

Teacher/Staff Restorative Practices Handbook

INTRODUCTION TO RESTORATIVE PRACTICES

What are Restorative Practices

- Offers victims and their supporters a chance to talk directly with their offenders
- Emphasize repairing the harm done to people and the relationships rather than only punishing offenders
- Both proactive and reactive
- Purpose is to build relationships in classrooms and then to repair those relationships when they have been harmed

Social Discipline Window

- One key point of restorative practices is the social discipline window



- People are happier, more cooperative, and more productive when those in positions of authority do things with them rather than to or for them
- Involves high support (encouragement) and high control (expectations; limit setting)
- Try to have high limits and expectations while at the same time supporting and encouraging
- When meeting with a child that did something wrong, “why” should never be asked; it is not productive

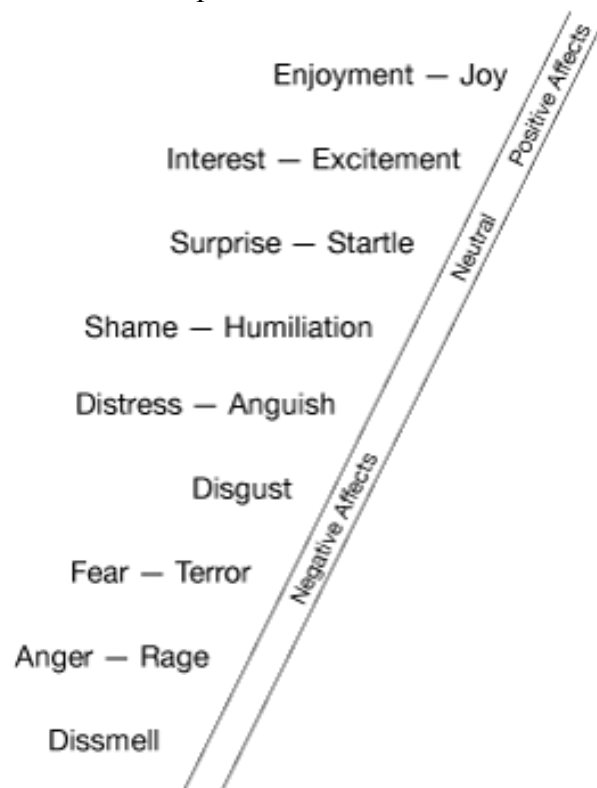
Fair Process

- Fair process should always be involved when dealing with a situation restoratively
- Students should be helping to develop the plans for change
- Separate the behavior from the student and discuss ways they feel that they can and should change their behavior

- Restorative processes do not replace discipline but help to restore the harmed relationships after an incident; the student responsible in an incident must know and understand that what they did is NOT OK
- Students will work together with an administrator/counselor/teacher using the 3 parts of a fair process: engagement, explanation, and expectation clarity
- Engagement: involve individuals in decisions that affect them by asking for their input and allowing them to refute
- Explanation: everyone involved and affected should understand why final decisions are made as they are
- Expectation clarity: Once decisions are made, new rules are clearly stated

Nine Affects

- Another key point in restorative practices is the “nine affects”



- 2 positive
- 1 neutral
- 6 negative
- Shame-humiliation come first when the positive affects are interrupted
- Typically after experiencing shame an individual will then move to one of the other negative affects and will react in one of four ways

Compass of Shame

- An individual's reaction to shame will fall in one of 4 places on the compass of shame



- We can respond to these reactions by listening to them, acknowledging their feelings, and encouraging them to talk about their feelings

Restorative Practice Continuum

- The types of restorative practices fall on a continuum ranging from informal to formal



- Informal include affective statements, affective questions, and small impromptu conferences
- Slightly more formal is the group process which is called circles
- The most formal which requires the most preparation and people involved is the formal conference

Circles

- At the heart of restorative practices is the use of circles
- Circles can be used to be both proactive and reactive
- When you first start using circles in the classroom you should be starting with low risk topics and eventually move on to medium and high risk topics
- Use both affective statements and affective questions in a circle
- Think strategically about your group's dynamic when planning for a circle

3 Types of Circles

- Sequential: one person starts and then the order moves around the circle with everyone having a chance to speak
- Non-sequential: no particular order of speakers in the circle; not everyone will have to speak
- Fishbowl: there is an inner circle and an outer circle; the inner circle always has the same participants with one extra empty seat; the outer circle consists of observers who may decide to join the inner circle by sitting in the empty seat to share their thoughts/feelings and then returning to the outer circle after they have shared

Use of Circles in Classrooms

- Have the students set the norms and the rules for the circle and have everyone agree to them
- Empower students to come into leader roles within your classroom circle; it is the best way to build trust
- Circles should always have some sort of goal in mind
- Types: check-in or check-out circles; course content circle; proactive circles; responsive circles

Why will we be using circles in classrooms?

- The overall goal of this program is to build a better school community.
- We often have many discipline issues within classrooms and this is the first step towards dealing with those.
- This is a school-wide buy in program; if we can change the culture and approach to discipline school-wide it will be much easier to manage.
- The students need to be familiar with the circles and the process of them in order for them to be effective.
- If 3 students in your class have a fight during recess the response will now be a circle and will no longer only involve those considered the offender and the victim but everyone else around who feels that they were harmed in some way (which most likely will be many other students from your class). By having done circles so often with a familiar group it will be much easier to process the incident, decide on a consequence as a group, and set the new rules for the offending individuals

How will we be using circles in classrooms?

- **Monday:** Run a 10 minute check-in circle first thing in the morning to check-in with all students after the weekend
- **Tuesday and Thursday:** Run a 10-15 minute check-in circle after the students return from lunch to find out how their day/week is going
- **Wednesday:** Run a 25-30 minute proactive circle at any point of the day that is most convenient. Topic will vary from week to week based on a schedule designed according to identified student needs for each grade

- **Friday:** Run a 10 minute check-out circle at the end of the day to check-out with students before they leave for the weekend

Check-In Circles

- Have the students stand and form a circle (however that is possible in your class; in front of the room, back of the room, around the outside of the desks, etc.).
- Students will then go around and express in at least 1 word but no more than 1 sentence how they are feeling today. You can use this check-in circle to see how all your students are doing. If a student says that they are not doing well you can follow-up with affective questions either during the circle or privately after the circle (it is also up to the student what they want to share and don't want to share with the larger group).
- Designate an item to be the "talking piece" which will be passed around the circle; no one may talk without it and everyone must share when it comes to them.

Check-Out Circles

- Have the students stand and form a circle (however that is possible in your class; in front of the room, back of the room, around the outside of the desks, etc.).
- Go around the circle with the "talking piece" and have everyone share something they learned this week (can be academic but doesn't have to be).

Proactive Circles

- You may choose the time that works best for you on Wednesday (can change from week to week if it needs to); please let me know when you plan on doing yours each week so that I can stop in if I'm free to see how the students are doing with it.
- The purpose of these is to build trust and community within each classroom.
- You will be starting out with low risk topics and as the year progresses will move toward higher risk topics. The schedule is provided in this handbook and was designed based on data that was collected over the summer in the form of an online student needs assessment survey.

Course Content Circles

- You may also use circles in your everyday interactions with the students during your lessons.
- Once your students have become more comfortable talking in circles, you can use them to have large group discussions about course content.
- You can do a sequential circle where students are either allowed or not allowed to pass; or you can do a non-sequential circle.
- Try to always use a "talking piece" to keep the students from shouting over one another, especially during a non-sequential circle.
- You can use a circle to introduce a new topic and go around having each person share one thing that they feel they already know about the topic.

- You can also use a circle where the students turn and talk to the partner sitting next to them in the circle and then have students share out to the rest of the group their partner's ideas.

Responsive Circles

- Responsive circles can be done in one of two ways:
 1. A small impromptu conference can be organized quickly and would include all students, staff, etc. who either caused harm or who were harmed.
 2. A formal conference can be organized where prep work is required and it would include the student who caused harm and individuals to support him/her which might include friends and family members; the student who was harmed and individuals to support him/her which might include friends and family members; any other students who feel they were harmed by the incident.
- In most cases, these will be facilitated by the counselor and/or administration based on the severity of the incident. Although the small impromptu conference can also be facilitated by a teacher.

Small Impromptu Conference

- A type of responsive circle that is considered more on the informal side than the formal conference.
- Organized quickly with the individual(s) that caused harm and the individual(s) that was harmed.
- The incident is discussed in the circle format through the use of *affective/restorative questions* by the facilitator. (See questions listed below)
- The circle should be mostly run by the individuals involved in the incident and the adult present is there to facilitate.

Affective/Restorative Questions for Those That Caused Harm

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

Affective/Restorative Questions for Those That Were Harmed

- 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?

How will teachers be using responsive circles?

- If there is an incident in your class where most or all of the class is affected then you may want to conduct a small impromptu conference with you being the facilitator and using the restorative questions above to have the class process the incident as a group and decide what their next steps should be.
- You may be asked to participate in a formal conference as a supporter for an offender or victim or you may be a victim in an incident.

Formal Conference

- Responsive to a major incident; will be facilitated by counselor and/or administration
- This conference is completely voluntary; cannot force anyone to attend
- This conference also does not replace disciplinary action (ex. will not replace a suspension but may occur before and after the suspension)
- Individuals involved/invited to this conference include: individual who caused harm, his/her family, possibly a friend for support; the individual who was harmed, his/her family, possibly a friend for support; any other individuals in the school who feel they were harmed by the incident.
- All participants must agree to attend and be prepped before the conference using the questions from the conference script.
- Formal conferences follow a specific process and the facilitator must use the script and is not allowed to say anything other than what is on the script.

Formal Conference Format

- Start with the preamble:
 - facilitator introduces everyone
 - explains the facts about the incident and that the offender has admitted to his/her part in the incident
 - offenders are reminded that they are not required to attend the conference and may leave at any time however if they choose to leave the matter can be handled in another disciplinary way
- Facilitator follows the script exactly asking questions of and allowing the following people to respond in a specific order:
 - Offender(s)
 - Victim(s)
 - Victim supporters
 - Offender supporters
 - Offender (to be able to respond to what has been said)
- The group then reaches an agreement on what will come out of the conference
- Each member of the group is allowed to suggest what they feel the offender should do as a consequence for the incident and the offender is given an opportunity to respond to each suggestion
- The facilitator does a final review of the suggestions and makes any corrections
- The facilitator then closes the conference

- Everyone is given one final chance to speak and say anything else that they would like to say
- The facilitator congratulates the group on the way they have worked through the issue
- The participants are then offered refreshments (called “breaking of the bread”) to symbolize accepting the offender back into school community
- The facilitator writes up a formal agreement which lists all the agreed upon suggestions and then everyone involved signs it

OVERVIEW OF WHAT RESTORATIVE PRACTICES WILL LOOK LIKE FOR US

Proactive Restorative Practices

- **Monday:** Run a 10 minute check-in circle first thing in the morning to check-in with all students after the weekend
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- **Wednesday:** Run a 25-30 minute proactive circle at any point of the day that is most convenient. Topic will vary from week to week based on a schedule designed according to identified student needs for each grade
- **Friday:** Run a 10 minute check-out circle at the end of the day to check-out with students before they leave for the weekend

Responsive Restorative Practices

- Teacher facilitated impromptu conferences for minor incidents (*Run a brief circle having the students involved verbally answer the affective/restorative questions*)
- Counselor facilitated impromptu conferences for major incidents (*Run a brief circle having the students involved verbally answer the affective/restorative questions*)
- Counselor and Administration facilitated formal conferences for major incidents involving suspensions (*Planning involved, preparation for all those that will be present, and script must be followed*)

Teacher Support

- Once a month we will use the first 15 minutes of the faculty conference to come together and have a check-in circle about how the program is working in your classroom. This will be everyone's opportunity to share what is working and what is not working in your classrooms as well as to offer suggestions for changes.
- Materials you will be given: a "talking piece" for your classroom; a card that lists the affective/restorative questions for you to refer to.
- I will be continuing to gain more information and tools about restorative practices and will continue to share these with you.
- Any questions, concerns, or suggestions please feel free to come to me at any time for support.

PROGRAM DESIGN AND MONITORING

Data Collection

The topics for the Wednesday circles were chosen based on a student needs assessment. I designed an online student needs assessment survey to determine the needs of the students in NYCAD based on grade. Once I created the survey online I sent out an email to all teachers with a link to the survey webpage and asked that they all take a couple minutes to complete the survey. Each teacher completed the survey based on the student grade that they worked with during the previous school year (2013-2014). The survey listed 28 possible student needs. The possible needs listed in the survey were: making and keeping friends; creating positive and supportive relationships; fitting in at school; being a classroom leader or role model; increasing self-esteem and confidence; managing anger; managing sadness; demonstrating empathy; communication skills; personal safety skills; dealing with the loss of a loved one; dealing with parents' divorce; problem solving; demonstrating critical thinking skills; media and technology skills; identifying long and short term goals; achieving long and short term goals; following directions; listening attentively; staying on task; completing assigned tasks on time; cooperating with others; being able to work independently; showing respect for others; accepting responsibility for behavior; participating in discussions and activities; working neatly and carefully; and completing and handing in homework. Participants were asked to choose on a scale (strongly disagree; disagree; neither agree nor disagree; agree; and strongly agree), a response for each of those possible student needs for their grade. The student needs assessment survey was completed by 18 participants. Of the 28 possible needs most grades identified 26, some identified less, and two identified all 28. If at least one participant identified a need for a grade by choosing agree or strongly agree I marked it as a need for that grade.

Data Organization

I went through the calendar for the 2014-2015 school year, marked down all the Wednesdays, and then took out any dates that school is closed. The list totaled to 38 Wednesdays. I made a chart for each grade that matches those 38 days to circle topics including beginning and ending topics. I put the list of the needs into a chart that ranks them in an order that I feel ranges from lower-risk topics at the beginning to higher-risk topics at the end. I then put three introduction circles at the beginning when the students are still getting to know each other; all groups identified making and keeping friends and creating positive and supportive relationships

so I put that at the topics for two circles each at the beginning. Some topics I put two circles for based on my experience with those students. And at the end I put two circles of games, one circle to discuss ending the school year, and two circles to discuss the upcoming summer.

Please refer to the charts in Appendix A of this handbook for the breakdown of the Wednesday topics by grade. I will also be giving all grades facilitation questions/statements that correspond to each topic by September 9, 2014.

Implementation Guidelines

The topic outline provided in Appendix A is a guide. It was designed based on data and feedback that I received from you and/or your colleagues. The goal is to address student needs while building community and trust within our classrooms. I would like for everyone to stick to the schedule as best as possible. However it is flexible. If something comes up in your class and there is a topic on the list that will help you to address the current issue please feel free to change around the topic order. My guess is that this will not happen often, but if it does simply change the topics around to fit your class's needs. Priority with this program is always the needs of the students. There are also some heavier topics towards the end; I would like for them to be discussed in general terms, unless there is a specific issue that arises in your class and it relates to them at an earlier point in the year.

And as always if you have any question please feel free to come to me and if you feel that you would like me to come to your classroom and assist in facilitating a specific topic I would be more than happy to help.

Program Monitoring

As the school year progresses I will continue to monitor the program to measure progress and effectiveness. Each time report cards are given out I will send out the link to a follow-up online survey for teachers and staff to complete giving feedback about the program. This will help me to measure the progress and effectiveness as well as help me to make adjustments where they are needed.

APPENDIX A
Wednesday Circles Schedule

Student Needs K	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Fitting in at school	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Working neatly and carefully	1/7
Completing assigned tasks on time	1/14
Being able to work independently	1/21
Problem solving	1/28
Demonstrating critical thinking skills	2/4
Demonstrating critical thinking skills	2/11
Media and technology skills	2/25
Identifying long and short term goals	3/4
Achieving long and short term goals	3/11
Personal safety skills	3/18
Accepting responsibility for behavior	3/25
Increasing self-esteem and confidence	4/1
Increasing self-esteem and confidence	4/15
Managing anger	4/22
Managing sadness	4/29
Demonstrating empathy	5/6
Dealing with the loss of a loved one	5/13
Dealing with parents' divorce	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs 1 st Grade	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Cooperating with others	11/5
Cooperating with others	11/12
Being a classroom leader or role model	11/19
Following directions	11/26
Listening attentively	12/3
Staying on task	12/10
Working neatly and carefully	12/17
Completing assigned tasks on time	1/7
Completing and handing in homework	1/14
Participating in discussions and activities	1/21
Being able to work independently	1/28
Problem solving	2/4
Demonstrating critical thinking skills	2/11
Demonstrating critical thinking skills	2/25
Media and technology skills	3/4
Identifying long and short term goals	3/11
Achieving long and short term goals	3/18
Personal safety skills	3/25
Accepting responsibility for behavior	4/1
Increasing self-esteem and confidence	4/15
Managing anger	4/22
Managing sadness	4/29
Demonstrating empathy	5/6
Dealing with the loss of a loved one	5/13
Dealing with parents' divorce	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs 2 nd Grade	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Fitting in at school	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Working neatly and carefully	1/7
Completing assigned tasks on time	1/14
Completing and handing in homework	1/21
Participating in discussions and activities	1/28
Being able to work independently	2/4
Problem solving	2/11
Demonstrating critical thinking skills	2/25
Demonstrating critical thinking skills	3/4
Media and technology skills	3/11
Identifying long and short term goals	3/18
Achieving long and short term goals	3/25
Personal safety skills	4/1
Accepting responsibility for behavior	4/15
Increasing self-esteem and confidence	4/22
Managing anger	4/29
Managing sadness	5/6
Demonstrating empathy	5/13
Demonstrating empathy	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs 3 rd Grade	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Fitting in at school	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Working neatly and carefully	1/7
Completing assigned tasks on time	1/14
Completing and handing in homework	1/21
Participating in discussions and activities	1/28
Being able to work independently	2/4
Problem solving	2/11
Demonstrating critical thinking skills	2/25
Media and technology skills	3/4
Identifying long and short term goals	3/11
Achieving long and short term goals	3/18
Personal safety skills	3/25
Accepting responsibility for behavior	4/1
Increasing self-esteem and confidence	4/15
Managing anger	4/22
Managing sadness	4/29
Demonstrating empathy	5/6
Dealing with the loss of a loved one	5/13
Dealing with parents' divorce	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs 4 th Grade	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Being a classroom leader or role model	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Working neatly and carefully	1/7
Completing assigned tasks on time	1/14
Completing and handing in homework	1/21
Participating in discussions and activities	1/28
Being able to work independently	2/4
Problem solving	2/11
Demonstrating critical thinking skills	2/25
Demonstrating critical thinking skills	3/4
Identifying long and short term goals	3/11
Achieving long and short term goals	3/18
Personal safety skills	3/25
Accepting responsibility for behavior	4/1
Accepting responsibility for behavior	4/15
Increasing self-esteem and confidence	4/22
Increasing self-esteem and confidence	4/29
Managing anger	5/6
Demonstrating empathy	5/13
Demonstrating empathy	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs 5 th Grade	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Fitting in at school	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Working neatly and carefully	1/7
Completing assigned tasks on time	1/14
Completing and handing in homework	1/21
Participating in discussions and activities	1/28
Being able to work independently	2/4
Problem solving	2/11
Demonstrating critical thinking skills	2/25
Media and technology skills	3/4
Identifying long and short term goals	3/11
Achieving long and short term goals	3/18
Personal safety skills	3/25
Accepting responsibility for behavior	4/1
Increasing self-esteem and confidence	4/15
Managing anger	4/22
Managing sadness	4/29
Demonstrating empathy	5/6
Dealing with the loss of a loved one	5/13
Dealing with parents' divorce	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24

Student Needs K/1/2 and 3/4/5 Classes	Dates
Introductions	9/10
Introductions	9/17
Introductions	9/24
Making and keeping friends	10/1
Making and keeping friends	10/8
Creating positive and supportive relationships	10/15
Creating positive and supportive relationships	10/22
Communication skills	10/29
Showing respect for others	11/5
Cooperating with others	11/12
Fitting in at school	11/19
Being a classroom leader or role model	11/26
Following directions	12/3
Listening attentively	12/10
Staying on task	12/17
Staying on task	1/7
Working neatly and carefully	1/14
Completing assigned tasks on time	1/21
Completing and handing in homework	1/28
Participating in discussions and activities	2/4
Being able to work independently	2/11
Problem solving	2/25
Demonstrating critical thinking skills	3/4
Demonstrating critical thinking skills	3/11
Media and technology skills	3/18
Identifying long and short term goals	3/25
Achieving long and short term goals	4/1
Accepting responsibility for behavior	4/15
Increasing self-esteem and confidence	4/22
Managing anger	4/29
Managing sadness	5/6
Demonstrating empathy	5/13
Dealing with parents' divorce	5/20
Games	5/27
Games	6/3
Ending the school year	6/10
Summer	6/17
Summer	6/24