



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Restorative Practices Resource Guide

1200 First Street NE
Washington, DC 20002

Phone (202) 442.5885
Fax (202) 442.5026



**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Table of Contents

***Origins of Restorative Practices*4**

***What are Restorative Practices?*.....4**

***Why Restorative Practices?*5**

***The DCPS Way*5**

Core Components of Restorative Practices..... 6

 RESTORATIVE MINDSET 7

 RESTORATIVE LANGUAGE 7

The Restorative Practices Continuum..... 8

Restorative Practices: Multi-Tiered Systems of Support..... 9

Make it a Reality: A Restorative School 10

Create a Restorative practices Schoolwide Vision and Commitment Plan 11

 Restorative Practice Arc of Learning 12

Solicit Staff Engagement..... 14

Plan & Engage in Professional Development for School Teams 14

Identify a Restorative Practices Lead or Team 14

Does Restorative Practices Work? 16

Turnaround for Children 17

Facilitator Reality 17

When Good Circles Go Bad 18

Restorative Practice and Special Education 20

***DCPS Restorative Practices Resources*21**

Appendix 22

 Glossary 23

 Guiding Questions for a Restorative Conversation 26

 Restorative Questions 28

 Building Social Emotional Skills 29

 Why Use Empathetic Listening? 30

 Pitfalls of Empathetic Listening 31

 Whole-School Restorative Approach Focus Areas 32

 Turnaround For Children (TFC) Tools 35

 Additional Resources for Support 47

 Multi-Tiered Discipline Strategie School-wide Implementation Assessment 49

 Social Emotional Learning – School Cultue & Student Behavior Team Contact List 44

 DCPS Behavior Focus Group 45

 Sample Certificate of Completion 46

Purpose

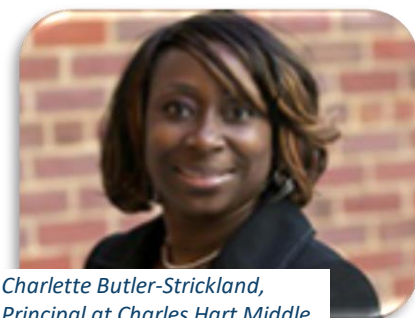
Many schools and districts have used restorative practices as an alternative to punitive disciplinary responses. This document is intended to provide District of Columbia Public Schools (DCPS) leaders with information on how to most effectively utilize restorative practices as an alternative to punishment that focuses on getting to the root cause of the problem and providing the opportunity to repair the relationship and harm caused by the misbehavior. DCPS is moving away from the direct punitive and disciplinary approach, and towards providing an opportunity to support students with varying social, emotional, and behavioral needs in a positive and proactive environment.

Throughout the 2018 – 2019 SY, the School Culture and Climate Team engaged in 26 focus group sessions with several DCPS leaders and researched similar school districts across the country. The districts researched were Chicago Public Schools, St. Louis Public Schools, and Denver Public Schools. Based upon that research, the following best practices for restorative practices programs were identified. The best practices were split into two categories, restorative practices and student behavior.

With the adoption of D.C. Law 22-157 Student Fair Access to School Amendment Act, DC Public Schools align school policies that:

- Support for positive school climate and trauma-informed educational settings; and
- Include a plan for continuity of education for any student subject to a suspension, including a mechanism for modifications to the plan to meet the needs of an individual student, as necessary, to facilitate the student’s return to the classroom, and appropriate measures to ensure that the student promote disciplinary actions that are individualized, fair, equitable, developmentally appropriate, proportional to the severity of the student’s offense, and, if appropriate, restorative.

“Restorative Practices is not just about discipline; it is about changing the mindsets of adults and students. It opens the doors to building genuine relationships.”



*Charlette Butler-Strickland,
Principal at Charles Hart Middle
School*

Origins of Restorative Practices

Inspired by indigenous values, the idea of restorative justice is a philosophy and a theory of justice that emphasizes bringing together all those who may have been affected by wrongdoing to address needs and responsibilities and to heal the harm to the relationship as much as possible¹.

Restorative Justice is the reactive approach that consists of formal or informal responses to crime and other wrongdoing after it occurs. Restorative Practices includes the use of formal and informal processes that precedes wrongdoing but also proactively builds relationships and a sense of community to prevent conflict and wrongdoing.

What are Restorative Practices?

Restorative Practices are theories of reconciliation with an umbrella of strategies that DCPS is utilizing to build community, manage conflict, and resolve tensions by repairing the harm caused by individual(s) toward another and restoring the relationship(s)². The DCPS approach to restorative practices will be used proactively to build relationships and positive school cultures. In addition, Restorative practices will be used responsively to engage in conflict resolution.



<http://www.restoratedc.org/>

¹ International Institute for Restorative Practices, <https://www.iirp.edu>

² Restorative DC. *A Restorative School Implementation Guide*. SchoolTalk Inc. Washington, D.C. n.d.

Why Restorative Practices?³

Restorative practices are aligned to the DCPS Social Emotional Academic Development (SEAD) framework, which is the intentional approach that integrate social-emotional learning (SEL) opportunities and experiences into the academic day. Restorative practices can improve school and classroom climates by focusing on inclusiveness, relationship building and problem-solving skills through circle engagement and conflict resolution.

Through restorative practices, members of the school community can:

- have an opportunity to be heard; **Voice, Fair Process**
- understand the greater impact of one's actions; **Empathy & Perspective-taking**
- learn to take responsibility; **Ownership, Learning**
- repair the harm one's actions may have caused; **Ownership**
- recognize one's role in maintaining a safe school environment; **Structure & Support, Safety**
- build upon and expand on personal relationships in the school community; and **Healthy Relationships**
- recognize one's role as a positive contributing member of the school community. **Belonging and Interdependence**



Restorative practices support school safety and procedures within the school community by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility. If restorative practices are implemented consistently, they can also decrease the frequency of disruptions and disciplinary issues that can occur during the school year. Restorative practices should serve as an alternative to harmful exclusionary practices such as suspension and expulsion.

“The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them.” (The Restorative Practice Handbook, Costello and Wachtel)

³ San Francisco Public Schools RP Doc. Archive.sfusd.edu Berkowitz, K. "Restorative practices whole-school implementation guide." San Francisco, CA: San Francisco Unified School District (2012).

The DCPS Way

Transitioning to a Restorative Mindset

DCPS is committed to providing a framework that will reflect a set of clear practices and values for all stakeholders. Restorative Practices is used in lieu Restorative Justice, to illuminate and practice the messaging of positive interactions and conflict resolution. Restorative practices enable all participants the opportunity to reflect and respond to issues, identify how the problem happened and how it affected everyone involved. The goal through this solution- oriented approach is that the conflict will result in a positive solution.

Restorative practices provide school communities the opportunity to build and strengthen relationships, reduce disruptive behavior, de-escalate challenging situations, decrease suspensions and improve social relationships. The long-term effects of restorative practices can improve academic performance, increase student attendance, and create a positive school environment.

DC Public Schools adopted the *Restorative Practices Continuum* from the International Institute of Restorative Practices (IIRP), as a grounding source to explore the varying approaches to restorative practices when handling conflicting situations. The continuum provides an opportunity for schools to scaffold the supports needed to address situations as they arise. Circles are the most dominant symbolic strategy that are used as a responsive approach to support, healing, relationship building, and de-escalation; however, the continuum allows the facilitator to use the strategy that best aligns to the problem for a successful resolution. Restorative practices are also offered proactively to build school culture, increase social-emotional learning, and build solid relationships among educator and students.

Core Components of Restorative Practices

Many school districts across the country, such as; Oakland Unified Schools, San Francisco Public Schools, and Chicago Public Schools, are focusing on the most integral pieces of restorative practices. This is accomplished by transitioning to a restorative mindset and consistent use of restorative language. The transition to a restorative mindset encompasses shifts by community building in the classroom, using proactive circles to repairing harm, and restoring relationships through a responsive circle. These components should remain at the core of every interaction.

RESTORATIVE MINDSET

A **restorative mindset** describes how a person understands community and one’s role in the community. The values and concepts that underlie a restorative mindset include:

- Relationships and trust are at the center of community
- All members of the community are responsible to and for each other
- Multiple perspectives are welcomed, and all voices are equally important
- Healing is a process essential to restoring community
- Harm-doers should be held accountable for and take an active role in repairing harm
- Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

RESTORATIVE LANGUAGE

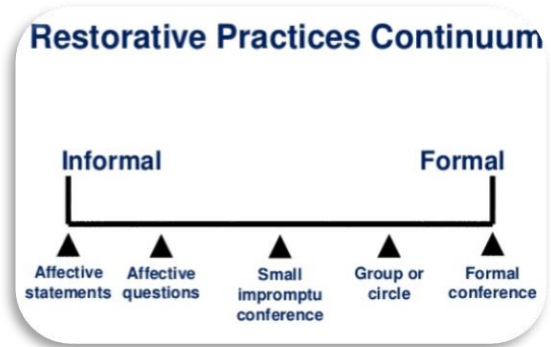
- **Restorative language** encourages positive interaction. Restorative language uses “I” statements to remain non-judgmental, gives the speaker positive feedback through empathetic listening, and encourages him/her to speak using restorative questions.
- **Empathetic Listening** occurs when one person truly listens to the thoughts, feelings, and needs of another person, and makes an active effort to comprehend the other person’s perspective. Empathetic listening is a concentrated effort to ensure that the speaker feels that he/she is understood and valued without judgment.
- **“I” Statements** express feelings and convey how the speaker was affected. “I” statements, or affective statements, encourage acknowledgment and ownership over one’s thoughts and feelings. Communicating this way helps strengthen relationships and builds understanding of how one person’s actions influences the larger community.

Diagram of examples of a restorative shift.

From	To
<i>“You made me feel...”</i>	<i>“When you____, I feel...”</i>
<i>“You should(n’t)...”</i>	<i>“What is important to me is...”</i>
<i>“You are so disrespectful.”</i>	<i>“When I see you [observation of action], I worry that...”</i>
<i>“This is inappropriate behavior.”</i>	<i>“This behavior isn’t working for me because....” “What is going on for you?” “Here is what I’d prefer instead...”</i>
<i>“What is wrong with you?”</i>	<i>“I really want to understand what’s important for you. Let’s take a deep breath and then tell me what you want me to know.”</i>

The Restorative Practices Continuum

Restorative practices range from informal to formal. On a restorative practices' continuum, the informal practices include affective statements and questions that communicate peoples' feelings and allow for reflection on how their behavior has affected others. Moving from left to right on the continuum, as restorative processes become more formal, they involve more people, require more planning and time, and are more structured and complete.

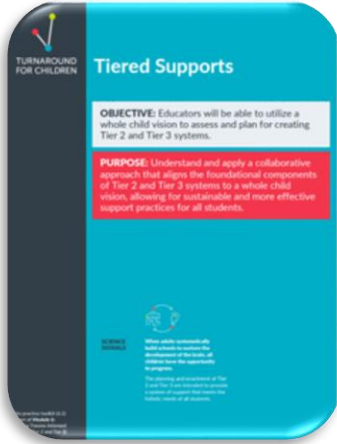
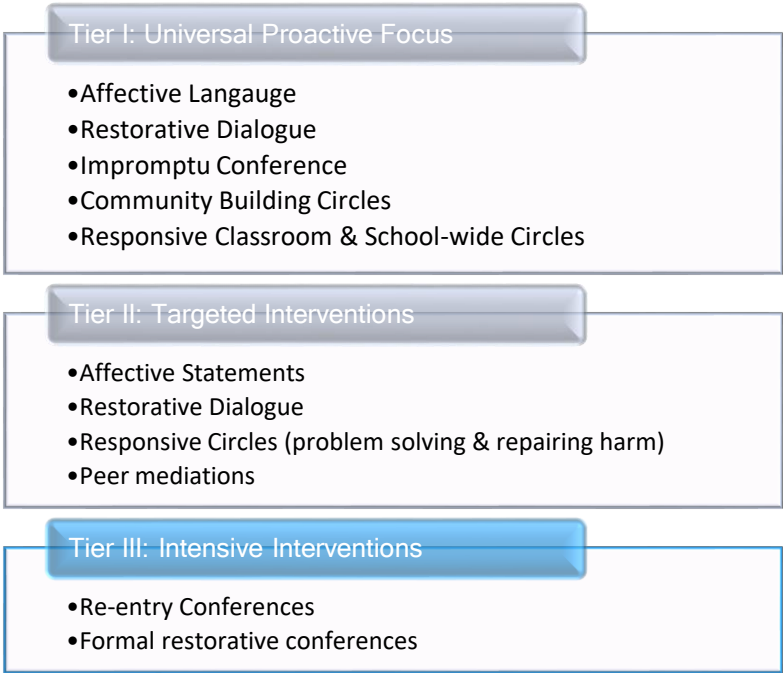


Method of Practice	Continuum Level	Example
Informal Practices	<p><u>Affective Statements</u>: Provides an opportunity for non-judgmental listening and expression of feelings.</p> <p><u>Affective Questions</u>: Provide an opportunity to gain targeted responses of what happened and how it has impacted the individual(s) or community.</p>	<p>Lisa, I'm frustrated that you keep disrupting class today. What happened? What were you thinking at the time?</p>
Mutual Practices	<p><u>Small Impromptu Conferences</u>: Uses affective questions to engage in a small interaction. This practice happens in the moment and does not require research or follow-up.</p>	<p>Lisa continues to disrupt class. Her behavior escalates to throwing objects in the back of the class during instructional delivery.</p> <p>Lisa participates in an impromptu conference with teachers to address targeted misbehavior.</p>

<p>Formal Practices</p>	<p><u>Groups or Circles</u>: Provides an opportunity for three or more persons, including the facilitator; to engage in community building or conflict resolution.</p>	<p>Due to Lisa’s continued misbehavior she is transferred to another homeroom.</p> <p>In effort to build community with new students and teachers, Lisa participates in a community building circle to understand class norms and expectations.</p>
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Restorative Practices: Multi-Tiered Systems of Support

DCPS uses a Multi-Tiered Systems of Support (MTSS) model that infuses restorative practices into the learning environment. The model ensures that all students can receive differentiated support tailored to their needs and circumstances.



[*TFC: Tiered supports toolkit*](#)

The tiered interventions provide everyone involved the opportunity to engage in an equitable process. The experience will support positive opportunities and a change in behavior. It will provide the experience of shared ownership and accountability.



Kortni Stafford,
Principal at Kelly
Miller MS

“As the principal of Kelly Miller Middle School, restorative practices have been implemented in a variety of ways to help students manage Adverse Childhood Experiences (ACEs) and develop meaningful relationships with peers and adults. Some of examples of our implementation are:

- *Restorative circles that build relationships in advisory classes;*
- *Restorative circles to repair harm;*
- *Restorative discipline with students as an alternative to suspensions;*
- *Trained restorative practice student led groups to facilitate circles with peers. “*

Make it a Reality: A Restorative School

Developing a restorative school requires all stakeholders to engage in the process and believe in the end goal. The ability to convey the vision of moving in a solution-oriented manner will help school teams thrive with implementing restorative practices.

Year	Creating a Restorative School: Implementation Stages
<p>Year One</p> <p>Schools have several staff members who have been trained to facilitate and guide a restorative circle process to establish and/or strengthen community in the school. The circle can be curated during leadership team meetings, staff meetings, grade level team meetings, large or small student group meetings, parent meetings, and/or a mixed group (staff/parents/students). These circles may also include mindfulness/meditation moments focused on creating a restorative mindset towards building relationships with all school stakeholders.</p>	<ul style="list-style-type: none"> • Restorative Practices Lead identified by school administrators • Restorative Practices Team members identified (encouraged, not required) • Restorative Practices Lead/Team members attend RP101 training • Restorative Practices Lead/Team works with school to develop RP implementation plan • Informal conversations and circles for school-based staff begin • Restorative Practices are used with students
<p>Year Two</p> <p>Schools are implementing various levels of restorative implementation (exploration and planning; proactive processes; restorative discipline; or build your own) all focused on creating a restorative mindset towards addressing all behaviors.</p>	<ul style="list-style-type: none"> • Restorative Practices Lead/Team members attend RP 102 training • Restorative Practice Lead/Team members develop monthly community building circle opportunities with staff • Informal conversations with students will begin • Trained staff will use restorative concepts to resolve conflicts with students

	<ul style="list-style-type: none"> • Administrators will utilize restorative practices for student infractions
<p>Year Three</p> <p>Schools have established a whole school restorative practice model creating a culture that is proactive and restorative. Faculty and staff can utilize various circles within their workstreams, to build community. They can facilitate community building, responsive, collaborative circles. School has adopted restorative mindset towards responding student discipline.</p>	<ul style="list-style-type: none"> • Restorative Practices Lead/Team members attend RP 103 training • Restorative Practice Lead/Team members develop monthly community building circle opportunities with stakeholders • Restorative Practice Lead/Team will identify students to become restorative practice facilitators • Students will have opportunities to lead restorative circles • Restorative Practices should be attempted to be used for all student/staff conflict





Each school should begin by considering the following components to ensure appropriate implementation:

Create a Restorative practices Schoolwide Vision and Commitment Plan

The Social Emotional Learning (SEL) Team has Restorative Practices Specialist that support our elementary and secondary schools. This is a new role for to the DCPS family, with a focus on creating and implementing a sustainable restorative practice program. The restorative practice specialist will be responsible for delivering restorative practices to improve outcomes for youth, staff and families; designing and implementing school-wide trainings for staff and students, as well as restorative circle groups; and providing mentoring and de-escalation support to individual students as needed.

Restorative Practice Arc of Learning

The Arc of learning below is designed to target behavior team staff as the leaders in restorative practices for their schools. The behavior teams consist of Deans, Behavior Techs, ISS Coordinators and Student Resource Coordinators. There are four professional development sessions required for DCPS behavior team staff to be qualified to facilitate and guide restorative practices.

Training Opportunity	Description	Dates
<p>Restorative Practices Year 1: Getting Grounded</p> 	<p>This 1-day session provides participants with the opportunity to learn the foundational structures of restorative practices. The structures are grounded within the restorative practices framework which provides participants with the time to learn how to act restoratively within the learning community.</p> <p>Goal: of the session is to inform participants on how to strengthen relationships and repair harm with others. It is designed to be an integrated approach with effective strategies that will enable participants the opportunity to learn and explore through the elements of the <i>Restorative Practices Continuum</i>. This is a foundational learning opportunity to learn about restorative practices.</p>	<p>August 24 – 28, 2020</p> <p>November 6, 2020</p>
<p>Restorative Practices Year 1: Using Circles Effectively</p> 	<p>This 1-day session provides participants with the understanding on different types of circles and how they can be used. Participants will learn the practical tools used to create a positive school climate through effective circle keeping. The circle techniques can be used immediately with minimal to modest investment. Circles can create positive learning environments, manage classroom behavior, solicit support, improve academic achievement, and build trust.</p> <p>Goal: This session will give you knowledge on which circle support is needed to address any situation.</p>	<p>August 24 – 28, 2020</p> <p>November 6, 2020</p>
<p>Restorative Practices Year 2: Fundamentals of Circle Facilitating</p> 	<p>This 1-day session will focus on how aspiring facilitators/circle keepers can lead a circle with confidence. The participants will learn how to effectively gather pre-conferencing information, open, facilitate, and close the circle.</p> <p>Goal: The facilitator will learn to increase listening skills and create an atmosphere to allow all participants the opportunity to organically express themselves in a safe place.</p>	<p>January 29, 2021</p> <p>April 12, 2021</p>
<p>Restorative Practices Year 2: Using data to Improve Restorative Practices</p> 	<p>This 1-day session is intended for participants to use their schoolwide data like SBT & DDAC to identify trends of behavior that could be supported by restorative practices. Issues like bullying, fights, and attendance issues can be damaging to any school environment.</p> <p>Goal: This session would identify strategies of support that could improve and reduce the number of suspensions and punitive consequences.</p>	<p>January 29, 2021</p> <p>April 12, 2021</p>

Here is an example of what a school –based restorative practices PD Planning Calendar **could** look like.

Through ongoing exposure to restorative practice language and practices, staff build their competencies and comfort in using these methods in their interactions with students.

Before schools implement restorative practices, the school leadership team should create a vision and commitment plan that clearly outlines the expectations of how they envision restorative practices being used at the school. The plan should address how restorative practices will proactively play a key role in relationship building, as well as addressing conflict or harm. The plan should have clear, realistic, and measurable short-term and long-term goals that the school should expect to implement with fidelity over time.

Month	Professional Development Focus	Examples
August	Introduce restorative practices training and the school-wide commitment plan.	
September	Engage in a community building circle with staff.	A proactive circle getting to know colleagues could be a great way to start.
October	Engage staff in a community building and responsive circle.	Challenges faced in the school year thus far.
November	Engage staff in a fishbowl circle.	Current event.
December	Engage staff in a PD that addresses how to practice fair process.	This would be a great opportunity to role play with staff.
January	Spend time with staff reflecting on restorative practices and how implementation has been going thus far.	Share best practices on what has been working well when engaging with students.
February	Engage in support circles.	Create opportunities for students and staff to support one another through circles.
March	Introduce teaching content in circles. Teach core content in circles with students. This will support students taking ownership for their learning and show what they know.	Reinforcing circle values and guidance of keeping the circles sacred.
April	Engage in another community building circle.	“How do you think you can finish the year off strong with your students?”
May	Have an end of the year celebration.	Reflect on how RP has impacted your school community. Gather feedback on the successes and areas of growth.
June	Have the leadership team and RP lead review the feedback and data.	Take steps to begin planning for next school year.
July	Reflection	Review best practices and next steps

Solicit Staff Engagement

Staff engagement and buy in will have a major impact in the success of implementing restorative practices at the school. The leadership team needs to know that staff is in full support of shifting from a punitive to restorative mindset. It would be helpful to have some school-based staff on the implementation team to ensure that their voice is represented in the creation of developing a solid school-wide restorative practices plan.



Restorative Practice Training SY18-19 at Kelly Miller Middle School

Plan & Engage in Professional Development for School Teams



Restorative Practices Training Session at Thomas ES SY19-20

Professional development is instrumental for ensuring that school staff understand how and when to implement restorative practices. Professional development will guide staff on how to handle challenging situations as well as provide them with strategies of support. The professional development should include real-time active participation (ex. role-plays) to give participants hands on experience on what RP looks like, feels like, and sounds like.

Professional development should be a high priority within the school year to provide the whole school

community the opportunity to progress monitor their successes' and growth areas of improvement.

Identify a Restorative Practices Lead or Team

The work of school-wide restorative practices cannot be done in isolation; it requires someone to take the lead in ensuring that the work will be done with consistent effort and fidelity. The role of a restorative practice lead could be done by an existing Dean, Manager, or Coordinator in the building who has the capability of developing great relationships within the school community. The lead may not be initially trained in restorative practices; however, they should fully believe in the vision and commitment and how it can eventually transform the school. The lead should consider developing a restorative practice team of school staff to assist with some of the roles and responsibilities needed to create a restorative school. The team could consist of but not be limited to a restorative practice lead, administrator, teacher(s), student(s), parent(s) and community stakeholder(s). Although a team isn't required, they could help to move the work as well as assess the progress at a much faster pace.

The RP Lead/team should meet frequently to determine the strengths and areas of growth. The meetings should be data-driven to determine next steps during the implementation process. This also provides an opportunity for reflection and feedback so that continuous improvements can be made along the way.

Below is an example of what key roles and responsibilities could look like on an RP team:

Role	Responsibility
Restorative practices Lead	<ul style="list-style-type: none"> • Develop expertise on the Restorative Practice MTSS model of support. • Develop expertise as an on-site coaching and support to school-based facilitators, teachers and parents. • Facilitate RP circles to prevent or decrease punitive discipline. • Facilitate the re-entry process if punitive discipline is warranted. • Facilitate RP with parents to model/engage them in RP circle opportunities proactively or responsively. • Facilitate professional development for staff. • Co-Facilitate with other school-based facilitators as needed and provide feedback. • Conduct routine class visits to monitor Restorative Practices implementation.
Administrator (Principal)	<ul style="list-style-type: none"> • Identify the RP Lead for the school. • Possess knowledge of the DCPS MTSS Restorative Practice model. • Inform the staff on the RP implementation process. • Attend data meetings and receive updates on the process. • Ensure all practices and protocols align the district’s standards.
Teacher	<ul style="list-style-type: none"> • Attend RP Training facilitated by DCPS SEL School Culture Team • Implement proactive circles in the classroom setting. • Implement responsive protocols of restorative practices when necessary. • Build student capacity about restorative practices and regularly engage them in the process. • Utilize restorative practices when necessary with parents. • Utilize restorative practices to help students defuse conflicts with one another (Tier I). • Communicate RP best practices with school staff
Student	<ul style="list-style-type: none"> • Actively participate in proactive classroom circles. • Engage in conflict-resolution circles with peers. • Participate in creating shared agreements of restorative practices

Community Stakeholder/Partner	<ul style="list-style-type: none"> • Participate in community building circles. • Support the school by sharing the positive message of restorative practices.
Central Office Restorative Practices Specialist	<ul style="list-style-type: none"> • Provide coaching and technical support to the RP Lead and school community. • Share RP best practices. • Conduct school walkthroughs to and provide feedback on strengths and growth areas. • Consult with the RP team on the implementation plan and provide guidance as necessary. • Provide professional development to RP Lead and school-based leadership teams on RP and MTSS RP tiers of support.

Does Restorative Practices Work?⁴

There may be times when the restorative practice process will not work; however not because of great effort; it just may not be the proper strategy of support for the issue. For example, here are some common challenges school communities could face, and some suggestions on how to proceed.

If...	Then...
The person responsible will not admit to the harm and be accountable for their actions or does not want to participate in a harm circle.	<i>Restorative practices may not be appropriate at the time. Restorative practices only work when the parties involved are open to the process.</i>
A person has gone through multiple circles and it does not seem to be working.	<i>Reflect on why the environment created in the circles did not support accountability. Make sure mental and behavioral health services are also provided.</i>
There is a bullying situation. The person responsible for the bullying behavior will not be accountable for their actions. The person harmed is not willing to meet with the aggressor.	<i>Create individual circles of support for the student engaged in the bullying behavior and the target of their aggressions.</i>
The Restorative practices Circle Keeper is concerned that further harm will be done by bringing the impacted parties together.	<i>Create individual circles of support for the student and the students involved in the harm.</i>
<i>*Create individual circles of support for the student and the students involved in the harm if needed.</i>	

⁴ Oakland Unified School District Restorative Justice Team. Oakland Unified School District Restorative Justice Implementation Guide: A Whole School Approach. Oakland, CA. n.d.

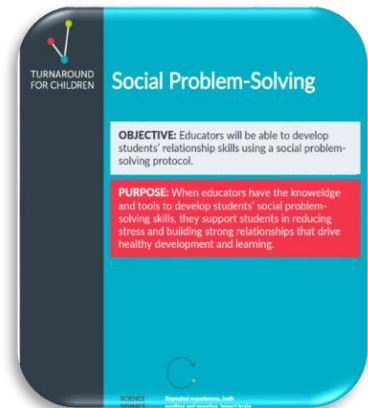
“This is the second year of training and implementation restorative practices at Miner. We focused on expanding training to all teachers (year one was only half the staff). We expanded our targeted circles led by members of the behavior team and our SOC team reviewed restorative implementation data each week. We also used RJ practices in a Tier 2 and Tier 3 approach this year for the first time.”



Bruce Jackson, Principal at Miner Elementary School

Turnaround for Children

DCPS has a partnership with *Turnaround for Children (TFC)* to improve student development and academic achievement through the science of learning. Specifically, TFC created a variety of resources to support and further the work of Social-Emotional Learning (SEL). The Social Problem-Solving toolkit (*pictured to the right*) is in perfect alignment of supporting restorative practice facilitators with investigative and conflict resolution strategies. The Think, Feel, Choose, Do worksheet enables students to process and reflect on the situation that occurred, how they feel about it, and what they would do differently, if presented with the same challenge again.



DCPS has identified several TFC strategies from their toolkits that can be utilized to ensure that students can be successful in non-exclusionary practices. The strategies can be used to support the following: student reflection, relationship building, and self-management skills. The following links will provide you with the TFC Toolkits that restorative practice leads/team can use to implement SEL activities within their schools including, Social Problem Solving, Social Awareness, and Four Steps of Empathy.

Facilitator Reality

Believe it or not, the most skilled circle facilitators are met with challenges! According to Oakland Unified Schools District, the chart below lists some of the most common challenges restorative practice facilitators encounter along with a few suggested strategies to address them.

“Ballou High School use approaches such as community building circles, peace circles, conferencing, and restorative mediations, restorative practices to address the root cause of student behavior.”



Willie Jackson, Principal at Ballou SHS

When Good Circles Go Bad

If you experience this...	Then try this...
<p>It takes too long for students to get in a circle...</p>	<ul style="list-style-type: none"> • Practice getting in and out of circle before holding an actual talking circle. • Figure out possible alternate furniture or room arrangements. • Use a timer and build in an incentive for meeting the time expectation. • Have students sit on top of desks in a circle. • Ask the students to produce suggestions.
<p>The circle process takes too long...</p>	<ul style="list-style-type: none"> • Hold a “speed check in” circle: Ask for a one- or two-word check-in on how the weekend was or how they are feeling now. • Time spent up front building relationships and producing shared values and guidelines will save time in the long run dealing with problem behavior
<p>No one is talking, or English may be a second language for my students, and they are hesitant to speak...</p>	<ul style="list-style-type: none"> • Use alternative methods of expression such as drawing, freestyle poetry, journaling, movement, activities with no words, etc. • It is ok not to share if everyone participates by being present in circle. • Use a partner-share icebreaker or concentric circles so every student can have a chance to talk without speaking to the whole class. • Try to set a fun and community-building tone, gradually getting to more serious content over time. • Build in incentives for participation. • Ask students to brainstorm why they or others are not talking (could be written, anonymous, etc.) and some suggestions to encourage it. • Ask questions students are more likely to want to answer like “What is it you want adults to understand about youth?” • Lead the circle in another language.
<p>There are specific misbehaviors that derail the circle...</p>	<ul style="list-style-type: none"> • Revisit the shared guidelines and values you created together. • Try to determine underlying needs likely being expressed through the misbehavior and focus on those rather than the behavior itself. • Engage the students who are misbehaving as circle-keepers or ask them to think of questions for the circle. • Have 1:1 restorative conversation at another time with the students who are misbehaving to get to the root of the issue. • Consult with colleagues for ideas.

<p>One or a few students do all the talking...</p>	<ul style="list-style-type: none"> • Have students make or bring their own talking pieces that are meaningful to them or their culture and ask them to speak about it in circle. • Consider giving the “natural leaders” jobs such as being a circle keeper or making a centerpiece for the circle. • In private conversations with the quieter students, ask if there is something, they need to feel safe in order to participate more fully.
<p>Students make rude or mean facial expressions...</p>	<ul style="list-style-type: none"> • Clarify unacceptable nonverbal behaviors as not following the shared guidelines. • Acknowledge kind, respectful nonverbal behaviors.
<p>Students talk about private family issues, abuse, suicide, drugs, or alcohol...</p>	<ul style="list-style-type: none"> • When you start facilitating circle be very clear as to what types of issues you are mandated to report. Students will appreciate the clarity. • Be sure to clearly explain the limit of confidentiality is anything related to danger to self or others. • Consult with your Principal and mental health support staff about how to preplan for this possibility and discuss in an age-appropriate way. • Follow up with administration, school-based mental health counselor or school nurse immediately and make a mandated report as necessary. You may even need to personally walk the student to a school mental health professional.
<p>The circle just does not seem to go well overall...</p>	<ul style="list-style-type: none"> • Consult with colleagues for ideas, suggestions, or MMT coaching. • Observe another colleague’s circle or ask them to observe yours • Have a colleague cofacilitate a class circle with you. • Ask students what they thought about the circle, and how it could be made better, verbally or through a very simple written evaluation.

Things to consider

- **Adopting a restorative practice mindset and developing the skills takes time. It is time well spent in lieu of commands, threats and punishments that do little to strengthen empathy and self-regulation.**
- **Restoratives practices are difficult to implement when tensions are high, time is short, and capacity is low. Adult self-awareness is essential to implementation.**

Restorative Practice and Special Education

Restorative practices are for all students, including those with disabilities. The Restorative Practice Lead/Team should create opportunities for students with disabilities to have an equitable voice in their learning environment.

Schools should be prepared to challenge several common policies and practices that negatively impact marginalized communities. Some strategies for creating an equitable environment where positive conflict can be engaged include:

- When presented with conflict, focus on the unmet need by prioritizing restoration rather than retribution.
- Provide accountability and support. Make things right while acknowledging the self-determination of all parties.
- Frame conflict as educative and focus on connection and inclusion.
- Build healthy learning communities by ensuring proactive applications of restorative principles.
- Restore relationships by ensuring equity and accessibility to a collaborative process.
- Address power imbalances by responding to both individual and institutional harms⁵.

Addressing systemic bias and ensuring equity of all stakeholders is essential to repairing both individual and systemic harm, as well as preventing future harm. Systems require ongoing monitoring to ensure safety at all levels.

⁵ Oakland Unified School District Restorative Justice Team. Oakland Unified School District Restorative Justice Implementation Guide: A Whole School Approach. Oakland, CA. n.d.

DCPS Restorative Practices Resources



Dr. Sundai Riggins, Principal at Hendley ES leading her staff in a community building circle to kick off SY19-20

Appendix

<p><u>Glossary</u></p>	<p>Restorative practice work uses unique language. This glossary will provide the definitions and examples to build capacity and understanding of the restorative language.</p>
<p>Restorative Conversations</p>	<p>Restorative conversations identify who was affected and how to repair harm – not to agree upon every detail of what occurred. Restorative conversations help turn behavior incidents into learning opportunities.</p>
<p>SEL Curricula – TFC Strategies</p>	<p>DCPS has identified several TFC strategies from their toolkits that can be utilized to ensure that students can be successful in non-exclusionary practices. The strategies can be used to support the following: student reflection, relationship building, and self-management skills.</p>
<p>Empathetic Listening</p>	<p>Empathetic listening allows the listener to remain non-judgmental and encourages the speaker to remain open and honest throughout any Restorative Practice.</p>
<p>Whole -School Approach</p>	<p>Provides example of the Whole-School Restorative Approach that has been developed by Restorative DC (RDC). This purpose is to provide guidance around how to implement the restorative practices whole school model.</p>
<p>Student Behavior & Restorative Practices Menu</p>	<p>Student Behavior and Restorative Practices will offer the following virtual and in-person professional development opportunities to DC Public School employees.</p>
<p>Multi-tiered Implementation Assessment</p>	<p>This assessment will allow schools to determine the level of effectiveness and implementation of restorative practices within the school community.</p>

Glossary

“I” statements – express feelings and convey how the speaker is affected “I” statements, or affective statements, encourage acknowledgement and ownership over one’s thoughts and feelings. Communicating this way helps strengthen relationships and builds understanding of how one person’s actions influences the larger community.

Classroom or Staff Circles: can be used proactively to build community, establish norms, check in, and collectively solve problems and make decisions. In the classroom, they are also a vehicle for social emotional learning and content instruction, offering youth an opportunity to take an active role in creating a safer and supportive space in their own classroom. In any context, the circle gives equal opportunity for all to listen, contribute, and practice key life skills.

Empathetic listening – occurs when one person truly listens to the thoughts, feelings, and needs of another person, and makes an active effort to comprehend the other person’s perspective. Empathetic listening is a concentrated effort to ensure that the speaker feels that he/she is understood and valued without judgement.

Intensive Support Circles: are a preventative circle process to weave struggling individuals or families together with community members, youth workers, and others into a web of support characterized by strong relationships and shared responsibility. They may occur as a series of circles for relationship-building, resource mapping, action planning, check-ins, and celebration.

Mindfulness Practices: the techniques and programs that promote mindfulness, a state of calm presence in the current moment.

Positive (or restorative) Discipline: a non-punitive model and set of techniques used in schools and parenting that emphasize connection, mutual respect, social skill building, and autonomy in approaching discipline.

Quasi-Restorative Processes: This varied family of responsive practices includes youth courts, peer juries, restitution panels, reparative boards, victim impact statements, proxy circles, apology letters, community service, and reparations payments. They provide alternatives to conventional discipline and criminal interventions that are more attuned to the needs of those harmed and those responsible for the harm. They are not considered pure Restorative Practices because they do not satisfy one or more of the following key characteristics of Restorative Justice:

- a) An encounter of the individuals involved in the harm;
- b) Personal sharing of what happened and how they were affected;
- c) Joint decision-making around how to repair the harm.

Reintegration Circles: are support circles for those who have been excluded from the school or neighborhood community on account of suspension, arrest, incarceration, illness, etc. Reintegration Circle provides an opportunity to welcome the individual back, reaffirm their importance in the community, and provide support their successful reintegration.

Responsive Circles: brings together those who were involved in and affected by a significant incident of harm (as well as anyone invited to provide support and resources) to rebuild trust, understand what happened, express how they have been affected, and agree on how to repair the harm and prevent it from happening again. Pre-circle meetings are typically used to individually prepare participants in advance. Agreements may be written and signed. Follow-up ensures reflection, support, adjustment, and affirmation in carrying out the agreement. This process can be used as an alternative to exclusionary interventions such as suspensions.

Restorative Conferencing (or Community Conferencing): A facilitator individually prepares those involved and affected by an incident of harm (as well as anyone invited to provide support and resources) and then convenes a conference for them to share what happened, how they have been affected, and what they need to repair the harm and prevent it from happening again. Like responsive circles, agreements may be written and signed, and follow-up ensures agreements are honored and support

Restorative Conversations: Informal, non-punitive conversations that are centered around the restorative questions to address minor to moderate incidents of harm.

- a) What happened?
- b) Who was affected and how?
- c) How do repair the harm and prevent it from happening again?

Restorative Language (or Restorative Communication): A way of engaging in any difficult conversations with empathy, a genuine curiosity for understanding, and the commitment to share power, rather than blame and judgment. Restorative Communication often draws on Nonviolent Communication (described below) and active listening techniques, which encourage reflective listening, self-awareness, and honoring multiple perspectives.

Restorative mindset – describes how a person understands community and one’s role in the community.

Restorative Questions – a non-judgmental strategy for prompting someone to consider the feelings of others, the impact of his/her actions, and what can be done to make things right. Restorative questions help the respondent learn from the incident and problem solve.

Trauma-Informed Approaches: an umbrella term for the science-based models that raise awareness about the underlying biology of trauma, its impact on human functioning, as well as ways to be trauma-sensitive and build resilience.

Guiding Questions for a Restorative Conversation

USING RESTORATIVE CONVERSATIONS

After a behavior incident has occurred and when the student is calm, a restorative conversation can help guide him/her through reflection, problem solving, and repairing harm. Rather than chastising a student for his/her behavior, restorative conversations help identify root causes and place responsibility on students to understand the impact of their behavior and take steps to make things better.

GOAL

The goal of restorative conversations is to identify who was affected and how to repair harm – not to agree upon every detail of what occurred. Restorative Conversations help turn behavior incidents into learning opportunities.

WHEN TO USE RESTORATIVE CONVERSATIONS

Restorative Conversations may be used with students of any age group (language may need to be adjusted based on the age of the students involved) and in response to any level of behavior. Conversations may be used after the student has accepted responsibility for his/her behavior or to better understand an incident that has occurred and the root causes.

Informal Restorative Conversations may be held in the moment or shortly after a minor behavioral incident. For more serious incidents, planned conversations should occur after students have had a chance to fully calm down and are able to reflect on and process the identified situation.

Conversations should be held in a safe, quiet place that provides a level of privacy and comfort to the student(s).



The list below are samples of guiding questions for restorative conversations. These questions should be used in ways of prompting someone to consider the feelings of others, the impact of his/her actions, and what can be done to make things right.

Open the lines of communication.

- How is your day going?
- Thank you for agreeing to meet with me. I wanted to talk with you about _____.
- When I heard/saw _____, I felt _____ because I _____.

Allow the student to explain the situation from his/her perspective.

- What happened?
- Tell me more about _____.
- What were you thinking about at the time? What were you feeling?

Identify what led up to the incident and any root causes.

- It sounds like you felt _____. What made you feel _____?
- What was going on that led up to this situation? Has this happened before?

Identify the impact.

- What have you thought about since? How do you feel about the situation now?
- How did this situation affect you and in what ways?
- Who else do you think has been affected/upset/harmed by your actions? In what way?

Address needs and repair harm.

- What can you do to make things better/fix this/make things right?
- What do you need to help you do that?

What could you do to make sure this does not happen again?

- How could you have approached the situation differently? What would you do differently in the future?
- Obviously _____ is pretty upset. Do you have any ideas on how you can make it up to him/her or help him/her feel better? If you were him/her, what do you think you would need?

Create an agreement.

- Based on our conversation, I heard that you will _____.
- Does that seem like something we can agree on?



Restorative Questions

WHEN SPEAKING TO SOMEONE WHO HAS CAUSED HARM...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?
- What do you need to do to make things right?
- How can we make sure this does not happen again?

WHEN SPEAKING TO SOMEONE WHO WAS HARMED...

- What did you think when it happened?
- What have you thought about since?
- How have you been affected?
- Who else has been affected?
- What is needed to make things right?
- How can we make sure this does not happen again?

WHEN NEEDING TO GO DEEPER...

- Was it the right or wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- If you had it to do over, what would you do differently?

Self-Awareness

The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism. Below are some examples of question prompts to engage the emotional and mental state of participants.

- On a scale from one (terrible) to ten (amazing), how are you feeling today?
- Describe your mood as weather.
- When you are in a bad mood, how does that affect your friends?
- What changes about you when you are in a bad mood?
- What mood do you find yourself in most often?
- If your mood were a song, what song would it be?
- What color is anger? Sadness? Joy? Fear? Happiness?
- If you were a flavor of ice cream, what flavor would you be?
- What is a dish/food you like to eat on special occasion?

Social Awareness

The ability to take the take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports.

- When was a time you noticed that someone was sad?
- What is one way you can communicate with someone who speaks a different language than you?
- Name three jobs that it takes for your school to run smoothly.
- What is one thing you can do to make your classroom run more smoothly?
- If you were principal for a day, what three new policies you would create?
- If you could learn any skill in just one day, what would you learn?
- What is something that happens at your school that makes you sad?
- Name one thing you have done to make your school better.
- What is something you feel powerless to change? Why?
- How are you like your friends?
- Name one way you are different from your friend(s).
- What is one quality you would like to borrow from a friend if you could?



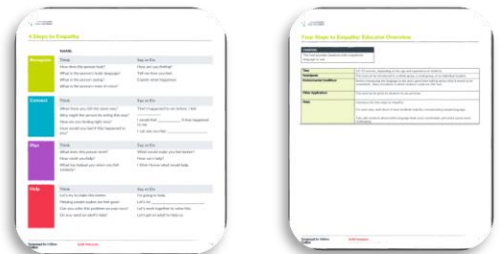
Why Use Empathetic Listening?

Practicing empathetic listening allows the listener to remain non-judgmental and encourages the speaker to remain open and honest throughout any Restorative Practice.

	Strategy 1 Listen with your eyes, heart, and ears	Strategy 2 Stand in their shoes	Strategy 3 Practice mirroring
Rationale	<p>Only 7% of what we communicate is transmitted through words, 40% comes through tone, and the remaining 53% is through body language.</p> <p>Paying attention to tone and body language is just as important as hearing the words a person speaks.</p>	<p>Even if what we have experiences like someone else, how we experience it may be vastly different.</p> <p>For instance, a loud, lively classroom activity may be stressful for one teacher and energizing for another.</p>	<p>Repeating the meaning of a person’s words in a warm and caring tone assures the speaker that we seek to understand instead of judging or giving advice.</p> <p>By mirroring, we can help the speaker better understand him/herself and his/her emotions.</p>
How To	<ul style="list-style-type: none"> • Ask Yourself: • What is the speaker’s posture? • What is the look in the speaker’s eyes communicating? • How loudly or softly is the speaker speaking? • Which words are the speaker emphasizing? 	<ul style="list-style-type: none"> • Ask the Speaker: • What is that like for you? • How did you feel when...? • What did you enjoy about...? • What has been the hardest part of...? 	<ul style="list-style-type: none"> • Mirroring Phrases: • Do I understand that you feel...? • What you are saying is... • What I hear you saying is... • I can see that you are feeling...

Within our Turnaround for Children Toolbox, there is a specific strategy called *Four Steps to Empathy* that can be used to help students use empathetic language, when addressing each other.

TFC Strategy: Four Steps to Empathy



Pitfalls of Empathetic Listening

In order to listen empathetically, we must be fully present in the conversation and approach what we are hearing from the frame of reference of the speaker, instead of our own perspective. There are many ways that we can communicate to the speaker that we are not listening empathetically, and so we must take care to avoid the following listening and response pitfalls:

Listening Pitfalls	Response Pitfalls*
<ul style="list-style-type: none">• Multitasking while trying to listen• Thinking about what we are going to say next while someone else is speaking.• Thinking about how what the speaker is saying relates to our experiences when the speaker is talking about his/her own experience.• Judging the speaker or what the speaker is saying.	<ul style="list-style-type: none">• Letting the speaker know whether we agree with him/her.• Asking too many probing questions when the speaker is not ready to share.• Giving advice.• Supplying intensive Restorative practices relations of the speaker's motives or behavior.
Each of these pitfalls may at times be exactly what the speaker wants to hear. It is important to ask the speaker whether this type of response is proper or not.	



RestorativeDC

Whole-School Restorative Approach Focus Areas

This is an example of the Whole-School Restorative Approach that has been developed by Restorative DC (RDC). This purpose is to provide guidance around how to implement the restorative practices whole school model.



LEADERSHIP

To successfully implement a whole school model, it is essential to have individuals who are personally invested in the work, open to new ways of thinking and being, and intrinsically motivated to be a part of a **restorative school implementation team**.

The role of the restorative school implementation team is to help coordinate, delegate and support the shift to a restorative school. Leaders should be transparent in their approaches and do their best to model restorative behavior. This team will greatly benefit from the support or participation of key school administrators and senior support staff, as well as over the time the involvement of students, teachers, and parents. A clearly articulated vision and mission builds a strong foundation for a successful school. If you do not already have one, your school should develop a motto/creed that summarizes the school's core beliefs. The vision and mission will serve as the focal point for school leadership as they begin to adopt a whole school restorative approach.

STAFF ENGAGEMENT

Engaging school staff is a priority as they strongly influence school culture and determine what practices will take root. There are three key steps in supporting your staff:

Engagement and connection. Relationship and community building are central to developing connectedness. It is important to create a safe place where staff feel valued, engaged, and connected.

Capacity building. A restorative approach comprises many different methods and skills. In developing your whole school implementation plan, prioritize what your staff needs to focus on and which staff to train first.

Self-care. For your staff to adopt a restorative mindset practices, they must be restorative with themselves first. It is important that your school provides school staff with opportunities for self-care. Some examples are holding regular staff circles where staff can share their grief and celebrations, and weekly yoga classes.

SCHOOL CULTURE AND CLIMATE

Restorative Practices complement a focus on positive school culture and climate. Restorative change is about aligning the culture of a school along values of trust, compassion, inclusivity, accountability, safety, equity, collaboration, and growth. Both pro-active and responsive restorative practices contribute to this change. We recommend a balance of **80%** of your efforts and resources focused on building community and **20%** of on disciplinary responses. Identify additional ways to intentionally shape the culture of the school from deliberate conversations about school identity to community events such as field trips, cookouts, school plays, shows, and assemblies.

RESTORATIVE DISCIPLINE POLICIES AND PRACTICES

Most discipline policies in US schools are punitive. This means they punish in order to correct behavior or re-establish a moral equilibrium when someone has done wrong. Accountability is the external imposition of consequences. On the other hand, the intention of Restorative Justice is to respond to harm by restoring the people and relationships of those affected by the harm to wholeness. Accountability is the internal process of acknowledging the harm and taking steps to repair it. Revise your school's policies and practices to shift away from punishment towards restoration.

YOUTH ENGAGEMENT

Successful restorative schools empower youth to have voice on issues that affect them, influence culture change, lead restorative practices, co-create school norms and policies, and take initiative to shape their community. Meaningful youth leadership not only requires providing the opportunities for youth leadership, but training adults in the school on how to let youth genuinely lead.

COMMUNITY ENGAGEMENT

The entire community needs to experience a sense of ownership to have a truly sustainable restorative school. Families may not only understand, support, and reinforce restorative philosophy and practices, they may push for its implementation or integrate it into their own home life. Similarly, consider how school neighbors and partner organizations can contribute to and become a part of the whole-school change.

ASSESSMENT

More than just a condition of funders and other stakeholders, we refer to assessment as a mindset of learning what works and continually seeking to improve. Collect baseline and follow-up data on your school's performance and behavior trends to understand the effectiveness of whole-school implementation. Track quantitative data like attendance, student and staff retention rates, grades, suspensions, and referrals, as well as qualitative data such as interviews, focus groups, and surveys. Disaggregate data by race, disability, sexual orientation, etc. to assess impact on issues of equity.

Purpose	School staff will be able to use the Turnaround for Children Tiered Supports: Guiding Questions, to obtain information on the holistic child(ren), to better determine what students in order to be successful.
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Tiered Supports: Guiding Questions

PURPOSE
The purpose of this tool is to help educators formulate an approach to supporting students in a holistic way.

DIRECTIONS:

Use this tool to assist with completing the referral form and/or discussion questions for Tier 2 and Tier 3 meetings.

Phase:

Guiding Questions:

Identification Phase

Referral Phase

Reason(s) for Referral

What concerns do I have about this student? (school, home, etc.)

What is my relationship like with this student?

What is the learning environment like? (Calm? Safe? Chaotic?)

What are some of the practices or systems I am working to improve in my classroom?

Are there broader schoolwide contexts that might be contributing to the student data I am concerned about?

What are the risks of not responding or supporting the student?

Are there mental health considerations?

Observation/Severity

What is the ...

- ✓ *Duration: How long has this been a concern?*
- ✓ *Frequency: How often am I noticing these concerns?*
- ✓ *Scope: Where are these concerns most apparent?*

What impact are these concerns having on the student? Students in the class?

How are these challenges impacting the school outside of the classroom?

Does the student demonstrate this need at home as well?

Student Assets

What are some strengths of this student?

In what areas are they doing well?

What assets can be leveraged?

What positive things do I know about this student?

Caregiver Engagement

Have I reached out to the student's caregiver? How often am I in contact with them? What kind information about the student has been shared with their caregiver? What do I know about the family context? What other needs does the student/family have? Is there a language/cultural consideration?

Interventions Tried and Outcomes

How have I tried to support the student to date? How effective were those interventions? What were some barriers and would other resources help? What results in favorable or unfavorable outcomes from the student?

Goal Setting

What am I hoping to see improved? How will I know the student achieved it? What factors may pose a barrier?

Intervention Support Planning

What have I tried already?

Given the student's strengths, challenges, and available resources, what interventions can be provided in the following areas:

- ✓ *Strengthening or leveraging relationships (e.g. between student and peers, adults, relationship between caregiver and school, etc.)*
- ✓ *Adjusting the student's school environment (e.g. classroom space, student schedule, norms and routines, teacher practices, etc.)*
- ✓ *Supporting the development of a student skill or mindset (e.g. self-regulation, relationship skills, or a content-specific*

Implementation + Progress
Monitoring Phases

Progress Monitoring

What supports will I need to implement interventions with fidelity? Who can I reach out to for support?

How will I determine the impact the intervention is having on the student?

Review Session

What progress has been made so far? What contributed to that progress or what hindered it?

Continue? Modify?

Next steps?

Is it necessary to revisit? If so, how soon and how often?

Think, Feel, Choose, Do: Educator Overview

These tools support students in using the
Think, Feel, Choose, Do protocol to solve

Time	Variable, depending on group size and the social problem
Participants	These tools can be used with individuals, partners, or groups of students
Environmental Conditions	For social problem-solving to be effective, participating members of the community need to feel committed to norms that ensure physical and emotional safety, as well as productive discussion. This is most effective when the specific problem-solving norms are co-created with students, ideally reflecting the community norms already in place.
Other Applications	This tool can be helpful to extend social awareness.
Steps	<ol style="list-style-type: none"> 1. Model the steps of the protocol (calm/commit, then think, feel, choose, do) in an ongoing and integrated way. 2. Explicitly teach students each step of the protocol. 3. Engage students in using the protocol proactively and reactively. 4. Reflect as a group on use of the protocol, including both challenges and

Think, Feel, Choose, Do (Individual Problem-Solving)

NAME:

Calm and Commit

Get ready to problem-solve by checking that you are calm and committing to a norm.

I commit to ...

Think, Feel

Write down your thoughts and feelings about the problem.

I feel ...

when ...

because ...

Choose

Brainstorm what you can do to help solve the problem. Then, brainstorm what others involved could do to help solve the problem.

I could ...

☐

☐

Others could ...

☐

☐

Do

Now, decide what you will do.

I will ...

I will ask others if they will ...

Think, Feel, Choose, Do (Partner Problem Solving)

	PARTNER A:	PARTNER B:
Calm and Commit	Get ready to problem-solve together by checking that you are calm and committing to norms.	
	I commit to ...	I commit to ...
Think, Feel	Take turns sharing your thoughts and feelings about the problem. Listen respectfully to your partner without interrupting, and then tell your partner what you heard them say.	
	I feel ... when ... because ...	I feel ... when ... because ...
Choose	Brainstorm what you can do to help solve the problem. From the list of brainstormed solutions, tell your partner what you would like them to do.	
	I could ... ☐ ☐	I could ... ☐ ☐
Do	Write what each person will do below.	
	I will ...	I will ...

Think, Feel, Choose, Do (Group Problem Solving)

GROUP:

Calm and Commit

Get ready to problem-solve together by checking that all are calm and committing to norms.

We commit to ...

Think, Feel

Group members should take turns sharing thoughts and feelings about the problem. Listen respectfully to others, without interrupting, and then repeat what you heard them say.

I feel ...

when ...

because ...

Choose

Group members brainstorm what they can do to help solve the problem. From the list of brainstormed solutions, select what members of the group will do.

We could ...

☐

☐

☐

☐

Do

Write what group members will do below.

We will ...

Calm and Commit

*Am I calm
and ready?*

*“ I commit to
...”*

Think, Feel

“ I feel ...
when ...
because

“ I heard you
say ...”

Choose

“I could...”

“I could...”

“Will you...?”

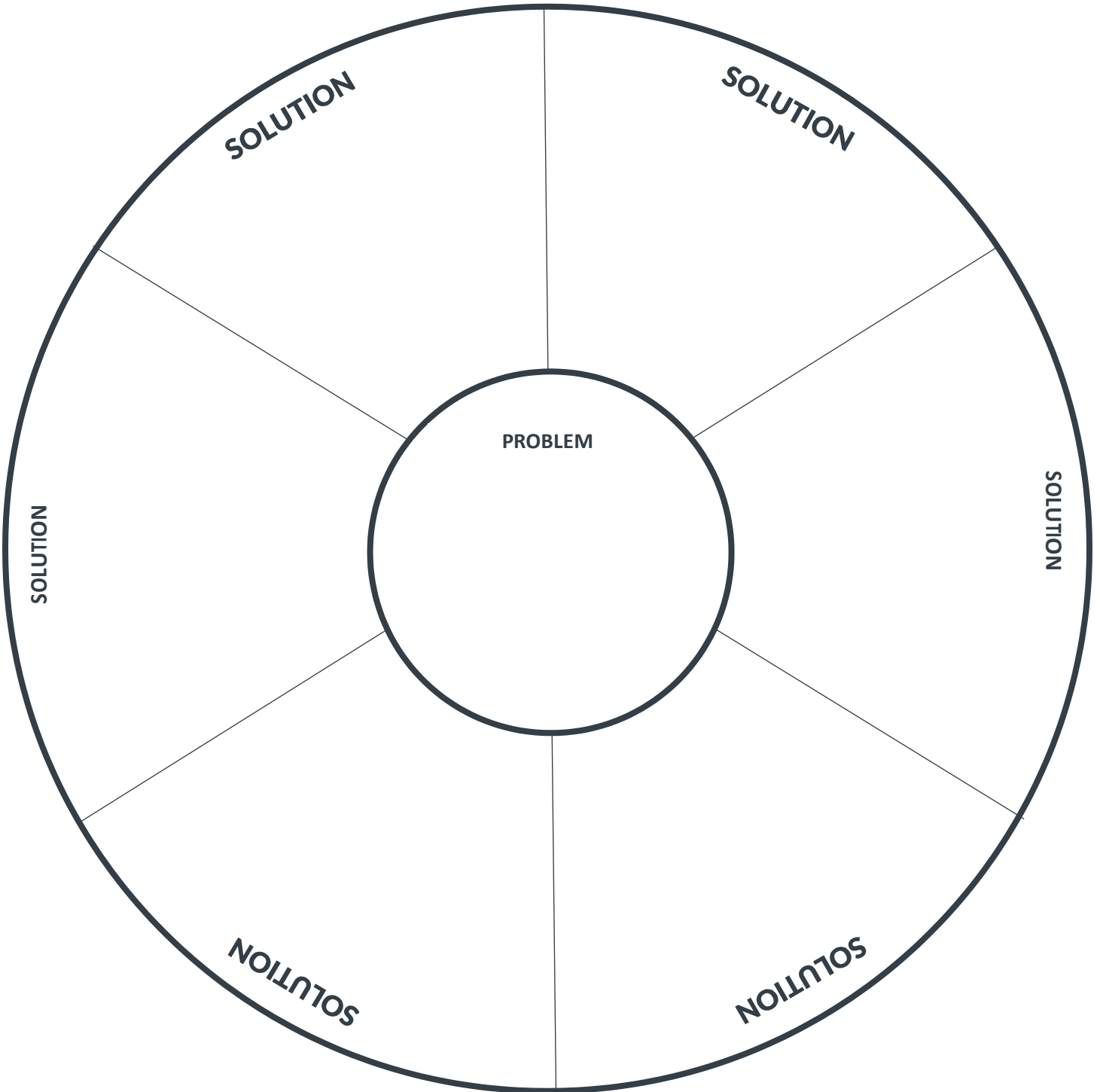
“Will you...?”

Do

“ I will

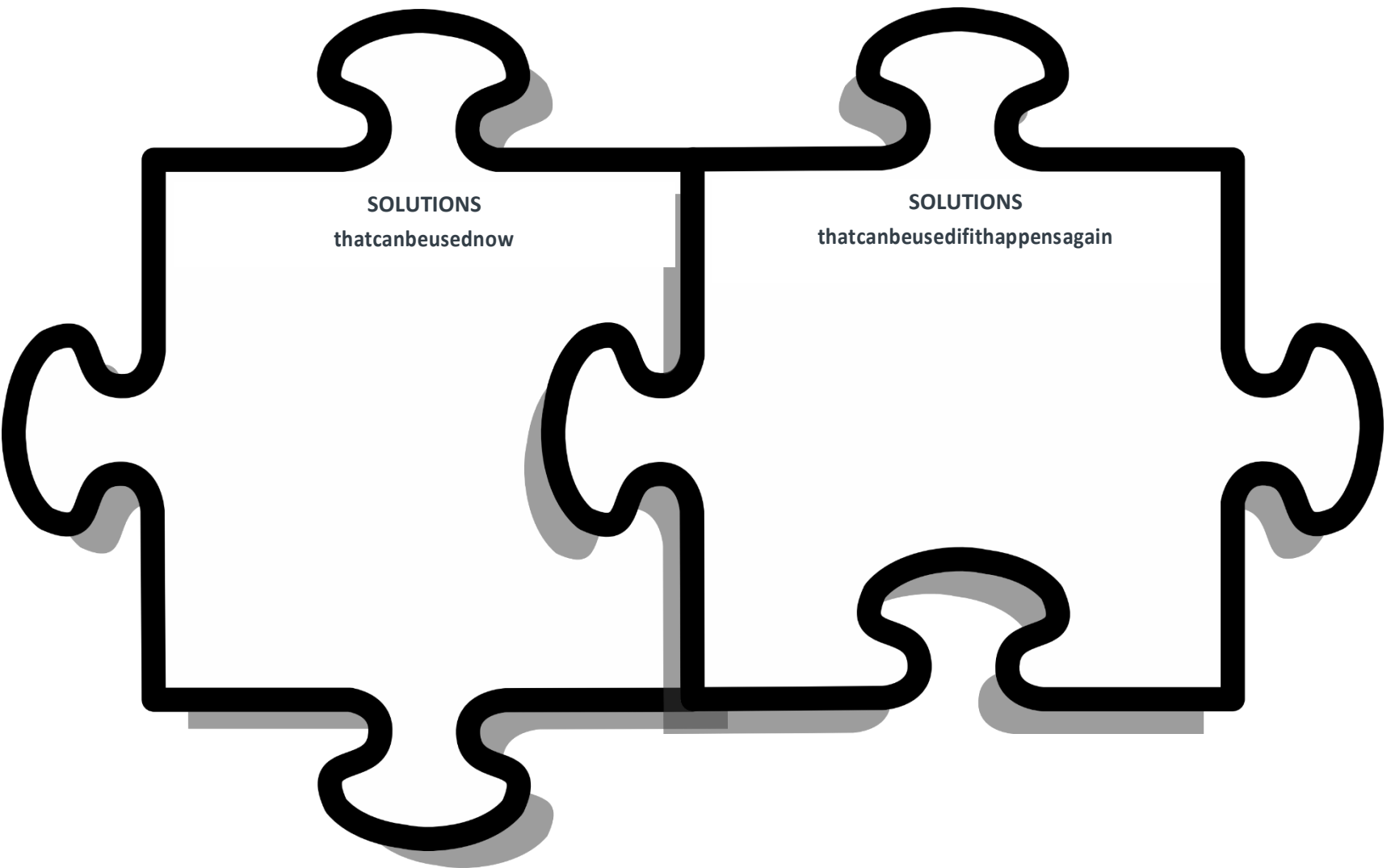
“ I will

APPENDIX B: SOLUTIONS MENU TEMPLATE (WHEEL)



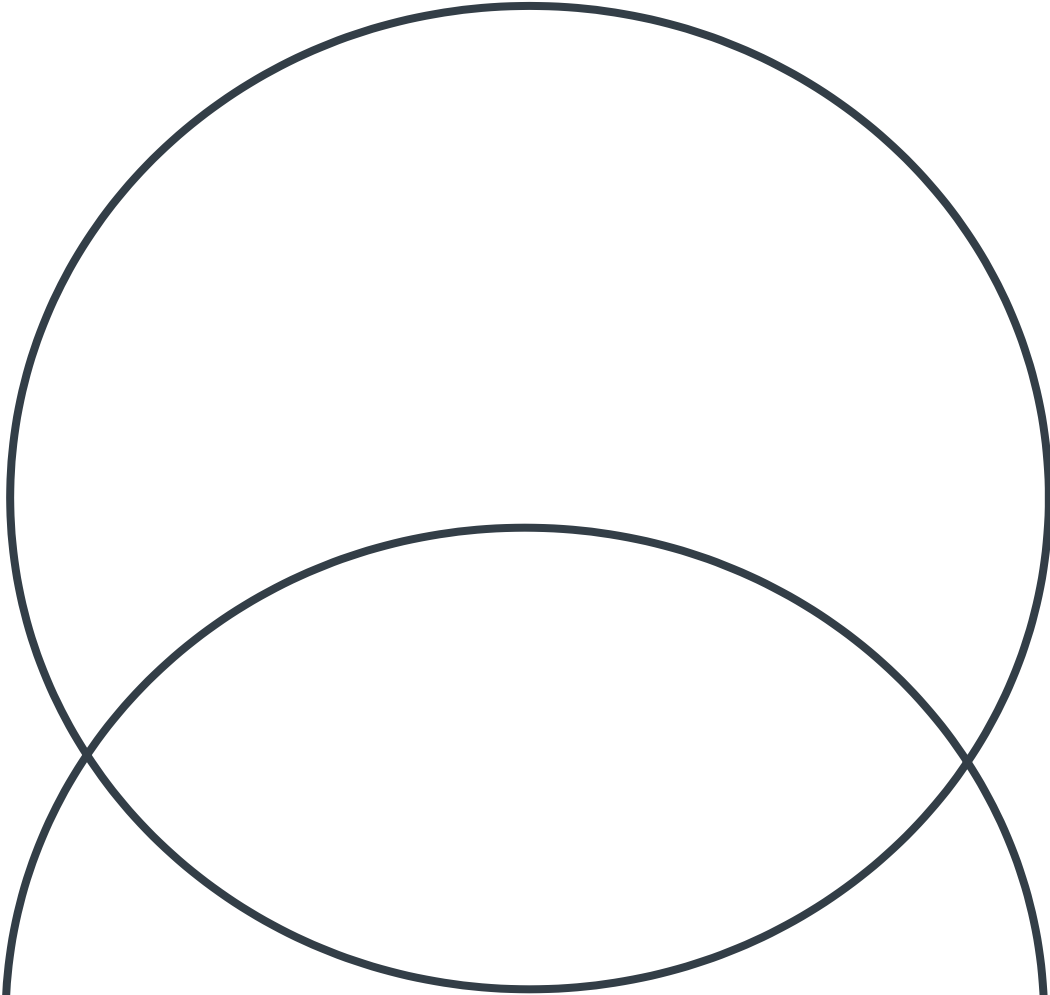
Appendix B: Solutions Menu Template (Puzzle Pieces)

PROBLEM: _____



PROBLEM: _____

What Partner/Group A can do:



What Partner/Group B can do:

Four Steps to Empathy: Educator Overview

This tool provides students with empathetic language to use.

Time	10–15 minutes, depending on the age and experience of students.
Participants	This tool can be introduced to a whole group, a small group, or an individual.
Environmental Conditions	Before introducing the language in this tool, spend time talking about what it means to be empathetic. Share situations in which students could use this tool.
Other Applications	This tool can be given to students to use at home.
Steps	<p>Introduce the four steps to empathy.</p> <p>For each step, read aloud or have students read the corresponding sample language.</p> <p>Talk with students about which language feels most comfortable and which seems more challenging.</p>

4 Steps of Empathy

NAME:

Recognize

Think

How does the person look?
 What is the person's body language?
 What is the person saying?
 What is the person's tone of voice?

Say or Do

How are you
 feeling? Tell me
 how you feel.
 Explain what

Connect

Think

When have you felt the same way?
 Why might the person be acting this
 way? How are you feeling right now?
 How would you feel if this
 happened to you?

Say or Do

That's happened to me before. I felt
 _____.
 I would feel _____ if that
 happened to me.
 I can see you feel

Plan

Think

What does this person need?
 How could you help?
 What has helped you when you felt
 similarly?

Say or Do

What would make you feel
 better? How can I help?
 I think I know what would help.

Help

Think

Let's try to make this better.
 Helping people makes me feel good.
 Can you solve this problem on your own?
 Do you need an adult's help?

Say or Do

I'm going to help.
 Let's try

 . Let's work together to solve this.
 Let's get an adult to help us.

Additional Resources for Support

The below resources provide examples of how community building can exist at each school level. The overarching understanding that can be gained from the videos, is that starting the day with just a 15-minute activity helps students regulate their emotions and focus on the day's learning.

Elementary School

- Morning Meetings: Building Community in the Classroom
- Morning Meetings: Creating a Safe Space for Learning

Middle School

- Community Circles 2017
- Community Building Circles 101

High School

- Restorative Circles: Creating a Safe Environment for Students to Reflect
- Restorative Justice in Oakland Schools: Tier One. Community Building Circle

All School Levels

- Community Begins with the Morning Meeting
- Restorative practices | Community Building Circles

Student Behavior & Restorative Practices Menu of Supports

Student Behavior and Restorative Practices will offer the following virtual and in-person professional development opportunities to DC Public School employees. The general audience for the trainings below is ISS Coordinators, Dean of Students, Behavior Technicians, Attendance Coordinators, and Bullying Prevention POCs.

Student Behavior Tracker (SBT)

- Bi-weekly virtual sessions: starting in August - ongoing
- Quarterly in person sessions

Bullying Prevention

- Virtual session on Canvas - All year
- Bi-monthly virtual office hours
- Quarterly in person sessions

Restorative Practice

- Virtual sessions on Canvas - All year
- Monthly virtual coaching sessions done by clusters

Match Reporting

- Virtual on Canvas - All year
- Quarterly coaching session

Crisis Prevention Intervention (CPI) De-escalation

- Monthly virtual and in person sessions

Behavior Teams

- Data driven quarterly sessions

Multi-Tiered Discipline Strategies School-wide Implementation Assessment

Tier 1: Universal Behavior Instruction Strategies*

*ALL STUDENTS receive the following systems & strategies together in regular increments

Universal SEL Strategies	Established	Needs Review	Training Needed
3-5 Positively Stated Schoolwide Expectations			
Universal Classroom Management Strategies (ex: CHAMPS)			
Positive Behavior Incentive/Rewards System			
SEL Curriculum (e.g. Second Step, Calm Classroom, RULER, Advisory)			
Relationship-Building (Talking) Circles			
Classroom Community Agreements & Norms			
Community/Grade-level Town Halls (Daily/Weekly/Quarterly)			
Whole-School/Grade Culture & Climate Celebrations			
Positively Stated Classroom Entry/Exit & Hallway Norms			
Other:			

When challenging student behavior/harm occurs staff requests support through:

- Discipline Referrals (Electronic/Paper)
- Request to School-based social worker
- Request to School-based SEL Lead/District SEL Specialist
- Request to School-based/District Restorative Practices Lead/Specialist
- Other:

Who receives this documentation/request?

- Dean/Administrator
- MTSS Team
- Other:

Does our school have a **Peace Room** for de-escalation and/or restorative practices?

___ Yes ___ No

Tier 2: Targeted Behavior Response Strategies**

SOME STUDENTS are assigned the following strategies when challenging behavior/harm occurs.

Re-direction Strategies	Established Practice	Needs Review	SEL Strategies See Guidelines for Effective Discipline	Established Practice	Training Needed
Parent Meeting (Restorative Practices not integrated)			Restorative Conversation <i>Facilitated by Teachers & Support Staff</i>		
Classroom Removal			Student Reflection Form <i>Emotional Self-Regulation, Restorative Q's</i>		
Detention(s) Assigned			Peace Circles <i>RP conflict resolution by trained facilitator</i>		
Loss of School Privileges			Check-in, Check-out <i>Evidence-based program assignment</i>		
Required Public Apologies			Counselor / Social Worker Check-in		
Out-of-School Suspension			SEL Skill-Building Groups <i>Differentiated by SEL topic</i>		
In-School Suspension			Behavior Support Plans <i>Using clinical / restorative strategies</i>		
Behavior Contract			Group Counseling (Clinician-led)		
Other:			Other:		
Other:			Other:		

Tier 3: Intensive Behavior Response Strategies***

*****FEW STUDENTS** receive the following strategies & supports when extremely challenging behavior/ harm occurs.

Re-direction Strategies	Established Practice	Needs Review	SEL Strategies	Established Practice	Training Needed
Discipline Ladder (compounding consequences)			FBA / Behavior Intervention Plan		
Repeated Suspensions			Restorative Re-Entry Support Circles		
Expulsion/ Placement Change			Behavioral Health Referral		
Other:			Individual Counseling <i>School-based</i>		
			<i>Other:</i>		

Social Emotional Learning – School Culture & Student Behavior Team Contact List

Social – Emotional Learning – School Culture Team Dr. William Blake, Director: william.blake@k12.dc.gov Dr. Justin McClain, Manager of Student Behavior: justin.mcclain@k12.dc.gov Victoria Daniels, Coordinator: victoria.daniels2@k12.dc.gov dcps.sel@k12.dc.gov		
Clusters	SEL Specialist	Restorative Practice Specialist
1 & 4	Krystal Butler krystal.butler@k12.dc.gov	Danielle Butler-Neale danielle.butler-neale@k12.dc.gov Clusters 1-5
2 & 3	Daniel Leland daniel.leland@k12.dc.gov	
5 & 6	Carissa Harrison carissa.harrison@k12.dc.gov	
7	Fallon Jones fallon.jones@k12.dc.gov	Anise Walker anise.walker@k12.dc.gov Clusters 6 -10
8	Bode' Aking bode.aking@k12.dc.gov	
9	Samuel Oladipo Samuel.oladipo@k12.dc.gov	
10	Nicole Clifton Nicole.clifton@k12.dc.gov	
Denise Nwaezeapu, Specialist, Business Analyst & Data Management denise.nwaezeapu@k12.dc.gov		

DCPS Behavior Focus Group

The DCPS Behavior Focus Group includes experienced Deans, ISS Coordinators, and Behavior Tech's who have a pulse of the daily behaviors in our schools. They were identified for a specific skill in either family and community engagement, understanding of legislation, restorative practices, relationship building, and their ability to effectively apply new learning to responsive behavior.

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Email Address</u>
Osiris Walcott	ISS Coordinator	Brookland	Osiris.walcott@k12.dc.gov
Latesiya Williams	Behavior Tech	Aiton	Latesiya.williams@k12.dc.gov
Ellis Booker	Dean	Luke C. Moore	Ellis.booker@k12.dc.gov
Jamie White	Dean	Bancroft	Jamie.white@k12.dc.gov
Wallace Haith	Dean	Wilson	Wallace.haith@k12.dc.gov
Travis Santiago	Dean	Neval Thomas	Travis.santiago@k12.dc.gov
Victor King	Dean	Stuart Hobson	Victor.king@k12.dc.gov
Danitra Dorsey-Daniels	Director of School Climate & Culture	Ballou	Danitra.dorsey-daniels@k12.dc.gov
Phillip Morgan	Dean	HD Woodson	Phillip.morgan@k12.dc.gov
Ferkesha Cousar	ISS Coordinator	Sousa	Ferkesha.cousar@k12.dc.gov
Daniella Valdez	ISS Coordinator	Kramer	Daniella.valdez@k12.dc.gov
Thomas Byrd	Dean	Deal	Thomas.byrd@k12.dc.gov
James Taylor	Dean	Roosevelt	James.taylor@k12.dc.gov
Jay Patterson	ISS Coordinator	Hardy	Jay.patterson@k12.dc.gov
Alfonso Franklin	ISS Coordinator	Hendley	Alfonso.franklin@k12.dc.gov
Catrice Diamont	Dean	Amidon-Bowen	Catrice.diamont@k12.dc.gov
James Flowers	Dean	Coolidge	James.flowers@k12.dc.gov
Roscoe Thomas	Director of School Climate & Culture	Anacostia	Roscoe.thomas@k12.dc.gov
Phillip Bullock	Dean	Tubman	Phillip.bullock@k12.dc.gov

ate of Completion

CERTIFICATE *Of* COMPLETION

Certificate of Completion

Dr. Justin McClain

Has completed Session 1: *Getting Grounded* in Restorative Practices Training

Student Supports Division: SEL-SC Team



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Presented by:

**DANIELLE BUTLER-NEALE,
RESTORATIVE PRACTICE SPECIALIST**

On this Date:

MAY 20, 2020
