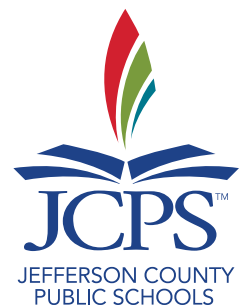


BEHAVIOR SUPPORT SYSTEMS MODEL

Restorative Practices Implementation Guide



Fall 2018





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Restorative Practices Implementation Guide

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INTRODUCTION

“One of the goals of every educator should be to build positive relationships with students and families, as these relationships are an integral part of student success. In JCPS, school culture and climate are a priority focus area. Our hope is that by using Restorative Practices we will have increased classroom engagement, improved student to teacher relationships, fewer discipline issues, and ultimately, better academic outcomes.”

— Dr. Naomi Brahim, Multi-Tiered Systems of Support (MTSS) Director

This document serves as a resource to schools in Jefferson County Public Schools who have begun implementation of the Behavior Support Systems Model. This model integrates School Climate, Positive Behavior Interventions and Supports (PBIS), and Restorative Practices (RP) to provide a framework to building a sense of community, belonging, and relationships in schools. This implementation guide specifically details the Restorative Practices aspect of the model. It is not to be considered a substitute, but rather an enhancement, for training.

The work of the Behavior Support Systems Model schools aligns with the focus of JCPS Vision 2020 and Deeper Learning. Specifically, the Model has three focus areas: improving school culture, increasing engagement, and fostering relationships.

A. IMPROVING SCHOOL CULTURE

School culture is the “story” of the school — the beliefs, norms, attitudes, and behaviors that play a key role in how the school operates on a daily basis. Research says that school culture is a driving force behind student achievement. School culture can be described on a continuum from positive to toxic. The interconnectedness of adults — and the relationships that are fostered from these dynamics — contribute to a positive or toxic school culture.

B. INCREASING ENGAGEMENT

Increasing student engagement means personalizing learning. To personalize learning, teachers use many research-based practices that increase engagement. These strategies include frequent opportunities to respond, modeling, guided and authentic practice, consistent routines, teacher-facilitated instruction, and positive feedback. Teachers also use culturally responsive teaching and differentiated instruction to increase student engagement. Teachers work in Professional Learning Communities (PLCs) to analyze data, which aids them in designing their instruction. Research shows that students who are more engaged in their learning are more likely to demonstrate positive behaviors. Knowing that behavior and academics go hand in hand, JCPS provides teachers with opportunities throughout the year to improve their understanding of these practices.

C. FOSTERING RELATIONSHIPS

Research shows that positive relationships help students learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment. As a result of JCPS’s commitment to building and sustaining relationships, there is a renewed focus on celebrating and recognizing positive student behaviors through cultural competence, age/developmentally appropriate supports, and communication.

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FUNDAMENTAL HYPOTHESIS AND AIM

The **fundamental hypothesis** of RP is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Adults know this from their own experiences, and it holds just as true for students. The use of RP in JCPS is designed to support school staff in operating in such a way that they are doing things with students, as well as with each other.

The **aim** of RP is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. Relationships can only be restored if they are there to begin with; this is why building relationships is the foundational “below the line” work that needs to happen in schools. These relationships are not just student to student, but also student to teacher, teacher to teacher, administrator to teacher, district to staff, and so on.

“Ever since we’ve been doing restorative practices, we got comfortable to talk in a group if something was wrong. They were all supportive, so it helped us gain trust. I feel safe with my peers and staff here.”

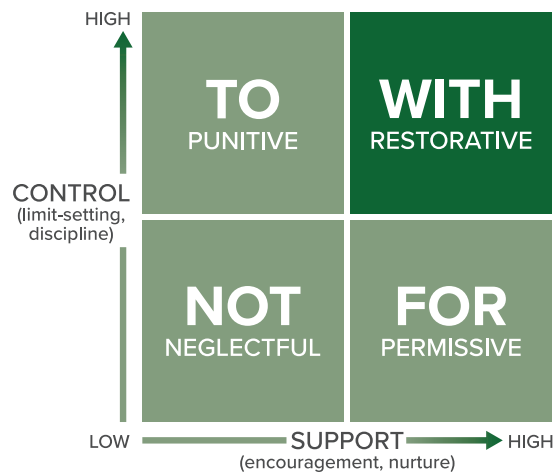
— Phoenix High School Student

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SOCIAL DISCIPLINE WINDOW

“As a district, we are working to ensure our processes function in the with box. One example is we changed the way schools apply to be an RP school, as we realized the selection was sometimes being done to teachers. Now principals go through various steps with the teachers so they are part of the decision-making process.”

— Sandra Hensel, Behavior Support Systems
Department Coordinator



Wachtel, T. (1999). *Restorative Justice in Everyday Life: Beyond the Formal Ritual*. Paper presented at the "Reshaping Australian Institutions Conference: Restorative Justice and Civil Society," The Australian National University, Canberra, February 16–18, 1999. Retrieved from: <https://www.iirp.edu/eforum-archive/4221-restorative-justice-in-everyday-life-beyond-the-formal-ritual>

The social discipline window demonstrates the details outlined in the RP fundamental hypothesis. Those who operate in the “To” box (high control, low support) tend towards more punitive, strict, teacher-centered classrooms. This can often lead to student resentment, challenges to authority, and rebellion. Those who operate in the “For” box (low control, high support), often have students who know the teacher cares about them, but aren’t being challenged academically, have poor behavior excused by the teacher, and leads to behavior problems due to low or unclear expectations. Those who operate in the “Not” box (low control, low support) are those who often have just given up — on both the students and themselves.

While there is never a reason to function in the “Not” box, there are sometimes valid reasons for needing to operate in the “To” and “For” boxes, however the majority of the time the teacher/student relationship should exist within the “With” box. Here, the teacher has high control, setting clear expectations for academics and behavior, while also providing students with the support and encouragement to meet those high expectations.

When teachers operate in the “With” box, students are involved in setting classroom norms and expectations, they have a voice, and believe the teacher will give them the support they need to meet those expectations. When a behavior violation occurs, the teacher communicates with all students involved, and helps them process through the situation.

“We have used the Social Discipline window during embedded professional development that I have conducted. The Social Discipline window has helped us in the way we have conversations with our students. It reminds us to make sure we are staying in the (With) box.”

— Shawnee High School Behavior Coach

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FAIR PROCESS

"I meet with families when a student has been recommended for alternative placement. In those conversations, I work hard to ensure that I use the elements of fair process: engage, explain, expect. My priority in this process is to be transparent with students and families; I want to be sure to answer all their questions and provide the facts as I have them. I have gotten feedback from administrators that the families said they felt like they'd been treated fairly and heard - even though they didn't get what they'd wanted. That's especially important for students who are recommended for alternative placement, and I'm glad I can provide fair process."

— Dr. Kara Ammereman, Assistant Director,
Office of Student Relations

Fair Process is an approach that attempts to implement school discipline in the “with” box. This approach includes engagement, explanation, and expectation clarity. Engaging students in fair process means having a conversation with them and getting their input as to what happened. Asking the restorative questions (below) provides this opportunity for engagement. Explanation means that when a decision for discipline is made, the administrator helps the student understand the decision that has been made, and why it was made. Expectation clarity means the administrator makes sure the student understands the expectations moving forward, as well as

the consequences of not meeting those expectations.

The JCPS Student Support and Behavior Intervention Handbook includes the process for handling student discipline. This process follows the fair process guidelines for engagement, explanation, and expectation clarity. The goal of fair process is open communication, and creating an environment where, though a student or individual may not ultimately get an outcome that would be his or her preference, the person felt acknowledged, and understands why the situation is resulting in those outcomes.

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RP CONTINUUM

“The restorative practice questions have helped me be able to get to the real cause of student misbehavior. Whenever I am called to talk with a student, I am able to use these questions as a guide to help me find a resolution rather than just an excuse. The students now expect me to ask these questions when I come and talk with them. They seem to like being able to be heard when they feel no one else listens”

— Jason Breckenridge, School Security
Responder, Stuart Middle School

INFORMAL				FORMAL
AFFECTIVE STATEMENTS	AFFECTIVE QUESTIONS	SMALL, IMPROMPTU CONVERSATIONS	CIRCLES	FORMAL CONFERENCE

McCold, P., & Wachtel, T. (2001). *Restorative justice in everyday life*. In J. Braithwaite & H. Strang (Eds.), *Restorative justice and civil society* (pp. 114-129). Cambridge, UK: Cambridge University Press.

The RP Continuum shows the movement, from informal to formal, of the elements of RP. This continuum has been aligned to the PBIS framework (Section 11), and can be thought in conjunction with MTSS as well. Tier 1 calls for more informal and proactive use of RP, such as affective statements and certain types of

circles, whereas Tier 3 calls for more formal responses to behavioral issues, usually involving more people.

The following sections provide more detailed information on the various elements of the RP Continuum.

“Finding evidence of the whole continuum in your school building proves teachers and administrators are looking through an RP lens. Simple, consistent affective questioning in a classroom can be as powerful as a formal restorative conference after an incident.”

— Knight Middle School RP Coach

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AFFECTIVE LANGUAGE (STATEMENTS)

“At Shacklette, our students have begun using affective statements to communicate their feelings and to problem solve. Affective statements, along with circles, have helped them to identify their emotions, and now they are able to problem-solve and come up with solutions instead of just blowing up and not knowing what to do. Over the course of this year, students have begun solving problems independently as they’ve repeatedly practiced using affective statements with their peers.”

— Emily Allen, Assitant Principal,
Shacklette Elementary School

A key part of building relationships with students is teachers being willing to share a bit of themselves with their students. This requires a bit of vulnerability, but teachers always have the ultimate responsibility for keeping that vulnerability at the level that is appropriate for the teacher/student relationship. However, letting students in on who they are, particularly their feelings and how student actions affect them, humanized teachers to the students, and decreases misbehavior. Students are rarely doing something because they want to harm someone, and when made aware that it does, will often correct that behavior.

Affective language in the classroom is the most informal restorative element on the continuum, because it should ideally just become a part of the everyday functioning of the classroom. Using affective language means teachers letting students know how they feel about the students' behavior, and how it impacts the teacher. For example, "I was shocked to hear you got in a fight,"

"I'm frustrated that you continue to be disruptive, because I'm concerned you and others may not be prepared for the test because we haven't been able to focus," "I'm so glad you worked so hard today," or if a student asks how the teacher's child is feeling when he shared the child had been sick, "It makes me happy that you care enough to ask how she's doing." Affective language from teachers helps students connect impact and emotion to their actions and behaviors, as well as giving them the language to express their own emotions.

It can also be helpful to close the affective statement with clarifying the expectation of what you want the student to do. Building on one of the examples above, the teacher could say, "I'm frustrated that you continue to be disruptive, because I'm concerned you and others may not be prepared for the test because we haven't been able to focus. Please stop talking to your neighbor and complete the first half of page two of the study guide by the time I come back around to you."

"We use affective statements to express to a student how their behavior has an impact on others at Brooklawn. They are also the easiest and most useful way to build a restorative classroom."

— Brooklawn Staff Member

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RESTORATIVE (AFFECTIVE) QUESTIONS

“I had a couple of students that accused each other of throwing pencils at each other. I pulled them aside and asked them the restorative questions. They listened to each other and closed shaking hands and going back to their work peaceably.”

— Shawnee High School Teacher

“Restorative questions have been instrumental in building relationships between students and staff.”

— Shacklette Elementary School Staff Member

When students do not meet the behavioral expectations set for them, as soon as possible they should be asked the restorative questions that are designed to guide them through taking responsibility for their actions, considering the impact of their behavior, and making amends. The following are the questions to respond to challenging behavior:

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

An important thing to note about these questions is that they avoid asking why the student acted the way he or she did. Using “why” indicates judgment, and leads to students responding defensively, rather than reflectively.

In school disciplinary processes — and even the justice system — victims are rarely given the opportunity to process what occurred. In RP, the focus is not just on the offender, but also on the person who was harmed, whether that is a student, teacher, staff, or administrator.

The following questions are designed to help those harmed by another’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?

It is unrealistic to expect a teacher/administrator to be able to process through these questions with students while there is class going on, or in the middle of a situation. However, to be effective, the process should occur as close in time to the behavior as possible. Teachers/administrators are already expected to be having conversations with students when they don’t meet expectations, they are now just expected to use restorative questions when they speak with students about their behavior. These questions are not asked of students when they are together, rather are individual conversations. If desired, the students can then be brought together for a more formal conference or conversation.

“I like to have talks because they help me calm down when I’m sad or angry. When you read off the poster, I can start thinking about it.”

— Slaughter Elementary School Student

—8— CIRCLES

“At Knight it is not uncommon to be walking down the halls and see a circle in progress in a classroom. Our school has grown from just the basic circles to now including content, team building, and many more innovative ideas. Students now see circles as a part of “how we do school” and the buy-in for teachers has become a lot easier as well. To see students advocate for circles when a situation has occurred, proves how successful Restorative Practice has become. This leads me to be excited for what the future holds at here at Knight Middle.”

— Justin Newby, ECE teacher, Knight Middle School

A. OVERVIEW

Circles can vary in size, format, length, and purpose, but every circle gives students a voice, and creates a sense of community and belonging. The JCPS expectation for Behavior Support System Model schools is that every student is given an opportunity to participate in a circle every day.

B. TYPES OF CIRCLES

I. SEQUENTIAL CIRCLES

In a sequential circle, a person is selected by the facilitator to be the first person to speak. That person then decides in which direction to pass the talking piece. In a sequential circle, it is generally understood that every person will speak.

II. NON-SEQUENTIAL CIRCLES

Non-sequential circles are when someone offers to go first, and then they pass the talking piece to someone else, but not necessarily the person next to them. These circles can be used when the content requires more vulnerability, or there is less time for the circle. Not everyone needs to share in a non-sequential circle, but everyone participates through active listening.

III. PROACTIVE CIRCLES

Proactive circles are ones that are used to build safety, community and belonging. This does not necessarily mean they require less vulnerability, but they are not used as a response to a particular situation. Check-in and check-outs are examples of proactive circles.

IV. RESPONSIVE CIRCLES

Responsive circles are used when a situation has happened in the community, school, or classroom. In this situation, students often are disturbed or stressed and are already talking about it. Circling up in a responsive circle then gives students the opportunity to discuss the situation in a safe place and without escalation. Once students have been able to process things, they are generally better able to move on to instructional matters. Responsive circles can be used when there's been a fight, a death, a classroom issue, a community shooting, welcoming back a student who has been on suspension, or any other situation that can affect student learning.

V. INSTRUCTIONAL CIRCLES

While circles are ideal for promoting social/emotional growth and learning in students, they can also be used to facilitate learning in contents. A math teacher might do a check-in circle where students say which problem from the homework gave them the most trouble. An English teacher could have students go around and name their favorite character in the novel they are reading, and explain why they like that character. A social studies teacher could have the students brainstorm historical figures they want to study for a research paper.

VI. PROBLEM SOLVING CIRCLES

Problem solving circles are a type of responsive circle where someone presents a specific issue or concern, and the others in the circle are able to provide suggestions for addressing the issue. This circle can be used in classrooms, by PLCs, leadership teams, committees, or during faculty meetings.

VII. FISHBOWL

A fishbowl is a way of arranging a circle and can have different uses. In a fishbowl, there is a smaller circle within a larger circle. Often, an open chair is placed in the inner circle, which is used for those in the outer circle to jump in and make a comment, then return to their circle. In this circle, only those in the inner circle are able to speak, which is why

the open chair is often utilized. The fishbowl can be used for a problem-solving circle, which a person in the inner circle explains an issue (two minutes), the people in the inner circle give suggestions for addressing the issue while the person who shared the concern just listens (no responding). This goes for eight minutes, during which people from the outer circle can go to the open chair, make a suggestion, and return to the outer circle. Two people from the outer circle should take notes and write down all suggestions that are made. When time is up, the person who shared the issue has one to two minutes to review the notes, then identifies two suggestions he or she will try. Many teachers already use a variation of a fishbowl during instruction.

C. FACILITATING CIRCLES

I. NORMS AND AGREEMENTS

As with any behavior, students need to be taught about circles and the expectations for them. If they are involved in creating the circle norms for the class, they are much more likely to follow them. Examples of circle norms/agreements are

- Only talk when you have the talking piece
- Keep phones in pockets or backpacks
- Vegas rule (what's said in the circle, stays in the circle!)
- Practice active listening
- Be willing to share

After these norms are listed on chart paper or a poster, everyone in the class should initial it. This way, which a student is not following the agreements, the teacher can refer back to the poster to hold the student accountable to his or her agreement.

II. TALKING PIECE

It is good to have some physical object to use as a talking piece. This can be passed around to indicate who should be speaking, and is a reminder to others in the circle not speak when they don't have it. Consider the piece carefully. Particularly during non-sequential circles, when the piece might be thrown to others, teachers should be aware of what might cause a safety concern and what would be age-appropriate. Some ideas are small stuffed objects, hacky sacks, bandana, etc.

III. BUILD SAFETY

The level at which students are willing to share will be drastically different on the first day of school vs. the last day of school. Asking students a deeply personal question on day 1 will not build a sense of community, but can actually cause distrust. Use safe, icebreaker type questions for as long as it takes, until the students are ready to go a little deeper. Examples of these might be:

- What would be your dream vacation?
- What's your favorite food?
- What's an activity you enjoy?

When safety has been built and students are willing to be more vulnerable, facilitators might ask:

- What is a goal you have in life?
- What makes you angry?
- Tell us about a time when you failed at something.

*"I think the circles have really brought my classes together.
We feel more unified."*

— Waggener High School Student

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CONFERENCING

A. IMPROMPTU CONVERSATIONS

The first type of conference is an impromptu or informal conference. This is usually a one-on-one discussion with a student, generally when he or she is asked the restorative questions. This can be done quietly at a student's desk while others are working, after class, or out in hallway. The impromptu conversation is used when an expectation has not been met, or there is a behavioral concern. It is possible it's not a responsive conversation due to not meeting expectations, but rather responding to a concern. For example, a teacher might notice a student is significantly quieter in class than usual, and isn't interacting with other students. The teacher might have an impromptu conference, and (using affective language) ask, "I feel worried because you don't seem to be acting the way you usually do. Is there anything I can do to help you feel more yourself? I'm always happy to listen to you if you need to talk." If the student wants to carry the conversation forward, he or she can.

B. FORMAL CONFERENCES

When greater harm has been done, or a behavior is occurring repetitively, a formal conference may need to be facilitated. Administrators and key school leadership personnel will be trained in facilitating formal conferences. Formal conferences are a time for students to acknowledge behavior, discuss who has been harmed, and identify what needs to be done to restore the relationship and repair the harm. Sometimes, the formal conference brings together the student who has done harm with the victim(s). Other times, it may be a student and his or her family. Generally, a teacher will not facilitate a formal conference, but may be involved if asked by an administrator.

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RESTORATIVE PRACTICE IN JCPS

“Teachers and students deserve a safe school where students can focus on learning and teachers can focus on teaching. Yet, many students arrive at school with significant challenges that can disrupt learning. The Jefferson County Board of Education is dedicated to providing the support needed to make it possible for everyone in JCPS to focus on learning. That’s why we are implementing whole-school restorative practices, which are a proven way to strengthen relationships, minimize disruptions, and resolve conflict.”

— JCPS Board Member

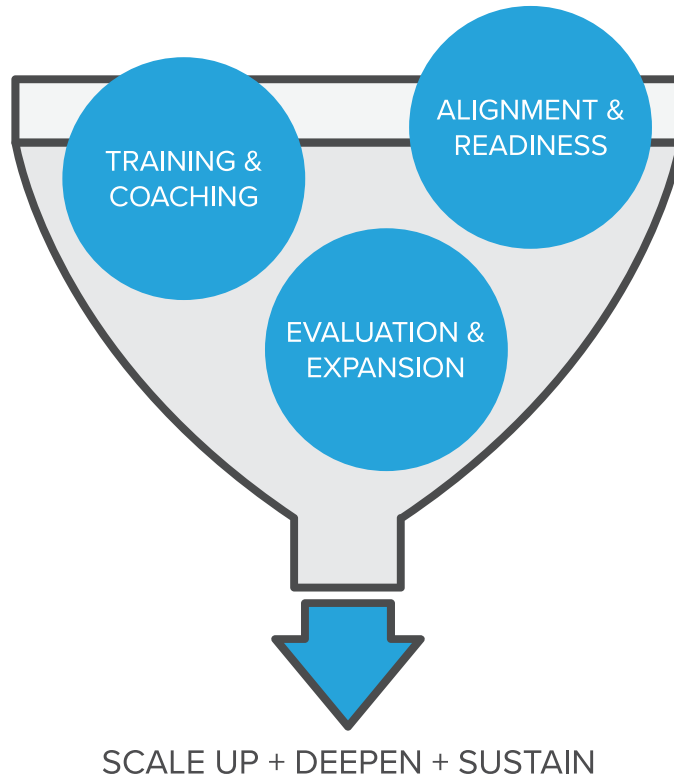
A. IMPLEMENTATION PROCESS

JCPS has been very intentional throughout the process of implementing RP in the schools. RP is not being implemented in isolation, rather in a model that is an integration with other frameworks that schools have been using as a foundation for their work with student behavior (see Behavior Support Systems Model below). The implementation began with a team of district leaders, pulled from a variety of departments, who were fully immersed and trained in RP. Support from the community was garnered through a Superintendent's Summit. Schools were required to submit an application to be in the first cohort of schools to implement the Model, and this application included a sign-off by the school's SBDM. Those schools then receive whole-school training, meaning every adult (teachers, administrators, cafeteria staff, clerks, custodians, bus drivers) who

interacts with students at that school is trained in Introduction to Restorative Practices and Introduction to Circles. Additional trainings have been and will be provided to Model schools, such as Conferencing, Basic School Climate, and Adversity. For sustainability, the district has received Trainer of Trainers (TOT) in Introduction to RP, Introduction to Circles, Facilitating Restorative Conferencing, and Basic School Climate, and this will also be provided to schools. This will ensure that the Model can continue past the time when the district's contract with the International Institute for Restorative Practices has ended. Finally, the district is hosting community events, designed to inform and engage the community in the work that is being done in the schools. The phases of implementation can be seen below.

PHASE I	PHASE II	PHASE III	PHASE IV
ALIGNMENT & READINESS	TRAINING & COACHING	TRAINING & COACHING	EVALUATION & EXPANSION
District Leadership Team	Whole School	Advanced Training	Program Evaluation & Community Expansions
<ul style="list-style-type: none"> • Introduction to restorative practices • Using circles effectively • Two-day restorative leadership retreat • Basic school climate • Family engagement • Facilitating conferences • Creation of classroom management video modules for monthly PLC work 	<ul style="list-style-type: none"> • Introduction to restorative practices • Using circles effectively • IIRP monthly consultations • Weekly support from district resource teachers 	<ul style="list-style-type: none"> • District leadership team training of trainers in intro to RP, basic climate, conferences, circles • Facilitate restorative conferences • Restorative responses to adversity and trauma • Basic climate for school teams 	<ul style="list-style-type: none"> • Alignment of evaluation tools • Monthly community events • Two three-day community engagement trainings (includes intro and circles)

An important part of implementation is sustainability. To ensure sustainability of the model, JCPS has committed to a process of building capacity which includes ways to increase the number of schools who implement (scale up), PLUS the fidelity of implementation (deepen), PLUS the progress over time or the ability to implement without coaching (sustain).



B. SCHOOL/STAFF EXPECTATIONS

School in the Behavior Support Systems Model have clear expectations on all stakeholders. These expectations are listed below:

Administration

- Monthly work in Admin Team/PLC around Behavior Support Systems Model
- Create and monitor systems which provide opportunities for students to be in circles as determined by individual school leadership and team
- Facilitation of formal conferencing

- Modeling of strategies and practices in meetings, open house, and other school functions
- Use of affective language and questions
- Focused and active participation in training
- Full support of values and actions related to Behavior Support Systems Model

Assistants

- Participate in providing opportunities for students to be in circles as determined by individual school leadership and team,

including full teacher engagement in the circles

- Use of affective language and questions
- Focused and active participation in training
- Full support of values and actions related to Behavior Support Systems Model

Clerical/Housekeeping/Cafeteria/
Transportation

- Use of affective language and questions
- Focused and active participation in training
- Full support of values and actions related to Behavior Support Systems Model

Teachers

- Monthly work in PLC
- Participate in providing opportunities for students to be in circles as determined by individual school leadership and team, including full teacher engagement in the circles
- Use of affective language and questions
- Focused and active participation in training
- Participation in program evaluation
- Full support of values and actions related to Behavior Support Systems Model
- Two-day whole-school or makeup days
 - Intro to Restorative Practices
 - Using Circles Effectively
- Embedded trainings

C. DISTRICT SUPPORT

JCPS is providing support to all Behavior Support Systems Model schools. That support includes:

- Weekly school visits with District Behavior Support Systems Resource Teacher
- Monthly team lead training
- Modeling of strategies and practices
- Access to district trained leadership within the buildings
- Access to district resources

D. IIRP SUPPORT

The International Institute for Restorative Practices has contracted with JCPS through 2018–19 to provide additional support for these schools as well. Starting with the 2019–20 school year, these supports will be provided by JCPS. This support includes:

- Eight on-site consultations per year
- Whole school training
- Monthly phone consultation with leadership/team lead/team
- Data collection and monitoring

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BEHAVIORAL SUPPORT SYSTEMS MODEL

JCPS has integrated the Positive Behavior Interventions and Support (PBIS) framework and RP, as well as classroom management strategies, into one Behavior Support Systems Model. The continuum below represents how the frameworks align.



TIER 1	TIER 1	TIER 2	TIER 3
PROACTIVE CLASSROOM STRATEGIES	RE-TEACH & INCREASE CLASSROOM STRATEGIES	REFERRAL PROCESS	TEAM PROBLEM SOLVING
Classroom-based, explicit instruction, calm corrections, praise (4:1)	Classroom-based, explicit instruction, calm corrections, praise (4:1)	More specific, intense instruction and practice through Tier 2 supports AND classroom supports	Function-based, person-centered, Tier 3 plans AND classroom support

A. PBIS

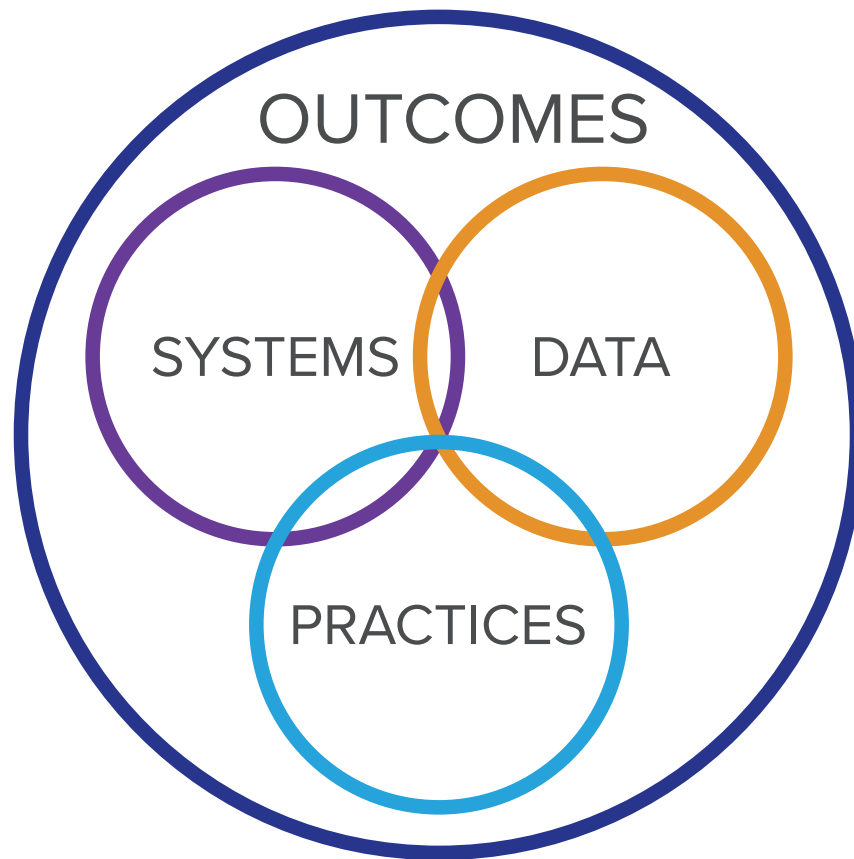
The heart of PBIS is positive school-wide expectations, a 4:1 ratio of positive to negative feedback from adults, and acknowledgment for positive behavior. Currently, 107 out of 155 schools in JCPS have implemented PBIS, and the district has received support from the PBIS Midwest Region in its integration work. All schools implementing the Behavior Support Systems Model have a foundation in PBIS work.

PBIS addresses behavior from a Tiered perspective. 80% of students, Tier 1, are able to meet the school-wide expectations with the proactive classroom strategies of explicit instruction, praise, correction, and re-teaching. This aligns with RP’s use of affective statements and questions. 15% of students fall in the Tier 2 category, and need additional support to meet the behavioral expectations.

These students may get behavioral interventions or specialized classroom strategies. In RP, this gets addressed through impromptu conversations, and possibly circle work. Finally, Tier 3 students, generally only 5%, need even more support. This may come from a behavior plan, interventions, and

specific classroom supports. RP uses circles and formal conferencing to support students in Tier 3.

PBIS uses the following diagram to illustrate the key aspects of the framework.



- The **OUTCOMES** desired — the skills and qualities they should possess when they move from grade to grade or graduate.
- The **PRACTICES** selected and used at a high level of fidelity that are directly related to the outcomes desired.
- The **SYSTEMS** that enable adults to use those practices with high level of fluency (resources, professional development, planning time, PLCs).
- The use of various sources of **DATA** to understand how schools are doing and if they are achieving their desired outcome.

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RESOURCES

Boyes-Watson, Carolyn, and Kay Pranis. *Circle Forward: Building a Restorative School Community*. St. Paul, MN: Living Press, 2015. Print.

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O'Connell, Terry, Ben Wachtel, and Ted Wachtel. *Restorative Justice Conferencing*. Bethlehem, PA: International Institute for Restorative Practices, 2010. Print.

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RESOURCES FOR COACHING TEAM

IIRP COACHING PLAN: SEPTEMBER PROACTIVE CIRCLES

COACHING GOALS

1. To review and practice using Proactive Circles with students.
2. To understand the importance of doing things With students to empower voice.

PRIOR TO VISIT

(IIRP Coaches call with Principal and District Support Personnel)

- Library Kits have been distributed and are accessible
- Review of summer trainings
- Review coaching plan/monthly focus for visit to determine supports and needs
- Develop Coaching Schedule (Who and Where)

SUGGESTED READINGS/RESOURCES

- Read Chapter 3 — Leadership and School Change: *Restorative Practices Handbook* (blue book)
- Read Chapter 1 — Restorative Practices in the Classroom: *Restorative Practices Handbook* (blue book)
- Read Chapter 3 — Proactive Circles: *Restorative Circles in Schools* (green book)

DAY OF COACHING AGENDA

Coach Meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle
- Overview of Coaching Plan (monthly focus)
- Review coaching schedule for the day
- Check-out circle

COACHING/SUPPORTS OPTIONS

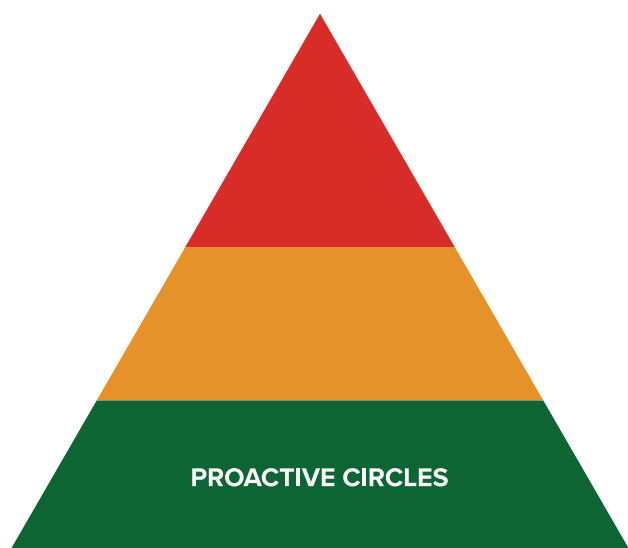
Individual Staff Supports

- Classroom-based Coaching Sessions:
 - The importance of the Fundamental Hypothesis and Social Discipline Window
 - Encouraging student voice and active listening, for building a trusting learning classroom
 - Modeling and Practice on low-risk Proactive Circles
 - Reflection and Review
- One-on-one training and support
 - Training for individuals who missed initial whole school training
 - Re-training for individuals who need additional support
- Observations for Individual Teachers (walk-throughs)

Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using restorative practices (go around)
 - Learning Activity: Proactive Circle Process: Why and How
 - Restorative Problem-Solve – Share an issue or problem they are currently experiencing
 - Closing circle: Go-around – Commitments to Learning and Practice
- Faculty Meeting Session (before or after the school day):
 - Check-in Circle
 - Content-specific training
- Small Group Sessions for staff who need additional training and supports
- Whole school observations (walk-throughs)

SEPTEMBER FOCUS



OVERVIEW OF THE USE OF CIRCLES

Proactive circles are part of the universal supports level of PBIS/MTSS implementation. All staff and all students can participate in circles. Circles can vary in size, format, length, and purpose, but every circle gives students a voice, and creates a sense of community and belonging. The JCPS expectation for Behavior Support Systems Model schools is that every student is given an opportunity to participate in a circle every day.

I. SEQUENTIAL CIRCLES

In a sequential circle, a person is selected by the facilitator to be the first person to speak. That person then decides in which direction to pass the talking piece. In a sequential circle, it is generally understood that every person will speak.

II. NON-SEQUENTIAL CIRCLES

Non-sequential circles are when someone offers to go first, and then they pass the talking piece to someone else, but not necessarily the person next to them. These circles can be used when the content requires more vulnerability, or there is less time for the circle. Not everyone needs to share in a non-sequential circle, but everyone participates through active listening.

III. PROACTIVE CIRCLES

Proactive circles are ones that are used to build safety, community and belonging. This does not necessarily mean they require less vulnerability, but they are not used as a response to a particular situation. Check-in and check-outs are examples of proactive circles. Proactive circles are designed to build relationships within the classroom/school community.

CONSULTANT FOCUS/LOOK-FORS

Proactive Circles — Consultants will model and look for the follow:

- Facilitator comes prepared with a low-risk topic.
- Only one person talks at a time and

often uses a talking piece to foster active listening and respect.

- The facilitator interacts with the student speaker for clarification only when absolutely necessary.
- Students remain focused on the explicit topic/goals introduced by the facilitator.
- Facilitator establishes some basic norms with the group.
- The facilitator sets a positive tone.
- The facilitator models desired responses and behavior.
- Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- The facilitator is prepared to respond to “I don’t know” or “Can I pass?”
- International Institute for Restorative Practices, 2017

IIRP COACHING PLAN: OCTOBER

RESTORATIVE PROBLEM-SOLVING CIRCLES

COACHING GOALS

1. Review and practice using Restorative Problem-solving Circles with students and staff.
2. Deepen knowledge and practice active listening, empathetic communication and problem-solving skills.

PRIOR TO VISIT

(IIRP Coaches Call with Principal and District Support Personnel)

- Review of September coaching session
- Review October coaching plan
- Develop October coaching schedule

SUGGESTED READINGS/RESOURCES

- Read Chapter 5 — Staff Circles: *Restorative Circles in Schools* (green book)
- Read Chapter 3 (pp. 34–36) — Fishbowl Circle: *Restorative Practices Handbook* (blue book)
- Review Chapter 1 (pp. 16–21) — Affective Questions: *Restorative Practices Handbook* (blue book) along with the Restorative Questions Card
- Watch and read Bruce Tuckman's Group Dynamics / Mind Tools: https://www.mindtools.com/pages/article/newLDR_86.htm

- Watch and read Active Listening / Mind Tools: <https://www.mindtools.com/CommSkll/ActiveListening.htm>
- Read — What's Empathy Got To Do With It / Mind Tools: https://www.mindtools.com/pages/article/newLDR_75.htm

DAY OF COACHING AGENDA

Coach meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle: How are we? How are you?
- Review October coaching schedule for the day
- Check-out circle: My commitment are...

COACHING/SUPPORTS OPTIONS

Individual Staff Supports

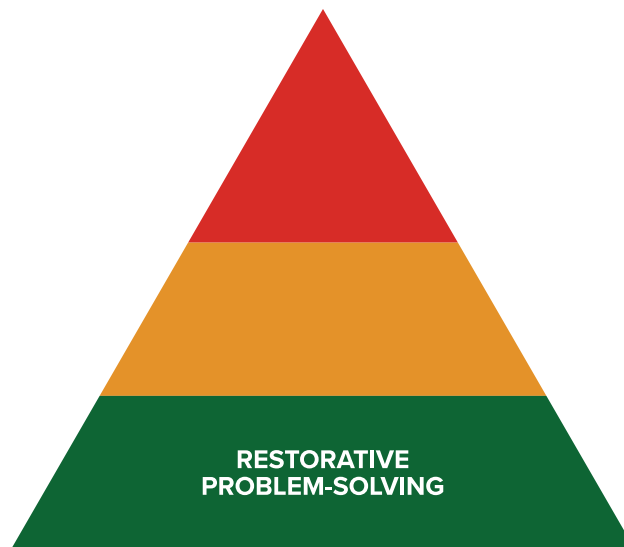
- Classroom-based Coaching Sessions
 - The importance of managing group dynamics through the Organizational Change Window
 - Understanding “storming” and restorative problem-solving circles as an approach toward group think and community building
 - Modeling and Practice Restorative Problem-solving Circles
 - Reflection and Review

- One-on-one training and support
 - Training for individuals who need a refresher in basic restorative practice training
 - Re-training for individuals who need additional support in Proactive Circles
- Observations for Individual Teachers (walk-throughs)

Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using Proactive Circles
 - Learning Activity: Restorative Problem-solving: Why and How
 - Restorative Problem-solving Practice
 - Share an issue or problem they are currently experiencing
 - Closing circle: Go-around — Commitments to Learning and Practice
- Faculty Meeting Session (before or after the school day):
 - Check-in Circle
 - Content-specific training
- Small Group Sessions for staff who need additional training and supports
- Whole school observations (walk-throughs)

OCTOBER FOCUS



OVERVIEW OF RESTORATIVE PROBLEM-SOLVING CIRCLES

Problem solving circles are a type of responsive circle where someone presents a specific issue or concern, and the others in the circle are able to provide suggestions for addressing the issue. This circle can be used in classrooms, by PLCs, leadership teams, committees, or during faculty meetings.

A fishbowl or non-sequential setups are ways of arranging a circle and can have different uses. In a fishbowl:

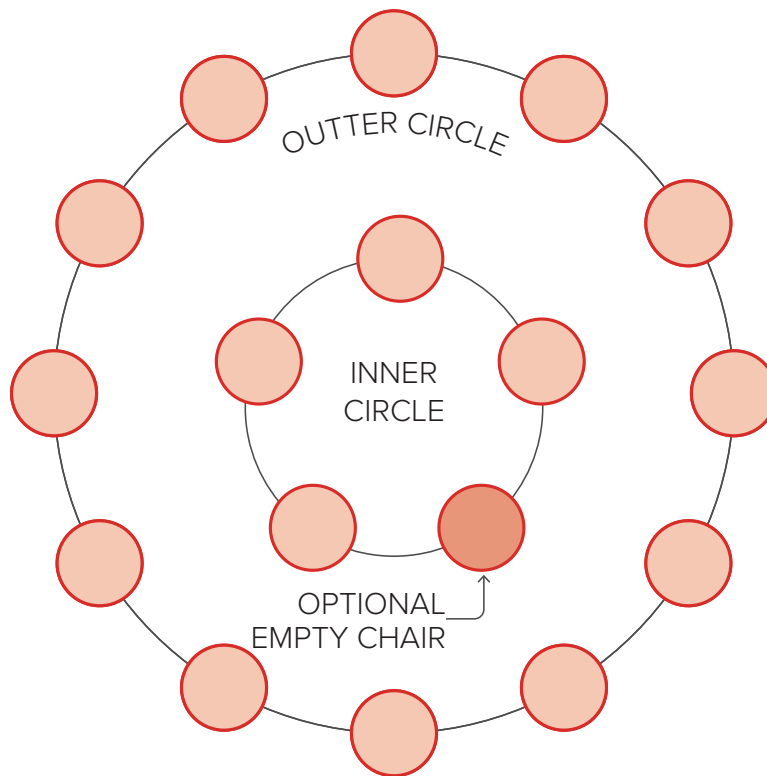
- There is a smaller circle within a larger circle.
- Often, an open chair is placed in the inner circle, which is used for those in the outer circle to jump in and make a comment, then return to their circle.
- In this circle, only those in the inner circle are able to speak, which is why the open chair is often utilized.

IIRP COACHING PLAN: OCTOBER
RESTORATIVE PROBLEM-SOLVING CIRCLES

- The fishbowl can be used for a problem-solving circle, which a person in the inner circle explains an issue (two minutes), the people in the inner circle give suggestions for addressing the issue while the person who shared the concern just listens (no responding).
- This goes for eight minutes, during which people from the outer circle can go to the open chair, make a suggestion, and return to the outer circle.
- Two people from the outer circle should take notes and write down all suggestions that are made. When time is up, the person who shared the issue has one to two minutes to review the notes, then identifies two suggestions he or she will try.

Many teachers already use a variation of a fishbowl during instruction. This can also be used with students during instructional time. Consultant Focus/Look-Fors: Restorative Problem-solving Circles — Consultants will model and look for the follow:

- Volunteer shares a work-related problem.
- Three uninterrupted minutes to describe the problem and let the group know the need.
- Ten minutes by the group to give feedback; the volunteer does not interrupt, just listens and takes notes.
- Volunteer takes two minutes to reflect on what they heard and let the group know one or two things they are going to try.



IIRP COACHING PLAN: NOVEMBER

SMALL IMPROMPTU CONVERSATIONS

COACHING GOALS

1. To review and practice using Small Impromptu Conversations with students.
2. To facilitate difficult conversations with two or more students based on restorative dialogue.

PRIOR TO VISIT

(IIRP Coaches Call with Principal and District Support Personnel)

- Review of October coaching session
- Review November coaching plan
- Develop November coaching schedule

SUGGESTED READINGS/RESOURCES

- Read Chapter 1 (pp. 21–23) — Small Impromptu Conferences: *Restorative Practices Handbook* (Blue Book)
- Review Chapter 1 (pp. 12–21) — Affective Statements & Questions: *Restorative Practices Handbook* (blue book)
- Read Chapter 4 (pp. 86–87) — Proactive Circles: *Restorative Circles in Schools* (green book)
- Watch and read Giving Feedback / Mind Tools: https://www.mindtools.com/pages/article/newTMM_98.htm

DAY OF COACHING AGENDA

Coach meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle
- Overview of Coaching Plan (monthly focus)
- Review coaching schedule for the day
- Check-out circle

COACHING/SUPPORTS OPTIONS

Individual Staff Supports

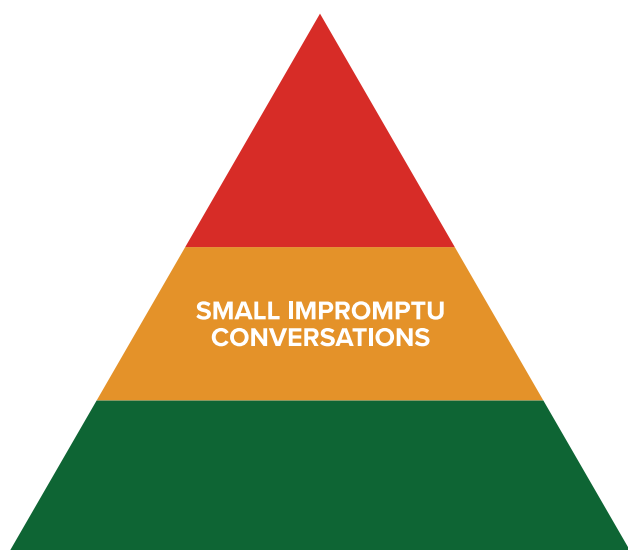
- Classroom-based Coaching Sessions:
 - The importance of Giving Feedback in small impromptu conversations
 - Encouraging students to use the restorative questions and “I” statements on low-level conflicts (e.g., group projects, disagreements and disputes, etc.)
 - Encourage students to talk to each other, express their feelings, and the impact of their behavior on others in the small group.
 - Reflection and Review
- One-on-one training and support
 - Training for individuals who missed initial whole school training
 - Re-training for individuals who need additional support
- Observations for Individual Teachers (walk-throughs)

IIRP COACHING PLAN: NOVEMBER
SMALL IMPROMPTU CONVERSATIONS

Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using restorative practices (go around)
 - Learning Activity: Small Impromptu Conversations: Why and How
 - Low-level Incidents & Disruptions — Share an issue or problem they are currently experiencing
 - Closing circle: Go-around — Commitments to Learning and Practice
- Faculty Meeting Session (before or after the school day):
 - Check-in Circle
 - Content-specific training
- Small Group Sessions for staff who need additional training and supports
- Whole school observations (walk-throughs)

NOVEMBER FOCUS



OVERVIEW OF SMALL
IMPROMPTU CONVERSATIONS

Conversations designed to empower students to use restorative dialogue (questioning and statements) that quickly resolve lower-level incidents involving two or more people. Staff facilitating small impromptu conversations, should follow these practices:

- Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
- Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
- Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
- A response to behavior midway on the restorative practices continuum.

When used Proactively: Encourage people to use affective statements and restorative questions to connect by expressing their feelings during low-level incidents.

Scenario with Staff: Small group of staff meet to make recommendations to the principal on changes to parent teacher conferences. Each member takes on a responsibility and makes a commitment to how they can help the group be successful.

Scenario with Students: Staff convenes a planning meeting with a small group of students to set expectations for how they will work together on their history project.

When used Responsively: Model a healthy approach to conflict resolution preventing higher-levels of incidents from occurring using restorative questions and affective statements.

Scenario with Staff: Principal convenes a meeting with two cafeteria staff members yelling at students during lunchtime.

Scenario with Students: Staff meets with members of the debate team that have missed two assignments jeopardizing the team success at the next competition a month away.

CONSULTANT FOCUS/LOOK-FORS

Small Impromptu Conferences — Coaches will model and look for the follow:

- Two or more students involved in a low-level incident or conflict.
- Use of restorative statements and questions
- Prompt students to use Affective Statements in response to the Restorative Questions.
- Conversations takes place as soon as possible once an incident has been noticed.
- Conducts conversation in a respectful tone.
- Ask students to take specific actions that will repair harm resulting from the incident.
- Uses small impromptu conversations proactively to recognize and encourage positive behavior.
- Follows up with students to make sure new expectations and engagement are happening.
- International Institute for Restorative Practices, 2017

IIRP COACHING PLAN: DECEMBER RESPONSIVE CIRCLES

COACHING GOALS

1. To review and practice using Responsive Circles with students when Tier 2 behaviors occur.
2. To engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.

PRIOR TO VISIT

(IIRP Coaches Call with Principal and District Support Personnel)

- Review of November coaching session
- Review December coaching plan
- Develop December coaching schedule

SUGGESTED READINGS/RESOURCES

- Read Chapter 2 (pp. 43–49) — Restorative Practices and Discipline: *Restorative Practices Handbook* (blue book)
- Read Chapter 2 (pp. 52–62) — Fostering Understanding, Repairing the Harm, Apologies, Attending to Needs, and Punishment: *Restorative Practices Handbook* (blue book)
- Read Chapter 4 (pp. 49–83) — Responsive Circles: *Restorative Circles in Schools* (green book)

- Review Chapter 2 (pp. 16–20) — Affective Psychology: *Restorative Circles in Schools* (green book)
- Watch: *Getting Comfortable with Being Uncomfortable with Luvvie Ajayi* / TED Talk https://www.ted.com/talks/luvvie_ajayi_get_comfortable_with_being_uncomfortable?language=en
- Watch: Movie: *A leader's process of self-awareness and reflection with Peter Fuda* (3:40) / <https://www.youtube.com/watch?v=QFX6UDtYW0M>
- Watch: *How self-awareness solves problems with Gary Vaynerchuck, The Elkadeo Way* (5:47) / <https://www.youtube.com/watch?v=9YIRlvdokMg>

DAY OF COACHING AGENDA

Coach meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle: How are we? How are you?
- Overview of Coaching Plan (monthly focus)
- Review December coaching schedule for the day
- Check-out circle: My commitments are...

COACHING/SUPPORT OPTIONS

Individual Staff Supports

- Classroom-based Coaching Sessions:
 - The importance of being self-reflective and having the courageous

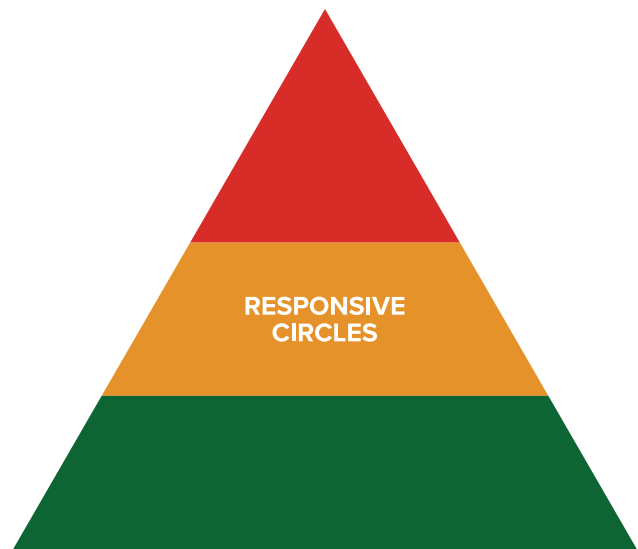
conversations when confronting student behaviors

- Increasing the use of affective statements and affective statements with students
- Create safe circles and spaces when handling high-risk sharing and shame affect
- The connection between awareness, perceptions and solutions
- Reflection and Review
- One-on-one training and support
 - Training for individuals who missed initial whole school training
 - Re-training for individuals who need additional support in units already covered
- Observations for Individual Teachers (walk-throughs)

Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using restorative practices (go around)
 - Learning Activity: Responsive Circles: Select and discuss topic from the "suggested readings"
 - Higher Level Incident/Behavior Challenge: Conduct a Restorative Problem-Solve Circle
 - Closing circle: Go-around – Commitments to Learning and Practice
- Faculty Meeting Session (before or after the school day):
 - Check-in Circle
 - Content-specific training
- Small Group Sessions for staff who need additional training and supports in other units
- Whole school observations (walk-throughs)

DECEMBER FOCUS



OVERVIEW OF RESPONSIVE CIRCLES

Responsive circles are used when a situation has happened in the community, school, or classroom. In this situation, students often are disturbed or stressed and are already talking about it. Circling up in a responsive circle then gives students the opportunity to discuss the situation in a safe place and without escalation. Once students have been able to process things, they are generally better able to move on to instructional matters. Responsive circles can be used when there's been a fight, a death, a classroom issue, a community shooting, welcoming back a student who has been on suspension, or any other situation that can affect student learning.

The restorative circle is less formal because it does not typically specify victims and offenders and does not follow a script. However, it may employ some of the restorative questions from within the conferencing script (Costello, Wachtel, & Wachtel, 2010).

A teacher in a classroom should employ **affective statements** when a student has misbehaved, letting the student know how he or she has been affected by the student's behavior. Or that teacher may ask **affective questions**, using both one or both sides of the question card.

Asking several **affective questions** of both the wrongdoer and those harmed creates a small impromptu conversation. If the circumstance calls for a bit more structure, a circle should be facilitated to address the behaviors and repair the harm to an individual or group.

The use of responsive approaches dramatically reduces the need for more time-consuming formal restorative practices at the Tier 3 level. Systematic use of informal restorative practices (affective statements, affective questions, small impromptu conversations, proactive and responsive circles) has a cumulative impact and creates what might be described as a restorative milieu—an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than the reliance of punishment and sanctions (Wachtel, 2013).

Shame should be closely observed when confronting/challenging behaviors. Dr. Don Nathanson explains that shame is a critical regulator of human social behavior. Silvin Tomkins defines shame as occurring any time that our experience of the positive affects is interrupted (Tomkins, 1987). So, an individual

does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson, 1997a). This understanding of shame provides a critical explanation for why victims of crime often feel a strong sense of shame, even though it was the offender who committed the “shameful” act (Angel, 2005).

Stigmatizing Shame: Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame: Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated back into the community. This also allows the separation of the “deed or unwanted behavior” from the “doer or intrinsic value of the person”.

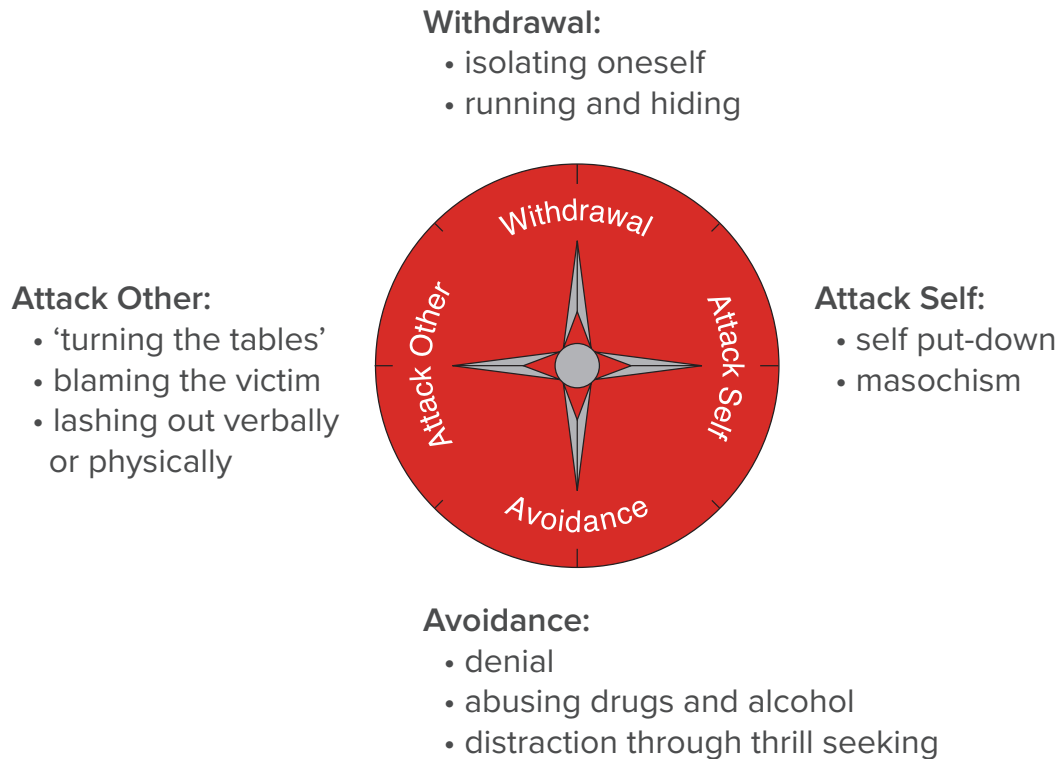
Responsive Examples:

Example 1 with Staff: Administrators and security staff come together in a sequential circle to confront inappropriate language toward students in the hallway.

Example 2 with Students: Staff facilitates a sequential circle and talking piece in the classroom to confront tardiness and participation.

The Compass of Shame

Adapted from D.L. Nathanson, *Shame and Pride*, 1992



CONSULTANT FOCUS/LOOK-FORS:

Responsive Circles — Coaches will model and look for the follow:

- Staff sets a positive tone.
- Staff models desired responses and behavior.
- Use of affective statements and questions as restorative dialogue
- Staff and students sit in a configuration as close to a circle as possible, with no barriers and uses a talking piece.
- Staff refers back to the norms of the classroom or group and creates new ones with students as needed.
- Appropriate level of safety among group to handle high-risk sharing.
- Staff prepares to respond to “I don’t know” or “Can I pass?”
- Staff and students voice disapproval inappropriate behavior.
- Students take responsibility for their personal behavior and collective responsibility for the group’s behavior.
- Individual or group that has been harmed voices what needs to happen to make things right to feel safe.
- All individuals involved in wrongdoing play an active role in making things right.
- Staff recognizes shame response
- Staff always looks for ways to reintegrate student(s) that caused the harm and allow them to reclaim their good name in the group.

IIRP COACHING PLAN: JANUARY CONTENT-BASED CIRCLES

COACHING GOALS

1. To review and practice using Content-based Circles with students to support Tier 1 instruction.
2. To engage students in academic goal setting and collaborative learning through proactive circles.

PRIOR TO VISIT

(IIRP Coaches call with Principal and District Support Personnel)

- Review of December coaching session
- Review January coaching plan
- Develop January coaching schedule

SUGGESTED READINGS/RESOURCES

- Read Chapter 1 (pp. 25-27) — Classroom Norms, Classroom Content, and Academic Goals: Restorative Practices and Discipline: *Restorative Practices Handbook* (blue book)
- Read Chapter 2 (pp. 74-77) — When Things Go Badly: *Restorative Practices Handbook* (blue book)
- Read Chapter 3 (pp. 40-42) — Integrating Circles with Course Content: *Restorative Circles in Schools* (green Book)

- Watch: Tedx Teach Teachers How to Create Magic / Christopher Emdin, Education pioneer / https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic
- Review: Rubric for Motivating Others / https://www.microsoft.com/en-us/education/training-and-events/education-competencies/motivating_others.aspx
- Watch: The Power of Listening / Dr. Frida Rundell, IIRP Faculty / <https://www.youtube.com/watch?v=ZGWtyqaasJY>

DAY OF COACHING AGENDA

Coach meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle: How are we? How are you?
- Overview of Coaching Plan (monthly focus)
- Review January coaching schedule for the day
- Check-out circle: My commitments are...

COACHING/SUPPORT OPTIONS

Individual Staff Supports

- Classroom-based Coaching Sessions
 - The importance of engaging students in content using proactive circles.
 - Motivate students to be active learners through circles process.

- Use circles to build effective lessons and engage students in academic goal setting.
- Understand why things go wrong and try again.
- Understand the power of listening to students to reach academic success.
- Reflection and Review
- One-on-one training and support
 - Training for individuals who missed initial whole school training.
 - Re-training for individuals who need additional support in units already covered.
- Observations for Individual Teachers (walk-throughs)

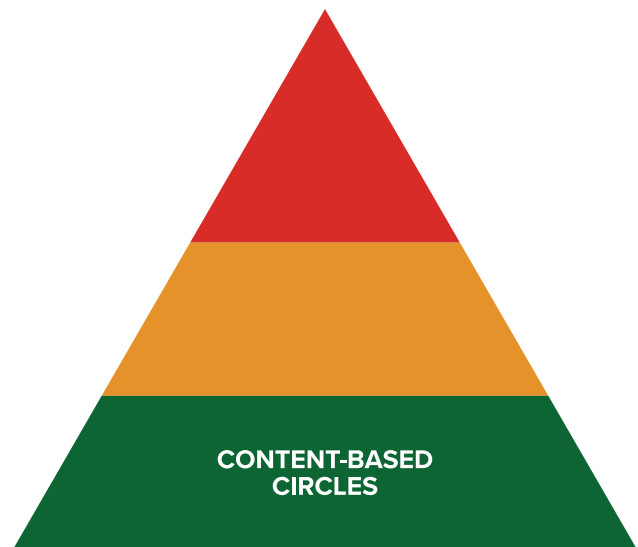
Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using restorative practices (go around)
 - Learning Activity: Content-based Circles: Select and discuss topic from the "suggested readings & resources."
 - Content-based Circles: Conduct a Restorative Problem-Solve Circle
 - Closing circle: Go-around — Commitments to Learning and Practice

Faculty Meeting Session (before or after the school day):

- Check-in Circle
- Content-specific training
- Small Group Sessions for staff who need additional training and supports in other units
- Whole school observations (walk-throughs)

JANUARY FOCUS



OVERVIEW OF CONTENT-BASED CIRCLES

Content-based circles, also referred to as instructional circles, are ideal for promoting social/emotional growth and learning in students. A math teacher might do a check-in circle where students say which problem from the homework gave them the most trouble. An English teacher could have students go around and name their favorite character in the novel they are reading, and explain why they like that character. A social studies teacher could have the students brainstorm historical figures they want to study for a research paper. The possibilities are endless as long as good circle practice is applied.

As with any circles, students must understand the purpose, meaning, expectations, and supports they will receive in the circle lesson plan. If they are involved in creating the circle norms for the lesson, then they are much more likely to follow them during instruction time. The premise of using content-based

circles is to use restorative dialogue through affective statements and questions to help foster a shared-learning experience in the classroom. Content-based circles tend to work best after students feel less vulnerable and more trusting as student peers. This allows the opportunity for social capital to be established in the circle lesson experience. In addition, restorative problem-solving circles can be used to tackle small and large learning challenges, thus providing valuable support to both individual and group learners faced with similar learning blocks. Content-based circles can also be used as a way to support Student Learning Groups (SLG), which are similar to PLCs or PLGs for adults. The purpose of the SLGs are for students to meet regularly, share learning experiences, and work collaboratively to improve their own academic performance and support their peers. Because students often share common academic goals, SLGs can support cohort-based and interdisciplinary approaches to best engage all students in content-based learning and provide safe spaces for them to share their needs. We want the silent voices to surface through the encouragement and support of the collective voices.

There are 4 phases of SLGs:

Student Learning Group (SLG) Meeting Agenda
(It is the teachers' responsibility to move the SLGs from one phase to the next)

1. Opening Go-around (storytelling) — The opening go-around is a brief storytelling exercise during which all students can share one experience they've had with the lesson. This is a sequential go-around in which everyone participates.
2. Learning Activity — This phase of the SLG meeting is guided by the teacher. An activity is designed to provide a deeper understanding of the lesson and move students toward proficiency.
3. Restorative Problem Solving (brainstorming) — During this phase the teacher leads the group through an experience called "restorative problem-solving", this exercise has three parts:
 - A. First, one member of the SLG is selected to share an issue or challenge they are currently experiencing with the lesson and for which they would like to receive some help. Once this student shares all the pertinent information about their situation with the group, they must listen to all restorative brainstorms without question or comment.

- B. The group then offers ideas or strategies. It is best for these to be in the form of direct suggestions, not questions.
 - C. Finally, at the end of a specified amount of time, the student receiving the suggestions shares with the group something they would like to try as a strategy.
4. Closing Go-around (commitments) — During the final go-around each student states one thing they will do to help others with the lesson. This is done as a sequential go-around in which everyone participates including the teacher(s).

CONSULTANT FOCUS/LOOK-FORS

Content-based Circles — Coaches will model and look for the follow:

- Circle lessons are prepared in advance with clear goals for students.
- Positive tone is set and clear directions provided to students on circle lesson plans.
- Clear norms are established with students and visible during the circle lessons.
- Students work in small groups or triads during the lesson activities.
- Student voice is encouraged and supported during circle lessons without embarrassment or shaming.
- Reflection and feedback time is built into circle lesson plan.
- Teacher models' restorative skills when engaging students in circle lessons.
- Affective statements and questions are used during circle lessons.
- Good circle practice is demonstrated during circle lessons.
- Student-to-student support is occurring during the circle lessons.
- Opportunities provided for students to share feelings, ideas and experiences.
- Individual and group learning are happening throughout the classroom.
- Students feel encouraged and supported with challenges during circle lesson.
- Students feel motivated and listened to throughout the circle lesson.
- Small impromptu conversations are used with students that are feeling most vulnerable and/or posing behavioral challenges during circle lessons.
- Teacher monitors understanding of academic content during circle lessons.

IIRP COACHING PLAN: FEBRUARY–MARCH

RESTORATIVE CONFERENCES

COACHING GOALS

1. To review and practice using Restorative Conferencing with students to support Tier 2–3 interventions.
2. To help discipline teams better engage students in addressing serious and/or cumulative patterns of behavioral incidents.
3. To model structured protocols designed to reintegrate students back into the classroom while meeting the needs of those harmed.

PRIOR TO VISIT

(IIRP Coaches call with Principal and District Support Personnel)

- Review of January coaching session
- Review February coaching plan
- Develop February coaching schedule

SUGGESTED READINGS/RESOURCES

February

- Read Chapter 1 (pp. 33–36) — Formal Conferences: *Restorative Practices and Discipline: Restorative Practices Handbook* (blue book)
- Review Chapter 3 (pp. 86–88) — Fair Process: *Restorative Practices Handbook* (blue book)

- Read Restorative Justice Typology — Defining Restorative 4.2 / <https://www.iirp.edu/what-we-do/what-is-restorative-practices/defining-restorative/14-restorative-justice-typology>
- Review Restorative Conference — Defining Restorative 5.1 / <https://www.iirp.edu/what-we-do/what-is-restorative-practices/defining-restorative/20-restorative-conference>
- Read Chapter 12 (pp. 91–100) — School: *Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)

March

- Read Chapter 2 (pp. 179–185) — When to Run a Conference: *Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)
- Read Chapter 5 (pp. 223–227) — Establishing a Conference Program: *Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)
- Read Chapter 3 (pp. 185–203) — Conference Preparation: *Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)
- Read Chapter 4 (pp. 203–223) — Running The Conference: *Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)

- Review Chapter 1 (pp. 163–179) — *The Script: Restorative Justice Conferencing — Real Justice & The Conference Handbook* (red book)
- Watch: OUSD Restorative and Welcome Circle / <https://www.youtube.com/watch?v=HiLtFVHR8Q0>

DAY OF COACHING AGENDA

Coach meeting with Principal, District Support Personnel, and Members of Leadership Team

- Check-in circle: How are we? How are you?
- Overview of Coaching Plan (monthly focus)
- Review February coaching schedule for the day
- Check-out circle: My commitments are...

COACHING/SUPPORT OPTIONS

Individual Staff Supports

- Classroom-based Coaching Sessions:
 - The importance of engaging students and their supporters in restorative conferences.
 - Help students meet school and classroom expectations while receiving a high-level support.
 - Understand the planning stages for facilitating a successful restorative conference including preparation.
 - Understand the importance of supporting the needs of those harmed using a restorative process.
 - Understand the role of the facilitator in modeling good restorative conferencing.

- Understand and demonstrate fair process and reintegrative management of shame in restorative conferencing.
- One-on-one training and support:
 - Training for individuals who missed initial whole school training.
 - Re-training for individuals who need additional support in units already covered.
- Observations for Individual Teachers (walk-throughs)

Group Supports

- PLC-based/Embedded PD Coaching Sessions:
 - Check-in circle: Share a story about how you've been using restorative practices (go around)
 - Learning Activity: Facilitating Restorative Conferences: Select and discuss topic from the "suggested readings & resources."
 - Facilitating Restorative Conferences: Conduct a circle to discuss plans for launching formal conferences into the school discipline practices.
 - Closing circle: Go-around – Commitments to Learning and Practice
- Faculty Meeting Session (before or after the school day):
 - Check-in Circle
 - Content-specific training
- Small Group Sessions for staff who need additional training and supports in other units
- Whole school observations (walk-throughs)

FEBRUARY–MARCH FOCUS



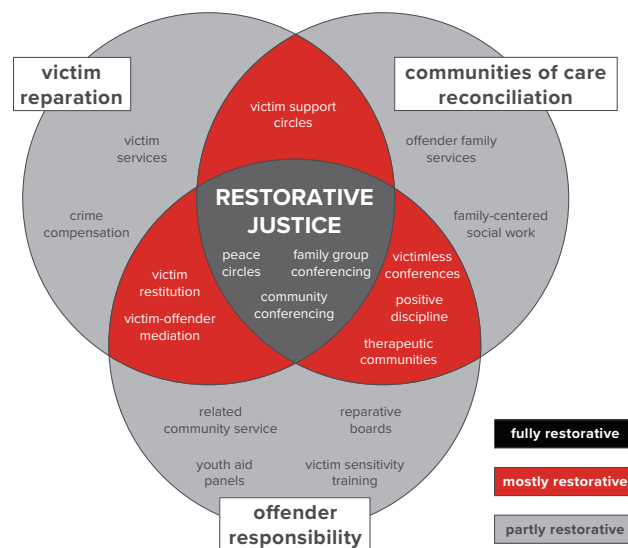
OVERVIEW OF RESTORATIVE CONFERENCES

When greater harm has been done, or a behavior is occurring repetitively, a formal conference may need to be facilitated. Administrators and key school leadership personnel will be trained in facilitating formal conferences. Formal conferences are a time for students to acknowledge behavior, discuss who has been harmed, and identify what needs to be done to restore the relationship and repair the harm. Sometimes, the formal conference brings together the student who has done harm with the victim(s). Other times, it may be a student and his or her family. Generally, a teacher will not facilitate a formal conference, but may be involved if asked by an administrator.

Restorative justice is a process involving the primary stakeholders in determining how best to repair the harm done by an offense. The three primary stakeholders in restorative justice are victims, offenders and their communities of care, whose needs are,

respectively, obtaining reparation, taking responsibility and achieving reconciliation. The degree to which all three are involved in meaningful emotional exchange and decision making is the degree to which any form of social discipline approaches being fully restorative. The three primary stakeholders are represented in Figure 2 by the three overlapping circles. The very process of interacting is critical to meeting stakeholders' emotional needs. The emotional exchange necessary for meeting the needs of all those directly affected cannot occur with only one set of stakeholders participating. The most restorative processes involve the active participation of all three sets of primary stakeholders (McCold & Wachtel, 2003).

Types and Degrees of Restorative Justice Practice



McCold, P., & Wachtel, T. (2003, August). In pursuit of paradigm: A theory of restorative justice. Paper presented at the XIII World Congress of Criminology, Rio de Janeiro, Brazil. Retrieved from <https://www.iirp.edu/eforum-archive/in-pursuit-of-paradigm-a-theory-of-restorative-justice>

Restorative Conferences ARE:

- Structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.

- Meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.
- Consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.
- Help develop empathy through understanding of each participant's experience and perspective.
- Structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.
- Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.
- Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.
- The most formal type of restorative practice on the continuum.

Restorative Conferences ARE NOT:

- A routine class process.
- A way to stigmatize shame through punitive responses.
- To be facilitated unless those causing harm to have taken some responsibility

for their actions.

- To exclude the “needs” of those that have been harmed.
- A judiciary or hearing process.
- To take place until all participants understand the conference process and purpose.
- To be facilitated by someone not trained in restorative conferencing.
- To exclude “supports” on both sides in the actual conference.

CONSULTANT FOCUS/LOOK-FORS

Restorative Conferences — Coaches will model and look for the follow:

- Conference includes a neutral certified facilitator.
- Conferences are prepared in advance with clear purpose, protocols, and planning.
- Seating plan using the prescribed arrangement in the conference guide.
- Consistent following of the script, sequence and norms of the protocol including “breaking of the bread”.
- Acknowledgment and disapproval of harmful behavior, valuing all involved and avoiding arbitrary punishments.
- The conference reflects the needs of the person/people harmed in the conference agreements.
- Allow people to express their negative feelings safely and transition to more positive affects while developing their own solutions to the harm resulting from an incident.
- Reaches an agreement with a plan to successfully reintegrate the student(s) back into school/classroom.
- Plans for monitoring and follow-up with participants involved in the conference.

—14—

RESTORATIVE
PRACTICES
RESOURCES FOR
SCHOOL-BASED
STAFF

The following exemplars were produced by JCPS schools as they have implemented the Behavior Support Systems Model. For electronic copies of these and other resources, schools should contact their district Behavior Support Systems Resource Teacher.

EXEMPLAR A: CIRCLE CALENDAR

The Phoenix School of Discovery provided teachers with a calendar of circle events, so that teachers had the first few weeks of school ready to go. This enabled them to have a plan to teach school-wide expectations and circle norms, as well as begin to build that classroom and school-wide community.

EXEMPLAR B: SCHOOL-WIDE BEHAVIOR PLAN

Knight Middle School created a school-wide behavior plan that clearly communicates to staff and families how they see the Behavior Support Systems Model working in their school.

EXEMPLAR C: CLASSROOM BEHAVIOR PLANS

Most schools ask their teachers to create a classroom management plan at the start of the year. These plans usually include a format that asks teachers to connect their classroom routines and procedures to their school-wide expectations. Knight Middle School and Shawnee High School have incorporated elements of restorative practice into their classroom management plans, as shown in this exemplar.

EXEMPLAR D: BEHAVIOR SUPPORT SYSTEMS CURRICULUM MAP

Some schools have an Advisory period either daily or monthly, and many elementary schools use a “morning meeting” structure. Waggener High School has a daily advisory period, which they use twice a week specifically for restorative practices. Part of their process of creating lesson plans for these times was to create a curriculum map that would incorporate teaching school-wide expectations and elements of restorative practices and school climate.

EXEMPLAR E: ADVISORY LESSON PLAN

Shawnee High School created a series of lesson plans to introduce restorative practice to their students. These lesson plans were designed to be used within an advisory period.

EXEMPLAR F: STAFF COMMUNICATION

Good communication with the staff of the school is essential in ensuring restorative practices remains at the forefront of their minds. Waggener High School sends out a weekly electronic newsletter that includes links to relevant articles, data snapshots, reminders of key elements, and celebrations.

EXEMPLAR G: STAFF CIRCLES

Teachers are more likely to use circles in their classes when they have seen them be useful in their own experience. Schools have found it beneficial to use circles in both proactive and reactive ways during staff meetings, SBDM meetings, and as administrative teams. Shawnee High School used a staff circle to provide an opportunity for reflection, as well as a reminder of Tomkins' Blueprint.

EXEMPLAR H: EMBEDDED PROFESSIONAL DEVELOPMENT (EPD)

Schools need to plan for, and provide opportunities for staff to deepen their understanding of restorative practice concepts. Some schools do this through PLCs, staff meetings, or after school PD. Knight Middle School uses EPD to provide staff with that opportunity.

EXEMPLAR I: TRAINING STUDENTS

Shawnee High School chose to use an in-school field trip to provide 20 students with the opportunity to be trained in Introduction to Restorative Practices and Introduction to Circles. Exemplar I is the letter to parents of the students who were selected, to explain to the families what their child would experience through the training.

EXEMPLAR J: PARENT LETTER

It's important to let families know about the Behavior Support Systems Model and how it is being implemented in the school. Exemplar J is a sample letter to families at the start of the year that provides a brief explanation, as well as gives a time when they will be able to learn more about it.

EXEMPLAR K: COACHING DOCUMENTS

Each month, schools implementing the Behavior Support Systems Model will have an external coach spend one day at their school doing observations, providing feedback, and modeling restorative practices. Exemplar K is the coaching documents that IIRP coaches use to prepare and document their coaching visit.

EXEMPLAR M: YEAR-AT-A-GLANCE

The Behavior Support Systems Department created this document that can help schools and leads be on top of the work of the Model.

EXEMPLAR L: CLASSROOM WALKTHROUGH INSTRUMENTS

As part of the Program Evaluation, twice a year schools implementing the Model will have external personnel do classroom walkthroughs. Exemplar L shows the 2 tools used for these walkthroughs. One is the general classroom tool, which tracks usage of restorative practices. The second is one used specifically when the observers see a circle occurring in the classroom.

EXEMPLAR A

August RISE Plan

Monday	Tuesday	Wednesday	Thursday	Friday
8/14/2017	8/15/2017	8/16/2017	8/17/2017	8/18/2017
		1	2	3
		First Day of School No RISE	Nice to Meet You	Friendship Friday
4	5	6	7	8
8/21/2017	8/22/2017	8/23/2017	8/24/2017	8/25/2017
We SOAR on Monday	I Can SOAR all day	SOAR into Wednesday	We SOAR all Week	If I knew...
9	10	11	12	13
8/28/2017	8/29/2017	8/30/2017	8/31/2017	9/1/2017
Monday Motivation	High Five Group Activity	Let's Talk Bullying	Throwback Thursday	GLAD its Friday
	14	15	16	17
8/4/2017				
No School- Labor Day				

Thursday- 8/17: Nice to Meet You

1. Seat all the participants in a circle
2. Show students the talking piece and how it designates who can talk apart from the teacher/school staff.
 - a. Go over circle norms or class agreements:
 - i. No electronics and only the person with the talking piece can talk.
 - ii. Respect others thoughts and what they share; What is said in the classroom, stays in the classroom.
3. Have students introduce themselves and share something about their summer.
4. Share with students what SOAR means at Phoenix by watching this video and then discussing:
 - a. Review the acronym for SOAR and why it's important? Watch SOAR Overview video. Video Link: <https://www.youtube.com/watch?v=X5zIU4bYTGM>
5. Help students understand how SOAR applies to them and how your class expectations fall into that.

Friday-8/18: Friendship Friday

(Remind students about the circle norms.)

1. Have everyone in the circle share how their week went and someone new they met these past few days at schools.
2. Ask everyone to share any fun plans for the weekend.
 - a. Do students have any questions about anything at Phoenix?

Monday- 8/21: We SOAR on Monday

1. Have students re-introduce themselves if necessary.
2. Watch SOAR Cafeteria video. Pick either video: https://youtu.be/yi_Eqnmv0w4 or <https://youtu.be/4iE8z5w8Jrk>
 - a. Have students share any questions they might have about the cafeteria

Tuesday- 8/22: I Can SOAR all Day

1. Talk to students about SOAR expectations of the restrooms.
 - b. Self-Discipline- Go to the restroom immediately during class changes. Go straight to the bathroom and straight back to class.
 - c. Ownership- Clean up after yourself. Wash hands with warm soap and water. Put all trash in the trashcan.
 - d. Attitude- Be positive and patient with others. Wait your turn.
 - e. Relationships- Be considerate of others. Act responsibly in the restrooms so that everyone can feel comfortable.
2. Have students share some SOAR expectations related to being in the hallway?
3. Have students share how they should behave when there are no adults in the hallways.

Wednesday- 8/23: SOAR into Wednesday

1. **Do a fun get to know you activity such as having students put themselves in order by their birthdays without talking OR play a few rounds of Would You Rather. Example: Would you rather have 2 noses or 4 ears OR Would you rather be able to fly or have an invisibility cloak?**
2. Have students share some SOAR expectations related to arrival and dismissals.
 - a. Help students better understand the importance of SOAR expectations here at Phoenix.

Thursday- 8/24: We SOAR all Week

1. Have students share what Self-Discipline means to them and how they will show Self-Discipline here at Phoenix.
2. Have students share what Ownership means to them and how they will take Ownership here at Phoenix.
3. Have students share what a good Attitude means to them and how they will have a good Attitude here at Phoenix.
4. Have students share what Responsibility means to them and how they will be Responsible here at Phoenix.

Friday- 8/25: If I knew...

1. If you knew you would **not fail** at something, what would you do?
2. Now realistically, what is something you could succeed at, but are worried about failing at?
3. Can you develop that goal over time to succeed?

Monday- 8/28 : Monday Motivations

Share this quote with students. “I’m not telling you it’s going to be easy. I am telling you it is going to be worth it. –Art Williams

1. Have students share about their weekend.
2. Share with students something that motivates you.
3. Have students share what motivates them to be at school and succeed.

Tuesday- 8/29: High Five Group Activity

1. Talk with student about treating others with kindness and giving compliments to others.
2. Have students put their name on a blank piece of paper. Each person needs to pass their paper to the right of them, write a compliment, something nice to the person whose paper you have and then pass the paper to the right, until their paper goes around the whole circle and gets back to them.
3. Tell students to be kind and how they can make someone’s day by being kind to them . Have students take a few minutes and read over things; share the top 2 compliments that they like.

Wednesday- 8/30: Let’s Talk about Bullying

Use these websites as a resource: <http://www.jefferson.kyschools.us/student-support/bullying> ; <https://www.stopbullying.gov>

1. Define- Bullying: It is repeated, deliberate physical, verbal, or social attacks or intimidation directed toward another person. There is a marked imbalance of power between the bully and the victim. Bullying may be done by one individual or a group.
2. Cyberbullying is bullying that takes place using electronic technology.
3. Share with students that there is difference between disagreeing with someone and being bullied. Let students know that cyberbullying is a serious offense and can get students and their parents into a lot of trouble.
 - i. Have a few rounds discussing student’s understanding of bullying and all that was covered.
 - ii. Help students with identifying staff in the building they fill comfortable with talking to.

Thursday- 8/31: Throwback Thursday

1. Have students share someone new that they met since school started.
2. Have students share something new they learned.
3. Have students share where and when they would travel back in history.

Friday- 9/1: GLAD it’s Friday

“Do something today that your future self will thank you for.”

1. Do a few rounds with students focusing on power of positivity and speaking good things to situations.
2. Have students share something: they are **Grateful for, they have Learned, they have Accomplished or they Delight in**. The goal here is to celebrate the smallest of accomplishments even if its opening a locker with no help today or passing a test.
3. Talk to students about looking at the positives.

EXEMPLAR B

How We Do Behavior - Knight Middle School 2017-2018

At Knight Middle School, we believe in a community that nurtures and supports every child. KMS uses a whole school approach to human behavior that incorporates the principles and themes of both Positive Behaviors Supports (PBIS) and Restorative Practices (RP). Our school-wide systems are aligned with these principles. Our approach is proactive. We believe that fostering positive relationships in our school culture increases the capacity for appropriate behaviors while minimizing disruptions and maladaptive behaviors. We have established a predetermined response to behaviors that do not fit within our school culture to repair any harm that was caused and restore relationships.

Knight Middle School is a place of safety where firm boundaries and clear expectations guide our systems of support. At Knight, we care for each other, we focus on building positive relationships, we intentionally teach behaviors and coping strategies, and we strive for a culture where all voices are sought in decision making and resolution.

One of our core beliefs, is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them” (RP Handbook, pg. 51). We’ve built our school culture based on this philosophy. At Knight, our school is infused with a positive atmosphere that produces high quality work, effective discipline plans that keep our students in the classroom learning, positive relationships among everyone in the building that promotes a sense of belonging amongst our students and staff.

We have four main components that will guide “How We Do Behavior” at Knight Middle School:

- Connectedness/ Relationship
- High Expectations
- High Support
- Fair Process

Connectedness/ Relationship:

“No significant learning occurs without a significant relationship”
--James Comer

Training in school culture and climate tells us that “the single most important factor in helping children who are ‘at risk’ in any way is the presence in their life of at least one caring adult/ mentor. More often than not, that caring adult is a teacher or mentor and not a family member” (PAC JAF 2016). The foundation of our culture at Knight Middle School is relationships. We strive for positive, healthy relationships between all members of the Knight School community. We model what positive relationships look like and sound like every day of the school year.

As part of the individual classroom management system, each teacher has a predetermined plan on how to build student relationships within the classroom using the tenets of Restorative Practices and PBIS.

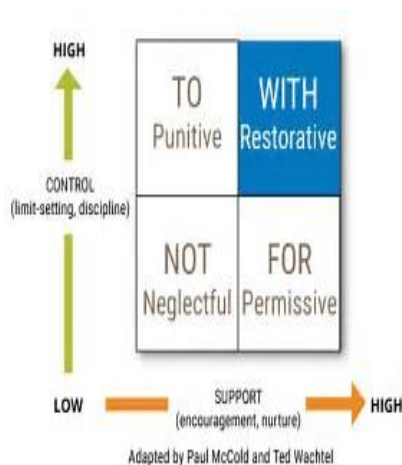
One of those tenets is affective statements. Affective statements set boundaries, provide feedback, and teach empathy to our student population and with each other. KMS will be providing support via ePD during the 2017-18 school year on affective statements as part of our growth process in implementing RP.

Another tenet of RP is repairing harm. The entire staff at KMS has been trained on the restorative process, and ongoing support via ePD will occur during the 2017-18 school year as part of our growth process in implementing RP. A range of options can be used to repair the harm and restore the relationship as needed. Classroom level infractions (either to the system or the relationships) are handled by the teacher. Safety violations are addressed by RP Coaches and/ or administration.

Research tells us that our system for supporting our students will help our students feel connected. At Knight Middle School, our goal is for every student to feel a close connection to an adult at school. We strive for all our students to be happy at Knight, to feel a part of/ belonging to our school, to know that they are treated fairly by adults, and to have emotional, physical, and intellectual safety in our building.

Social Discipline Window:

When we began the journey to build our culture at Knight, we identified our Core Values. As a school, we believe in high expectations and high support. Our core values are completely congruent with the social discipline window. At Knight, our staff endeavors to work within the **WITH** box of the social discipline window, providing high expectations and high supports **WITH** a student or fellow staff member. KMS prides ourselves on the nurturing and encouraging school environment that provides students clear boundaries and expectations of behavior. KMS staff set the tone by modeling positivity and respectfulness with each other and towards our student population.



High Expectations:

“High achievement always takes place in the framework of high expectations”

—Charles Kettering

We believe that an engaged classroom is a safe classroom, and we encourage our students to take academic risks. At Knight, one of our Core Beliefs is setting high expectations because we know students will rise to meet those expectations. We intentionally teach our students what it looks like and sounds like to be a member of the Knight Middle School Community through our common area expectations, our whole school PROWL expectations, and our expectation of respect and kind words with each other. In individual classrooms, each teacher has established a classroom management system. Students have voice in the development and/ or implementation of each classroom management system.

Individual classroom teachers will develop and implement, with student engagement and feedback, positive classroom plans. These expectations will also include a classroom understanding of restoration, with an emphasis on relationship here at Knight Middle School. Our system to respond to behavior includes a continuum of response from small informal conferencing, problem solving circles, restorative conversations, or hallway conferences to more formal conferencing, mediation, or a consequential response.

We also specifically address the issue of bullying with a school wide policy. We expect students and staff to report bullying when they see it or experience it. Our school plan addresses this maladaptive behavior and will work to restore relationships, fix harm, and provide consequences as needed throughout the bullying plan process.

High Support:

“Every child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

—Rita Pierson

Knight Middle School is a community with high supports in place for all of our stakeholders. As mentioned above, we will continue to teach our PROWL lessons, teach our common area expectations, follow the supports listed within our school bullying policy, and provide/facilitate restorative conversations. We also support our students will lifelong skills needed for our classrooms as well as life after middle school. To foster this we have a series of coping strategies that we teach to support our young people. We continue to model supports through cool down areas in every space at our building. This hands-on tool every individual at Knight can use if their instruction is being interrupted by their emotional needs. All of these supports further maintains healthy relations and positive interactions within our building throughout the school year and beyond the textbooks.

Fair Process:

“...individuals are most likely to trust and cooperate freely with systems- whether they themselves win or lose by those systems- when fair process is observed”

--Restorative Practices Handbook, pg. 86

Our goal to incorporate the tenets of fair process is to build trust, produce cooperation, and drive performance and engagement. Fair process is about working *with* others and allowing them to be heard and treated with respect.

The three core components of Fair Process:

1. 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
2. Explanation- everyone involved and affected should understand why final decisions are made as they are. Creates powerful feedback loop that enhances learning.
3. Expectation Clarity- Once decisions are made, new expectations are clearly stated so that everyone understands their role and what is expected of them.

At Knight, we will strive to meet these core components as we process through systems in our school, our classrooms, and through restorative conversations.

“I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated and a child humanized or dehumanized.”

--Haim Ginott

EXEMPLAR C



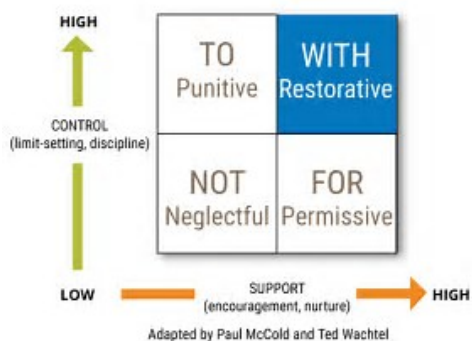
Knight Middle School
2017-2018
Classroom Management Plan



Classroom Expectations:
1.
2.
3.
4.
How will you use student engagement in developing or implementing and teaching these expectations in your classroom? (circle, student contract, role-play, PowerPoint support, daily student chant, etc.)
Expectations will be visually posted in each classroom.

Describe your attention signal that will be used consistently in your classroom:
--

Social Discipline Window:



Based upon the social discipline window, our classroom plans will be constructed on clear boundaries and high expectations in conjunction with high supports for nurturing and encouragement. Please consider how to provide both **high boundaries** and **high supports** to be able to work effectively *with* students in your classroom.

Routines/ Procedures:

These systems are used daily regardless of student behavior. These routines will be in place and taught to the students. These form consistent classrooms that are safe and know what to be expected by staff and student. Identify and describe each:

How to enter the room-
How to be dismissed-
How to get a pencil-
How to ask for help-
Movement expectations throughout the room-
Voice level expectations-
Group work-
Other-
Other-

Positive Behavioral Supports

Each classroom should have layers of positive behavior supports. Positive relationships should be a main tenant of this section. These can include reward systems, praise, earned time, community building, circles, relationship building, etc.

Please describe the positive behavioral supports that will be observed in your classroom:

Coping Strategies

Every student will be taught the coping strategies unit. The coping strategy poster will be displayed in each room in the building as a visual tool to be used by the student and referred to/ taught by the adult.

Cool Down Space

Each classroom will have a cool down space with procedures taught. Please list where your cool down space will be in your room. What are your procedures for use? Remember: this is a coping tool, not a consequence.

Response to inappropriate behaviors

We will have firm, consistent classrooms. We will respond (not react) to misbehaviors as needed. Responses to inappropriate behaviors should be consequential; however, they do not always have to be punitive. They could include the continuum from hallway conversations, small circle, restorative conference, loss of incentive, consequence, etc.

Please describe what your responses will be in your classroom including PBIS and RP themes. You can list general responses to known misbehaviors. You could then also list specific pre-decided responses to common behaviors seen in your classroom.

Restorative response

As we begin this journey of RP within our classrooms, please describe one or two ideas of a restorative structure or tenant that you will focus on in your classroom to start this school year. This could include small circles, restorative conferencing, using the question cards as a way to respond to conflict, etc.

ACADEMY@SHAWNEE SOAR PLAN 2017-18

Department:

Teacher(s):

Academy @ Shawnee Principles: EXPECTATIONS

POSTED CLASS

(3-5, stated positively):

Self-Disciplined

1.

Ownership

2.

Attitude (Positive)

3.

Relationships (Healthy)

4.

5.

ATTENTION SIGNAL:

Expectations for Classroom Activities and Transitions

ARRIVAL:

**S
O
A
R**

INDEPENDENT WORK:

**S
O
A
R**

PARTNER WORK:

**S
O
A
R**

GROUP WORK:

**S
O
A
R**

RESTORATIVE CIRCLES:

**S
O
A
R**

SPEAKER/PRESENTATION:

**S
O
A
R**

TEST/QUIZ:

**S
O
A
R**

DISMISSAL:

**S
O
A
R**

RETURNING AFTER ABSENCE:

**S
O
A
R**

Tier 1 Interventions: What strategies will you use to respond to students not meeting expectations and how will you follow up to promote positive behavior in the future?

Responsive - In the Moment (Redirection, Re-engagement)

- 1.
- 2.
- 3.
- 4.
- 5.

Proactive/Prevention - Follow Up (Consequences, Restorative Response, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

REWARDS AND INCENTIVES

How will you recognize students who are meeting expectations and demonstrating success?

Daily

Weekly

Monthly

EXEMPLAR D

Waggener Curriculum Map

Topic	Learning Targets "I can..."	Approx Timeline
School-wide pillars	I can Identify the 4 pillars	AUG
	I can explain what the pillars look like in different contexts including outside of school	
	I can explain how the pillars impact our school's culture and climate	
Why RP	I can identify the elements of RP	
	I can explain why Waggener is committed to RP	
	I can connect RP to the Waggener Pillars	
Proactive Circles	I can explain how RP allows me to be seen, heard, and valued	
	I can explain the different elements that make a circle	
	I can use the talking piece	
	I can listen respectfully when others speak	
	I can responsibly affirm my right to pass	
	I can express myself appropriately	
	I can responsibly contribute to building a positive community	
Self-Assessment	I can explain how proactive circles build community	SEP
	I can identify my general strengths	
	I can identify my general weaknesses	
	I can identify how I can use my strengths to positively impact my world	
	I can be aware of the strengths and weakness of those around me	
Social Discipline Window	I can set goals	
	I can identify the 4 quadrants of the SDW	
	I can identify the 4 quadrants in various contexts	
	I can explain why it is important to be in the "with" box	
Fair Process	I can explain how I can do things "with" the people I influence	
	I can define the 3 elements of fair process	OCT
	I can identify what is and isn't fair process	
Reactive Circles	I can explain the importance of fair process	
	I can explain the purpose of reactive circles	
	I can explain how a circle can be used to respond to a school community need	
	I can explain how a circle can be used to respond to a local/world community need	
9 Affects	I can responsibly contribute in a reactive circle	NOV
	I can list the 9 affects	
	I can define the 9 affects	
	I can recognize the 9 affects in real-life situations	
Compass of Shame	I can explain how a person moves from a negative to a positive affect	
	I can identify the four quadrants in the Compass of Shame	DEC
	I can explain which quadrant I tend to go to when I experience shame	
	I can understand people respond to shame in different ways	
	I can identify when someone else demonstrates qualities of being in one of the quadrants	
Affective Language	I can explain the impact of the different quadrants on yourself and others	
	I can build a vocabulary of affective language	JAN
	I can translate common phrases I hear/use into affective language	
Restorative Questions	I can explain how the use of affective language impacts communication	
	I can list the restorative questions	
	I can explain the purpose of using restorative questions in response to conflict	
Circle of courage	I can apply the questions to help restore relationships	FEB
	I can identify the 4 quadrants	
	I can explain the 4 quadrants	
	I understand how an unbalanced circle impacts an individual	
Empathy	I can understand my own strengths and weakness within the circle	
	I can define empathy	MAR
	I can explain the need for empathy	
	I can explain how empathy contributes to communication	
	I can utilize strategies that help me demonstrate empathy	
Problem Solving Circles	I can use affective language to demonstrate empathy	
	I can explain the purpose of a problem solving circle	APR
	I can explain the possible formats of a problem solving circle	
	I can identify the various roles in a problem solving circle	
Reflections	I can utilize a circle to solve problems	
	Students reflect on the year, re-do self-assessment, identify how they've grown.	MAY
Life in the Real World		
	Bullying	ON- GOING
	budgeting	
	debt/cc/interest rates (vocab)	
	professional dress	
	college stuff	
	interview skills	

EXEMPLAR E

Advisory Lesson 3
Restorative Practice

Purpose:

Introduce restorative practices and key concepts, including: (1) others are affected by our actions; (2) there are multiple ways in which people are affected (3) if we understand how people are affected we can figure out what needs to be done to make things right.

Objectives:

- Students will understand the difference between retributive and restorative justice
- Students will be able to identify people who are affected by a hypothetical situation and will be able to explain how they were affected.
- Students will learn how “making things right” differs from punishment

Preparation and Materials:

- Talking piece
- Guidelines Poster (should be posted) Agreements Poster (or you can just remind students of the ones they agreed on from last week)
- You will need to prepare to tell a story that illustrates restorative practices. It can be one that you have experienced or create. There is one listed below that you can also use.
- Whiteboard
- Be prepared to explain the difference between punitive and restorative approaches. You can post a chart like the one below on your white board or write examples as you go.

Punitive

Only deal with the wrongdoer

Focus on what rule was broken

Punish the wrongdoer

Exclude wrongdoers through suspension, expulsion, etc.

Restorative

Include those who are affected by the incident in the response

Understand how people were affected and what harms occurred

Agree on actions to make things right

Find what actions can be taken to repair harms and get right with the community

Opening Circle

~5–10 minutes

- Begin each circle with a quote, poem or short story. You can come up with your own or use the one provided below:

“If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed.” ~Albert Einstein

EXEMPLAR E

Advisory Lesson 3 Restorative Practice

- Draw attention to your Circle Guidelines Poster. Discuss the importance for these guidelines and refer to them often throughout circle activities.
- Next, have an icebreaker question/icebreaker game with your advisory circle. You can use your own or the one provided below.

What do you enjoy most about school? If you could change one thing about school, what would it be?

*Give a think time of ~30 seconds. You may also want to limit their length of answers to 3 sentences.

Core Activity

~30–35 minutes

- Tell a story that illustrates restorative justice in action. An example is below:

It was the perfect crime, carefully planned by four seventh grade boys. They waited until the teacher was out of the room. Two boys stood as lookouts at opposite ends of the hallway. A third boy waited by the classroom door with an open backpack. The fourth went in and took Ms. Jackson's laptop computer from her desk. He put it in the waiting backpack and signaled the lookout. The boys dispersed. Nobody had witnessed their crime.

Ten minutes later they were all under arrest, waiting with the campus police officer in the principal's office while their parents were being notified. The teacher had immediately alerted the principal when she discovered the laptop was missing; he called in the police; the campus was closed and backpacks were searched. The laptop was quickly found and the boy in whose backpack it was hidden immediately confessed, and told who the other boys were.

The principal and teacher decided to have a restorative circle. It was attended by the four boys, their parents, the principal and Ms. Jackson, the teacher. There were also two facilitators who had been trained to lead restorative justice circles.

One of the first questions asked was "What happened?" This gave the boys a chance to explain what they did and what they were thinking. They felt embarrassed and ashamed as they told their stories. The "reasons" they had for stealing the computer sounded pretty lame when they had to share them, and they knew it. The teacher told the story of how she came into the room and discovered her laptop was gone. At first she didn't believe it; she wondered if maybe she had left it at home. It was hard for her to believe that it might have been stolen by students. Then she went to the principal's office to report the theft, and that's what led to the arrests.

The next question was "How have you and others been affected by this?" The boys spoke first. They talked about being embarrassed; they were also mad at each other. Ms. Jackson spoke next. The boys sat slumped down in their chairs, arms folded in front of them as she told how she had lost trust in her students and didn't feel safe in her classroom anymore. They boys didn't seem very affected by what she was saying. Then the facilitator asked her, "What has the hardest thing for you?"

Advisory Lesson 3
Restorative Practice

Ms. Jackson started crying. The feelings she was having right there in the circle were so strong that for a few moments she could barely speak. Finally, she was able to explain: "I was so terrified as I was walking to the principal's office. You see, I had not followed our school policy of keeping laptops locked to the desk. I just knew he was going to fire me. I felt my whole career crashing down on me... I just felt stupid, and so much despair."

As she tearfully explained, tears also appeared on the faces of the boys. They sat up and uncrossed their arms so they could wipe away the tears. Finally, they understood. For perhaps the first time, they realized that what they do affects other people in very important ways. They did not expect that their actions would be so hurtful to Ms. Jackson, and they didn't understand until just now, when she shared. It was a huge moment of realization for them.

After Ms. Jackson shared, the restorative circle was able to make agreements about what the boys could do to make things right.

- With the Punitive/Restorative Chart visible on the white board, ask these questions: (Call on students who raise their hands and would like to answer)
 - Using the punitive method, what would have likely happened to the wrongdoer in the story I just told?
 - What would happen to those who were harmed?
 - How does this compare to what actually happened?
- Introduce a new scenario, you can use the example below, modifying to better meet the needs of your Advisory age group.

"Student 1 brought a backpack to school with a bag of chips in it. When he was not looking, without his permission student 2 took the chips from his backpack. Later student 2 shared the chips with student 3, and did not tell student 3 where they came from. "

Ask: "Who is affected and how?"

Record answers, asking prompts as necessary. Most circles will have many answers for each of the students.

Ask (some classes will already speak to this): "Who else, not on the chart, is affected, and how?"

Record answers. Allow students to think of parents, teacher, principal, and others.

Ask: "What can be done to make things right?"

Record answers.

Closing

5–10 minutes

- Using the talking piece. Ask the following question.
- What are your thoughts regarding restorative practice compared to the tradition punitive method?
- Allow 30 seconds to 1-minute think time. You may need to limit answers to a few sentences.

EXEMPLAR F

BEHAVIOR SUPPORT SYSTEMS NEWSLETTER

1/22-1/26

GREAT NEWS

Waggener is one of 18 schools in the district that has shown a reduction in ALL 4 behavioral measurement categories (suspensions, behavior events, repeat SSP3 offenders, and repeat behavior event offenders) when compared to YTD (year-to-date).

School	2017/18 Suspensions	2017/18 Behavior Events	2017/18 Repeat SSP3 Offenders	2017/18 Repeat Behavior Event Offenders
Waggener	25	24	42	107

Sen. Susan Collins used a 'talking stick' during shutdown negotiations

Talking Pieces show a great effect of Voice, We hope you continue to use your talking pieces (whatever they may be) for an opportunity for our students to be heard.

[Senator uses "talking stick" Article](#)

BEHAVIOR SUPPORT SYSTEMS

2/19-2/23

Circles are happening everywhere!!

[Awesome Resource w/ Podcast on Restorative Justice: Definitely worth your time to listen to.](#)

["How to Talk with Kids about School Shootings"](#) (From Les Rush)

[4 Strategies according to Conflict 180](#)

- Limit exposure to footage
- Support Expression of Feelings
- Focus on Common Values Instead of Looking for Blame
- Channel Feelings into Positive Actions

EXEMPLAR G

2.6.18: Academy@Shawnee HS Faculty/Staff Restorative Practice Circle – Small Group Circles

1. Each table will be a group of 5-6 colleagues.
2. The facilitator for your small group will be the person with the closest upcoming birthday
3. The facilitator will ensure each participant responds to the questions in order around the circle.
4. All participants should answer the Round 1 questions before moving on to Round 2, etc.

Staff Weekly Reflection Circle Questions:

Round 1: What was the best thing about this week?

Round 2: What was the most challenging thing about this week?

Check Out: What is the one thing you are going to do tonight to take care of yourself so you can start tomorrow new?

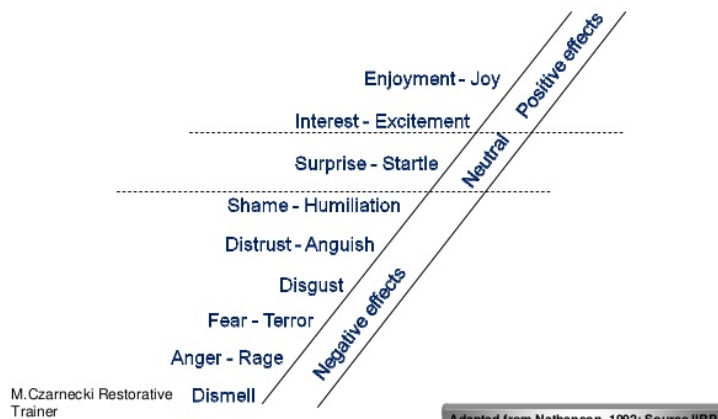
***The whole class restorative circle should be the primary tool for building relationships and community within our classes. Teachers can incorporate small group circles to provide additional opportunities for students to build relationships with peers and focus on specific content-related topics.

Small group circles should not occur on a regular basis *instead* of whole class circles.***

Rationale: “Nathanson says that Tomkins’ blueprint also fits the relationship of couples. The relationship between two individuals, called intimacy, is best when they agree to help one another maximize positive affect, minimize negative affect, allow for the free expression of affect and do as much of all three as possible. Finally, Nathanson extended Tomkins’ blueprint to community, also at its best when larger groupings of people agree to maximize positive affect, minimize negative affect, allow for the free expression of affect and do as much of all three as possible. This sharing of collective emotions is what makes it possible for restorative practices to improve relationships and transform a school community.”(Costello, Wachtel, & Wachtel, p. 72)

‘The Nine Affects’

Tomkins identified nine distinct affects to explain the expression of emotion in all human beings. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect.



EXEMPLAR H



KMS: RP EPD Agenda

Date: 9/12/2017	Topic: Restorative Practices	Facilitator: C England & B Boyle
What to bring: ★ Charged computer, eagerness to participate and share honest feedback		
TOPIC	NOTES	
Sign in/	Sign in Complete District survey re: RP implementation thus far	
1. Housekeeping	Overview of WIN schedule for this Thursday and Tuesday <u>Group norms for today:</u> Share honestly No names For time purposes, honor the talking piece	
2. Opening	Last week we discussed affective statements. Share one way you were able to use affective statements this past week.	
3. Welcome	Introduction of iirp staff visiting our building monthly to collaborate and support us on our RP journey this school year.	
4. Focus: Staff feedback	Circle rounds: <ul style="list-style-type: none">● Share one word that would describe your feeling about RP implementation at Knight and in your classroom so far.● What do you think we have done really well? What are our strength areas? Explain your thinking or share an example.● What area(s) of RP are growth opportunities for us?	
5. Closing	Exit slip- What would I like to learn about in future RP ePDs	
Next Meeting: Wednesday, 9/20/2017 (1-3, 5)		



KMS: RP EPD Agenda

Date: 2/6/2018	Topic: Restorative Practices	Facilitator: England
What to bring: ★		
TOPIC	NOTES	
Sign in		
1. Opening circle	How has it been going?	
2. Discussion	Partners- *Think of a situation when you feel you were treated unfairly? What was missing that would have made that fair?	
3. Fair Process	<div><p>Fair Process</p><ul style="list-style-type: none">• Engagement - involve individuals, ask for their input, allow discussions• Explanation - make reasons clear, create feedback loop• Expectation Clarity – clearly state new rules, boundaries and consequences</div> <p>Where do we do this already? Give real classroom examples of these present at Knight. What's the area you do the least of and why?</p>	
For the next meeting: in 2 weeks!!		

EXEMPLAR I

The Academy @ Shawnee

February 27, 2018

Dear Parent/Guardian of _____,

In an effort to build community and promote positive relationships between and among students and staff as the foundation of an effective learning environment, the Academy @ Shawnee has been participating in a district initiative with the International Institute for Restorative Practices (IIRP). Restorative practices evolved from the field of restorative justice and focuses on building community through repairing harm and restoring relationships. This school year, students have participated in community building circles in their classes and had opportunities to reflect on situations with peers and staff.

As we seek to deepen and strengthen the positive outcomes of a school wide approach to restorative practices, we have selected a team of student leaders to participate in the same introductory training our staff has completed. Your student has been selected as a member of this team. The student leaders will support the practices being implemented in our school community and offer additional perspectives to how we can improve the work we are doing.

In this training, students will learn practical strategies to build strong, healthy relationships with peers, school staff, families, and community members, which can be implemented immediately.

“On day one, interactive experiences bring you to a full understanding of the fundamental unifying premise of restorative practices—that people are happier, more cooperative and productive and more likely to make positive changes in their lives when those in positions of authority do things **with** them rather than **to** them or **for** them.

Day two teaches how to hold group discussions in a circle to facilitate meaningful conversation and encourages full participation from everyone involved. Through video, practice and discussion, participants identify reliable methods for using circles to build community, establish norms and address behavior and relationships. Useful in any setting from education and other human services to organizational management.” (<https://www.iirp.edu/>)

To give your student permission to participate, please sign and return the attached form by Friday, 3/2/18. Please contact me with any questions or concerns about this opportunity.

Sincerely,

Erica E. Young, CSW, Ed.D



EXEMPLAR J

Dear Families:

It is my hope that this letter finds you and your family enjoying the opportunity to spend time together, creating memories, as the summer comes to an end. I am eagerly awaiting the students' return to school for the 2017–18 school year.

This year, we are focusing on building our school and supporting our students through a unique opportunity we have to be a Behavior Support Systems Model school. The model focuses on supporting schools to implement behavior systems that align with the Restorative Practices framework, and the Positive Behavior Interventions and Supports framework.

As a model school, our entire staff went through 2 days of restorative practices training this past summer. And by “entire staff” I do mean everyone your child will interact with at our school — from their bus driver, to attendance clerks, custodians, nutrition workers, and teachers. Through our Behavior Support Systems work, your students will be given a daily opportunity to participate in a classroom circle, affirming their voice and sharpening their collaborative skills. By using proactive practices to assist students in navigating relationships with both adults and peers and engaging students as problem solvers to restore harm when necessary, we anticipate seeing fewer students receiving referrals and suspensions.

You will have the opportunity to learn more about restorative practices, as well as experience a bit of how we are implementing it, during our open house in September. A schedule for that and other events is attached. We look forward to seeing you at all these activities. Enjoy the last few days of summer!

EXEMPLAR K

IIRP Coach Planning Form:**Coaching Cycle Goals:**

1. Review and practice using Proactive Circles with students.
2. Understand the importance of doing things "With" students to empower their voice.

1. IIRP Coach: _____

2. Date of Planning Session: _____

3. School Name: _____

4. Date of Coaching Session: _____

Content to be reviewed during this session (Check All That Apply):

<input type="checkbox"/> Organizational Change Window	<input type="checkbox"/> Basic Restorative Concepts (PD Review)
<input type="checkbox"/> Working with Staff	<input type="checkbox"/> Establishing Norms & Expectations with Students
<input type="checkbox"/> Overcoming Teacher Resistance	<input type="checkbox"/> Circle Types
<input type="checkbox"/> Getting Students and Parents Onboard	<input type="checkbox"/> Overcoming Student Resistance

Circles to be reviewed and practiced during this session (Check All That Apply):

<input type="checkbox"/> Proactive Circles	<input type="checkbox"/> Responsive Circles
<input type="checkbox"/> Restorative Problem-solving Circles	<input type="checkbox"/> Content-based Circles
<input type="checkbox"/> Small Impromptu Conferences	<input type="checkbox"/> Restorative Conferencing

Coaching Agenda:

LEADERSHIP MEETING (MORNING CHECK-IN) <i>Review on prep call</i>	LEADERSHIP MEETING (AFTERNOON CHECK-OUT) <i>Review on prep call</i>
<ul style="list-style-type: none"> ▪ Check-in Circle ▪ Overview of coaching plan ▪ Review of coaching schedule ▪ Check-out Circle 	<ul style="list-style-type: none"> ▪ Check-in Circle: <i>I learned...I was surprised...</i> ▪ Review & Reflection of coaching day ▪ Preview of October coaching session ▪ Check-out Circle: <i>My commitment...</i>
COACHING SUPPORT (MORNING SESSION AGENDA) <i>Check All to Be Scheduled</i>	COACHING SUPPORT (AFTERNOON SESSION AGENDA) <i>Check All to Be Scheduled</i>
INDIVIDUAL STAFF SUPPORTS: <ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based coaching sessions <input type="checkbox"/> One-on-One training and support <input type="checkbox"/> Observation for individual teachers (walk-throughs) 	INDIVIDUAL STAFF SUPPORTS: <ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based coaching sessions <input type="checkbox"/> One-on-One training and support <input type="checkbox"/> Observation for individual teachers (walk-throughs)
GROUP SUPPORTS: <ul style="list-style-type: none"> <input type="checkbox"/> PLC-based/embedded PD coaching sessions <input type="checkbox"/> Faculty meeting session (before or after school) <input type="checkbox"/> Small group sessions for staff who need additional training and support <input type="checkbox"/> Whole-school observations (walk-throughs) <input type="checkbox"/> Other coaching support: _____ 	GROUP SUPPORTS: <ul style="list-style-type: none"> <input type="checkbox"/> PLC-based/embedded PD coaching sessions <input type="checkbox"/> Faculty meeting session (before or after school) <input type="checkbox"/> Small group sessions for staff who need additional training and support <input type="checkbox"/> Whole-school observations (walk-throughs) <input type="checkbox"/> Other coaching support: _____
MORNING SESSION SCHEDULE: <i>Who, When, and Where?</i>	AFTERNOON SESSION SCHEDULE: <i>Who, When, and Where?</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Observation Notes:*Use With "Look-Fors"***Content that was reviewed during this session (Check What Was Covered):**

- | | |
|---|--|
| <input type="checkbox"/> Organizational Change Window | <input type="checkbox"/> Basic Restorative Concepts (PD Review) |
| <input type="checkbox"/> Working with Staff | <input type="checkbox"/> Establishing Norms & Expectations with Students |
| <input type="checkbox"/> Overcoming Teacher Resistance | <input type="checkbox"/> Circle Types |
| <input type="checkbox"/> Getting Students and Parents Onboard | <input type="checkbox"/> Overcoming Student Resistance |

LEADERSHIP MEETING (MORNING CHECK-IN)	EVIDENCE/NOTES: <i>Success, Challenges, and Follow-up</i>
<input type="checkbox"/> Principal attended meeting <input type="checkbox"/> Resource teacher attended meeting <input type="checkbox"/> Discussed the current month's coaching plan <input type="checkbox"/> Reviewed coaching schedule <input type="checkbox"/> No meeting occurred	
COACHING SUPPORT (MORNING SESSIONS)	EVIDENCE/NOTES: <i>Success, Challenges, and Follow-up</i>
INDIVIDUAL STAFF SUPPORTS: <input type="checkbox"/> Classroom-based coaching sessions <input type="checkbox"/> One-on-One training and support <input type="checkbox"/> Observation for individual teachers (walk-throughs) GROUP SUPPORTS: <input type="checkbox"/> PLC-based/embedded PD coaching sessions <input type="checkbox"/> Faculty meeting session (before or after school) <input type="checkbox"/> Small group sessions for staff who need additional training and support <input type="checkbox"/> Whole-school observations (walk-throughs) <input type="checkbox"/> Other coaching support: _____ _____	
COACHING SUPPORT (AFTERNOON SESSIONS)	EVIDENCE/NOTES: <i>Success, Challenges, and Follow-up</i>
INDIVIDUAL STAFF SUPPORTS: <input type="checkbox"/> Classroom-based coaching sessions <input type="checkbox"/> One-on-One training and support <input type="checkbox"/> Observation for individual teachers (walk-throughs) GROUP SUPPORTS: <input type="checkbox"/> PLC-based/embedded PD coaching sessions <input type="checkbox"/> Faculty meeting session (before or after school) <input type="checkbox"/> Small group sessions for staff who need additional training and support <input type="checkbox"/> Whole-school observations (walk-throughs) <input type="checkbox"/> Other coaching support: _____ _____	
LEADERSHIP MEETING (AFTERNOON CHECK-OUT)	EVIDENCE/NOTES: <i>Success, Challenges, and Follow-up</i>
<input type="checkbox"/> Principal attended meeting <input type="checkbox"/> Resource teacher attended meeting <input type="checkbox"/> Reflection and feedback on the coaching visit <input type="checkbox"/> Previewed next month's coaching visit <input type="checkbox"/> No meeting occurred	

EXEMPLAR L

RESTORATIVE PRACTICES CLASSROOM OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____ Subject _____
 Number of students: _____ Observer _____ Teacher _____

Restorative Practices			
	Yes	No	N/A
Affective Statements <ul style="list-style-type: none"> A personal expression of feelings in response to others' positive or negative behavior Provide feedback on the impact and scope of intended or unintended harm "Expressing your feelings" Ex. "It makes me happy when..." 			
Restorative Questions-Help <ul style="list-style-type: none"> Questions that promote reflection in order to help those harmed by others' actions Elicit what a student is thinking and feeling Ex. "What impact has this incident had on you and others?" 			
Restorative Questions – Challenging Behaviors <ul style="list-style-type: none"> Questions that promote reflection in order to respond to challenging behaviors Elicit what a student is thinking and feeling Helps students to understand the impact of theirs' and others' behavior Ex. "What were you thinking of at the time?" 			
Teacher "with" style is dominant (at least 10 minutes) <ul style="list-style-type: none"> High requirements/expectations as well as High support/encouragement/nurturing Engage students in a participatory process Both teacher and students are held accountable for change 			
Community Building Game/Activity <ul style="list-style-type: none"> A group event in which the goal is to promote unity/team building 			
Community Circle (complete Circle Observation Form)			
Responsive Circle (complete Circle Observation Form)			
Academic Circle (complete Circle Observation Form)			
Climate			
	Yes	No	N/A
Teacher voice level remains low/normal (entire 20 minutes) <ul style="list-style-type: none"> Teacher does not raise their voice/they remains the same regardless of the situation 			
Classroom rituals are evident <ul style="list-style-type: none"> A series of actions or type of behaviors that are regularly and invariably followed by the class. 			
Classroom expectations are consistently reinforced <ul style="list-style-type: none"> Students and teachers follow classroom rules on a daily basis 			
Inclusion of all students <ul style="list-style-type: none"> Involving ALL students (regardless of the child's background) into classroom activities, decision making, and rituals 			
Student voice in decision-making <ul style="list-style-type: none"> Students have the opportunity to give input towards a decision that will affect them 			
Explanation of classroom decisions <ul style="list-style-type: none"> The process and reasoning behind the decision is made clear to all stakeholders 			
Students help each other <ul style="list-style-type: none"> Students assist others when aid is needed 			
Restorative Practices and Climate Notes/Supports Needed-			

100

RESTORATIVE PRACTICES CIRCLE OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____ Subject _____
 Number of students: _____ Observer _____ Circle Type Proactive _____ Responsive _____ Academic _____
 Circle Format: Sequential _____ Nonsequential _____ Topic/Subject _____ Circle Duration in Minutes _____

Universal Circle Elements			
	Yes	No	N/A
Circle Format is Explained or Modeled			
Talking piece has personal significance to the group			
Circle norms are established, reviewed, or understood			
Students are sitting or standing in a circle			
Obstacles and barriers are removed from the inside of the circle to promote connection			
Talking piece is present			
The facilitator sets a positive tone.			
The facilitator models desired responses and behavior.			
Check-In occurs (optional)			
Students participation is equitable			
Only one person talks at a time and often uses a talking piece to foster active listening and respect.			
Facilitator comes prepared with a low-risk topic.			
Students frequently build off previous circle comments in making a contribution			
Students remain focused on the explicit topic/goals introduced by the facilitator.			
The facilitator interacts with the student speaker for clarification only when absolutely necessary.			
The facilitator is prepared to respond to "I don't know" or "Can I pass?"			
Check-Out occurs (optional)			
Proactive Circles			
Used to set up behavioral expectations prior to events outside classroom			
Used to set class norms			
Topics are selected to increase risk-taking over time.			
Circles topic is something OTHER than response to incident or problem.			
Students share feelings, ideas, experiences in order to build trust, mutual understanding, shared values/behaviors.			
Responsive Circles			
Use peer pressure to get positive change in behavior.			
Addresses moderately serious incident or pattern of behavior.			
Students show ownership for facilitating circles.			
Students engage in management of conflict with intent of repairing harm and restoring relationships.			
Addresses who has been harmed and what needs to happen to make things right.			
Feelings are aired, harm repaired, problems solved, and/or plans for future made.			
Students take responsibility for personal behavior.			
Students take collective responsibility for group's behavior.			
All people involved in wrongdoing play an active role in making things right.			
Ways to reintegrate identified offenders to group are found by facilitator or group.			
Academic Circles			
Facilitator asks questions requiring students to analyze information in order to solve.			
Addresses academic goal setting and planning			
Builds/monitors understanding of academic content			

Areas of strength:

Growth opportunities:

Next Steps:

EXEMPLAR M

Behavior Support Systems

School-Based Team

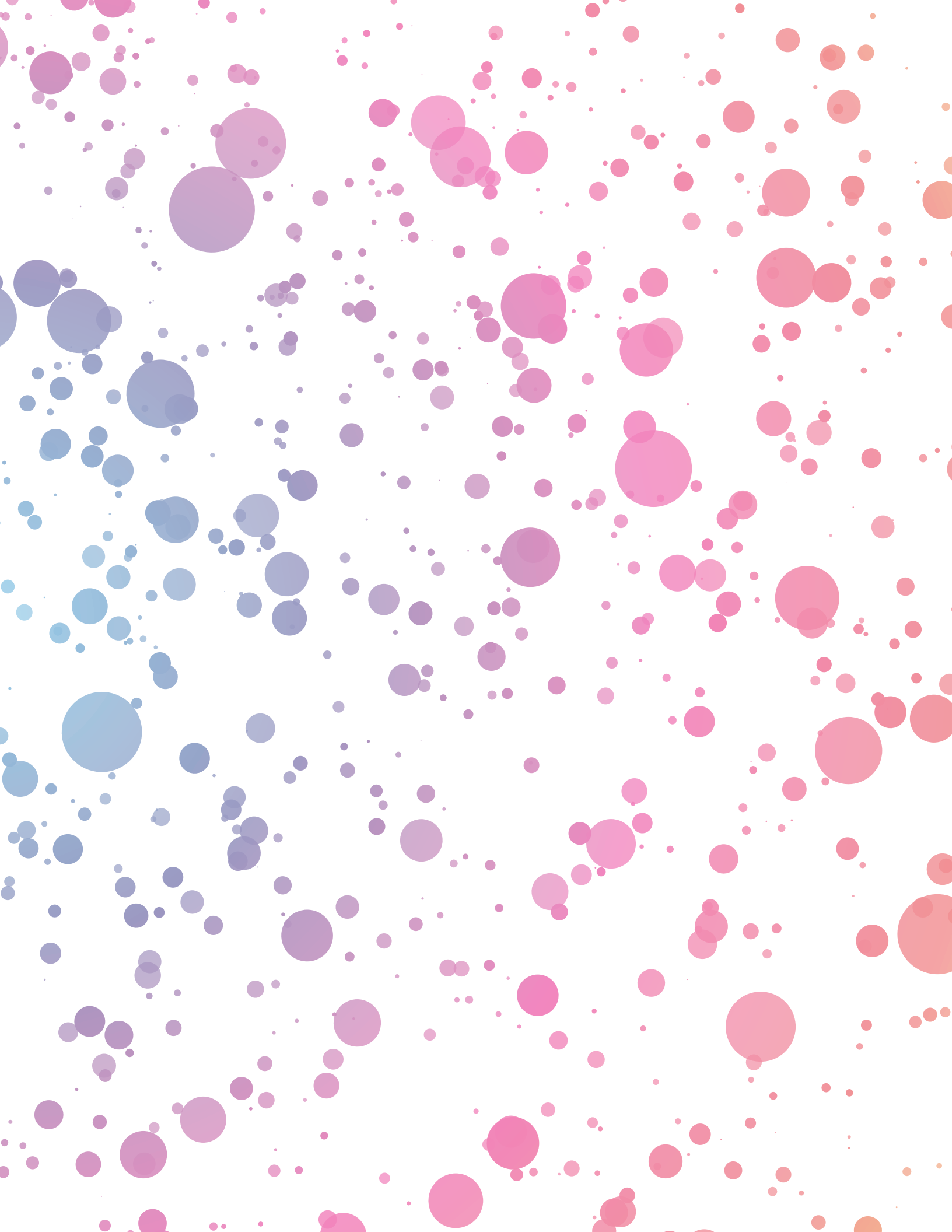
Year-At-A-Glance

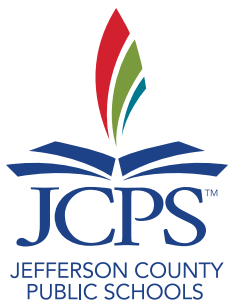
MONTH	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES and TRAININGS)	COMMUNICATION WITH STAFF
August	<input type="checkbox"/> <i>Review</i> previous school behavior data <input type="checkbox"/> <i>Review</i> previous school Tiered Fidelity Inventory <input type="checkbox"/> <i>Review previous</i> school Self-Assessment Survey	<input type="checkbox"/> <i>Establish</i> monthly PBIS School-wide Team meetings <input type="checkbox"/> <i>Establish</i> schedule for reporting to & celebrating with staff <input type="checkbox"/> <i>Plan</i> for how School-wide Team will provide data <input type="checkbox"/> <i>Coordinate</i> with team that manages Tier 2 and Tier 3 Interventions (if applicable) <input type="checkbox"/> <i>Review</i> school Action Plan <input type="checkbox"/> <i>Plan</i> for initial teaching of school-wide expectations <input type="checkbox"/> <i>Create/Review</i> school-wide/common area lesson plans <input type="checkbox"/> <i>Create</i> calendar for teaching expectations and orienting staff on PBIS Tier 1 core features <input type="checkbox"/> <i>Ensure</i> Instructional Coding is scheduled <input type="checkbox"/> <i>Establish</i> expectations of Restorative Circles	<input type="checkbox"/> <i>Teach</i> school-wide expectations the first week of school <input type="checkbox"/> <i>Meet</i> with District Behavior Support Systems Resource Teacher <input type="checkbox"/> <i>Train</i> staff on Tier 1 PBIS core features <input type="checkbox"/> <i>Participate</i> in whole-school and content-specific Restorative Practice Trainings (if applicable) <input type="checkbox"/> <i>Identify</i> one individual to attend book study <input type="checkbox"/> <i>Ensure</i> PLCs use the appropriate Classroom Management video module	<input type="checkbox"/> <i>Give</i> initial teaching lesson plans to staff <input type="checkbox"/> <i>Share</i> initial teaching calendar <input type="checkbox"/> <i>Review</i> school-wide/common area expectation with staff <input type="checkbox"/> <i>Review</i> discipline flow chart/behavior plan with staff <input type="checkbox"/> <i>Inform</i> staff of criteria pertaining to Instructional Coding, Classroom Walkthrough, Classroom Snapshot, Restorative Practice Trainings, IIRP Consultation Visits, ABRI School Behavior Assessments (if applicable) <input type="checkbox"/> <i>Share</i> expectations of Restorative Circles

September	<input type="checkbox"/> <i>Review school behavior data</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
October	<input type="checkbox"/> <i>Review school behavior data</i> <input type="checkbox"/> <i>Schedule Self-Assessment Survey (SAS)</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Plan for re-teaching of school-wide expectations</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Re-teach school-wide expectations 1st day back from break</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Inform staff of Self-Assessment Survey (SAS)</i> <input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Share plan for re-teaching of school-wide expectations</i> <input type="checkbox"/> <i>Review school-wide/common area expectation with staff</i> <input type="checkbox"/> <i>Review discipline flow chart/behavior plan with staff</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
November	<input type="checkbox"/> <i>Review school behavior data</i> <input type="checkbox"/> <i>Identify areas of strength/growth for Implementation Report</i> <input type="checkbox"/> <i>Administer Self-Assessment Survey (SAS)</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>

December	<input type="checkbox"/> <i>Review school behavior data</i> <input type="checkbox"/> <i>Review results of SAS</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Revise/Update school Action Plan</i> <input type="checkbox"/> <i>Plan for re-teaching of school-wide expectations and orienting staff on PBIS Tier 1 core features</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share results of Self-Assessment Survey (SAS)</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Share plan for re-teaching of school-wide expectations</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
January	<input type="checkbox"/> <i>Review school behavior data</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Revisit SAS results</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Re-teach school-wide expectations 1st day back from break</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Re-orient all staff on PBIS Tier 1 features</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share plan for re-teaching of school-wide expectations</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Review school-wide/common area expectation with staff</i> <input type="checkbox"/> <i>Review discipline flow chart/behavior plan with staff</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
February	<input type="checkbox"/> <i>Review school behavior data</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>

March	<input type="checkbox"/> <i>Review school behavior data</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Review school Action Plan</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Share plan for re-teaching of school-wide expectations</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
April	<input type="checkbox"/> <i>Review school behavior data</i> <input type="checkbox"/> <i>Complete Tiered Fidelity Inventory</i> <input type="checkbox"/> <i>Identify areas of strength/growth for Implementation Report</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Draft school Action Plan for next school year</i> <input type="checkbox"/> <i>Plan for team membership changes for next year</i> <input type="checkbox"/> <i>Support IIRP Consultant</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Re-teach school-wide expectations 1st day back from break</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Review school-wide/common area expectation with staff</i> <input type="checkbox"/> <i>Review discipline flow chart/behavior plan with staff</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i> <input type="checkbox"/> <i>Provide feedback from the IIRP Consultant Visit</i>
May	<input type="checkbox"/> <i>Review school behavior data</i>	<input type="checkbox"/> <i>Conduct PBIS School-Based Team meeting</i> <input type="checkbox"/> <i>Finalize Action Plan for the next school year</i>	<input type="checkbox"/> <i>Attend Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Meet with District Behavior Support Systems Resource Teacher</i> <input type="checkbox"/> <i>Conduct grade-level/school-wide celebrations (as appropriate)</i> <input type="checkbox"/> <i>Ensure representative attends Teaching Behaviors Book Study and brings back content</i>	<input type="checkbox"/> <i>Share relevant behavior data with staff</i> <input type="checkbox"/> <i>Share information from Behavior Support Systems Network Training</i> <input type="checkbox"/> <i>Reinforce expectations of Restorative Circles</i>





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