arises with the group. In general, serious situations just arise, they cannot be planned for, or at least there may not be very much lead-time between the serious incident and the circle. With serious situations, it is usually a god idea to encourage people to speak only about their personal feelings and not how others *should* feel. People have a range of reactions to emotionally powerful events, and often experience or become aware of their feelings, in different ways and at different times. Also, it's okay *not* to feel particularly affected

emotionally at the time of the circle. The circle is an opportunity to share *your own* emotions, not to judge the reactions of others in the circle…this requires thoughtful facilitation. Such circles are not 'therapy sessions,' and if teachers feel out of their comfort zones with facilitating such discussions, they can invited into the circle a trained professional and/or refer those affected to the appropriate professional(s) or other adults.

> EXAMPLES:
> - When a member of the community (or someone close to them) is hurt or dies
> - When there is a loss of a big game or competition
> - When someone explodes in class and harms others or property
> - When a member of the community has to leave unexpectedly
> - When there is a community/state/national tragedy (e.g. 9-11, Sandy Hook, etc.)
> - A current event issue, such as immigration/deportation that affects members of the community
> - Inappropriate racial/sexual language used offensively on school or bathroom walls, or online/social media, etc.
> - Others?

Game Circles

These are circles that are used to play games. The games could be physical or verbal or any combination of these. Game circles DO have legitimate reasons for use (e.g., team/community building, learning names, team work, focus, multi-tasking, etc.). Getting ideas for circle games is as easy as googling it! Games are just another way to use the circle format! There are many games you can play in this way – recreation gooks, your imagination and on and on. When playing games, especially those that are physical, be mindful of inclusion issues, any physical/emotional limitations of students and that competition is kept within fun and reasonable boundaries.

> EXAMPLES:
> - Duck-Duck-Goose
> - Group Juggling
> - "Who Stole the Cookie From the Cookie Jar"
> - Making a "machine" and adding movements and/or sounds
> - Musical Chairs
> - The Farmer in the Dell
> - Here we go around the Mulberry Bush
> - Others?

Appreciation/Positive Feedback Circles

These circles have the expressed purpose of allowing the participants to share compliments or positive feedback with one another. Individuals will become quite

adept at interacting positively with practice. When first introducing this kind of circle, it is often useful to provide structure and thinking time. In other words, if for example you announce to the group at the beginning of the week that at the end of the week one or more members of the class/team/group will receive compliments from group members. It would be best to mention those specific individual(s) during the announcement to allow class/team/group members to think about what they could say. In the beginning, those members could write down the compliments and put them in a jar for prior review. Or, you could choose a few class members, or ask for volunteers who would provide compliments. It would be a good idea to keep track of who is complimented to ensure that all members of the class/team/group get a chance to receive positive feedback/compliments. Such a circle could be a standing routine for the class/team/group. Even the youngest children are capable of saying nice things about one another. You are always there to provide compliments/positive feedback to any class/team/group members who may be 'harder to like.'

Restorative Justice/REAL Justice Circles

When conflict and/or harm is very severe, it may be necessary to plan and schedule a highly structured and scripted circle. In schools, these are generally implemented when severe matters have occurred. Often, law enforcement has been involved because of criminal activity. These kinds of circles take a great deal of planning and preparation. Restorative questions are asked of each and every individual who will be participating in the restorative justice conference prior to convening the circle. The individuals who typically are involved in the circle would be:

- The perpetrator(s)
- The victim(s)
- Supporters of the perpetrator(s)
- Supporters of the victim(s)

Careful planning and preparation allow for successful restorative justice circles. Members at the conference hear from one another how they have been harmed and how they are feeling. Through this process the perpetrator(s) learn first-hand of the impact their actions have had on those that were harmed. Those in the conference determine collaboratively how the harm will be repaired in a formal agreement that the parties sign and implement. There is a formal seating plan to ensure that the circle is safe for everyone and everyone can see everyone else.

EXAMPLES:
- Theft of property
- Racial/gender harm
- Graffiti
- Plagiarism
- Property destruction
- "Pranks" gone awry
- Physical harm to others
- Others?

Proactive Circle Ideas

(Community/Relationship Building Circles)

Circles can be standing or sitting, sequential or non-sequential, and require a talking piece or not. Students may choose to "pass" as they may want more time to think or may not want to participate at all at first. Below are just a few circle ideas…Put Butcher Paper/Easel Paper on the walls in your work/faculty rooms to get more ideas!

- Weekend Update (can limit to one sentence or one activity to save time)
- Dance Party –each student takes turns doing a different dance move and the other students do the move too to the music of a good dance song (with appropriate lyrics)
- Group Juggling
- My favorite food is_____.
- My favorite book/song/movie/TV show is _____.
- My favorite weekend activity is _____.
- My favorite snow day activity is _____.
- Which do you like better…cake, pie or cookies?
- I feel sad when _____.
- I feel happy when _____.
- I love Mondays because _____.
- If I could be any animal I would be a _____ because_____.
- Who do you respect or admire and why?
- Who is your hero?
- If you could be invisible for one hour, what would you do?
- What is one adjective to describe how you are feeling right now?
- Put yourself in order of your birthdates and year without talking.

Sample Ground Rules for Community Problem Solving Circles

1. I understand that my attendance at the Community Problem Solving Circle is completely voluntarily as I was given a choice to attend.

2. I understand that this meeting is not a legal proceeding, but an attempt to resolve the issue through a facilitated, structured conversation.

3. I understand that I will be asked to sign a written agreement at the end of the Community Accountability Circle outlining certain steps that will be taken to bring this issue to a successful close.

4. I shall take turns speaking and not interrupt other people.

5. I shall call others by their first names (or last names if requested), not "he" or "she" or "them".

6. I shall not blame, attack, or engage in put-downs.

7. If needed, I will ask questions of others for the purposes of gaining clarity and understanding.

8. I will listen respectfully and sincerely and do my best to understand other people's needs and interests.

9. I recognize that even if I do not agree with it, each of us is entitled to our own perspective.

I understand the above ground rules and will follow them throughout the Community Problem Solving Circle to be held on (DAY, MONTH DATE, YEAR)

Signed_____ Date_____

Talking Pieces

Anything that can be safely passed or tossed around the circle can be a Talking Piece. It could be something entirely mundane (e.g., a water bottle, a white board eraser, etc.), it could also be more meaningful to the group. The Piece could be chosen with that in mind. Or, you might want to have a basket with multiple potential Talking Pieces to enable the person leading the circle to choose the Piece he/she wishes to use. Below are some examples:

Using a Ball for Content

Sometimes, it is highly beneficial to use a ball (or a cube, etc.) as "the main event" to add a kinesthetic dimension to a discussion or academic lesson. Below is an example of what a ball of this sort might look like:


This is a "before and after" view of such a ball. You could have multiple balls for a variety of purposes such as getting to know you, practicing math facts, identifying sight or rhyming words, story "starters," parts of speech, world languages vocabulary, etc. The ball is thrown or rolled back and forth around the circle and whoever catches it would have the responsibility of reading (or answering) the question where his/her right thumb lands. There are no rules to the game. The facilitator gets to set them! For complete safety, the person getting the ball might only have to read the question/prompt and the entire group gets to help answer. Or, the person who catches it gets first crack at answering, but can pick another (or two or three!) person(s) to weigh in before the final answer is given.

It would make sense only to have one ball that could be used for multiple purposes. If instead of writing each question or prompt onto the ball itself, you could just number each box (hexagon or pentagon!) and then change the "Key." So, for example, if you had only ten questions/prompts, then the key could direct the group to answer the first question if their thumb lands on box #1, #2 or #3.

A bit of trivia: It takes 20 hexagons and 12 pentagons to create one soccer ball!!

Smaller Group Fishbowl Map
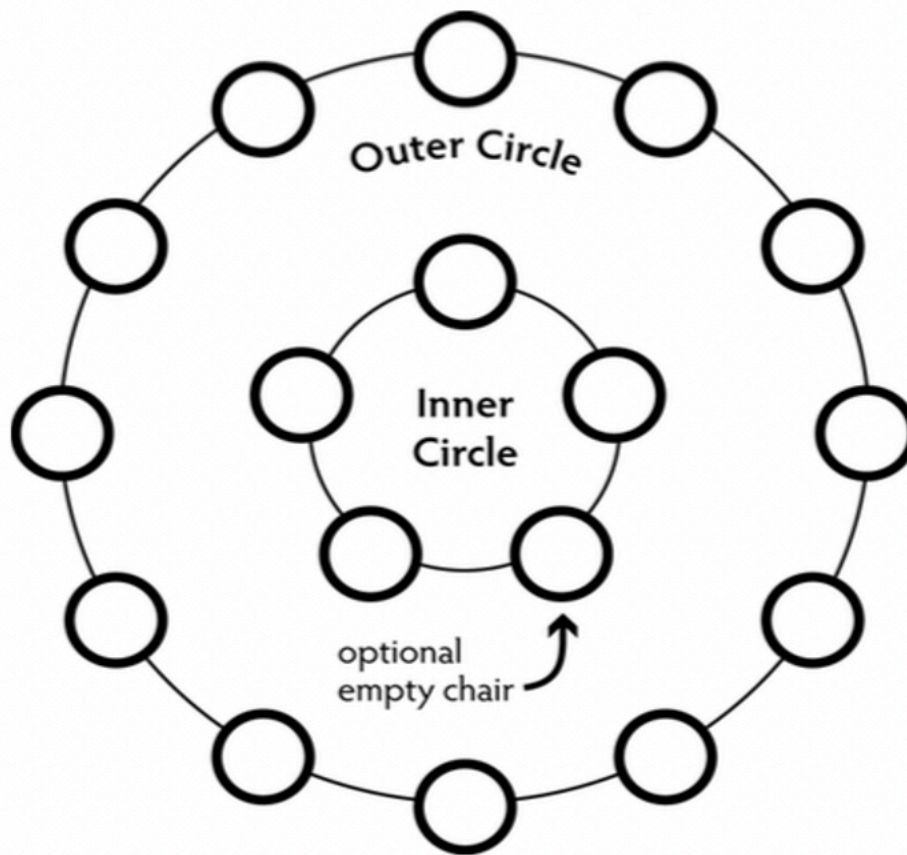
Fishbowls are effective ways to use circles with a larger number of participants. They can be sequential or non-sequential. Using a Talking Piece can be optional. Taking notes/scribing what is discussed can also be optional. A smaller group of people engaging in a fishbowl could be exactly as above: two concentric circles.

Empty chairs give the observers the opportunity to be a part of the discussion, even if they choose not to do so. This is a good strategy to keep everyone engaged. However, there may be good reasons why you would choose not to have an empty chair. For example, in a school that has multiple "Data Teams," that look at student work and determine what, if any interventions may be needed, it might be the case that one of those Teams functions more productively than others. If this is the case, it would make good sense to have the high functioning Data Team conduct their meeting in the inner circle while everyone else observes. In this case, it would not be necessary to have an empty chair since the goal is for the outer circle just to watch how the Team meeting progresses and how they use their time. Observers could ten provide feedback and ask questions about the process and content after the fishbowl demonstration is finished.

Setting Up A Fishbowl: Larger Groups

Inner Circle with about 10 – 12 Chairs

Empty Chair
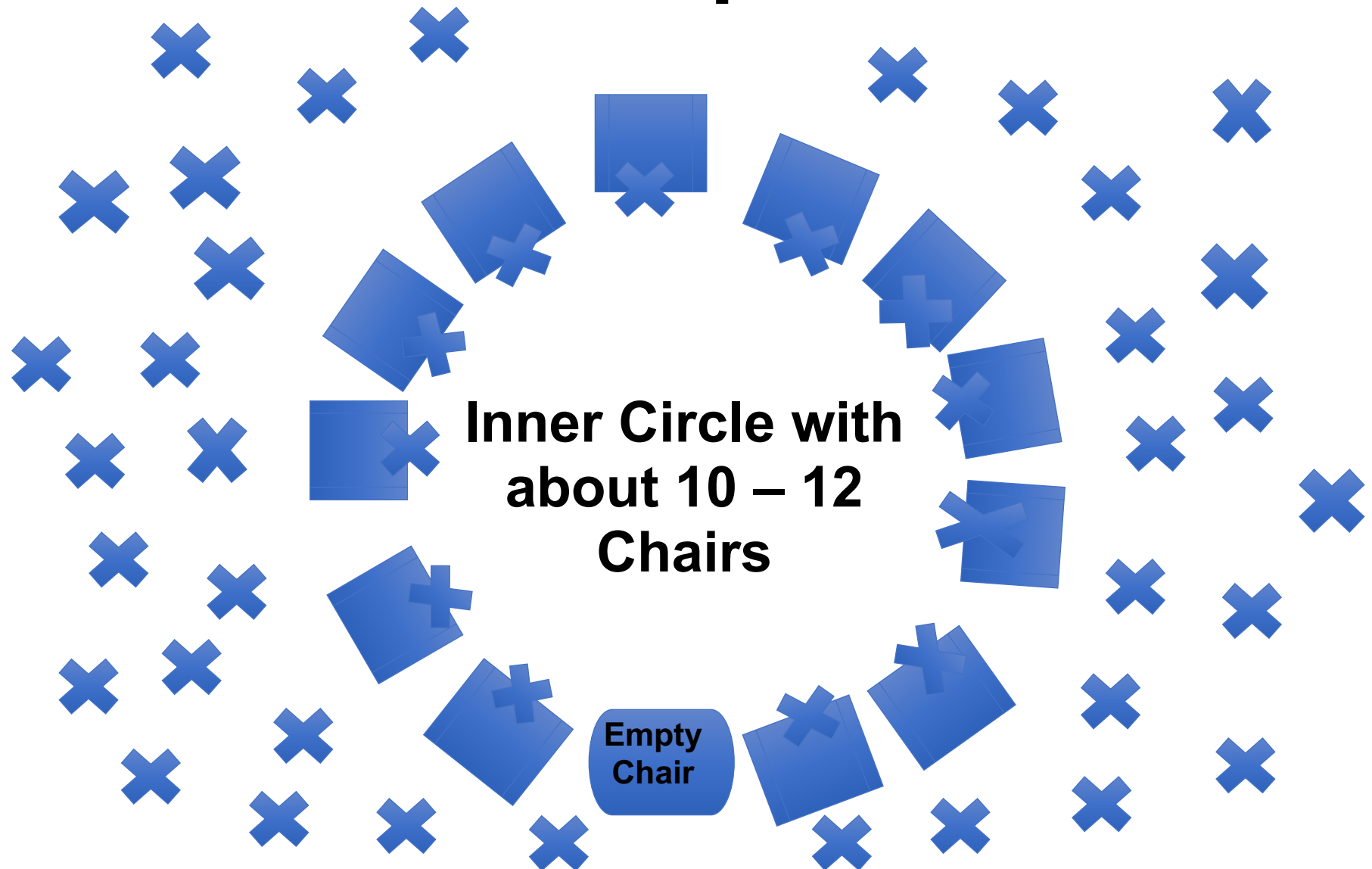
Generic Fish Bowl Discussion Directions

The "Fish Bowl" discussion structure is an excellent way to facilitate a large group conversation. It is simple to use and can be implemented in a variety of settings to solicit thoughtful and reflective information. It is an especially effective tool to use with middle and high school aged students.

Physical set-up: Arrange a circle of chairs in the center of the room. The number of chairs should range from approximately a minimum of eight to a maximum of fifteen. The chairs should be filled with those who will be in the discussion except for one empty chair. So, for example, if twelve individuals will be part of the discussion, then thirteen chairs should be arranged in the circle. This "extra" chair is essential to the format. The extra chair is positioned within the circle but must be accessible for those "audience" members (those who are listening) not in the discussion who wish to enter into the conversation as the discussion takes place. All of those not participating in the discussion surround the center circle either sitting or standing.

Discussion Boundaries: The individuals who are in the center circle are given either a question or a statement to answer/discuss among themselves. An identified moderator (teacher) facilitates the conversation. Those seated in the circle are told to "pretend" that they are the only individuals in the room while speaking loudly enough to enable everyone in the room to hear the discussion. They are instructed to discuss the posed issue in a conversational manner, as though they were having a "living room" discussion. If an individual who is observing and listening to the conversation outside of the center circle wishes to enter into the conversation, he or she occupies the empty chair, makes the statement and then immediately leaves the circle to allow others from the "audience" to participate as desired. The empty chair thus allows any number of individuals not placed in the center circle to join the discussion as the conversation proceeds. It is important that those sitting in the empty chair only make **statements** and **not ask questions**. The reason for this is to ensure that the evolving conversation is not redirected by asking the participants in the center circle a question that would change the essential content of the existing discussion.

The question/statement can be discussed for any period of time determined by the moderator. Members of the audience should be invited to switch with those in the center circle and occupy those chairs when the question/statement changes. Typically, the question/statement is changed after about a fifteen to twenty minutes of a discussion. If the fish bowl model is going to be used during a class period lasting approximately an hour, in general, about four to five questions can be posed. Thus, four to five different core groups of discussants can be accommodated, always allowing for the inclusion of other individuals from the audience as they wish to join, and then leave the center circle.

Fishbowl Questions: <u>Wonder</u>

1. How do you connect the book, <u>Wonder</u>, to what your own school experience is?

2. Excluding Auggie, which fifth grade student in the book, <u>Wonder</u>, shows the most courage and why?

3. Have you (or someone you know) ever wanted to (or actually did) hide behind a mask or a costume? What was going on? Why did you want to do that?

4. Auggie and his classmates learn a great deal about friendship together. What is a true friend and does that have anything to do with being "popular?"

5. The author's message in this book is, "choose kind." It is also Mr. Browne's September precept, "When given the choice between being right or being kind, choose kind." What does "kind" look like, feel like and sound like and what does "kind" look like, feel like and sound like in your school.

6. What lessons from <u>Wonder</u> do you think is most important to share with students you go to school with who are not here today?

ADDITIONAL QUESTIONS, if necessary…

1. Which character do you most identify with and why?

2. If you had to make a choice between being Auggie or Julian, who would you choose to be and why?

3. If you had to convince ten of your classmates to choose this book to read, how would you do that?

4. Auggie's precept is "Everyone deserves a standing ovation because we all overcometh the world." What does this mean to you?

Problem of Practice Fishbowl

There is a great deal of structure in this following "problem of practice" exercise. This structure is important though, because it eliminates some of the most common barriers to finding creative solutions.

- Sequential
- Non-Sequential
- Optional Empty Chair

(1) Rotating Empty Chair;

(2) Anyone from the outside can join the inner circle, make a suggestion and return to the observing group;

(3) A volunteer shares a work-related problem;

(4) The volunteer has:

Some uninterrupted time to describe the issue/problem

(5) Inner-circle participants can ask clarifying questions;

(6) Inner circle (and empty chair participants):

Make suggestions without interruption from the volunteer, and to the extent possible, little affect

- Declarative statements (not questions);
- Someone should take notes for the volunteer to record all brainstormed ideas;

(7) Suggestions are handed to the volunteer;

(8) The volunteer reads the list aloud;

(9) The volunteer chooses one or more of the suggestions on the list to commit to publicly to trying/doing within a specified amount of time;

(10) The volunteer should avoid making evaluative statements about what he/she will ***not*** do;
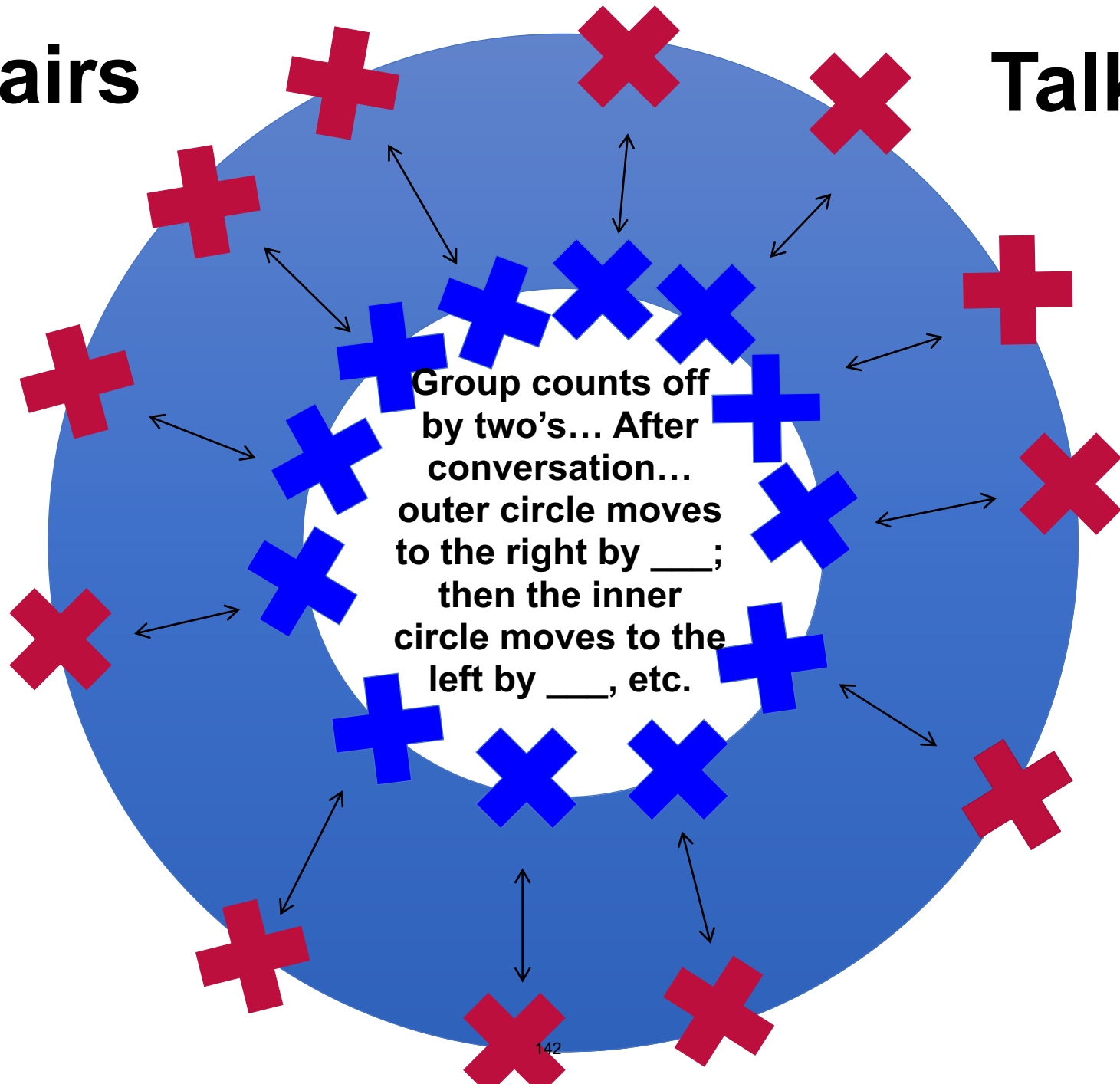
(11) The group should give a round of applause (!) to the person who shared the problem.

The Empty Chair

Place 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 participate *briefly* in the discussion (by making a comment rather than by re-directing the discussion with a question). 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 task.

Pairs **Talking**

Group counts off by two's… After conversation… outer circle moves to the right by ___; then the inner circle moves to the left by ___, etc.

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RETRIBUTIVE	RESTORATIVE
Offense defined as violation against the School Code of Conduct; Violation against System/Program	Offense defined as harm done to person(s) or the school community
Focus on establishing blame & guilt	Focus on solving problems & repairing harm
Victim(s) is/are largely ignored	Victim's rights & needs are fully recognized
Offender(s) is/are passive	Offender(s) is/are encouraged to take responsibility
Accountability = Punishment (as stated in the Student Handbook/Minimum Standards/Zero Tolerance Policies ("Doing Time")	Accountability = Demonstrating empathy & helping to repair harm (making amends…this is harder and more impactful than "doing time."
Focus on offender's past behavior…looking at patterns and keeping score	Focus on harmful consequences of offender's behavior to repair the harm and be done with/move beyond it.
Stigma of "violation" largely irremovable; minor infractions add up	Stigma of "violation" removable through appropriate actions of offender
Little, if any encouragement for repentance	Repentance encouraged & forgiveness possible
Professionals/Written Policies determine consequences as justice	Direct involvement of those affected determine justice in a way that honors the context and makes amends, and learning occurs
Strictly rational approach; rules are followed and when broken there are pre-determined consequences	Allows & encourages free expression of emotion, and the compromised executive functioning; Does not re-traumatize the already impacted offender

REAL Justice Vs. Justice

Courts and school disciplinary codes are all about determining guilt and handing out punishments (exclusionary discipline, most often). They are not about healing or repairing the harm. So, something else, besides these processes, needs to happen to achieve real justice for victims, their families and communities

We need a system of justice that holds offenders accountable for their actions and provides meaningful consequences.

The primary difference between schools and courts is that schools start alienating offenders at an earlier age through:
- Office referrals
- Detentions
- Privilege denial
- Suspensions
    - In and out of school
- Expulsions

Emotional Intelligence
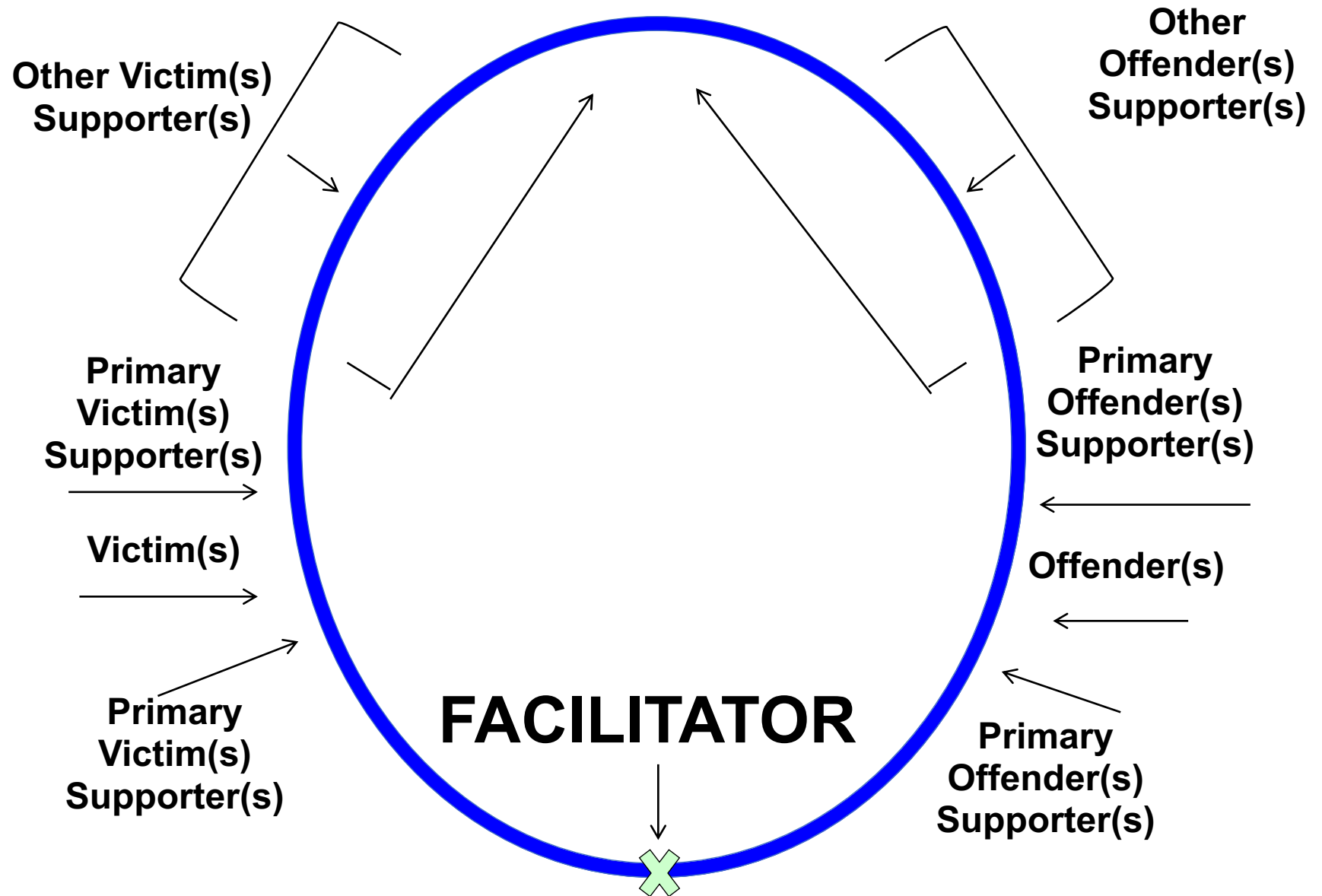## Human beings are creatures of emotion

For several centuries and until recently, the evolution of human thought has emphasized intellect and reason. Our culture has disparaged emotion as a weakness, an unpleasant reality that humans should strive to overcome with thoughtfulness and intelligence…*especially for boys/men.*

Apologies

Educators should never imply or suggest that offenders apologize, nor should they encourage victims to forgive offenders. Genuine apology and forgiveness should *always* be voluntary and spontaneously offered and not coerced.

It is appropriate to teach students what should be present in an apology, but never in the "heat of the moment." Apologies should begin by stating the person's name to whom the apology is directed and a clear description of what the perpetrator is apologizing for.

RJ Conference Seating Guide

Other Victim(s) Supporter(s)

Other Offender(s) Supporter(s)

Primary Victim(s) Supporter(s)

Primary Offender(s) Supporter(s)

Victim(s)

Offender(s)

Primary Victim(s) Supporter(s)

Primary Offender(s) Supporter(s)

FACILITATOR

Links to Excellent Videos

Burning Bridges
https://www.youtube.com/watch?v=tBMIEManHoA

Adverse Childhood Experiences Ted Med with Nadine Burke-Harris
https://www.youtube.com/watch?v=95ovIJ3dsNk

San Francisco Overview of Restorative Practices
https://vimeo.com/47159849
https://www.healthiersf.org/RestorativePractices/media/restorative_practices_and_san_francisco_public_schools_640x360.mp4

Mrs. Healy's Kindergarten Class Solves a Problem
https://www.youtube.com/watch?v=3daXvAP1y3s

Educator "Testimonial" in Pinellas, FL
https://www.youtube.com/watch?v=oby3a-Rfkxs

Components of a Restorative Justice Conference from Idaho
https://www.youtube.com/watch?v=cRJqq0u5hB4

Restorative Leadership, K – 12 Principal in Baltimore
https://www.youtube.com/watch?v=bqyqNZq4gas

Solving a Problem in Australia
https://www.youtube.com/watch?v=JfiGiA2bpoY

Having Fun with The Social Practices Window
https://www.youtube.com/watch?v=S7owK6q1G4A

Story Corps Mr. Rogers and Mr. Clemmons
https://www.youtube.com/watch?v=UD7Z-O7U33c

Still Face Experiment
https://www.youtube.com/watch?v=apzXGEbZht0

"Hidden" Website on main website: www.schoolclimateconsultants.com
for Resource Documents
https://schoolclimateconsultants.com/restorative-practice-1

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SEMINAR AGENDA

RESTORATIVE PRACTICES in the Classroom:
Build Better Relationships and More Effectively
Manage Student Behavior

INSTRUCTOR: **Jo Ann Freiberg**

COURSE CODE: **DRY**

SCHEDULE:

9:00 AM	Seminar Begins
12:00 PM - 1:00 PM	Lunch Break
3:30 PM	Seminar Concludes
	Survey for verification of attendance for Certificate of Participation, CEU or credit eligibility

TOPICS TO BE COVERED

❖ **Build Better Relationships and More Effectively Manage Student Behavior**

❖ **Reduce the Need to Use Exclusionary Disciplinary Practices**

❖ **Sharpen Your Skills as a Restorative Practices Educator – In Virtual or Face-to-Face Settings**

❖ **Create the Foundation for Working Restoratively**

❖ **Increase Your Confidence in Using Restorative Circles Appropriately**

❖ **Build Respect and Trust in the Classroom and School**

❖ **Respond Effectively to Problematic Behavior**

❖ **Create Classrooms of Dignity and Respect for Each and Every Student**

❖ **Increase Instructional Time by Minimizing the Need to Manage Misbehavior**