

CHICAGO PUBLIC SCHOOLS

Restorative Practices

Guide and Toolkit



Respect
Relate
Reflect
Restore

This **Restorative Practices Guide and Toolkit** was created by the Chicago Public Schools Office of Social & Emotional Learning, in collaboration with the Embrace Restorative Justice in Schools Collaborative. The guidance and resources provided are intended to support CPS staff, administrators, and community partners in developing restorative school communities.

The implementation tools included should be used by trained school staff and administrators, parents, RP Coaches, and community members. The tools are not to be used in place of training and is not a platform to begin practicing formal Restorative Practices in schools without other supports, such as professional development and coaching.

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Find the CPS Restorative Practices Toolkit and additional resources at: **cps.edu/SEL**

Embrace Restorative Justice in Schools Collaborative: The Institute on Public Safety and Social Justice at the Adler Univeristy, Alternatives, Inc., Austin Peace Center, YMCA, COFI/ POWERPAC, Community Justice for Youth Institute, Illinois Balanced and Restorative Justice (IBARJ), Juvenile Justice and Child Protection Resource Section of the Circuit Court of Cook County, Mansfield Institute for Social Justice and Transformation at Roosevelt University, Nehemiah Trinity Rising, Brian Galaviz, Pamela Purdie, Strengthening Chicago's Youth (convened by Ann & Robert H. Lurie Children's Hospital of Chicago), Governors State University and Umoja Student Development Corporation

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OVERVIEW OF RESTORATIVE PRACTICES AT CPS



OVERVIEW OF RESTORATIVE PRACTICES AT CPS

Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better. Rather than a separate program, Restorative Practices at CPS are underlying mindsets, practices, and simply "how we do business" in schools. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

ROOTS

The Restorative Justice philosophy has roots in indigenous justice systems, based on the idea that the well-being of a community and its members is preserved through communication, emotional connection, understanding and meaningful relationships. An underlying principle of Restorative Justice is that crime or wrongdoing causes harm, and that true justice involves repairing that harm and restoring the relationships that were affected by it. This is in contrast to most justice systems today, which focus on crime as a violation of the law or a rule, rather than a violation against a person and against peace in the community.

Since the late 1990s, restorative practitioners and educators have been adapting Restorative Justice for use in schools in response to the inefficacy of traditional punitive discipline. Key to Restorative Justice is the repairing of relationships when harm is done, a process which results in social and emotional learning, meaningful relationships, and a positive and supportive school environment. CPS has adopted the term "Restorative Practices" rather than Restorative Justice to move toward a focus on prevention as well as intervention. At CPS, Restorative Practices are appropriate for all students and staff.

KEY PRINCIPLES OF RESTORATIVE PRACTICES AT CPS

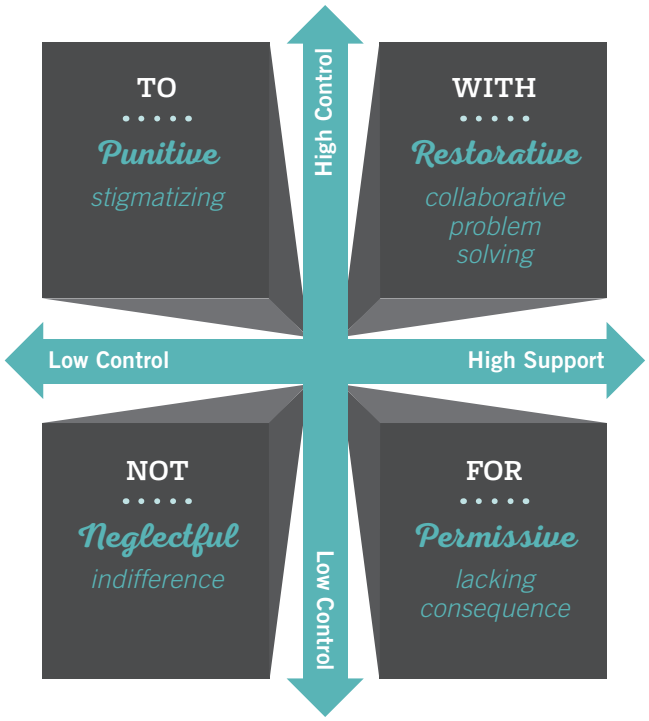
At CPS, we believe these five principles are central to Restorative Practices in our schools:

A school is a COMMUNITY. Relationships are the heart of our school communities, and we must work diligently to build, strengthen, and restore these relationships. This means we must first use Restorative Practices pro-actively by providing all members of the community with voice, respect, and acceptance. While we often focus on how to respond after harm is done, we cannot "restore" a community when the community was not built in the first place.

Students need SOCIAL & EMOTIONAL LEARNING to succeed in school, college, career, and life. Our schools and our disciplinary systems must intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are shown to improve students' pro-social behaviors, reduce emotional distress, prevent conduct problems, and contribute to higher academic achievement. Social and emotional skills are also critical for adults to build the trusting relationships with each other and with students that allow them to engage in Restorative Practices.

ACCOUNTABILITY is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. Adults help students hold themselves accountable by both setting high expectations and providing high levels of support. This is achieved when educators do things with students—not to them or for them. Restorative Practices do not eliminate consequences; they promote consequences that hold students deeply accountable for repairing and learning from the impact of their actions.

Social Discipline Window



When someone does something that harms a community, the goal of an effective response is to HEAL AND REPAIR HARM. In order to do so, it is essential to identify the needs of all parties involved and provide them with opportunities to voice those needs. Actions taken in response to harm must address these needs and the root cause of any behavior incident or conflict, rebuild impacted relationships and communities, and provide opportunities for people to reflect on, heal, fix, and learn from their actions.

Restorative Practices require RESTORATIVE SYSTEMS AND MINDSETS. We must align our school policies, procedures, and culture to a restorative philosophy that values every member of the community. This includes how we intentionally build a positive school climate, how we respond to disciplinary infractions, how we engage students in the classroom, and how we speak to and interact with one another. Restorative Practices are not a quick fix to student behaviors or disciplinary issues, but rather a school culture focused on relationships and high levels of support to create long-term impact.

WHY USE RESTORATIVE PRACTICES?

As educators, it is our role to create supportive school communities where students can thrive and learn the academic, social, and emotional skills that they need to succeed in college, career, and life. Restorative Practices provide a way for schools to strengthen community, build relationships among students and between students and staff, and increase the safety and productivity of the learning environment. Restorative Practices:

- Improve school and classroom climates by focusing on community, relationships, and responsibility.
- Promote social and emotional skill development by teaching students self-awareness, empathy, communication skills, responsible decision-making, relationship building, and conflict resolution.
- Increase safety and order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility.
- Decrease disciplinary issues and disruptions, and serve as an alternative to harmful exclusionary practices such as suspension and expulsion.
- Promote student engagement in learning and aid in classroom management.

For additional information on the impact of Restorative Practices, see annotated bibliography.

Communication Stoppers vs. Restorative Language



Core Components

A restorative mindset and restorative language are integral to each of the restorative processes that are currently being used in Chicago Public Schools. From building community in the classroom with a Talking Circle to repairing harm and restoring relationships through a Peace Circle, these components should remain at the heart 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 has an effect on the larger community.

Restorative Questions are non-judgmental 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. Restorative questions help the respondent learn from the incident and problem solve.

Types of Restorative Processes

RESTORATIVE CONVERSATIONS

Restorative Conversations or "chats" may be formal or informal structured one-on-one discussions that use restorative questions, "I" statements, and empathetic listening to guide someone through reflection, problem solving, and repairing harm. Rather than chastising a harm-doer for his/her behavior, Restorative Conversations help identify root causes and place responsibility on the harm-doer to understand the impact of his/her behavior and take steps to make things better.

CIRCLES

Circle rituals and structures create a safe and equitable space for people to communicate and connect with one another.

- Talking Circles can be used to get to know members of the school/classroom community, talk about issues that are affecting the community, develop plans, celebrate successes and good news, solve problems, and heal or grieve.
- Peace Circles are one type of circle ritual that engage all involved parties to develop agreements that resolve conflicts and disciplinary issues.

PEER CONFERENCE

A Peer Conference (sometimes called peer mediation or peer jury) is a voluntary student-led process in which a small group of trained "peer conference members" work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused. Students are referred to the Peer Conference after violating a school rule or engaging in conflict with others.

CLASSROOM PRACTICES

In the classroom, Restorative Practices may be implemented through daily rituals and practices, disciplinary responses, or simply through the interactions between teachers and students. Classroom practices may include Talking Circles or other community-building activities, teaching students self-awareness through "I" statements, resolving conflicts through restorative questions and conversations, and providing opportunities for reflection.

Practice	When To Use	Grade Level
Restorative Mindset	Always	Pre K–12
Restorative Language	Always	Pre K–12
Talking Circle	Proactively to build community and SEL skills; to work collaboratively on a problem	Pre K–12
Restorative Conversation	At the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her behavior. Or, to better understand an incident that has occurred and the root causes of the behavior exhibited	Pre K–12
Peace Circle	Can be used in response to repeated inappropriate behaviors; persistent disruptive behaviors, most seriously disruptive behaviors, and some very seriously disruptive behaviors	3–12
Peer Conference	In response to repeated inappropriate behaviors, persistent disruptive behaviors and some seriously disruptive behaviors	3–12

Implementing School-wide Restorative Practices

GETTING STARTED WITH RESTORATIVE PRACTICES

In CPS, Restorative Practices are ingrained in and implemented through a Multi-Tiered System of Supports (MTSS) that promotes all students' academic, social, and emotional learning. Rather than a separate program, Restorative Practices are ways of speaking with each other, working together, and resolving conflict as part of the process to develop a warm, safe, and productive school climate. While Restorative Practices may be used informally by individuals, a school-wide approach to Restorative Practices must be implemented intentionally and systematically to create culture change and ensure success.

The following implementation guidelines are adapted from best practices for Restorative Practices and school climate development. While implementation is outlined in sequential steps below, in practice, these steps may overlap or require repetition or adaptation.

1. Gain Commitment:

Establish administrative support and introduce Restorative Practices core components to all staff.

- Meet with administrators (and/or school leadership teams) and identify supporters/potential supporters. In order for school-wide Restorative Practices to be implemented and sustained, school leadership must support and participate in the effort.
- Establish and share baseline data from CPS Dashboard/IMPACT Verify (discipline data), My Voice My School surveys, and/or School Climate Self-Assessment. This data can also help "make the case" for Restorative Practices and school climate development.
- Present an overview of Restorative Practices for the school community and/or key stakeholders. Schools may ask for feedback from the community and/or ask staff to take a vote on whether they would like to adopt Restorative Practices.

2. Create Ownership:

Identify School Climate Team and Restorative Practices Leaders.

This step may come before or after establishing administrative support and introducing Restorative Practices philosophy to staff.

- **ESTABLISH A TEAM:** With all school-wide approaches, implementing Restorative Practices and improving the climate of your school building requires a team that is invested in creating systemic change. A School Climate Team—which may also be known at your school as a Tier 1 MTSS Team, PBIS Team, Foundations Team, or a part of your Instructional Leadership Team—should meet regularly to drive the implementation of Restorative Practices. This team should reflect the organizational makeup of the school community and include: a principal or assistant principal, dean/disciplinarian or staff who are responsible for disciplinary decision-making at the school, teachers representing all grade bands and subject areas, non-teaching staff such as clerks or security, and family/community/student voice. For additional information on establishing a School Climate Team, see the School Climate Workbook or attend Fundamentals of School Climate training (search Learning Hub for "OSEL Fundamentals".)
- **IDENTIFY RESTORATIVE PRACTICES CHAMPIONS:** Your school may choose to identify 1-2 members of this team who will serve as your school's Restorative Practices Lead(s). This person will be responsible for training other staff and serving as a champion of Restorative Practices throughout the building. The Restorative Practice Lead(s) may serve any position at the school (i.e. dean, teacher, security officer, etc.) but should be well-respected and have the capacity to lead change. The RP Lead should also have time freed up to engage in Restorative Practices with both staff and students (for example, leading Talking Circles), as well as attend ongoing professional development and professional learning communities. Contact your Network SEL Specialist for more information regarding the district-wide training available for Restorative Practice Leads at schools. If your school has an external Restorative Practices coach, your RP Lead and coach should work together and plan regular check-ins with the Climate Team to coordinate efforts. For more information about restorative practice coaches, contact your Network SEL Specialist.

3. Create Buy-In:

Develop a shared vision and support staff in developing their practice.

DEVELOP A SHARED VISION AND AGREEMENTS AROUND A RESTORATIVE SCHOOL CLIMATE: The school Climate Team should lead development of a shared vision and shared agreements amongst all staff. A shared vision is intended to provide staff with a sense of collective responsibility and unity around developing a restorative school climate. A shared vision should articulate the community's shared values, direct all restorative practice and climate improvement efforts, including school policies and procedures, and provide motivation and direction to both new and veteran staff.

- In order to "live" your shared vision as a staff, it will be important to decide exactly what your shared vision looks like in action. To accomplish this goal, develop a set of shared agreements among staff and students. These agreements should establish how all members of the school community agree to interact with each other, work together, and resolve conflict. These agreements also help to build shared values and a larger sense of community among staff and students.
- Once developed, the school vision and agreements should be posted throughout the school environment and in communications with staff, students and families. The vision and agreements should be explicitly taught and reinforced throughout the school year.

- Provide ongoing professional development to all staff in Restorative Practices. After receiving an initial overview of what Restorative Practices are, staff need to engage in ongoing professional development to develop Restorative Mindsets and skills. All staff, including the school principal, should attend introductory Restorative Practices training on the core components. In-depth introductory is available district-wide (Learning Hub search code: "OSEL Restorative Practices 101"), or schools can request an Overview of Restorative Practices training at your school. In addition, ensure that staff have time to reflect on and discuss Restorative Practices implementation at staff meetings or professional development days. Use training materials, case studies, and school-level data to guide these discussions. It's also helpful to embed Restorative Practices into staff meetings, such as holding staff circles to plan or to discuss school issues.

4. Develop Systems as Practices:

Identify preventative Restorative Practices that all staff can use to build community, and establish a restorative discipline system.

ESTABLISH PREVENTATIVE RESTORATIVE PRACTICES: Before identifying a menu of restorative disciplinary responses, it is important that schools establish practices to build relationships and community. Restorative disciplinary practices cannot "restore" a community when the community was not built in the first place. To foster a restorative culture:

- Integrate Restorative Mindsets and Practices into all aspects of daily school life. Create clear shared agreements that all members of the school community agree to uphold, and hold Talking Circles that allow students and staff to build relationships, share their joys and concerns, and solve problems together. See Restorative Practices in the Classroom for guidance.
- Create visual reminders of Restorative Practices throughout the school building: in posters, bulletin boards, lanyards, and written communications with staff, students, and families. These reminders should explicitly reference the values of the school community, such as positive relationships and respect.
- Train and encourage all staff and students to use restorative language ("I" statements, empathetic listening) to express their feelings and reflect on other's feelings.

Establish a restorative discipline system: Develop a clear discipline system that provides opportunities to address root causes, repair harm, and allow students to take ownership over their behaviors. This discipline system should follow the CPS Student Code of Conduct and Guidelines for Effective Discipline.

- Train all staff in using restorative language and Restorative Conversations to de-escalate behavior incidents, promote reflection, and prevent disciplinary referrals.
- Identify a menu of instructive, corrective, and Restorative disciplinary interventions and staff who can deliver these interventions. These interventions may include Restorative Conversations, Peace Circles, Peer Conference, and/or Alternatives to Suspension. Register for trainings for each of these interventions on the Learning Hub by searching "OSEL."
- Develop written protocols for disciplinary procedures and Restorative Practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences, and procedures for tracking and following up on agreements.
- Identify a process for communicating outcomes back to staff who refer students for restorative interventions, and re-integrating students who are removed from the classroom or school community.
- Establish procedures for staff, students, or families to request Restorative Practices.

5. Continuously Improve:

Track and monitor data to reflect and improve practice

Creating a restorative school culture takes time, and successful implementation often requires a three to five year process. Collecting and monitoring implementation and outcome data is a necessary part of successfully implementing and sustaining Restorative Practices.

Because successful implementation of Restorative Practices in schools affects many aspects of school culture and student discipline, tracking progress requires school teams to carefully collect and monitor both quantitative and qualitative data sources. Collecting and monitoring the following data sources using the MTSS Problem Solving Process can help schools continuously improve their Restorative Practices implementation:

- **RESTORATIVE PRACTICES IMPLEMENTATION:** The school climate team or an outside observer assesses the fidelity of implementation of Restorative Practices through the CPS Restorative Practices Implementation Rubric.
- **SCHOOL CLIMATE DATA:** The school climate team completes and develops prioritized action items through the School Climate Self-Assessment twice yearly, analyzes My Voice My School (5 Essentials) yearly, and regularly conducts informal surveys of staff, students, and families.
- **DISCIPLINE DATA:** All office disciplinary referrals and responses taken, including restorative interventions and punitive actions, are entered into IMPACT Verify and monitored at every team meeting via Dashboard.
- **TRAINING DATA:** The school keeps a calendar of school-based professional development on Restorative Practices, a folder of the agendas and materials for professional development, and a list of staff trained in each type of Restorative Practices process.
- **RESTORATIVE INTERVENTIONS HELD AND AGREEMENTS MADE AND KEPT:** The school has a system for tracking and following up on agreements made by participants during Restorative interventions. The school has developed a data collection process for Restorative Practices that are not tied to SCC infractions. Schools that use Student Logger may choose to use it for this purpose.
- **OBSERVATION AND SURVEY DATA:** Both formal and informal observations and survey data can capture how students, staff, and families feel about the school climate and culture, safety, and relationships.



RESTORATIVE PRACTICES AT CPS



RESTORATIVE PRACTICES AT CPS

What are Restorative Practices?

Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better. Rather than a separate program, Restorative Practices at CPS are underlying mindsets, practices, and simply "how we do business" in schools. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Why use Restorative Practices?

As educators, it is our role to create supportive school communities where students can thrive and learn the academic, social and emotional skills that they need to succeed in college, career and life. Restorative Practices provide a way for schools to strengthen community, build relationships among students and between students and staff, and increase the safety and productivity of the learning environment. Restorative Practices:

- Improve school and classroom climates by focusing on community, relationships and responsibility
- Promote social & emotional skill development by teaching students' self-awareness, empathy, communication skills, responsible decision-making, relationship building, and conflict resolution.
- Increase safety and order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility
- Decrease disciplinary issues and disruptions, and serve as an alternative to harmful exclusionary practices such as suspension and expulsion
- Promote student engagement in learning and aids in classroom management

Who should use Restorative Practices?

Restorative Practices can be taught, learned, and used by all staff, students, and community members.

Restorative Practices Professional Development (Offered by CPS Office of Social and Emotional Learning)

RESTORATIVE PRACTICES 101 engages participants in developing skills and mindsets around relationships, school communities, and what happens when members of the community harm each other. Participants will be introduced to Restorative Conversations and common restorative practice concepts, such as repairing harm.

TALKING CIRCLES are intended to build and maintain relationships while improving the social skills of circle participants. Talking Circles are a proactive strategy that can be used school-wide to prevent and reduce misconducts.

PEACE CIRCLES use circle rituals and structures to help heal all affected parties and build a collective and holistic understanding of what occurred and the underlying factors that contributed to an incident. Peace Circles are used to de-escalate or resolve conflicts that involve and/or affect individuals and/or multiple persons.

PEER CONFERENCE is a voluntary student-led process in which a small group of trained Peer Conference members work with referred students (students who have broken a school rule or who are in conflict) to understand the impact of their actions and repair harm.

ALTERNATIVES TO SUSPENSION can provide meaningful opportunities for students to learn skills, repair harm caused by their actions, and take ownership over their behaviors. This workshop helps participants develop a framework and provides tools for creating restorative alternatives to suspension. Participants will have an opportunity to practice using a Disciplinary Intervention curriculum.

*Search Learning Hub for "OSEL" for training dates and locations.

Restorative Practices in a Multi-Tiered System of Support

Restorative Practices fit into a Multi-Tiered System of Support, proactively supporting all students and providing targeted and intensive interventions for students with higher levels of need.

Tier 1
ALL STUDENTS

RESTORATIVE SCHOOL CLIMATE

A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.

Practices that support Tier 1:

Restorative Mindsets

Restorative Language

Talking Circles

Restorative Conversations

Tier 2
SOME STUDENTS

RESTORATIVE DISCIPLINE

After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.

Practices that support Tier 2:

Restorative Conversations

Peer Conference/Peer Mediation

Peace Circles

Skill-Building Alternatives to Suspension

Tier 3
FEW STUDENTS

RE-ENTRY AND RESTORATIVE HEALING

In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community. When needed, intensive one-on-one interventions promote healing.

Practices that support Tier 3:

Re-entry Procedures

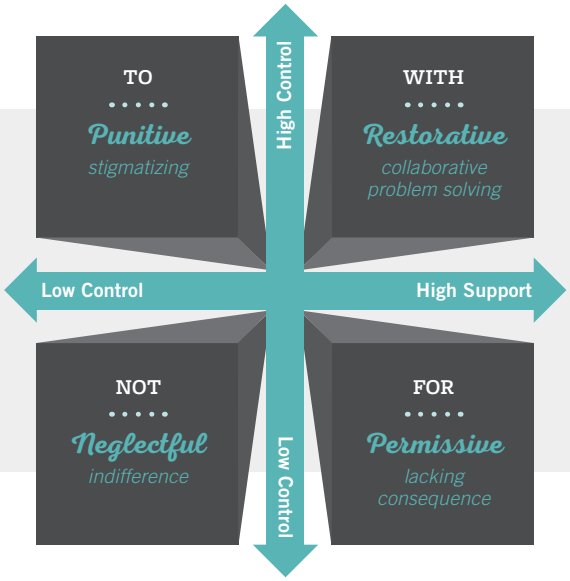
Restorative Conferencing

Chicago Public Schools

PUNITIVE VS RESTORATIVE DISCIPLINE

	PUNITIVE	RESTORATIVE
MISBEHAVIOR IS DEFINED AS	Breaking school rules, disobeying authority	Harm done to one person/group by another
PROCESS RELIES ON	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
ACCOUNTABILITY DEFINED AS	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
GOAL OF THE RESPONSE	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
EFFECTS OF THE RESPONSE	Short term—behaviors often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them in college, career, and life

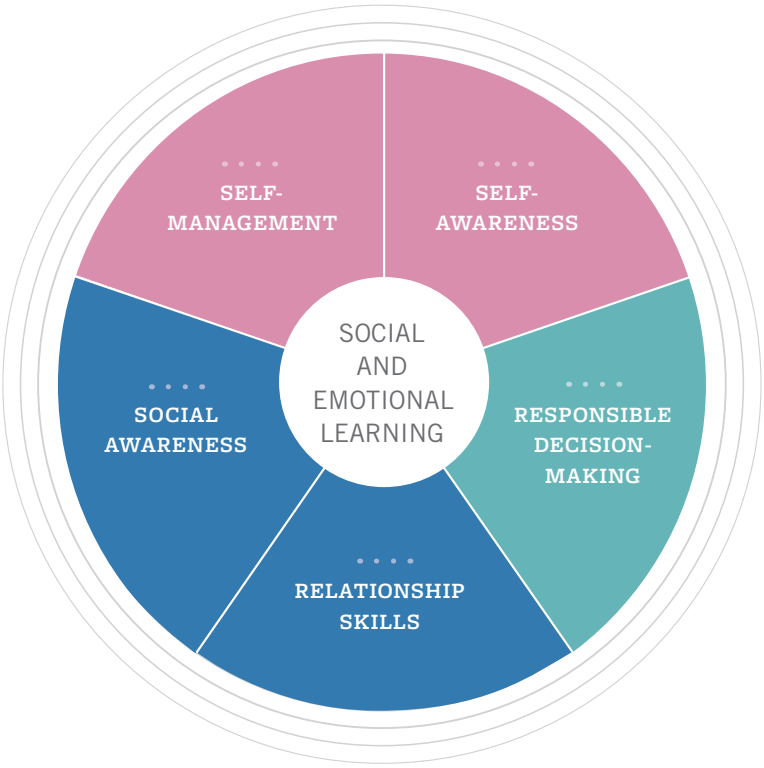
Social Discipline Window



ACCOUNTABILITY is achieved when someone understands the impact of his/her actions, takes responsibility for choices, and works to repair harm done. As educators, we help students hold themselves accountable by both setting high expectations and providing high levels of support. This is achieved when we do things with students—not to them or for them.

RESTORATIVE PRACTICES AND SOCIAL EMOTIONAL LEARNING (SEL)

Social and emotional competencies are critical skills that students need to succeed in school, college, career, and life. Restorative Practices support the development of the five core social and emotional competencies displayed below. At the same time, developing social and emotional skills also enhances the ability of students (and adults) to actively participate in Restorative Practices.



Through Restorative Practices, students learn to take ownership over their own feelings and actions. Restorative responses, including the use of "I" statements, promote **self-management** and **self-awareness**.

Restorative Practices teach students the impact and consequences of their decisions. For example, Restorative Conversations focused on reflection and "making things right" promote **responsible decision-making**.

At the heart of Restorative Practices are strong relationships and communities. Relationships are built and restored through specific practices, such as Circles. The application of an overall restorative mindset involves the use of such social awareness and relationship skills as empathetic listening. as well as through developing an overall restorative mindset focused on **social awareness** and **relationship skills.**

The Social and Emotional Learning Core Competencies and graphic come from CASEL (Collaborative for Academic, Social, and Emotional Learning), available at www.casel.org/social-and-emotional-learning/core-competencies

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

SCHOOL NAME _____ **REVIEWER'S NAME** _____

DATE _____ **VISIT#** ____ **POSITION** _____

COMPLETE THIS RUBRIC ONLINE AT: www.tinyurl.com/RPRubric

SYSTEMS & STRUCTURES	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
1. The school's mission and vision reflect restorative mindsets and values and integrate the voices of all stakeholders.				
2. School has developed written protocols for disciplinary procedures and restorative practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences, and procedures for following up on referrals.				
3. School has developed and utilizes a menu of logical, instructive, and corrective disciplinary responses, in addition to Tier II/III behavioral health supports, to build into restorative agreements.				
4. School has identified a confidential space and reserved a regular schedule for Peace Circles, Peer Conferencing, and/or Restorative Conversations to occur.				
5. School has a system for tracking and following up on agreements made by participants during restorative practices.				
6. School ensures that restorative actions taken (i.e. Restorative Conversations, Peace Circles, etc.) are entered into IMPACT following Student Code of Conduct infractions. The school has a data collection process for Restorative Practices that are not tied to SCC infractions.				
7. School regularly uses data (including from IMPACT, Dashboard, MVMS, and surveys of students, staff, and families) to assess effectiveness of restorative practice efforts.				
8. Procedures are in place for staff, students, and families to request Restorative Practices.				
9. Teachers are given time in their class schedules to teach the SEL skills for successful restorative practices (empathetic listening, "I" statements, etc.)				

STAFF & PROFESSIONAL DEVELOPMENT	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
1. All staff, including the school principal, have attended introductory Restorative Practices training on restorative mindsets, restorative language, and Restorative Conversations (Overview of RP and/or RP 101).				
2. Multiple staff are trained to serve as Circle Keepers.				
3. Staff are familiar with behavioral de-escalation strategies and use them to determine the appropriate moment for implementation of a restorative process.				
4. School leadership regularly reference and reinforce a restorative culture and Restorative Practices in communications with staff, students, and families.				
5. Staff are provided with ongoing professional development and opportunities to reflect on their implementation of Restorative Practices during staff/grade-level meetings, school PDs, and/or other school meetings.				
6. School has identified 1-2 staff to serve as the school's Restorative Practices Lead, and the RP Lead has time and access to ongoing training or PLCs around Restorative Practices.				
SCHOOL COMMUNITY & ENVIRONMENT	**Not Yet True (1)**	**Partially True (2)**	**Mostly True (3)**	**Comments**
1. The school environment (including posted expectations, rules, and mission statement) reflects a restorative culture by referencing community, relationships, respect, etc., and there are explicit reminders of Restorative Practices throughout the school (RP posters, bulletin board, lanyards).				
2. School leadership regularly reference and reinforce a restorative culture and restorative practices in communications with staff, students, and families.				
3. Staff can be regularly seen/heard using restorative language ("I" statements, empathetic listening) to express their feelings and reflect on other's feelings among themselves and with students.				
4. Students can be regularly seen/heard using and restorative language ("I" statements, empathetic listening) to express their feelings and reflect on other's feelings among themselves and with adults.				

SCHOOL COMMUNITY & ENVIRONMENT	Not Yet True (1)	Partially True (2)	Mostly True (3)	Comments
5. Staff can be seen teaching, modeling, and reinforcing the school's restorative culture, restorative mindsets and practices.				
6. All students have regular opportunities in their classrooms to participate in Talking Circles, community- building activities, or other proactive Restorative Practices that promote relationship-building and community.				
7. Parents/guardians are included in Restorative Practices, and/or community building activities.				
RESTORATIVE INTERVENTIONS	**Not Yet True (1)**	**Partially True (2)**	**Mostly True (3)**	**Comments**
1. When a behavior incident arises, staff use restorative questions (What happened? What were you feeling and thinking at the time? Who has been affected by your actions? What can you do to make things better?) to promote reflection and conflict resolution. These conversations take place in a way to minimize it being heard by others.				
2. Students are referred to Restorative Conversation, Peace Circles and/or Peer Conferences to resolve behavior incidents, conflicts, and/or other pertinent issues.				
3. Restorative Conversations, Peace Circles and/or Peer Conferences occur at the time and place that they were scheduled, and are scheduled within several days of the incident whenever possible.				
4. Staff are made aware of outcomes after referring students for restorative interventions.				
5. Involved staff have an opportunity to participate in Restorative Practices to resolve conflicts or issues with students or other staff.				
6. When students are removed from the classroom or school due to disciplinary issues, staff develop and follow a re-integration plan that ensures the student is welcomed back and restored to the community.				

CORE COMPONENTS OF RESTORATIVE PRACTICES



CORE COMPONENTS OF RESTORATIVE PRACTICES

A restorative mindset and restorative language are integral to each of the restorative processes that are currently being used in Chicago Public Schools. From building community in the classroom with a Talking Circle to repairing harm and restoring relationships through a Peace Circle, these components should remain at the heart 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.

Communication Stoppers vs. Restorative Language



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 has an effect on the larger community.

RESTORATIVE QUESTIONS are non-judgmental 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. Restorative questions help the respondent learn from the incident and problem solve.

RESTORATIVE JUSTICE MINDSET DEFINITIONS & TERMS

Restorative Justice Mindset	Non Restorative Justice Mindset
Intentionally builds relationships and trust within a community	Assumes relationships and trust automatically exist in a community
Values and welcomes multiple perspectives	Sides with a perspective that aligns with their own values, beliefs, or truths
Acknowledges that healing is crucial to restoration and that it is a process	Does not acknowledge healing
When harm is caused, the harm-doer is asked to take an active role in repairing the harm	When harm is caused, the harm-doer is punished
Interpersonal conflicts are resolved by dialogue that gets at the root of the conflict and best ways to move forward. It includes all parties involved.	Interpersonal conflicts do not need to be resolved; they "disappear", or are resolved with unhealthy mechanisms (i.e. violence, screaming, etc.)
Asks that individuals are vulnerable	
When harm is caused, acknowledges that those effected often need support and healing opportunities	.
Believes that ownership of a conversation or process should be collective	

Key Restorative Language				
Fix	Harm	Space	Accountability	Moving forward
Heal	Harm do-er	Process	Reflection	Rebuild
Restore	Behavior	Time	Safe Space	Ownership
Repair	Community	Relationships	Perspective	Collaboration

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RESTORATIVE JUSTICE MINDSET SURVEY

Restorative Justice is more than a program or practice; it is a mindset, a way of doing business and approaching our work every day. A restorative mindset is driven by key values and concepts which are outlined below:

1. I place **relationships** at the center, recognizing that relationships are critical for making progress whether on large community issues or for an individual who is going through personal challenges.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

2. I value **collaboration and collective voice,** recognizing that all peoples' voices are important and that we must have structures and protocols in place that engage all stakeholders rather than a few individuals, even in times of conflict.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

3. I recognize that **communities** are responsible for the individuals in the community and vice versa. Restorative justice mindsets look to a community to solve its own challenges and support individuals in the community in healing and repairing harm they may have caused.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

4. I acknowledge **multiple truths** and that each individual has a unique perspective which should be shared, honored, and heard.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

5. I believe that **respectful dialogue** is possible in any given situation. While certain topics may cause tension or vulnerability, a Restorative Justice mindset believes that with the right space and values a respectful dialogue can take place.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

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6. I ask that individuals be **vulnerable** and willing to engage in honest conversations with others.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

7. I ask individuals to be held **accountable** for their actions. This means that individuals should be able to acknowledge their role in any harm and take steps to repair any harm that they have caused.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

8. I acknowledge that **healing** is a process and that it must take place after harm happens to individuals and/or communities. Without an appropriate healing process, additional harm may be caused.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

9. I ask how conflicts and harm can be **restored** after they have taken place. The goal of restoration is to rebuild relationships, restore the communities and individuals after harm, and work with those who caused the harm to prevent a similar incident from happening in the future.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

10. I believe that **constructive solutions** are always possible and work towards discovering those solutions together.

I almost always have this mindset	I often have this mindset	I sometimes have this mindset	I rarely have this mindset	I almost never have this mindset

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	Only 7% of what we communicate is transmitted through words. 40% comes through tone, and the remaining 53% is through body language. Paying attention to tone and body language is just as important as hearing the words a person speaks.	Even if ***what*** we have experienced is similar to someone else, how we experience it may be very different. For instance, a loud, lively classroom activity may be stressful for one teacher and energizing for another.	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. By mirroring, we can help the speaker better understand him/herself and his/her emotions.
How To	**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?	**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…?	**MIRRORING PHRASES:** • Do I understand that you feel… • What you're saying is… • What I hear you saying is… • I can see that you're feeling…

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*
• "Multitasking" while attempting 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	• Letting the speaker know whether or not we agree with him/her • Asking too many probing questions when the speaker is not ready to share • Giving advice • Providing interpretations of the speaker's motives or behavior • Relating the speaker's experience to our own experience * Each of these pitfalls may at times be exactly what the speaker wants to hear. It is important to ask the speaker whether or not this type of response is appropriate.

Adapted from Covey, Franklin (2004). The 7 Habits of Highly Effective People. New York: Simon and Schuster.

"I" STATEMENTS

One way to respond restoratively is by using "I" statements, which encourage and acknowledge ownership over one's feelings. While "I" statements often link one's feelings with an incident, they do not place blame for the speaker's feelings (i.e. A statement such as: "You make me feel .., when you..." places blame for the speaker's feelings.)

Communicating with "I" statements helps strengthen relationships and builds understanding of how one person's actions has an effect on the larger community. Using "I" statements also help students see their teachers as individuals who have feelings and care.

"I" Statement Sentence Starter
When I see/hear _____ ,
I feel _____
because I _____ .

If the speaker hopes that the "I" statement will result in a specific change in behavior, it can be helpful to make a request after stating one's feelings, with such non-confrontational phrases as, "Would you be willing to…" or "How can we…"

Alienating Responses ("4 D's"):	Restorative Language Using "I" Statements:
DIAGNOSIS: implying you know what is right by judging, blaming, comparing: "The problem with you is that you're disrespectful."	"When I heard you speaking to Kyle in the way you did, I felt frustrated because I value the respect that we've built in this classroom. It sounds like you were angry with Kyle. Is that right?"
DENYING: denying personal responsibility for one's feelings or actions: "You make me so frustrated when you talk during class."	"When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. I appreciate that you're so passionate about what we're learning in class. How can we work together to make sure we're both heard?"
DEMANDING: making a threat in an attempt to force behavior: "If you don't sit down and be quiet, you're going to the office."	"When I see you walking around during class and talking during instruction, I feel angry because I really want you to learn and I know that you're a leader among the other students. Would you be willing to tell me what you're feeling during class?"
"DESERVE" THINKING: believing that certain behaviors deserve punishment or reward: "He got in a fight, so he needs to be suspended to teach him a lesson."	"When I saw you put your hands on Peter, I was scared because I am responsible for making sure everyone is safe in here. Can you tell me what happened?"

RESTORATIVE PRACTICES AND BEHAVIOR

Decisions about how and when we use Restorative Practices connect to many important theories about human behavior. This document provides a brief overview of the connections between Restorative Practices and three such theories.

Restorative Practices and Emotional Escalation

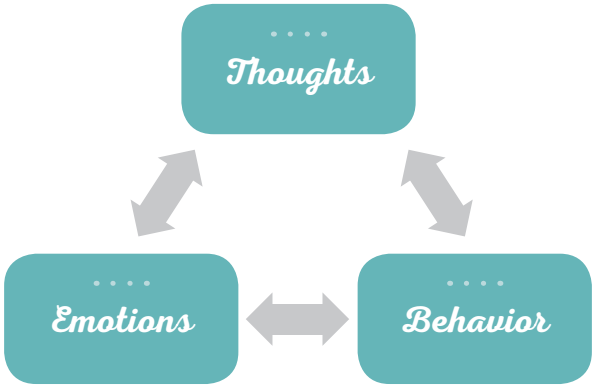
Restorative Practices ask affected parties to respectfully express and reflect on their emotions. When we are too angry, anxious, or otherwise emotionally escalated, it becomes more difficult for us to consider the facts of what happened, the harm that was done, and what needs to happen to repair the harm and restore relationships. Restorative Conversations, Peace Circles, and Peer Conferences are most effective when involved parties are calm or once they have reached a state of calm following an escalation of behavior.

When interacting with a person whose emotions or behavior are escalating towards a state of crisis, keeping a Restorative Mindset and listening empathetically will lead to a more supportive and solutions-focused response. Until the person has reached a state of calm, he or she is not likely to be able to respond appropriately to "I" statements, restorative questioning, or more formal restorative practices. Instead, safety strategies, avoidance of power struggles, and utilization of de-escalation strategies ideally should be employed first to help a person return to a state of calm. Additionally strategies such as providing a safe space and using non-confrontational body language are useful when interacting with a person who is in crisis.

To learn more about behavioral de-escalation strategies, attend CPS's Safety Care training.

Restorative Practices and the Interaction between Thoughts, Feelings, and Behavior

Research supports the theory that behavior is influenced by thoughts and emotions, which also influence one another. Negative thought patterns can lead not only



to negative behaviors, but also negative emotions and beliefs about oneself or others. A student who thinks, "I'm no good at math," or "My math teacher doesn't like me," is more likely to have a negative perspective of math class, and in turn is more likely to demonstrate negative behaviors during that class.

Community-building Restorative Practices provide a safe setting for a group to intentionally develop positive thoughts and emotions. In a Talking Circle, emotions and experiences are shared, connections are made, empathy is expressed, and everyone is valued equally. With regular implementation, negative thoughts and emotions about a classroom or school community can be replaced with positive associations. Within a Talking Circle, a student may also share other negative beliefs he/she may have and the Circle Keeper may refer the student to work with a counselor or specialist who is trained to help students replace those negative thoughts with more positive ones.

Restorative Conversations and Peace Circles provide a safe space for people to reflect on their negative thought patterns and the emotions and behaviors that may trigger or result from these thoughts. For example, "What were you feeling at the time?" and "What have you thought about since?" ask a harm-doer to identify the underlying thoughts and emotions related to his/her behavior.

Unlike punitive consequences, the restorative consequences of asking the harm-doer to take an

active role in repairing harm and restoring relationships gives the harm-doer an opportunity to replace negative thoughts and feelings with positive ones.

Restorative Practices and Unmet Human Needs

Unmet needs can be the underlying cause of conflict or harmful behavior. If, for example, a harmful behavior results from an unmet need for emotional safety, then it will not be effective to respond by appealing to the harm-doer's desire to impress family and friends, or to speak about how the behavior impacts his/her career goals. When a conflict occurs, it is important to consider the unmet needs of both the affected person(s) and the harm-doer. A Restorative Conversation or Peace Circle, held when both parties are calm, can provide insight about the unmet needs that led to the conflict, leading to a response that directly addresses each party's needs and is most likely to restore their relationship.



RESTORATIVE PRACTICES IN THE CLASSROOM



RESTORATIVE PRACTICES IN THE CLASSROOM

As Restorative Practices become a more fundamental and integrated aspect of your school culture, it must also become a part of the way teachers interact with students and manage their classrooms. While Peace Circles and Peer Conferences require trained facilitation, there are things all teachers can do to build restorative environments in their classrooms and help students practice the skills they need to participate meaningfully in both Restorative Practices and academic instruction.

GOALS OF A RESTORATIVE CLASSROOM ENVIRONMENT

On the first day of school, few students already bear the confidence and focus they need to engage deeply and meaningfully with academic content. Before students can participate authentically in a classroom discussion, they first need to feel good about the way others perceive them, and know that their contributions to the discussion will not hurt their status within the group (Ladd, Herald-Brown, & Reiser, 2008). A strong, trusting classroom community is a pre-requisite for both academic engagement and meaningful participation in restorative practices.

All members of a classroom community have three basic social needs: to feel respected, to feel accepted, and to feel significant. Think back on a conflict that has come up in a classroom in your past. Can you imagine how the root of the conflict may have stemmed from a need for one of those three elements? In order to meet these needs, teachers can institute class rituals and activities that emphasize for all students that they are noticed, valued, and cared about by the group. This resource contains examples of activities that can be used to develop relationships and community, and also to practice skills students may call upon later to repair harm done to the community.

The overarching goal of the restorative classroom—meeting the needs for respect, acceptance, and significance for all members— are supported by four practicable objectives. Members of the classroom must gain the skills and the confidence to **communicate openly and authentically.** They also must practice showing **empathy** for one another and **seek to understand** those with different perspectives. They must have opportunities to work together to develop **shared agreements** about how they will interact with one another both inside and outside of the classroom, and must **share accountability** for following those agreements. Finally, all members of the classroom must learn the skills to **recognize when their words or actions have caused harm, and to participate in a process to repair that harm.**

These are lifelong skills that are challenging for us just as they will be a challenge for our students. Building a restorative classroom environment is a process—it will not be achieved through a week of lessons or a set of guidelines. **We can't restore a community if we haven't taken the time to build community; we can't skip ahead to the end of the process and expect our students to understand the impact of their actions, take responsibility, and work to repair the harm that was done. We must build those skills over time, just as we build math or reading skills.**



As you read through this resource, consider how you can take each step with your class over the course of the school year. While these steps take time, teachers who use them often find that they spend less time managing behavior, and students are better able to focus and engage during instructional time. As an end result, you can expect that students will feel more connected to you and to each other, they will be able to show more patience and compassion for others, and the class community will begin to share responsibility for positive behavior and restoring community when it is disrupted.

STEP *1:* **BUILD CONNECTIONS AND COMMUNITY**

STEP *2:* **DEVELOP SHARED AGREEMENTS TO GUIDE INTERACTIONS**

STEP *3:* **TEACH STUDENTS TO REFLECT ON EXPERIENCES AND INTERACTIONS**

STEP *4:* **ADDRESS PROBLEMS AND QUESTIONS COLLABORATIVELY**

STEP *5:* **RESTORATIVE CONVERSATIONS ABOUT THE CLASS COMMUNITY**

Step 1:

Build Connections and Community

Featured Lesson: How to Elaborate and Actively Listen

Teacher Interactions

The process of building connections and community begins with the way we, as teachers, interact with individual students. An older body of research has shown that peer interactions within a classroom tend to reflect the teacher's disposition toward students (Johnson, 1970; Gouldner, 1978), so it is essential that we communicate to all students that we believe in their potential and care about their well-being. In any given year, we are bound to gather background information about some of our students before the first day of school. We might know their older siblings, or their parent who is on the LSC, or their impressive performance in the school play last year, or their frequent stays in the In-School Suspension room. We may have heard our colleagues talk about their skills or the challenges they have posed.

Contingent (Related to What They Are Doing)	Non-Contingent (Just Because)
• Letting them know they did well on an assignment • Appreciating their specific positive behavior • Telling how they're meeting/ exceeding expectations • "That's a really interesting question" • "Thank you for sharing that comment" • Privately acknowledging their improvement • Noticing the kind things they do for others • Asking them to share a strong answer with the class • Acknowledging when they comply with your redirect	• Greetings • Asking them questions about their lives • Remembering details about their lives • Going to their events • Ask their opinion on class activities • Letting them know you're interested in their work • Inviting them to ask for help • Encouraging them to join school club/sports • Checking in about a concern they mentioned before

As a restorative educator, you must recognize the negative preconceptions you may have about your students, and then consciously reject those preconceptions. Begin your year by showing each student that you regard him positively and you are eager to get to know him. Surprise your student who is expecting her new teacher to dread her presence by acting as though you believe she is going to be a polite, friendly, high achieving student. If she doesn't meet that expectation, treat her mistake as a learning opportunity.

Dr. Randy Sprick, author of CHAMPS and Discipline in the Secondary Classroom, recommends that teachers aim for a minimum 3:1 ratio of positive interactions. That is, a teacher should try to interact positively with every student 3 times more often than they interact with the student to correct misbehavior. Click this link to see Dr. Sprick speak more about the 3:1 ratio.

Positive interactions can be either contingent or non-contingent to students' behavior. Appreciating a student's social behavior, work, curiosity, and participation shows the student that her effort is noticed and valued, and that positive behavior results in a positive outcome. Non-contingent attention is given to all students regardless of their behavior or effort, to show that they are noticed and cared about at school.

A negative interaction is defined as any time a teacher interacts with a student BECAUSE they are not behaving appropriately. Even if the correction is given in a subtle, calm way, it is considered a negative interaction because in essence the student is getting attention for a negative behavior. The goal is not to eliminate negative interactions, because that is not feasible, but rather to outweigh negative interactions, at a ratio of at least 3:1, to ensure the overall tone of the classroom is positive and each student has a positive sense of self in the classroom setting.

Talking Circles

A Talking Circle is a Restorative Practice that helps to build trusting relationships between all members of the classroom and creates the opportunity for each student to feel accepted and significant within the group. If you have a full day with your students, this can be a daily practice. If you have them for only a period, you might prefer to hold Talking Circles weekly or every other week. A Talking Circle can last 10 minutes or up to a full period, depending on the goal.

Before your first Talking Circle, explain to your students that the purpose is to get to know each other, share experiences and ideas, take care of each other, and support each other to reach goals. When we participate in a Talking Circle, we are taking the time to pay attention to what's going on in our own head and in the heads of our

classmates, and this helps us know each other, focus, and learn better for the rest of the day or week.

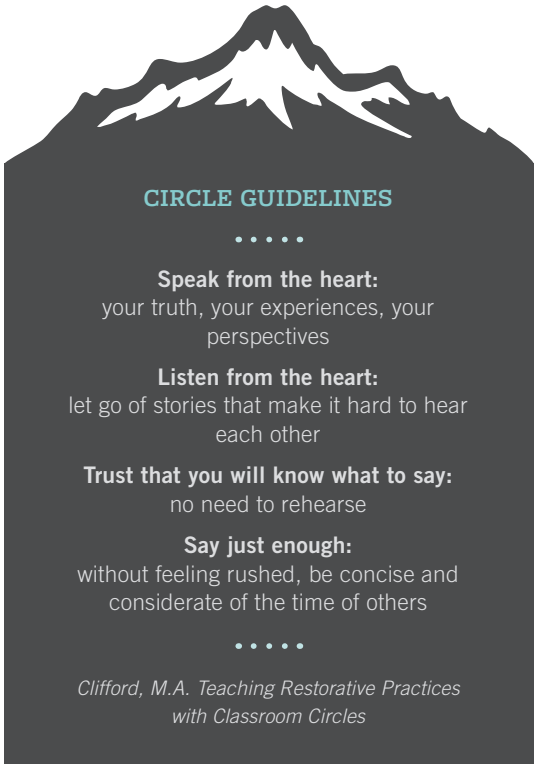
WHAT MAKES A CIRCLE?—A few key elements differentiate Circle time from other class activities. While this is a flexible practice that you can shape to meet your students' needs, be sure to incorporate these elements.

- **Forming the Circle:** Do make the effort to form a true circle or oval. If it is not possible to rearrange chairs or desks in your classroom, you might move the class to an alternative space in the building, stand in a circle or oval surrounding the desks, or ask students to move their chairs so they are facing the center of the room. A circle sets a different tone and encourages participation and interaction. It is important that students are comfortable, that they are able to be attentive to each other (each faces the center of the circle and has set personal items aside), and that everyone participates by sitting in the circle. Verbal participation is always optional.
- **Center Piece:** In the middle of the circle is a center piece, which participants can look at to focus. The center piece might consist of items that are meaningful to the facilitator or the culture of the student body, or it may be artwork or a collage that the class has created together. Often, the centerpiece includes the written shared values that the group has created.
- **Talking Piece:** A talking piece (any object that can be peacefully held and passed around the circle) is used to ensure that only one voice speaks at a time and that all focus is on that voice. Students are always permitted to pass if they don't want to speak. The talking piece is passed around the circle to ensure equality of voice. Occasionally, it may be passed in other ways, such as passing "popcorn-style" to students who request to speak using a silent signal. Do take the time to explicitly teach participants how to use and pass the talking piece, even if it is already a familiar concept. To manage the impulse to speak, identify silent signals for common needs. For example, pointing up can mean a request that the speaker speaks louder, wiggling fingers can signal agreement, and placing 3 fingers on lips can be a request to speak.
- **Facilitator as Participant:** As facilitator, you will also be sitting in the Circle at the same level as the students, as an equal participant. You are not there to teach a lesson or moral. A Circle facilitator follows the principle of non-interference: welcoming what is said without trying to influence or give advice.
- **Consistent Ceremony:** A Circle should be predictable. Once a pattern has been established it is best to follow the same pattern each time the Circle is convened. The use of a familiar ceremony sets the tone and helps students know what to expect. It normalizes a practice that at first may feel unusual. Typically, the Circle ceremony consists of an opening ritual, a reminder of norms and values, topics or questions that participants are invited to respond to, and a closing ritual.

OPENING RITUAL—Begin the Talking Circle with a brief introductory activity every time. This separates the Circle from the rest of the class period, and eases students into a different mode after the interruption of moving to form a circle. You might read a quote or poem, lead students in a relaxation exercise, play music, or ring a chime.

REMINDER OF VALUES AND NORMS—When introducing Talking Circles to the class, create a shared list of values that you will uphold during Circle time. Passing the talking piece, ask students what values they bring to the circle. Connect these values to school-wide expectations when possible. Ask all students to agree to respect and uphold these values whenever the class is in Circle together, and post them in the classroom or include them in the Circle centerpiece to serve as a reminder

It is also important to articulate the behavioral norms that will allow students to express their values. Even if this is not the first Talking Circle, remind the group of norms regarding speaking, listening, and demonstrating respect and caring. Reinforce these norms with positive feedback.



Here is an example of Circle norms (above) that were developed by a group in San Francisco, which they referenced at the beginning of every Talking Circle. The first is that all participants say what is true for them, based on their own experiences, even if their truth may be different than that of others in the circle. The second guideline about listening emphasizes that we set aside any assumptions or preconceptions we hold about the speaker so that we're better able to hear what they are truly saying. The third guideline reminds participants that they should listen without allowing themselves to be distracted by thoughts of what they will say when it is their turn. The final guideline is about making room for others to speak, and ensuring that while we say what we need to say, we step back after contributing our piece so that we can listen to others.

Stop the Circle if it isn't going well. Share what you are noticing and ask the group to reflect with you on what is happening. Take advantage of teachable moments, re-teach expectations, and start again if you judge that it is appropriate to do so.

Tips for Successful Facilitation

Transitioning from Teacher to Participant

Validate and acknowledge feelings and problems expressed in the Circle, even if you don't agree with what is expressed. Don't discount or minimize what is shared.

When a student shares a problem, don't try to give an answer or wrap up neatly—instead, ask what they need.

As a member of the Circle, share your experiences and responses as appropriate without dominating time or attention.

Managing Sharing

Set ground rules as to what type of sharing is appropriate — students should not share news that another person would consider private or would be uncomfortable sharing, whether that person is in the room or not.

Addressing Behavior During the Circle

Notice good behavior! The best way to support positive behavior is to reinforce it by noticing and complimenting students for behaving appropriately and demonstrating social and emotional skills.

If you decide that you need to stop or redirect a member of the Circle, always explain why you are doing so. Remind students of expectations and redirect consistently and calmly before resorting to a negative consequence. Once students have been reprimanded and punished for their behavior, it can be very difficult to recapture the positive and supportive tone of the Circle.

Greet latecomers pleasantly without disrupting what is happening, and address their tardiness later.

If students are critical about the Circle practice, don't take it personally or get frustrated. Use it as an opportunity to explore why it isn't going well. This is an opening for progress to occur, moving from superficial or hypothetical questions and answers to 'real talk.'

CIRCLE TOPICS AND QUESTIONS—A Talking Circle can serve many purposes. It can be used to strengthen connections and familiarity, it can address social and academic challenges, and it can help students clarify their goals. When you have your objective in mind, write out questions in advance that will prompt students to form ideas and opinions. A typical Talking Circle includes 2-3 rounds of questions. Pose these questions or topics and give think time before passing the talking piece. If this is early in the year, be sure to start with low-risk, fun questions (e.g. If you could transform yourself into an animal at will, what would it be?), and later graduate to deeper content (e.g. Who inspires you to be your best self, and what kind of person do they make you want to become?) The sample questions below are organized by several common Talking Circle objectives.

- **Getting to Know One Another:** Tell about the origins of your name. If you could have lunch with a famous person, who would it be? If you could only listen to one song/watch one movie/read one book for the rest of your life, what would it be? Tell about a book/movie/TV show character who reminds you of one of your family members, and explain why. If you could go back in time, what would you do? What do you want people to remember about you when we come back for our 10 year reunion? If you could live anywhere in the world, where would it be?
- **Catalyze Creativity:** If you were a superhero, what would your power be? If you were hired to paint a mural, what would you paint? What would you do if you won $1M in the lottery? If you open your own business one day, what kind of business will it be? If you could have a theme song start playing whenever you walked in the room, what would it be? What book/movie/TV show would you like to be a character in? If you could have any animal for a pet, what would it be? If you could instantly be incredibly skilled at one thing, what would you choose?
- **Goal Setting:** What is your goal for the day? What would you like your life to be like 10 years from now? When you feel discouraged or frustrated, what do you say to yourself to keep going? What is one difficult thing that you are going to get better at? What have you done this week to get closer to your goal? What have you accomplished this week? What are you going to do this weekend to prepare for a great week next week?
- **Academic Check Up:** Who do you go to for extra help when you need it? What's one thing you can do to make our school a better place to be? What's your best tip for staying organized? What's your best tip for keeping up with homework and projects? What is one thing that helps you concentrate and learn? Who was your favorite teacher so far and how did that person help you learn? What's your toughest subject, and how are you meeting the challenge? What subject is easiest for you, and why has it been going well?
- **Social Check Up:** What was the best thing that happened this week? What's one thing you're looking forward to? What makes you happy? Finish the sentence—A friendship is equal when both people _____. What makes someone a good friend? What friendly message can you text to someone who needs a boost today? What do you wish people would say to you more often? What's the nicest thing that someone has done for you today? What words best describe your mood today? Give a shout-out to someone in this class who you have appreciated this week.
- **Anticipation:** Today we are going to _____— What questions or thoughts does that bring up for you? What do you already know about this topic? What have we already done this year that has prepared you to do this? How will you feel if you are really successful? What problems might come up? If _____ happens, how will you handle it?
- **Reflection:** How are you feeling about _____? What was your favorite part of class today? What do you do to relax when you're feeling stressed out? How do you like to express your thoughts: in writing, talking to friends, creating art, or something else? What kind of _____ do you feel like today? (fill in the blank: color, weather, music, etc.) On a scale of 1 to 5, how well do you think we're doing at being respectful with one another? How are you different now than you were when you were ____ years old? Whose values do you admire and why?

OPTIONAL: Follow-up Comments and Questions—Time permitting, you may decide to allow students to respond with questions or supportive comments (see the lesson plan on pages 9-10 as a way to teach this practice). When the talking piece comes back to you after a round of questions, ask students if anyone would like to use the talking piece to follow up with anyone about what was shared. Pass the talking piece "popcorn style." Comments should show interest or concern about what was shared; in essence, they should communicate that students are listening and they care about how the person feels. Questions can be about something they didn't understand or something they would like to know more about. Offer your own questions and empathetic comments to model this practice.

CLOSING RITUAL—After everyone has shared, summarize and name the themes that came up, and invite others to add to the themes that were identified. The closing serves as a transition and also ensures that every student has contributed to the circle. You might ask a final, synthesizing question for students to answer to the whole group or to a partner, depending on time. The closing can also be a silent moment of reflection, a ritual action that involves everyone in the circle, or inspiring words for students to reflect upon as they start their day. Think ahead about any procedures you want students to follow to transition to work time, such as cleaning the circle area or moving chairs, and teach and practice these procedures.

SYNTHESIZING QUESTIONS: What do you think went well during our Talking Circle today? What would you like to change for next time? What are you going to take with you for the rest of your day? How can we move forward in a positive direction? In order for this group to feel like a community, what do you need? How has your opinion changed since we began talking? How have you felt supported by this group? How will you support others in this group today? How are you going to make today a good day for someone else?

When students are accustomed to the Talking Circle routine, ask for their feedback about how to improve using a post-Circle questionnaire. Share the results with the class, and explain how you will incorporate their feedback.

Check-in Rituals

While Talking Circles are a Restorative Practice that allows students to interact positively with each other and be noticed and heard by classmates, A simple check-in ritual, used daily or weekly, can also be a lever to strengthen the sense of community in the classroom. During a check-in, a talking piece is passed around the room so all students have an opportunity to have the attention of the class and speak if they choose to do so. When students begin class with a check-in ritual, they feel welcomed and recognized for making a positive contribution to the group, and they see that it matters to others that they have come to school today. This boosts confidence, reinforces positive behavior, and sets the tone for learning. Here are a few brief, adaptable check-in activities:

HIGH-LOWS—Students take turns sharing the high point and the low point of their day. This can be done as a full class with a talking piece or in smaller rotating groups if time is short. It may be necessary to pre-teach what kind of information is appropriate to share—a good rule of thumb is that students should not share information that anyone else would consider a secret, embarrassing, or feel uncomfortable to know it had been shared.

GUT CHECK—Project a slide or make a poster showing a range of emotions. Ask students to pick two different emotions that describe their emotions today—one emotion for the morning and another for the afternoon, or one emotion they show on the surface and another on the inside, or their best emotion of the day and their worst emotion of the day.

LIST OF EMOTIONS/FEELINGS

Angry	Confident	Helpful	Respectful
Accepting	Shy	Honest	Safe
Adventurous	Cooperative	Interested	Insecure
Appreciative	Creative	Loyal	Scared
Brave	Curious	Mature	Frustrated
Calm	Encouraged	Hurt	Strong
Caring	Energetic	Optimistic	Supportive
Cheerful	Enthusiastic	Peaceful	Trusting
Comfortable	Forgiving	Polite	Trustworthy
Uncomfortable	Friendly	Proud	Sensitive
Guilty	Generous	Punctual	Embarrassed
Cranky	Jealous	Disappointed	Sorry

WHAT'S GOING ON?—Pass out a handout like the one pictured below. Give students time to write in any, all or none of the quadrants. Pass a talking piece around the room to give each student an opportunity to share anything they have written on their page, without the need to work up the courage to raise their hand. Students may also choose not to share aloud, and instead pass their paper to you if they would like you to see it.



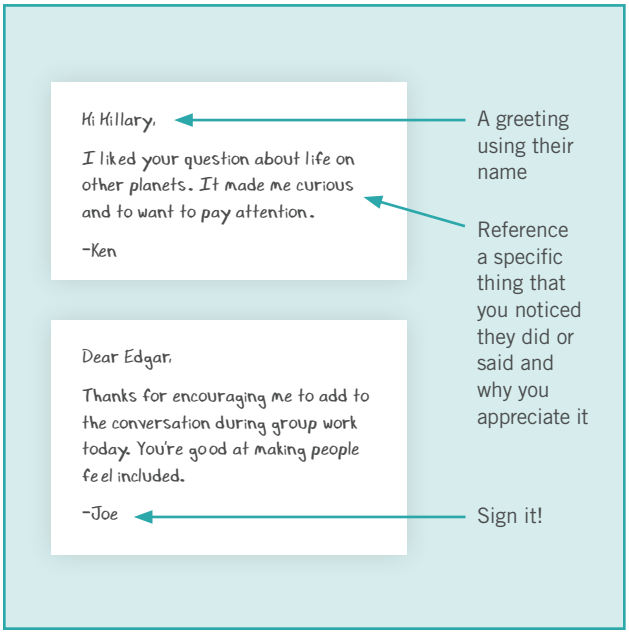
METAPHORS—Project a slide or make a poster showing 15-40 pieces of clip art. Any pictures will do! Ask students to pick one picture from the display and explain how that picture is a metaphor for how they are feeling today.

Affirmations

As you increase your ratio of positive interactions with students, you may see students interacting more positively with each other. To support this behavior, teach students a specific way to offer written affirmations and support to their classmates and build in a few minutes each day for students to practice. This structure can take place independently any time a student has a spare moment in class.

Show students how to write affirmations to each other through explicit modeling—write affirmations for each student in your class, or if you have more than one class of students, write a few each week and read them aloud or post them on a bulletin board. Then give students a chance to write their own. Supply index cards and ask students to write an affirmation for each member of their group after a small group activity. Collect these, and choose a few to read aloud (without naming the affirmer). Place these in student "mailboxes" or distribute them during a quiet activity later in the day.

Continue to supply index cards, and once you are confident that students will only write positive things, teach students when and how they can deliver their affirmations directly to their classmates. Continue to prompt students to write affirmations for designated people (e.g. "write an affirmation for the person sitting one row over and two seats down") as well as to write affirmations to people they have noticed and appreciated to ensure that all students receive affirmations. Fade prompts over time—if students finish an activity early, include "write affirmations" on a list of things they may do while they wait for others to finish.





Common Core Connection

The lesson plan that follows, as well as other lesson plans in this resource, strengthen student skills in two key Common Core anchor standards for English Language Arts: **Comprehension & Collaboration** and **Knowledge of Language**

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.L3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Step 1 Lesson Plan:

How to Elaborate and Actively Listen

OBJECTIVE: Students will recognize and formulate open-ended questions, practice elaborating on their answers, and describe 3-5 techniques to actively listen.

TIMING: Lasts approximately 40 minutes. This lesson fits in well near the beginning of your school year, when students are getting used to the idea of having meaningful dialogue and expressing themselves in front of people they are still getting to know.

IL SEL STANDARDS:
2A.1B. Use listening skills to identify the feelings and perspectives of others.

2A.4B. Use conversation skills to understand others' feelings and perspectives.

2C.5A. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

1. **(5 MINUTES)** Begin with a hook activity called "One -Minute Discussions". Divide students into pairs so that each person has a partner who they do not typically spend a lot of time with. Explain that they will talk about a given topic for one minute without stopping. They may tell their partner anything that crosses their mind that is connected to the given topic. For low-risk conversations to get students to feel more comfortable with each other, silly or abstract topics work well, e.g. toothbrushes, clouds, summer, pets, sandwiches, the CTA, etc. Medium risk topics might include school, college, or friends; and higher-risk, more revealing topics might include family, neighborhood, hope, trust, or disappointment.

   When a minute has passed, ask listeners to summarize what the speaker said in a sentence or two. To debrief, pose the following questions: What did it feel like to be the speaker? The listener? Why do you think we did this activity? How often do you talk about any topic for an entire minute? How is this different from the way you usually communicate?

2. **(15 MINUTES)** Summarize student responses and transition by explaining how, as a teacher, you notice that sometimes when you ask a question and call on a student, they answer in as few words as possible—but when you really want to hear someone and get to know them, you'd like them to give a more detailed answer. Today the class will be practicing two skills: how to elaborate when we give an answer, and how to be such an active listener that people will want to talk more.

   Explain that an open-ended question is one that is phrased in a way that encourages someone to answer with a full sentence or more. A closed question is one that we can answer with single word. Project or write these questions on the board:

- Do you have any brothers or sisters? (closed)
- What bothers you most about your brother? (open)
- Are you going to a party this weekend? (closed)
- What kind of job would you like to have when you are older? (open)
- What's your favorite subject? (closed)
- What do you like about your science class? (open)
- Who do you talk to when you feel stressed out? (closed, but could be answered more openly)
- What's your favorite movie about? (open)
- Do you like this song? (closed)
- Where are some places you like to go on the weekends? (open)

Ask students to identify which questions on the list are open-ended and closed, and address any confusion. As a second check for understanding, ask students if they can change one of the closed questions so that it becomes an open-ended question.

Ask students to choose one of the open-ended questions from the list, and take a full 30 seconds to answer it for their partner. After 30 seconds, the partners should switch roles and the other partner will answer the question of their choice for a full 30 seconds. Ask students what techniques they used to add detail when they saw they had time left.

3. **(10 MINUTES)** Explain that while it isn't always important to take 30 seconds or more to answer a question, when we're participating in a Talking Circle, we want to try to give more than the simplest answer. There may be exceptions when the Facilitator specifically asks everyone to give a one word response, but most often we want you to elaborate so we can hear more about your thinking and your experiences. When one person is sharing, we can help them elaborate by being active listeners. This matching activity is an interactive way to teach five techniques for active listening.

   Print copies of the chart below so that each pair or small group will have one. Cut apart the chart so that students must match column 1 (gray) to its matching purpose and example from columns 2 and 3 (white). For younger students, just use Encouraging, Clarifying, and Empathizing.

Techniques for Active Listening	Purpose	Example
Encouraging	Using words or actions to show that you're interested and keep the person talking	Nodding, making eye contact, "Hmmm", "Uh-huh", "that's interesting", "tell me more about that"
Restating	Saying in your own words what you thought you heard the other person say, to let the person know you're listening closely and trying to understand	"Would it be correct to say that...", "So what I hear you saying is…", "If I'm understanding you, the way you see it is…", "In other words, you've concluded…"
Clarifying	Getting more information by asking nonjudgmental questions, to better understand any statements that were unclear or incomplete	"I'm not sure what you meant by…", "Could you explain more about…", "What leads you to believe that…", "Could you explain that in a different way?"
Empathizing	Appreciating others' experiences even if you don't agree with everything they say, showing that you respect their point of view and understand their feelings	"I can see why you feel that…", "That must have been hard for you", "Now I understand your point of view", "I didn't realize you felt that way—thanks for telling me that"
Reframing	Moving the conversation to problem-solving or goal-setting, encouraging others to consider whether they misinterpreted something, or redirecting a negative statement into something more productive	"That's an interesting point-to go further I would suggest…", "Since we both care about … would it make sense to…?", "I'm sorry you feel that way, but I'm glad you said so. Let's see how we can work together to address that"

4. **(10 MINUTES)** Go over the answers to the matching exercise in the manner of your choice (e.g. have groups compare answers, make a poster on chart paper, award points for correct answers, etc.). For the last 2 minutes, pose this question:

What do you need to feel comfortable sharing your feelings and opinions with the people in this class? Ask students to write out their response and turn it in to you. The following day, read a representative and anonymous sample of these, and reflect on how the class community can act on the responses.

5. **OPTIONAL FOLLOW-UP:** Continue to practice using these skills and techniques by bringing back a classic activity—Show and Tell. Choose a different student each week to bring in an object to show. Before they share, verbally and visually remind students of the 5 techniques, and let them know that there will be time after sharing for remarks that are encouraging, clarifying, empathetic, or used to restate or re-frame. The selected student should then tell a short story about their experience with the object and answer classmates' follow up questions.

Norm	Looks Like...	Sounds Like...
Respect	• Listen to the person who has the floor • Be open minded to other perspectives • Leave others' property alone • Keep others' stories private • Only using phones when appropriate	• Positive attitude • Monitor airtime • Talk honestly, calmly, and privately when you have a problem with someone • Speak like you would in a college class (no profanity)
Reinforcement	• Be genuine and empathetic • Positive/attentive body language • Showcase good student work	• Affirm others when they do something positive • Build off others' ideas • You can argue with an idea without attacking the person • Ask others for their opinion
Accountability	• Do your best to do your part when working with others • Participate so you can get the most out of the class • Turn in work on time/turn back graded work on time	• Address and work to resolve conflict within a day • Ask questions and give extra help to make sure all understand

Step 2:

Develop Shared Agreements to Guide Interactions

Featured Lesson: Co-constructing a Social Contract

Most likely you have heard others speak about the familiar practice of co-creating classroom rules with students so that they will be more likely to buy into them. This certainly is one way to incorporate student voice, but it does not necessarily make our classroom environment more restorative.

Teachers can create a restorative environment and still set the rules. For example, a teacher may have a clear rule about cell phone use, not speaking or whispering during tests, following the dress code, arriving on time to class—all perfectly reasonable rules that exist for a purpose. While there is nothing wrong with seeking student input about these procedural details, it is not necessary and may not be useful to do so. Instead, involve students in the development of social mores—the ways of interacting that embody the fundamental values of the group.

The second step in laying the foundation for a restorative classroom is to work together as a class to develop shared agreements about how all members of the class will treat each other. It is not enough to say we will be respectful toward one another, because the word "respect" can have a wide range of definitions for different people, and it can be unclear how one should show respect when they are angry, confused, disappointed, curious, bored, distracted, or upset. Before your class will be ready to engage in Restorative Conversations, they must feel secure and trust that their teacher and classmates will continue to care about and respect them even when they make mistakes or aren't getting along.

It is essential that adults and young people participate as equals during the process of developing shared agreements, and everyone is held accountable to them on a daily basis. This process should not feel like a lesson, or like the teacher is fishing for certain responses. It must be clear that the teacher is committing to the agreements in the same way as students, and that it will be acceptable for a student to point out when a teacher violates an agreement, just as they would expect a teacher to reference agreements that a student has violated.

Above is an example of norms that were developed by a high school class. They began by describing characteristics of their favorite and least favorite classes in the past. Then they re-framed negative characteristics to describe the opposite, desired characteristic. Finally, they grouped similar characteristics into three main categories: Respect, Reinforcement, and Accountability. While the norms can be summarized and easily referenced with these three words, the group took the time to operationalize what each word would look like and sound like in the classroom. Notice that the descriptions of each norm include details that could be applied to the teacher or to the students.

Next, you will find an example lesson plan for having a class conversation about shared agreements. It can be used in any classroom from approximately 3rd-12 grade, or modified for younger students.

Step 2 Lesson Plan:

Co-constructing a Social Contract

OBJECTIVE: Students will come to a shared agreement about what principles should guide all interactions in the class: teacher to student, student to teacher, between peers, and when there is a conflict.

TIMING: Lasts approximately 50 minutes. It is best to introduce this lesson plan early in the year, but after students are comfortable participating in a class discussion and brainstorming with a small group.

IL SEL STANDARDS:
2B.4B. Demonstrate respect for individuals from different social and cultural groups.

2D.3A. Evaluate strategies for preventing and resolving interpersonal problems.

3A. 1B. Identify social norms and safety considerations that guide behavior.

1. **(5 MINUTES)** Tell students they will be doing an activity to show how well they can follow instructions (in reality, this is a hook to launch a conversation about the importance of coming to a shared understanding). Give each student a sheet of paper, and give the following instructions, pausing after each to give the group time to comply.

- Pick up your sheet of paper and hold it in front of you. Close your eyes and listen carefully to my directions. The rules are 1) NO PEEKING and 2) NO QUESTIONS.
- The first thing I want you to do is to fold your sheet of paper in half.
- Now, tear off the left corner.
- Fold the paper in half again and tear off the bottom corner of the sheet.
- Fold it in half again.
- Now tear off the lower right-hand corner of the sheet.

SAY TO STUDENTS:

- "If I did a good job of communicating and you did a good job of listening, all of our sheets should look exactly the same! Right?"
- "Let's see. Unfold your paper and hold it up." [Look around the room to see if all sheets are identical. They won't be!]
- "These don't look too great. Why do your sheets look so different from mine? Why is everyone's sheet a little different?" [You should get responses such as "You didn't let us ask any questions!" or "The way you gave us directions wasn't clear!"]

2. **(5 MINUTES)** Transition by explaining that this activity is a metaphor—in order to understand each other and be successful as a class, we need to both see and hear each other. We need to be willing to take the time to explain what we mean and hear others out.

Present the idea that "Respect" is a word that we define subjectively. What a teacher thinks of as a respectful way for a student to speak to a teacher may not match what students think. What a teacher might personally interpret as a disrespectful phrase or gesture (model a few common ones—eye rolling, tongue clicking, etc.) might seem like no big deal to a student. On the other hand, a teacher might speak to a student in a way that the student feels is disrespectful, while the teacher feels like he or she is simply acting with authority.

Say something like, "So many of the conflicts that arise center around the idea of respect, so it's important to spend some time as a class coming to a shared understanding of how we show respect to each other. We're going to do an activity together to arrive at a shared understanding.

3. **(10 MINUTES)** Divide students into four groups, give each group a piece of chart paper and a marker, and assign each group one of the questions below:

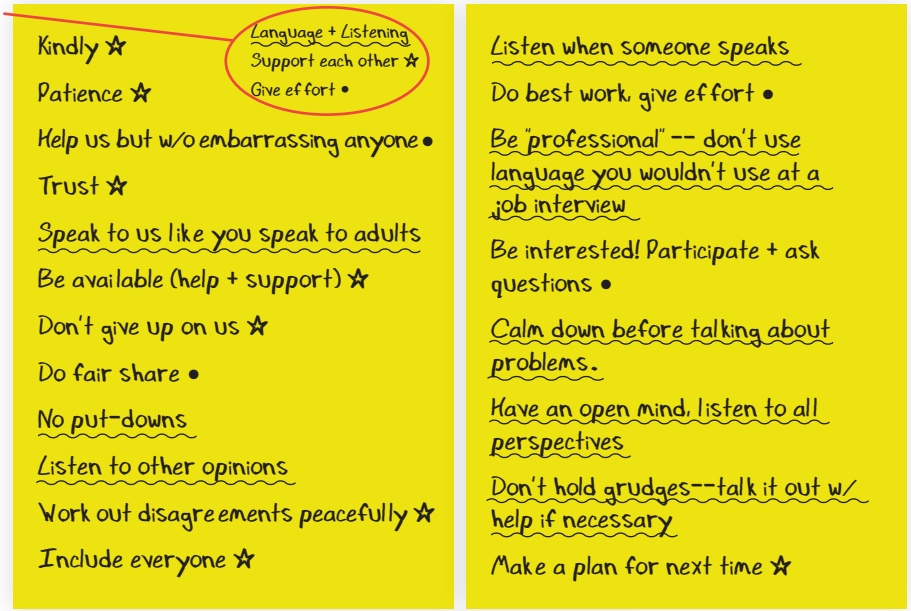
- How do you want to be treated by me?
- How do you want to be treated by each other?
- How do you think I want to be treated by you?
- How do you want to treat each other when there is a conflict?

Ask students to discuss and answer the question they are assigned on their chart paper. To increase participation, have groups begin their discussion by assigning a role to each group member:

- Spokesperson will share conclusions with the larger group
- Scribe will write on the chart paper
- Includer will make sure that all voices contribute
- On-task Person will make sure that the group completes the task in the allotted time without getting off topic
- Affirmer will thank people for sharing and give positive feedback (i.e. "that's a good suggestion", "thanks for adding that", "that helped make it clear")

4. **(15 MINUTES)** After each group has had time to discuss and list answers on chart paper, have each small group share their list with the larger group. If students say non-specific words like "respect", challenge them to clarify what they mean by that --- what does respect look like and sound like?

Categories and coding system



Groups will most likely report similar answers, even though their questions were different. Ask students if they recognize any categories emerging from the lists. In the example to the right, the group recognized that many of the statements were about language and listening, others were about providing emotional support for one another, and others were about putting forth effort. Use a coding system to categorize each statement.



5. **(15+ MINUTES)** Finalize the social contract on a fifth sheet of chart paper. At the top, write "As students, peers, and teacher we will…" or something similar that includes all members of the classroom community. Ask students to shape sentences that summarize the various statements that fall into each category, as in the example below. Set aside time in future class periods to revisit the contract and reflect on how well it is being kept.

Step 3:

Teach Students to Reflect on Experiences and Interactions

Featured Lesson: Empathetic Listening and "I" Statements

Steps 1 and 2 build connection, trust, and authenticity. The next step in preparing your students to engage in restorative processes is to create experiences where students can practice reflection. These experiences are easily built into the way you communicate and the learning activities you already have planned. This section will provide specific strategies for teaching your students to identify their own feelings, re-tell their experiences, and thoughtfully consider the feelings and experiences of others.

Teacher Modeling

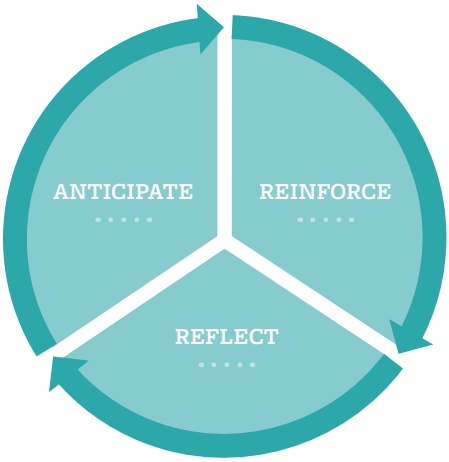
Plan ahead for when and how you will tell your class an anecdote to model your own process of reflection and demonstrate the power of open communication. This strengthens your connection with students and also provides them with a framework for how to process a difficult or confusing experience. Here are a few ideas to begin:

- Tell students about a time you made an assumption about someone, and it turned out not to be true. Explain why you made the assumption, when you realized it was inaccurate, what you thought about after that, and how the assumption impacted your interactions with the person.
- Tell students about a time you realized you offended someone. Explain how you realized that you offended the person, what you thought about after that, and how it impacted your relationship.
- Tell students about a time a friend hurt you, and you had a difficult time telling the friend how he/she made you feel. Explain why it was so difficult to talk to your friend about the problem, and what you did or were tempted to do to feel better.
- Tell students about a time you expected a family member to understand how you felt, but because you didn't speak openly about your feelings, things just got worse. Explain what ways, besides words, you showed how you were feeling. Explain how the lack of open conversation impacted your relationship.

Look for opportunities to model reflection in context as well. If you are having a hard day, you might consider sharing that information with your students (omitting personal details) and explaining how it might impact your teaching. Then ask students if they have ever had a hard day that impacted their learning. If a student says something or behaves in a way that is hurtful to you, wait until a private moment when you are both feeling calm, and, using "I" statements, explain how you interpreted the student's behavior and how it impacted you. Then ask the student for his/her interpretation and feelings. If class goes really well and you feel energized as you see the light bulbs turn on, tell students that you are noticing their engagement and how it makes you feel. Then ask them what it is about this lesson that seems to be working.

Integrate into Classroom Activities

In addition to being an essential skill for Restorative Practices, reflection is an important part of social, emotional, and academic learning, and pairs well with Common Core standards that require students to apply learning to broader contexts, see links between current and prior learning, clarify ideas, think analytically, and solve problems. The following activities are examples of ways students can practice the skill of reflecting on and analyzing their feelings.



ANTICIPATE, REINFORCE, AND REFLECT—Before any new or challenging experience, anticipate with your students what skills they may need to use, what they can do if a problem arises, and how success would look. During the experience, reinforce this by reminding students to use their skills to overcome difficulty and give positive feedback to students as they use skills. After the experience, ask students to reflect on how well they met

the challenge. Reflect on what you saw and experienced as well, especially the positive but also what needs to improve (This strategy is a core part of the Second Step curriculum, Committee for Children, 2011).

REFLECT ON GROUP DYNAMICS—After students have worked together on a project, get the group accustomed to reflecting on the experience. Share something similar to the form below before a group activity begins, so everyone can see how group members will evaluate them later. This will also lead students to reflect on their own contributions as a group member, and will think about how their behavior impacts others as they wonder how they will be rated. Consider how you will use the form below—it could be part of their grade, but you might also ask students to discuss their reflections with each other, and set goals for the next time they work together.

Self and Group Evaluation

When we work together...

We talk to each other, on topic, and use kind language even when we disagree

Me	Person 1	Person 2	Person 3
Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No

We work efficiently and don't waste much time

Me	Person 1	Person 2	Person 3
Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No

We stay in our work area unless we had a work-related reason to move

Me	Person 1	Person 2	Person 3
Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No

We take turns during discussion, and everyone adds to the conversation

Me	Person 1	Person 2	Person 3
Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No	Yes I Neutral I No

HIT THE PAUSE BUTTON WHEN CLASS ISN'T GOING WELL—Stop a class activity if it isn't going well. Share what you are noticing and ask the group to reflect with you on what is happening. This is not the same as stopping class to tell students that you are unhappy with their poor behavior—instead, you are seeking their input as to why they are not engaged or participating, and what should be done differently next time.

HELP STUDENTS UNDERSTAND HOW THEY THINK—You may be familiar with activities that help students determine their learning style. Here's a short and engaging activity in which students interact with a partner and reflect on how their styles of thinking complement one another:

1. Collect 20 objects and set them on a table in a way that all students can see them. Cover them with a sheet before students come in the room.
2. Explain that this is an experiment to see how we are similar and different in the way that we remember and learn things. After you lift the sheet, students will have 2 minutes to silently look at the objects, using whatever strategy they want to memorize what is there (they may not write anything down).
3. After two minutes, cover the objects again and give students 2 minutes to write down as many objects as they can remember without talking.
4. After working alone, have students compare with a partner to see if they can add any more things to their lists. Ask them to discuss their strategies for remembering. Uncover the objects again, and ask students which objects were easiest and most difficult to remember, and why.
5. To debrief, ask students whether they were more successful when they worked with a partner. Have a few students share their memorization strategies, and compare how different students think in different ways.

FOCUS ON REFLECTION IN YOUR LESSONS—Throughout the day, students engage in reflection as part of their academic work. When this happens, explicitly make the connection between their academic learning and their social lives. Here are some sample reflection questions that can strengthen this skill:

- Which character do you identify with and why? If you don't identify with any of the characters, which characters remind you of someone you know, and why? Choose any character and describe how he or she has changed during the story.
- What careers are connected to the learning you did today? Can you imagine yourself in any of those careers? What skills are you building now that will put you on the path to that career?
- What do you understand now that you didn't know at the beginning of this class period? If a student was absent today and came tomorrow, how would you explain what we did today?

- I'm about to pass back your graded tests, but before I do, think about how it feels to get a higher grade than your friends, and then how it feels to get a lower grade than your friends. What is the best thing to do if you see that your grade was low? If your grade is high, how can you show empathy to others who might have a low grade?
- As you plan lessons for your class, think about where opportunities exist to ask students to form and share an opinion. If there are no points of controversy in what you are teaching, ask students for their opinion about the quality or usefulness of an assignment.

RETURN TO CLASS AGREEMENTS THROUGHOUT THE YEAR—If you used a process like that from the Step 2 lesson plan, be sure to allocate 10 minutes or so to revisit them at least quarterly.

The example to the right allows students to reflect on the behavior of the class as a whole, of the teacher, and of themselves. After students have completed the reflection individually, the teacher can collect them, then compile major trends and a few quotes to share with the class the next time they are together.

Reflective Talking Circles

Convene the class as a Talking Circle when you can budget more than a few minutes for reflection. At this point, students are still building the skills they will need to participate in a Peace Circle where class conflicts may be discussed, but you can prepare them for that experience with any of these Talking Circle ideas.

COLLECTIVELY REFLECT ON SHARED EXPERIENCES—After a field trip, special presentation, class guest, or other out-of-the-ordinary experience, form a Talking Circle to re-tell the story of the event. Set the expectation that each student in the circle will add a detail about the day. The first person to speak will tell about the beginning of the experience, and each student in the Circle will continue the story with the phrase "And then.." The last person in the circle will tell the end of the story. This exercise requires students to remember small details that may not seem significant at first glance. Wrap up by asking students if any details were shared that they didn't notice during the experience, or if there's any special detail that they will remember for a long time.

CELEBRATE THE COMPLETION OF A UNIT OR MAJOR ASSIGNMENT—To culminate a significant assignment, bring the group together as a Talking Circle to share their work. Ask each student to speak briefly about what was difficult about the assignment, what they liked most about it, and share a few unique details from their work. As time allows, pass the talking piece around a second time to give students an opportunity to ask questions or express appreciation of others.

Social Contract Reflection Questions

On a scale of 1-4, how well are we doing as a class on keeping our social contract? Put a check below to show your choice.

1 NOT KEEPING IT AT ALL	2 NOT REALLY KEEPING IT	3 MOSTLY KEEPING IT	4 DEFINITELY KEEPING IT

Explain Your Choice:

On a scale of 1-4, how well am I doing as a teacher on keeping our social contract? Put a check below to show your choice.

1 NOT KEEPING IT AT ALL	2 NOT REALLY KEEPING IT	3 MOSTLY KEEPING IT	4 DEFINITELY KEEPING IT

Explain Your Choice:

On a scale of 1-4, how well are you doing on keeping our social contract? Put a check below to show your choice.

1 NOT KEEPING IT AT ALL	2 NOT REALLY KEEPING IT	3 MOSTLY KEEPING IT	4 DEFINITELY KEEPING IT

Explain Your Choice:

Step 3 Lesson Plan:

Empathetic Listening and "I" Statements

OBJECTIVE: Students will practice empathetic listening in the context of a disagreement and will rehearse how to state their own feelings and reactions using "I" statements.

TIMING: Lasts approximately 40 minutes. This lesson should be introduced after students have practiced and are comfortable reflecting on and sharing their feelings.

ILLINOIS SEL STANDARDS:
2A.4B. Use conversation skills to understand others' feelings and perspectives.

2A.5B. Demonstrate ways to express empathy for others.

2A.5A. Demonstrate how to express understanding of those who hold different opinions.

1. **(10 MINUTES)** Divide the class into groups of 3-5, and provide one of the scenarios below to each group (or create your own, if these aren't a good match for your students).

- Your best friend's grandfather passes away over the weekend, and he's very quiet at school on Monday.
- At recess, two captains are picking teams. Everyone knows which student will be picked last, because she is always picked last.
- A student in your class really struggles in reading, and your teacher asked you to be her partner to do a reading assignment. It is her turn to read aloud and she starts to goof off instead.
- A new student is eating lunch alone in the cafeteria.
- Your teacher has just referred two students to the office for fighting. When you ask him a question, he doesn't answer but snaps at you to sit down and get to work.
- A student who is a little overweight sits on a chair and it breaks. The chair was partly broken already, but most students start joking about her weight and laughing anyway.

Post these three questions on the board, and give groups about 5 minutes to discuss the answers and select spokespeople.

- How do you think the person is feeling? Use at least 3 words to describe.
- How do you know the person is feeling that way?
- If you could see this person rather than just read about what happened, what facial expressions or body language would help you understand what she or he is feeling?

Ask each group to read their scenario aloud and answer the three questions. Then, ask students to reflect silently on whether or not they cared about the feelings of the people in the scenario, or whether they would like to help or support them in some way. Conclude by defining empathy—We feel empathy when we understand and care about the feelings of others.

2. **(10 MINUTES)** Explain that when we feel really strongly about something, it can be difficult to talk peacefully with people who disagree with us. Tell your students about a time you experienced this.

Sometimes we react by using angry words or blaming language, other times we might react by not saying anything at all. We want to be able to work out disagreements peacefully, and to do that we need to:

A. FEEL EMPATHY FOR THE OTHER PERSON AND

B. EXPLAIN OUR POINT OF VIEW, OR FEELINGS, AND OUR NEEDS IN A PEACEFUL WAY.

We do this with empathetic listening and "I" statements.

First, practice this skill with a fun, decontextualized activity. Google the term "inkblots" and choose 2 or 3 images to share with the class. Ask them to use these sentence starters to talk with their partner about what they see:

"I can understand how you see that, and I also see..."
"I can't see that right now, but what I see is..."

Commend students' ability to both respect the opinion of their partner, but also communicate their own opinion.

3. **(10 MINUTES)** Next, you'll add more context. Tell students it is one thing to disagree peacefully about inkblots, and it's entirely different when you are trying to talk to someone who has done something that hurt you or someone you care about. Share this sentence structure with the class:

WHEN I SEE/HEAR ***[state what happened]***, **I FEEL** ***[state your feeling]*** **BECAUSE I** ***[state the effect the incident had on you].***

Ask students to write out how they would make an "I" statement in response to the following:

- You told your friend a secret, and she told at least 4 other people.
- Someone who was a good friend last year has been ignoring you this school year.
- Your parent won't let you stay out past ____ p.m., when you know your brother was allowed to stay out later when he was your age.
- Your teacher is giving you a lot of attention and asking if you need help, and other students are starting to tease you about it.

EXAMPLE: "When I heard that you told my secret, I felt really embarrassed and betrayed because it was humiliating and now I feel I can't trust you."

Call on students to share their "I" statements for each prompt.

4. **(10 MINUTES)** Transition by explaining that once you gather the courage to communicate the way you feel, the "I" statement is a good formula to do it in a way that is respectful, non-blaming, and invites open discussion. When you use an "I" statement, the other person is more likely to respond with empathy. To demonstrate, pass out the "'I' Statements vs. Blaming Statements" worksheet on the next page, and ask students to guess how Mike or Stacey would respond to Option A (blaming statements) versus Option B (I statements):

Synthesize student responses by emphasizing that when we explain ourselves with "I" statements, we let others know how their actions impact us in a way that is less likely to make them feel angry or defensive. Instead, we create an opportunity for them to respond and explain their perspective.

OPTIONAL FOLLOW-UP: For homework, assign students to use an "I" statement in real life, and reflect about it the next day in class through writing or a Talking Circle.

If you already have space set aside in your classroom for resolving conflicts or cooling down, print up half sheets of paper with the "I" statement structure, and place them in that space for students to complete.

"I" STATEMENTS VS. BLAMING STATEMENTS

Maurice is a mechanic and owns his own shop. He arrives one morning to find that the shop is a mess—he had left his employee Mike in charge from 3:00 until closing at 7:00 p.m. When Mike comes in for work the next day, Maurice needs to talk to him about it.

OPTION A:

MAURICE: This place was a disaster when I got here. You always leave tools lying all over the garage! You don't have any respect for my shop or my property!

HOW WOULD MIKE REACT? _____

_____

OPTION B:

MAURICE: I have a problem. I feel disrespected and frustrated when I see tools laying around the garage when I get here in the morning, because I paid a lot for them and this shop is important to me.

HOW WOULD MIKE REACT? _____

_____

Stacey is a student in Ms. James' history class. Stacey isn't working on the assignment, and instead is drawing pictures or laying her head down on the desk.

OPTION A:

MS. JAMES: What's your problem? You need to start putting more effort into this class; you never do any work in here!

HOW WOULD STACEY REACT? _____

_____

OPTION B:

MS. JAMES: When I see that you're not participating, I feel concerned that you might not be learning, and I can't tell what you know if you don't try to do this assignment.

HOW WOULD STACEY REACT? _____

_____

Step 4:

Address Problems and Questions Collaboratively

Featured Lesson: Making Things Right

After a few months of consistently using the practices in Steps 1-3, you will likely observe that students are socially comfortable with each other, they are willing to share more personal thoughts and feelings, and they are starting to ask each other meaningful questions and offer feedback without your close guidance. Soon they will be well-prepared to participate fully in a Restorative Conversation or Peace Circle. However, before students can be expected to engage in a difficult personal conversation where they must take responsibility for their actions and how they have impacted others, an important stepping stone is to create experiences where students can participate in collaborative problem-solving around issues that are not so closely tied to personal emotions and real social relationships.

The goal is to pose a problem that the entire group must work together to resolve—that is, while some students may end up taking a lead role, no one will immediately have the right answer. In this section, you'll see several ideas for creating these experiences, followed by a full lesson plan to help transition students from addressing hypothetical and de-personalized scenarios to step 5, in which they will use restorative processes to address events in their lives.

Group Puzzles

These 3 collaborative activities are good "hook" activities, and are great for practicing and reinforcing the positive interactions and behaviors you want to see when addressing more authentic challenges.

EVERYBODY UP—This movement-rich activity requires students to cooperate, strategize, and communicate to accomplish a goal.

1. Begin with pairs of students sitting on the ground, hands clasped, and feet touching. Their job is to work together to raise themselves from sitting to standing.
2. When pairs are successful, have students regroup so they are in threes. Then move onto fours, fives, and even higher numbers until students can no longer stand successfully.
3. Debrief by sharing your observations about how students cooperated to be successful, comparing their strategies with ways they can work with others to accomplish academic or personal goals.

LOGIC PROBLEMS—Choose an appropriately challenging logic problem from www.mysterymaster.com/puzzles/ or a similar website. Either print copies so students can work on the problem in a group of 4, or cut out the individual clues so every student can hold onto one and read it aloud. Here are some questions to debrief:

- What strategies did you use to solve the problem?
- Did you work together or did one person take the lead?
- What did others do that was helpful to solve the problem?
- What kind of behavior was unhelpful?
- What prevented you from giving up?
- What was the turning point when you figured out a process to solve the problem?
- How was this logic problem different from solving a problem between you and a friend, family member, or someone you don't get along with?

COLLABORATIVE ART—This activity requires students to communicate and cooperate to complete a picture (you may tell them what to draw or leave it up to them). Before you begin, clarify expectations for how students should work together. For example: Students should listen to each other's ideas, ask follow up questions to get more information, compromise on an idea, encourage everyone to participate, and express any disagreements with respect.

1. Divide students into small groups. Give each student in the group a different color crayon.
2. Ask them to draw one picture as a group. Each color must be included and each student can only use one color.
3. Watch and comment on their use of clarifying statements and respectful disagreement.
4. Debrief by having them show their artwork and explain how they worked together. Ask what happened that made the task easier or more difficult.

Overcoming Academic Challenges

Teach students to take a problem-solving approach when they face academic challenges. Pose a few of the following scenarios (or adjust them to better fit your students' circumstances) and write students' responses on the board. Ask the students to star 1 or 3 ideas that are most likely to result in a good outcome.

- Your teacher gave an assignment today to write a five page story, and you have to turn it in one week from now. How will you break the assignment up into smaller chunks of work so you don't end up writing it all the night before it is due?
- For your final project in history, you and your friends decided to make a video about the life of Roberto Clemente. How are you going to make sure each of your friends share the workload to get the video done on time?
- You were absent for 3 days and asked a friend if you could borrow her notes from class. You start to copy her notes, but realize they don't make any sense to you, since you weren't in class to hear what the teacher was saying. What can you do?
- You had a take-home exam and had a full week to do it, but you had some serious family issues going on and you have only answered one of the six questions. It's due tomorrow and you definitely won't be done in time. What can you do?
- Your teacher says that you have 6 zeros for assignments that you never turned in, but you disagree—you remember doing the assignments and believe you did turn them in. What can you do?

Debrief by evaluating the value of taking time to generate multiple solutions and choosing the best option. Create contrast by asking students what happens if we DON'T think through our challenges using this process.

Class as a Focus Group

This is an important activity to begin the transition from the creative, inventive types of collaboration in the activities above to a more contextualized process that asks students to reflect on real experiences. Prepare a real question or dilemma you are facing as a school or in your classroom. For example, maybe you are concerned about the growing number of students who aren't turning in homework on time, and you would like to consult with your class about possible solutions. Maybe you are getting close to your unit on plays, but you are thinking about trying out a new play or teaching it in a different way, and you would like student input about what would be most engaging. Maybe there have been some bullying incidents in the school as a whole, and you would like to hear students' perspectives about what type of anti-bullying campaign is actually effective. Maybe the school's goal is to increase attendance, and you want to ask your students for their opinions about why attendance is low and brainstorm an attendance plan to match.

It is helpful to do this activity in a Talking Circle to encourage focus and equality. This also sets a different tone than regular class activities, and emphasizes that you value their voices and are genuinely asking for their input. While most questions should be answered with the talking piece moving in one direction around the circle, for some questions it may make more sense to pass the talking piece "popcorn-style".

When you frame your question for the class, describe it in an objective way that does not reveal your assumptions about the cause or solution to the problem. Explain that you are convening the class as a focus group since they are the most important stakeholders and they have firsthand knowledge as students in this class and school. Prepare your questions ahead of time and take notes to show your students that all their comments are valuable and will be taken into consideration. Strong focus group questions will get at what students believe are the root causes of the issue, their perspectives and opinions about what has happened so far, and a range of possibilities they believe will be an effective course of action. Ask follow up questions, but resist the temptation to add your own thinking to the conversation.

Processing Current Events

At this stage, students will likely have the skills to participate in a Talking Circle about current events. The news cycle is typically full of stories that have touched our students' lives. From international news about refugees, war, and natural disasters to local news about the school district, community violence, elections, or even events that have occurred in your school, students will benefit from the opportunity to process their reactions in a safe, restorative Talking Circle. Similar to a Restorative Conversation, here are questions that will allow students to share what they know, what they are thinking, and choose a path to move forward.

- How do you feel about what happened?
- How were you impacted by what happened?
- Why do you think _____ happened?
- How do you think _____ feels about what happened?
- How can you support _____?
- What do you need to feel heard and respected?
- What can we do to make things better?

Plan and Execute a Service Project

This is a longer term activity that you would most likely return to for a designated block of time on a weekly basis. For 6th-12th grades, this works well as part of an Advisory period, or for lower elementary it's best for a

time of the day or week when students need an activity that is highly engaging but lower on structure.

A successful, student-directed service project will call upon students to apply many of the skills they have built over the course of the year. Use the Anticipate, Reinforce, and Reflect process (page 14) to prepare and reinforce students for demonstrating active listening, seeking other perspectives, elaborating on their thinking, coming to shared agreements, and demonstrating empathy.

Explain that over the next 4 to 8 weeks, they will get to take the lead on making and executing a plan to make a real difference in something that they care about. Everyone in the class will have an active role and be an important part of a smaller committee to make sure the project is a success.

1. Begin by brainstorming as a class about social issues that are on their minds. These can be international, national, state, or local issues, but do encourage students to suggest local issues—often local projects can be the most impactful and meaningful.

2. If the brainstormed list is long, narrow it down to no more than 5 issues through a democratic voting process. It works well to give each student 2 or 3 votes, and choose the 5 issues that had the most votes.

3. From the list of 5, talk as a group about different ways your class could address the issue. For example, they might raise funds, organize a demonstration, build or repair something, plan an assembly, or volunteer. You may make some suggestions here, but your role is mostly to serve as a reality check—while it's good to dream big, you also want students to think realistically about what they could accomplish with the work time and resources you are able to provide.

The RP Connection

Students can choose to do a project to make the school or community more restorative—for example, leading a community-building activity with younger students, organizing a Talking Circle that engages community members, school staff, and students, presenting a proposal to school administrators to implement more restorative school policies, or creating visuals to post around the school to teach restorative mindsets and restorative responses.

4. Narrow down the list of 5 issues to one that the class can agree on. From there, make a list of tasks that will need to be accomplished for the project to be successful. This should be a long, detailed list. Group similar items on the list, and form 4-8 "committees" to be in charge of a smaller group of tasks.

5. Discuss the types of skills that will be most important for each committee, and ask each student to rank their top 3 committee choices and submit them to you. It is important that each student work with a small committee so they will feel greater accountability for the project's success, and also a committee that they have expressed interest in so that they are more likely to invest effort.

6. During the next class period, remind students of their committee assignments and their tasks lists. Check in with each group as they work to ensure they have the materials they need and that they are sharing responsibility and making progress, but leave the decisions and the work to the students. If it's not going well, guide the committees through a problem-solving conversation rather than make suggestions.

The RP Connection

Each day you will be giving students time to work, begin the period by anticipating what kinds of communication skills they will need to make sure that everyone's input is heard and considered respectfully, and to resolve any disagreements that arise.

As you monitor student work, ask students questions and provide feedback (mostly positive) about the skills they are using to actively listen, affirm each other, and come to shared agreements.

7. Service projects are most impactful when they end with an event that provides some closure, where students can see the results of their efforts. For example, if they are raising money, you might try to take a field trip to the organization they are supporting, or at least walk as a class to mail a check. If building something, students might plan a revealing ceremony and invite parents and school staff to attend. Recognize each committee's contribution, and meet as a Talking Circle to reflect on the process and what made the project successful.

If you like this idea but would like more support from a great community partner, visit the Mikva Challenge website.

Step 4 Lesson Plan:

MAKING THINGS RIGHT

OBJECTIVE: Students will be able to clarify the meaning of forgiveness, suggest logical, restorative consequences in response to social scenarios, and differentiate between consequences that are focused on punishment versus consequences that are focused on making things right.

TIMING: Lasts approximately 50 minutes. Use this lesson after students have gained a clear understanding of empathy, and students have successfully practiced collaborative problem-solving and respectful disagreement.

ILLINOIS SEL STANDARDS:
2A. 3B. Analyze how one's behavior may affect others.

2D.2B. Apply constructive approaches in resolving conflicts.

2D.3A. Evaluate strategies for preventing and resolving interpersonal problems.

1. **(5 MINUTES)** As a hook, ask students if they have ever been forced to apologize for something they weren't really sorry about. Share your own story, ask a few students to share a story, and/or ask a few students to act out for the class what it might look like to make a "fake apology." Transition to step 2 by asking: How does it feel when someone "fake apologizes" to you? Does it fix the problem?

2. **(10 MINUTES)** Ask students to free write for 5 minutes about the prompt below. Ask if any students will share a sentence or two from their writing.

   Have you ever hurt someone's feelings? How did you know you had hurt their feelings? How does it feel to know that you made someone feel bad? How should you react when you realize you have made a mistake? Is saying you're sorry enough? When is it not enough? What else can you do to make it right?

Say something like, "When someone treats someone badly, they have harmed their relationship, and they need to figure out what they could say or do to restore the relationship. Likewise, the person who was hurt has the option of accepting the apology and forgiving, offering forgiveness but making a request, or holding a grudge."

3. **(10-15 MINUTES)** Draw a scale on the board that looks something like this:



Ask students to stand up and move to the side of the room that best matches their opinion. (Note: students do not need to be lined up near the board, they can be spread out around the room.) Read each bold statement aloud.

- When I forgive someone, I have to forget about what they did. If there is disagreement, allow students to explain their thinking. Before moving on to the next statement, clarify that forgiving does NOT mean you forget or give in.
- If I forgive someone, I'm basically saying they didn't do anything wrong. Again, allow students to clarify their thinking, but move students to the understanding that forgiving does NOT mean the other person won, that you were wrong, or that what they did was okay.
- When I forgive someone, it's because I accept that they are sorry. Allow discussion, but try to summarize by defining forgiveness as a choice to accept that the person is sorry and they will truly try to do better in the future.
- If someone tells me they're sorry and they really mean it, that's enough for me.
- There are some situations where just saying sorry doesn't cut it. Use these final statements to transition to the next activity about going beyond saying "sorry."

4. **(10 MINUTES)** Introduce the idea of "making things right." Sometimes an apology alone is not enough--- things can still feel out of balance. What kinds of actions could restore balance and make things right? Divide the class into 6 groups, and give each group one of the following scenarios:

- A friend borrowed your class notes and then lost them.
- Two friends went to see a movie that they knew you wanted to see, and didn't invite you.
- A girl who sits next to you got a detention because of something you did—the teacher thought it was her, and you didn't come forward.
- Someone spread a rumor about you. You borrowed your friend's bike and damaged it. You don't have enough money to fix it, and he doesn't either.
- A family member was asking you to do a chore, and you were so annoyed that you yelled and ran out of the room.

Ask each group to read the scenario together, then talk about what the person in the scenario could do in addition to saying they are sorry, to make things right. Have each group share with the rest of the class.

5. **(10 MINUTES)** Explain that this is the kind of approach you want everyone to take in this classroom when anyone feels hurt, bothered, mistreated, or disrespected. This is also the way the school as a whole is working with students who have broken school rules. Share the chart below with the class.

What Happened?	The Punishment-Only Way "You're In Trouble!"	The Restorative Way "Making Things Right!"
Marcia and Felicia get into a fight.	They are suspended for 3 days.	They meet in the Peace Room, and a Circle Keeper helps them talk about why they were angry and what they need from the other person to feel right again. They sign an agreement that "this is where it ends."
Phillip is running down the hallway at full speed. A teacher tells him to slow down and walk, but Phillip ignores him and bumps into him as he runs past.	Phillip gets detention, and is forced to apologize to the teacher.	Phillip and the teacher sit together with a Circle Keeper. Phillip explains why he was running and the teacher explains why he was concerned that running could be dangerous. Phillip chooses to apologize, and offers to design and post "speed limit: walking" posters for the hallway.
Andrea is angry at Mark so she writes something about him on the bathroom wall with a Sharpie.	With the help of the bathroom logbook and a teacher who knows everyone's handwriting, Andrea has lunch detention for a week, and isn't allowed to use the restroom pass anymore.	Andrea is asked what she thinks would be a fair consequence for her actions. She volunteers to re-paint the bathroom wall. She also requests a Peace Circle with Mark so they can talk about why she's upset with him.
Amos is 20 minutes late to class because he was hanging out with friends outside.	Amos gets written up, and if this happens 3 more times he will be in In School Suspension for a day.	Amos and his teacher talk after class about why he was late, what he missed, and why his lateness was a distraction to the teacher and other students. When asked what he thinks would be a fair consequence, he suggests that he come 20 minutes early tomorrow to make up for it and help the teacher set up for class.
Students are taking turns reading aloud in class, and one student really struggles. Mila makes a joke about her that the whole class can hear.	Mila is sent out of the room. Soon, the teacher comes and yells at her and calls her parents to tell them what happened.	The teacher tells Mila she's really disappointed that she would make that hurtful comment, and that they'll talk about it in a few minutes. Later, they talk in private about what happened. Mila doesn't think it was a big deal, so the teacher asks her to write about what happened from the other girl's point of view. The teacher calls her parents and asks them to ask Mila about what she wrote. The next day, Mila chooses to write a letter of apology.

Write the word “accountability” on the board, and ask students if they can help you define it. If they are having trouble, explain that the goal of the “Restorative Way” on the chart is accountability. As students give suggestions, shape a definition that uses their input but more or less comes out to something like “Accountability means we are responsible for our actions, and responsible for repairing harm we have caused.” Ask students to examine each row in the chart more closely, and ask:

- In each row, what or who was harmed by the student’s behavior?
- When you compare the Punishment-Only way versus the Restorative Way, in which box is the student required to repair the harm caused by their behavior?
- In which box is the student more likely to change their behavior for the better? Why?

Wrap up by explaining that sometimes you might ask
the class to help think about the Restorative Way and how we can make sure we are accountable to each other. This might happen in a whole group Circle or sometimes just in a one-on-one conversation. Today’s activity was meant to build their skills in thinking about how to make things right. All the members of the class share the responsibility to treat each other with respect and make a positive classroom environment so everyone is able to learn.



Step 5:

Restorative Conversations about the Class Community

Over weeks and months of applying steps 1-4, you will have scaffolded learning experiences to build relationships that are trusting, open, and authentic. Students will be familiar with core components of restorative mindsets and language: empathetic listening, "I" statements, accountability, and making things right. Continue to use the proactive practices you used to achieve this classroom community, but now you can also incorporate Restorative Practices that respond to problems. Restorative Practices should become a prominent part of your approach to discipline—students now have the awareness and skills to play a role in determining consequences for their behavior.

While a restorative classroom environment will likely reduce the amount of student misbehavior, inevitably there will be days you need to speak with individuals about conflict or harm. As you have Restorative Conversations with students, both model and remind students to use empathetic listening and "I" statements. Ask students what they will do to repair the harm caused by their behavior, and seek their input when determining consequences that will most likely prevent the behavior from happening again.

Misbehavior that is chronic or intense may have a complex root cause, and requires a multi-part response. The chart on the next page illustrates the four stages of a restorative response, aligned with those outlined in Guidelines for Effective Discipline: An Administrator's Addendum to the Student Code of Conduct.

Restorative educators can use this flow chart to shape a response that preserves their positive relationship with the student, considers the underlying factors that may cause or reinforce the behavior, repairs harm, and restores the student's positive identity as a member of the classroom community.

Peace Circles

A Peace Circle is used to resolve a conflict between students or between a student and an adult, and should always be led by a trained Circle Keeper. Students may be aware of the need for a Peace Circle before you are. Speak with students about what kinds of problems would be appropriate to bring to a Peace Circle, and then allow students to request them. If you have not been trained in facilitating a Peace Circle, refer students to the appropriate person at your school. If it is a class-wide issue, speak with your school's trained Circle Keeper to see if they are able to join your class to facilitate the Peace Circle.

Welcome Circles

If a student has been absent for an extended period, joins the class midyear, or is returning from a suspension or expulsion, you may choose to have a Talking Circle to prepare for the student's arrival. If you have a Talking Circle before the student's first day, you might ask the class how they will treat the student in a way that is welcoming and supportive. If you have a Talking Circle on the day of the student's arrival, you might ask the class to share one thing they missed about the student, or one thing that happened during the absence to help bring him or her up to speed. If you are aware of an unresolved conflict related to the student's return to class, make arrangements with your school's trained Circle Keeper to arrange a Peace Circle for all students and adults who are impacted by the conflict. These practices are essential for restoring the sense of community, empathy, and caring relationships that you have worked to establish.

If you are interested in being trained as a Circle Keeper, search the Learning Hub for "OSEL Restorative Circles."

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A Teacher's Flow Chart for Restorative Discipline:

RESPONDING TO CLASSROOM-LEVEL MISBEHAVIOR AND FOLLOWING UP TO DRIVE POSITIVE CHANGE

Calm

When correcting student behavior, be **CALM**—model the responsible way to deal with conflict, avoid showing frustration, anger, or distress

CONSISTENT—be extremely clear about your expectations, and correct unacceptable behaviors every time they occur

BRIEF—state your expectation and give student time to comply to reduce disruption and avoid reinforcing the behavior by giving it too much attention

RESPECTFUL—never belittle or humiliate, and give correction privately when possible

Be aware of your **FACIAL EXPRESSION**—neutral, soft eyes, make eye contact but don't demand it

BODY LANGUAGE—maintain personal space, hands at your side, body positioned at an angle, do not touch the student

TONE—calm, controlled, slow, soft, and firm voice

Reflect

DOCUMENT—Record date, time, and circumstances of the behavior to uncover any patterns that may exist.

CAUSE—What conditions or antecedents may have set the stage for this behavior?

FUNCTION—What is the student trying to get or achieve?

SKILLS—What skill might the student need to work on to reduce or prevent this behavior in the future?

REINFORCEMENT—Is there a result or consequence that might be reinforcing the behavior?

MOTIVATION—Does the student believe s/he can be successful and value the outcome of the task or desired behavior?

SELF—What has your ratio of positive to negative interactions been with the student? Were your expectations clear and reasonable? Could the behavior be avoided in the future with a new or re-taught procedure?

Repair

DEBRIEF—When the student is prepared to engage in a calm and private conversation, guide the student to reflect on what happened and how s/he is feeling about it.

ACCOUNTABILITY—Ask the student how his or her behavior may have harmed others and how relationships with others may have been impacted.

Encourage the student to think about and suggest ways to repair harm done and resolve remaining conflicts.

If necessary, determine a suitable consequence that is logically connected to the harm that was caused.

REPLACEMENT BEHAVIOR—Teach a new skill or an alternative behavior that the student can try next time s/he is in a similar situation.

Restore

After you have addressed the student's behavior, follow up as soon as possible with positive feedback and attention to **RE-ESTABLISH A POSITIVE RELATIONSHIP.**

As needed, provide **ACADEMIC SUPPORT** so that the student does not fall behind as a result of the behavior intervention.

After resolving a problem with a student, communicate that you are optimistic about moving forward, and you expect that the student will be successful. **PROVIDE AN OPPORTUNITY FOR THE STUDENT TO FEEL SUCCESSFUL** right away.

Check in over the following days and weeks to **ACKNOWLEDGE IMPROVEMENT** and ask the student how s/he feels class has been going.

RESTORATIVE CONVERSATIONS



RESTORATIVE CONVERSATIONS

After a behavior incident 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.

The steps on the next page are general guidelines for holding a one-on-one Restorative Conversation with a student engaged in inappropriate behavior. While this is not a scripted discussion, these six steps help engage the speakers in a restorative, productive conversation that addresses an incident without blame and reaches an agreement for moving forward.

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 may be used with students of any age group (some language may need to be adapted for younger students) 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 minor behavioral incidents occur. 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 situation.

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

ADDITIONAL CONSIDERATIONS: In addition to the restorative questions and statements on the following page, Restorative Conversations requires empathetic listening, which is a concentrated effort to truly hear the speaker and his/her perspective and ensure that the speaker feels that he/she is being understood and valued without judgment.

Other factors may also impact how participants engage in the conversation, and the person in a position of authority should pay close attention to the impact of:

- Social identities (race, gender, class, age, sexual identity)
- Roles at the school
- Existing relationship and past interactions between participants
- Body language/facial expressions
- Tone of voice/mood

SIX STEPS FOR RESTORATIVE CONVERSATION

STEP *1.* 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 _____.

STEP *2.* ALLOW THE STUDENT TO EXPLAIN THE SITUATION FROM HIS/HER PERSPECTIVE.

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

STEP *3.* 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? What else may have contributed to this situation?
- Has this happened before?

STEP *4.* 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?
- What role do you think you played in this situation?

STEP *5.* 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 end result would you like to see?
- What could you do to make sure this doesn't 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?

STEP *6.* CREATE AN AGREEMENT*

- Based on our conversation, I heard that you will _____. I will also _____.
- Does that seem like something we can agree on?
- Let's write down what we've agreed to so that we know the next steps to move us forward. Let's check in again on _____ to see how everything is going.
- Thank you for talking with me. I appreciate your willingness to discuss this situation and work through the issues.

***IF CONSEQUENCES BEYOND REPAIRING HARM ARE REQUIRED, SEEK TO PLACE RESPONSIBILITY ON THE STUDENT TO IDENTIFY A CONSEQUENCE AS PART OF THE AGREEMENT:**

- Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence?
- How would you feel about _____ a consequence?
- As a consequence for this incident, you can either _____ or _____. Can you agree to that?

RESTORATIVE CONVERSATIONS CHECKLIST

Before the conversation, have you…	
☐	Considered personal roles and social identities (race, gender, class, age, sexual identity), as well as your previous relationship and interactions with the referred participant(s), and how those impact the conversation?
☐	Checked personal needs, moods, biases and triggers?
☐	Planned the conversation, including reviewing referral and relevant student information, scripting 6-10 restorative questions to guide the conversation, and speaking with others affected about their needs?
☐	Ensured all participants are calm and ready to engage in conversation?
During the conversation, are you…	
☐	Using a calm and non-emotional tone of voice?
☐	Using and eliciting Restorative language, including "I" statements, and avoiding alienating language?
☐	Ensuring that all participant(s) voices are heard equally?
☐	Spending no more than 20% of the time speaking, and at least 80% of the time listening?
☐	Opening the lines of communication with general questions that demonstrate genuine interest in all participants?
☐	Consistently asking open-ended restorative questions that allow the participant(s) to explain the situation from his/her perspective and what led up to the situation?
☐	Using open-ended restorative questions to guide the participant(s) through reflecting on the impact (including any norms broken, harm done, and person(s) affected), and what the participant(s) can do to make things better?
☐	Encouraging the participant(s) to create an explicit agreement on how to make the situation better, and identifying logical consequences when necessary?
☐	Closing the conversation by thanking participants for their willingness to work through the issues and summarizing agreements made and next steps?
After the conversation, are you…	
☐	Following up with others affected, including referring staff, to summarize agreements and consequences?
☐	Following up with participant(s) on agreements made by the timeline agreed upon?
☐	Identifying whether additional interventions/steps need to be taken if the behavior/incident continues?

Submitted by the Embrace RJ Collaborative.

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 doesn't 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's been the hardest part?

What's needed to make things right?

How can we make sure this doesn't 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?

Adapted from Costello, B. et al (2009). The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators. Bethlehem: International Institute for Restorative Practices.



CIRCLES



CIRCLES

Restorative Circles are used in conflict mediation and community building. Circle rituals and structures are used to think through questions and issues, or to de-escalate or resolve conflicts that involve or affect multiple people.

Often, people use "Restorative Circles" as a term to encompass many different types of circles with separate functions. Some examples of different types of circles are:

- Conflict resolution circles
- Talking or sharing circles
- Celebration circles
- Healing/grieving circles

In Chicago Public Schools, the term "Talking Circle" is used to refer to preventative circles that are used to build community, share joys and concerns, collaboratively create solutions to community problems, etc. "Peace Circle" is used to designate circles that are structured to address and repair harm.

A SAFE SPACE

The circle is a safe space to share feelings, thoughts, and stories, and to connect to others. It is a confidential space, free of judgment, violence, or aggression. The circle structure eliminates hierarchy and ensures equality so that participants feel open and safe to be intimate with the group. This safe space builds trust and respect, which are key to building relationships.

Circles should only be facilitated by trained individuals, called Circle Keepers. The Office of Social & Emotional Learning provides Restorative Circle training for district staff; a training calendar is available at cps.edu/SEL. Schools should contact their Network SEL Specialists for information on additional professional development opportunities for Circle Keepers, including professional learning communities and on-site coaching.

THE CIRCLE STRUCTURE

CIRCLE KEEPER—Circles must be facilitated by one or two trained Circle Keepers. Keepers guide the participants, maintain a safe space, and assist the flow and timing of the circle. They also engage genuinely in the circle process themselves, opening up and sharing so as to build trust.

CIRCLE SHAPE—Equality is one of the important values of Restorative Practices, so participants, including the Circle Keeper, sit in an actual circle in seats of equal height or on the ground or to dispel any sense of hierarchy.

MEETING SPACE—A private meeting space ensures confidentiality.



TALKING PIECE—A talking piece is passed around, allowing all participants to have their voices heard equally. Often, Circle Keepers bring in meaningful objects they want to share as part of the circle process.

CENTERPIECE—The circle may have a centerpiece that serves as a focal point to support speaking and listening. The centerpiece often contains symbolic objects or words that represent the core values or vision of the group. Objects from the centerpiece may also be used as talking pieces.

VALUES & GUIDELINES—Each circle creates its own values and guidelines. Values and guidelines are established by the shared vision of the group, written out, and posted on the wall as a reference for the group during the circle.

CONFIDENTIALITY—What happens or is said in the circle stays in the circle. Participants will often hold each other accountable to this, and the breaking of this confidentiality requires the rebuilding of trust using the circle process.

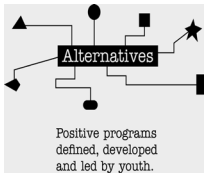
WHEN IS IT APPROPRIATE TO HAVE A CIRCLE?

3rd–12th grades

Talking Circles can be used pro-actively to provide an opportunity to share thoughts and experiences and build a sense of community. Talking Circles can be used to help a group process current events and local issues.

Peace Circles are used in response to interpersonal conflict. May be used in response to repeated inappropriate behaviors or persistent disruptive misbehaviors (Groups 1-3 in the Student Code of Conduct), and some very seriously and most seriously disruptive behaviors (Group 4-5 in the Student Code of Conduct).

Submitted by the Embrace RJ Collaborative.



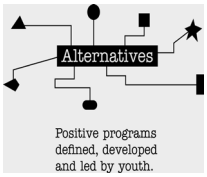
Talking Circle Best Practices

The purpose of a talking circle is to build relationships and build community.

- □ Staff are trained Circle Keepers
- □ Circles are part of a consistent, predictable routine
- □ Circles are held in a safe, quiet and confidential space
- □ Staff embrace and model restorative attitudes and actions outside of the circle
- □ Staff have a clear vision of how they are going to use circles
- □ Circles are used in a constructive manner, such as, but not limited to:
  - Checking-in or reflecting
  - Building relationship
  - Discussing difficult topics with multiple opinions
  - Celebrating
  - Addressing incident that caused harm

Tips for Circle Keepers

- □ Talking circles are to build community and relationships. There does not need to be an incident or conflict in order to hold a circle.
- □ The role of the circle keeper is to set the tone of the circle and help the group maintain safe space.
- □ Circle keepers bring a talking piece and, if needed, prepare questions ahead of time.
- □ Circle Keepers do not try to convince others of a particular point of view. They keep the circle open to multiple opinions and perspectives.
- □ Choose questions or talking points that can have multiple views and are relevant to the group.
- □ Help the group create safe space guidelines that they group will all follow. The entire group (not just the Circle Keeper) is responsible for upholding the guidelines.
- □ Circle Keepers do not use the circle to reprimand or embarrass individual students or groups of students



The Talking Circle Process	
Pre-Circle Preparation	Determine who will meet and why. Determine the ritual you will use to open and close the circle (a chime, bell, poem, breathing exercise, moment of silence etc.) Outline the key points of your introduction and your closing Create your circle questions (opening, substantive, and closing) Arrange the chairs in a circle (no extra or open seats) Place the centerpiece in the circle center (this can be a plant, a candle, small rug etc.) This not only grounds the circle and reminds participants of a common connection, but it also gives participants a place to look when speaking Designate a meaningful object to use as a talking piece
Opening the Circle	□ Welcome everyone to the circle and open the circle with an opening ritual □ Introduce yourself and acknowledge the reason why you are meeting □ Briefly describe the circle process and your role as the Circle Keeper • Circles bring people together to talk about their own experiences and to listen and learn from others • Circle Keeper helps set the tone of the circle and creates inclusive conversation • Circle Keeper does not steer the group to a particular outcome, but helps the group reflect through questions or topic suggestions □ Explain the role of the talking piece • A talking piece is used to help everyone participate in the circle • Only the person with the talking piece speaks • Share the story behind the object and its significance to the circle
Circle Guidelines	□ The explain the circle guidelines • The talking piece goes around the circle, never across • When the talking piece gets to you, it is your turn to talk • When you do not have it, it is your turn to listen □ Ask if the group agrees to abide by the guidelines, passing the talking piece around the circle
Questions	□ Start with a positive reflective question □ Pass the talking piece to the left or right. The circle keeper may answer the question first or wait until the end □ Participants answer the question when it's their turn and listen intently when it's not □ Participants may not interrupt or talk over each other □ The circle ends with a positive and forward looking question to help transition the group out of circle
Closing	□ Draw relevant connections between what was said □ Thank everyone for sharing and remind participants to respect what was said in the circle by not discussing it outside □ End with a quote, poem or moment of silence as part of the closing ritual
Follow Up	□ Meet with key participants to reflect on the process, if necessary □ Acknowledge positive efforts □ Celebrate successes (big and small)
Overall Tone	□ Circle keepers maintain a calm tone of voice. They are encouraging, positive, help the group uphold safe space values, and strive to see the best in everyone. □ When participants break the safe space guidelines (i.e. talk to each other without the talking piece or make a negative comment about what someone says), the circle keepers reminds the group about the values (i.e. respect, trust, etc.) and helps the group maintain safe space values. □ The Circle Keeper is a role model for the way they want others to act in circle.

Submitted by Alternatives, Inc.

RESTORATIVE CIRCLE PLANNING TEMPLATE

1. **OPENING** [How will you open this circle? A poem, quote, song, breathing, story…?]

2. **INTRODUCTION OF TALKING PIECE** [What object are you using and Why?]

3. **CHECK-IN** [What question will you ask?]

4. **GUIDELINES / VALUES** [What questions will you ask to create shared guidelines and values?]

5. **DISCUSSION ROUNDS** [What needs to be addressed in the circle? What questions will you ask? How many rounds?]

6. **CHECK OUT** [How are people feeling right now?]

7. **CLOSING** [How will you close this circle? Poem, quote, breathing, song, story?]

RESTORATIVE CIRCLE OPENINGS AND CLOSINGS

Opening and closing ceremonies help create a tone that ensures circles are sacred and focused. Opening and closings should be carefully chosen for the participants and purpose of the particular circle. The circle keeper, or participating students familiar with circle processes, can choose a reading, poem, quote, breathing exercise, or other way of beginning and ending the circle. The following are a few examples of quotes that may be used for opening and closing circles.

- "What lies behind you and what lies in front of you, pales in comparison to what lies inside of you."
  RALPH WALDO EMERSON
- "Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you."
  PRINCESS DIANA
- "You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. And you are the guy who'll decide where to go."
  DR. SEUSS
- "If you accept the expectations of others, especially negative ones, then you never will change the outcome."
  MICHAEL JORDAN
- "Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly."
  LANGSTON HUGHES
- "You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it."
  MAYA ANGELOU
- "A goal is a dream with a deadline."
  NAPOLEON HILL
- "A problem is a chance for you to do your best."
  DUKE ELLINGTON
- "The refusal to listen is the first step toward violence."
  MARTIN LUTHER KING JR.
- "That's the risk you take if you change: that people you've been involved with won't like the new you. But other people who do will come along."
  LISA ALTHER
- "Our character is what we do when we think no one is looking."
  H. JACKSON BROWN, JR.
- "Empathy is about standing in someone else's shoes, feeling with his or her heart, seeing with his or her eyes…it makes the world a better place."
  DANIEL H. PINK
- "One of the most sincere forms of respect is actually listening to what another has to say."
  BRYANT H. MCGILL
- ""No" can be one of the most positive words in the world. No, I will not be defeated. No, I will not give up."
  MARTHA WILLIAMSON
- "You have to stand for what you believe in. And sometimes you have to stand alone."
  QUEEN LATIFAH
- "Be sure you put your feet in the right place, then stand firm."
  ABRAHAM LINCOLN
- "When adversity strikes, that's when you have to be the most calm. Take a step back, stay strong, stay grounded and press on."
  LL COOL J

Submitted by the Embrace RJ Collaborative.

Chicago Public Schools

SAMPLE CIRCLE TOPICS AND PROMPTING QUESTIONS

EXPLORING VALUES:

- When you are being human, at your best, what are you? (in a word or short phrase)
- Imagine you are in conflict with a person who is important in your life. What values do you want to guide your conduct as you try to work out that conflict?
- What value would you like to offer for our space together?
- Tell us about your work and what the challenges are.
- What is your passion?
- What do you keep returning to in your life?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What is something you value about your family? Why?
- What is something you value about yourself? Why?
- What is something that you are thankful for? Why?
- Talk about something that you want and something that you need. What is the difference?
- What have you learned about power? What does it mean to you?
- What have you learned about work? What does it mean to you?
- What have you learned about money? What does it mean to you?
- In your experience what supports healing?
- What sustains you during difficult times?

GETTING ACQUAINTED:

- Share a happy childhood memory.
- Share a funny story from your work (or life.)
- If you could be a superhero, what super powers would you choose and why?
- What do you appreciate about your work or main activity?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect . . .
- Name one male and one female who is a good role model for young people.
- When was the last time you said "yes" and would have liked to say "no?" Why did you say, "yes?"
- If you could have a face to face conversation with someone here or passed who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?
- What is one skill or talent you have?
- What are three "gifts" (attributes of yourself) that you bring to the circle?
- If you were a reporter, what kind of stories would you like to write about?
- Who are some of your heroes? Why are they your heroes?
- What do you think other people see as your best quality? Why?
- What is the silliest thing that ever happened to you?
- What is the best thing that happened to you this past week? What was the most difficult or challenging thing that happened to you this week?

STORYTELLING FROM OUR LIVES TO SHARE WHO WE ARE AND WHAT HAS SHAPED US

(to build community, deepen relationships and develop empathy)

INVITE PARTICIPANTS TO SHARE:

- A time when you had to let go of control.

Submitted by the Embrace RJ Collaborative.

- A time when you were outside your comfort zone.
- An experience in your life when you "made lemonade out of lemons."
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you acted on your core values even though others were not.
- A time from your adolescence when you were in conflict with your parents or caregiver.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.
- A time in your life when you experienced justice.
- A time in your life when you experienced injustice.
- An embarrassing moment that you can laugh at now.
- Something that scares/scared you. How do/did you deal with it?
- Something that makes/made you angry. How do/did you deal with it?
- A time that was one of your most difficult challenges. How did you deal with it?

TAKING RESPONSIBILITY:

- How have we each contributed to this situation, and how can each of us, by taking responsibility, act differently now?
- Does anyone have anything to clear?
- What is unspoken in the group that blocks good relationships or possible success?
- Name one thing about yourself you would like to grow or improve in?
- What do you think other people see as a quality that you need to work on?
- What is the most important lesson in life you have ever learned? What made it so important?

COMMUNITY:

- What change would you like to see in your community? What can you do to promote that change?
- What is something you value about your community (culture, school, youth group, etc.)? Why?
- Your favorite place to go in your community and Why?
- The neighborhood that you grew up in. What are some of your earliest memories? What are some of your more recent memories?
- Something that you like and something that you do not like about your neighborhood. Why?
- What is one thing about your family (community, school, team, etc.) that you would change if you could?
- If you could change or overhaul two things in our culture or society, what would they be?

EXPLORING RELATIONSHIPS:

- What is the most important quality to you in a relationship with someone else? How and why is it important to you?
- Talk about a relationship between people you know that you admire? Why?
- Who is someone in your life that you look up to?
- Who is someone in your life that you have learned from? What did you learn from them?
- Who is someone in your life that has helped you to grow? How have you grown? How did they help you to do so?
- Who was a teacher who influenced you in positive ways? In what way did they influence you?
- How are you different from your father if you are male, or from your mother if you are female?
- Tell us about a time when you felt like you really belonged?
- Tell us about a time when you felt left out?
- In what social setting or situation have you felt the least powerful? What was it that caused you to feel that way?

- What person or persons in your life are your greatest challenge?
- What do you remember that your father (mother) or father (mother) figure most often said to you?
- What have you learned about sex, relationships and responsibility?
- Complete this sentence: Let me introduce you to my father; he's the kind of man who…(Do the same with mother.)
- What person or people know you the best, and how well do you feel they really know you?
- What do others want from you?
- What do you want from others?
- What is a quality that you've seen in the opposite sex that you'd like to have or have more of in yourself?
- What do you most appreciate about someone who is important to you in your life?

HOPES AND DREAMS:

- If you could go anywhere in the world, where would you go? Why?
- Close your eyes and imagine your self ten years from now-Where are you? What are you doing? Who/What is one person or thing that stands out to you? Describe them. (You can also do this for your family, community, school, neighborhood.)
- What is it that you do that gives you the most pleasure?
- What is it that you do that gives you the most satisfaction?
- What is one skill or talent you wish you had?
- If you could do anything that you wished in the world, what would that one thing be?
- What did you dream about when you were a young child?
- What do you dream about now?
- What are three things you would do if you could change the world?
- What is a goal you have for yourself? How will you celebrate yourself when you accomplish it?
- What is one obstacle that gets in the way of your reaching your goals? What is your plan to overcome this obstacle?
- If you were totally free, what would that mean? What would it look like?
- What brings you the most joy?
- What are you honestly looking for in your life right now?
- What are you really trying to learn at this point in your life?

CELEBRATING EACH OTHER AND OURSELVES:

- Who do you appreciate in this circle and why?
- What do you want to celebrate about the person sitting to your right?
- What is one experience you have had this year for which you are grateful?
- What is one gift you have brought to our group this year?

TOWARD THE END OF A CIRCLE:

- Is there anything you came with that you would like to leave behind?
- What are you taking from this circle that supports your healing?
- Where do you see yourself moving forward?
- What have you learned?
- What can you take away that is useful to you?
- How will these insights help you in the next two weeks?
- If you were to give a name to this circle (group), what would you name it?

For younger students or English learners, writing the circle question or a sentence starter on the board or chart paper may be a helpful visual.

EXAMPLE: I appreciate

because

If I could go anywhere, I would go to

CHECK-IN QUESTIONS

A Check-in is the initial component of Restorative Circles.

Check-in questions are used to build and strengthen relationships, assess the "temperature" of the group, reinforce agreements, identify issues, and support reflective thought processes and follow up.

Check-in questions can be asked as part of the opening to a longer Restorative Circle, but checking in can also be the purpose of a circle in and of itself. Regularly held check-in circles help to deepen trust and strengthen communication. Check-ins can provide information on how people are feeling so that the community can support, be aware and engage sensitively.

Check-in circles may be brief, but be aware that issues may come up that will require deeper involvement.

The language and approach used in check-in circles should be welcoming, personal, and encourage the initial stages of sharing. The Circle Keeper generally responds to the check-in question first, to set the focus for other circle participants to be aware of the length and content of their statements. The Keeper's check in should be real, personal, and relevant.

Open-ended check-in questions invite stories which have the potential to be lengthy and to change the course of the circle or planned activity. If someone reveals a personal crisis, a problem—some distress—that requires acknowledgment and response, you may feel derailed. General community and relationship check-in circles often can handle these changes of course, and in doing so have immense impact for the participants. On the other hand circles and meetings convened for specific purposes: learning circles, planning circles, conflict resolution circles, may want to use a more controlled and directive check-in and schedule follow ups individually with students who are struggling.

SAMPLE OPEN-ENDED CHECK-IN QUESTIONS:

- I would like to take this time to welcome you back from winter break. How are you doing since we were last here at school? What's been happening with you?
- Let's welcome Francisco to our school. What does a student here need to know that isn't in the student handbook and no one will tell you?

SAMPLE SHORT CHECK-IN QUESTIONS (DIRECTIVE, TIME-MANAGEABLE):

- Please share one word that describes how you are feeling this morning
- Welcome back from winter break. Please share one good thing that happened over the weekend

After the talking piece has made its way around the circle, the circle keeper may summarize any themes that emerged and acknowledge any concerns that were shared that may need follow-up.

- "Johnny I'm so glad to hear that you had such a nice Christmas. I'm sorry to hear that you are worried that you may be moving away soon. Can you tell us what we can do to support you?"
- "Melissa It makes me so sad to hear that your bicycle was stolen. Is there anything we can do to help you feel safe here at school?"
- Allow the talking piece to go around enough times that participants are able to share, offer support and show appreciation as needed.

Submitted by the Embrace RJ Collaborative.

COMMUNITY-DEVELOPED PLANS FOR SUCCESS

Circles of Support for Students

The circle process creates and fosters a structured and safe forum for those most impacted by a student's success to dialogue, express how they envision the student's success and collectively develop a plan for achieving it. The process will, hopefully, create an effective, doable plan that empowers individuals and strengthens supportive relationships in schools. This circle may also be used to address student's emerging behavioral or academic problems.

PRIOR TO THE CIRCLE

1. Use the Restorative Circle Planning Template to identify opening, check-in, value setting, and closing questions and activities.

2. When arranging the seating for the circle, the subject of the circle should be seated in such a way that the talking piece comes to them first from the circle keeper. The circle keeper will introduce the question to the circle and share out first and pass the talking piece.

CIRCLE OF SUPPORT

INTRODUCTION TO THE CIRCLE: "We are meeting today to help _____ create a plan for success. I would like to invite everyone to speak from their heart, share their insights and to be open to the ideas and perspectives that are shared in circle. Please be honest when sharing the challenge _____ faces and resources available to assist in addressing them. I welcome you to offer your support and experience to _____ as we partner together with them on their journey to success."

DISCUSSION ROUNDS:

ROUND 1: What are the student's strengths?

Hear what the student's strengths are in their own words. Feel free to share how the student has impacted yourself and others in a positive way. Acknowledge achievement and improvement.

ROUND 2: What are the student's challenges?

Offer your perspective on the student's challenges and struggles. Use "I" statements to share your concerns. Be honest.

ROUND 3: What is needed to succeed?

Where does the student stand? What are the expectations for students in your school and how is success defined? What would you like to see the student accomplish?

ROUND 4: What is the plan?

What does the student need to do to succeed at this school? What supports are needed? Document agreements and offers of support in the Restorative Action Plan. You may want to remove the talking piece for this round and have an open discussion about where to go from here.

REINTEGRATION CIRCLES (WELCOME CIRCLES)

Through a reintegration circle, also called a welcome circle, students returning from suspension, expulsion, or incarceration receive a supported transition back to school. A reintegration circle allows the student and family to receive needed supports to enable student to be successful in school. During a reintegration circle, a plan is created which clarifies each participants role and responsibilities in supporting student, and the student is supported and held accountable to fulfill their plan.

PRIOR TO REINTEGRATION

A re-entry circle will be scheduled for the day that the student returns to school. All participants will be notified of the reintegration circle date and time.

Participants may include the student, parent/guardian, probation officer, case manager, counselor, the student friend or mentor, and others as appropriate.

Special attention should be given to the family of the student. The reintegration circle process should be explained to the student and his/her family prior to holding the circle and questions they have should be addressed. The family should be aware of possible attendees.

Use the Restorative Circle Planning Template to plan the circle, including the following elements:

- A sign-in sheet should be distributed which collects names and contact information including cell phone numbers and email.
- **GUIDING QUESTIONS:** The majority of the circle time is used to address questions that are framed in a positive manner with the intention of identifying needs and generating a plan for supporting the student. Examples of guiding questions:
  - » What are your hopes for this student at this school?
  - » What would success look like for this student here?
  - » What resources are available to help this student achieve success?
  - » Who will be the "go to" person at this school when the student has questions or needs support? Make sure the student has this person's contact information.
  - » Time should be allowed for questions or other necessary discussion. The talking piece may be suspended for this conversation if the circle keeper deems it appropriate.
- **CREATING A WRITTEN PLAN:** The outcome of the circle is a plan for support. The group will identify one participant who will have the role of monitoring the plan. The decision making process used shall be consensus. The plan should be written down on a Re-integration Plan Template and signed by all parties. Copies shall be distributed to all participants.
- **FOLLOW-UP:** The team should schedule follow-up meetings with the student's mentor, and as necessary, a follow-up circle, prior to closing this meeting.
- **CLOSING:** The facilitator will close the circle with summary of the plan and a round of appreciations.

FOLLOW-UP MEETINGS

- The circle format above should be followed again. The agreements from the original circle should be reviewed and updates as needed.
- **FORMAT:** All follow up meetings should involve a check in, a review of the written plan and celebration of progress to date followed by an assessment of needs and revisions to plan as needed.
- Special attention should be given to the student and family. The student and family should be encouraged to discuss supports received, how they are working, and any unmet needs.

PROMPTING QUESTIONS THAT MAY BE HELPFUL TO ASK THE STUDENT:

1. What do you feel you need to be successful?
2. What are your triggers? What space do you need when you feel triggered?
3. What are your challenges away from school?
4. What did you learn from what happened?
5. Is there anything in your life that we should be aware of?
6. What is new, has changed, or been different?
7. Disarming Question: What don't you like about probation?
8. Describe the best day you had at school.

Adapted from Oakland Unified School District, Family, Schools, and Community Partnerships Dept.—Restorative Justice

SAMPLE DETENTION, IN-SCHOOL SUSPENSION, OR SATURDAY SCHOOL CIRCLE

This circle is designed to offer the participants an opportunity to acknowledge harms they have caused, challenges they face and to develop a plan to address issues that have caused them to be in an exclusionary discipline setting.

The circle process lends itself to structure and respectful communication. This type of circle also helps to foster introspection and accountability and can help to develop a community where greater interaction, growth, and learning may occur.

This circle should be held when enough time is available to utilize all of the activities. Please be aware that each activity is designed to make the circle a complete experience and the exclusion of any activity can lessen the effectiveness of the circle.

Use the Restorative Circle Planning Template to plan the circle, including the following elements:

INTRODUCTION TO CIRCLE

"Today we will be meeting in circle to discuss why we are here, talk about how any harms you have caused may be repaired and hopefully to put in place steps to ensure that you don't return. Through this process we will get to know one another better, speak more honestly and respectfully to one another, get support when we need it, make decisions together and build a closer community"

CONCENTRIC CIRCLES ACTIVITY

"I would like for us to play a game to get to know one another better before we begin our main activity. We are going to split ourselves into two groups. So let's count off 1, 2, 1, 2… "

(The circle keeper starts as number 1 and participates in the circle if needed. If there are an even number of participants, the teacher sits out and can wander around the circle while students are participating.)

"Everyone please stand up. I would like for the 1's to turn and face the 2 standing to your left".

The group forms pairs arranged in two circles with the inner circle facing a person in the outer circle. The Keeper will ask a question or give them a topic to discuss. Each member of each pair will have a specific amount of time to respond and then the other member will speak to the topic. After each question, the circle keeper will ask the participants in the inner circle to take one step to the right so that they are facing a different person at the introduction of each question. The amount of time allowed is based on the time you have for Circle, the size of the group, and the seriousness or lightness of the topic. Start with light topics and small time allotments and then move into more thoughtful or serious topics that are relevant to the purpose of the circle and need more time.

"I am going to introduce a series of questions for you to ask one another. After each question I will ask the participants in the inner circle to take one step to the right so that you are talking to a different person at the beginning of each round. Please continue your conversation with the person facing you until I ask you to rotate and give you the next question to ask".

- "What is your favorite TV program?" (Give participants about 30 seconds each- about one minute total).
- "If you were an animal, what would you be?" (30 seconds each).
- "If you could have a superpower, what power would you choose?" (30 seconds each)
- "What is the best thing about you? Your greatest strength or asset?" (1 minute each).
- "What would you like to improve about yourself?" (1 minute each)
- "What does respect mean to you? (2 minutes each)
- "What does disrespect mean to you? (2 minutes each)

At the end of the activity, ask the group to sit back in the circle. Ask the group what they thought about the activity and if they heard anything that really got their interest. The Circle keeper who facilitated the activity can start

first, sharing anything he noticed or heard (like laughter, high energy, specific comments). Pass the talking piece.

RESPECT AGREEMENTS

For this activity you will need index cards and pens or pencils for each participant and a whiteboard or large sheet of paper for the circle keeper to write on. Hand out the materials before beginning.

DISCUSS WHAT RESPECT MEANS

"Today we will develop agreements on how we will treat one another to help everyone in our group feel respected. To begin the creation of our Values and Guidelines, I would like for each of us to share some of our experiences regarding respect"

ROUND 1: Please share a time you felt respected. (ie. Last year I received an award for…)

ROUND 2: Please share a time you felt disrespected. (ie. About two months ago I was pulling into my driveway when my neighbor…)

ROUND 3: Next I'd like for us to create a set of agreements on how we would like to communicate with one another today. What do you need from everyone else here today to feel respected?

Write down the requests on a whiteboard or large sheet of paper. Read the list aloud once everyone has had a chance to share.

"Is this a list of agreements we can agree upon for our classroom? If you can agree to this list give a thumbs up, if you need more clarity on a guideline hold your thumb in the middle and thumbs down if you cannot agree to a requested guideline for respect on this list"

Pass the talking piece, if needed, and discuss until the group comes to an agreement.

ACCOUNTABILITY, AGREEMENTS AND SUPPORT

This part of the process may start as a discussion in circle, individual Restorative Conversations, or both.

ROUNDS IN CIRCLE

ROUND 1: Why are you here today?

ROUND 2: Who is affected by you being here today?

ROUND 3: What needs to happen to fix things and ensure you don't come back?

CLOSING ROUND: How did today's circle feel? Or Was this process helpful?

Adapted from Catholic Charities of the East Bay. "Saturday School Template."

COMMON CHALLENGES IN CIRCLES OR…WHEN GOOD CIRCLES GO BAD

If This…	Then Try This…
It takes too long for students to get in a circle…	• 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 • Consider holding the circle outside, or another location • Ask the students to come up with suggestions
The circle process takes too long…	• You can do a check in circle in a few minutes with 32 students. You could ask for a one or two word check in on how their weekend was or how they are feeling at the moment • Time spent up front building relationships and coming up with shared values and guidelines will save time in the long run dealing with problem behavior
No one is talking, or English may be a second language for my students, and they are hesitant to speak…	• Use alternative methods of expression such as drawing, freestyle poetry, journaling, movement, activities with no words, etc. • It is ok not to share as long as 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 aren't 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?"
There are specific misbehaviors that de-rail the circle…	• Revisit the shared guidelines and values you created together • Try to determine the possible function of each misbehavior and focus on that rather than the behavior itself • Engage the students that are misbehaving as circle keepers or ask them to think of questions for the circle • Have 1:1 Restorative Conversations at another time with the students that are misbehaving to get to the root of the issue. • Consult with colleagues for ideas
One or a few students do all the talking…	• 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 circle such as being a circle keeper or making a centerpiece for the circle • In private conversations with more quiet students, ask if there is something they need in order to participate more fully
Students make rude or mean facial expressions…	• Clarify unacceptable non-verbal behaviors as not following the shared guidelines • Acknowledge kind respectful non-verbal behaviors
Students talk about private family issues, abuse, suicide, drugs or alcohol…	• 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 pre-plan 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
The circle just doesn't seem to go well overall…	• Consult with colleagues for ideas, suggestions or coaching • Observe another colleague's circle, or ask them to observe yours • Have a colleague co-facilitate a class circle with you • Ask students what they thought about the circle, and how it could be made better

Submitted by the Oakland Unified School District.

TALKING CIRCLE: POST-CIRCLE QUESTIONNAIRE

Please rate the degree to which you believe the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
The circle addressed an issue that is important to me and/or our community.				
I felt like the circle was a confidential, safe space to talk about my feelings and viewpoints.				
I felt like others in the circle listened to me.				
The circle keeper provided all participants with equal opportunities to share their perspectives, including using a talking piece to ensure one person spoke at a time.				
The circle helped me understand someone else's opinions, feelings, or story.				
The circle made me feel like I was part of a community.				
I would like to participate in a circle again.				

What did you like best about participating in the circle?

What do you think would have improved the circle?

What other topics would you like to discuss in a circle?

PEACE CIRCLES

A Peace Circle is a planned, structured meeting between a person or people who caused harm, the person or people who were harmed, and both parties' family and friends, in which they discuss the consequences of wrongdoing and decide how to repair harm. A Peace Circle is used when it is clear who caused harm and who was harmed, and a structured process is needed for responding to an incident. Centering on the needs of the harmed, Peace Circles are a straightforward problem-solving method that assists students in resolving their own problems by providing them a constructive forum to do so (O'Connell, Wachtel, & Wachtel, 1999).

Participation in a Peace Circle is always voluntary. Peace Circles provide the party or parties who were harmed and those close to them with an opportunity to confront the person who caused harm, express their feelings, ask questions and have a say in what happens next.

Peace Circles hold the person who caused harm accountable while providing them with an opportunity to discard the "offender" label and be reintegrated into their community, school or workplace. Peace Circles provide the person who caused harm a chance to hear firsthand how their behavior has affected others. Following a Peace Circle, the person who caused harm may choose to begin to repair the harm they have caused by apologizing, making amends and agreeing to restitution or personal or community service work (Morris & Maxwell, 2001).

THE FACILITATOR'S ROLE:

After it is determined that a Peace Circle is appropriate and both the person who caused harm and the person who was harmed have agreed to attend, the circle keeper invites others affected by the incident, which may include teachers, classmates, family, and friends (O'Connell, Wachtel, & Wachtel, 1999). All participants are made aware of the purpose and process of the circle prior to the scheduled time and date.

Unlike other circles, during a Peace Circle, everyone in the circle does not answer the same questions. First, the harm-doer will respond to a set of questions, and then the people who have been affected by the harm will respond to a separate set of questions. The talking piece should be held by the harm-doer until all questions have been answered. Then, the talking piece will go to the person harmed, and then to others affected by the harm.

Use the Restorative Circle Planning Template to plan the circle, including the following elements:

DISCUSSION ROUNDS

1. QUESTIONS FOR THE HARM-DOER

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?

2. QUESTIONS FOR PARTICIPANTS AFFECTED BY THE HARM

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What has been the hardest thing for you?
- How did your family and friends react when they heard about the incident?

3. QUESTION FOR THE PERSON WHO WAS HARMED

- What do you need in order for the harm to be repaired?
- The response to this question is discussed with the harm-doer and everyone else in the circle, ensuring that the agreement:
- Holds the harm-doer accountable for the harm they caused
- Helps the harm-doer to repair the harm and restore relationships
- Assists the harm-doer in building skills and competencies so that they do not repeat their behavior

When an agreement is reached, a simple contract is written and signed. A sample Peace Circle agreement form in included in this toolkit.

This resource is adapted from: http://www.iirp.edu/what-is-restorative-practices.php#restorative_conference

PEACE CIRCLE KEEPER CHECKLIST

Before the circle, have you…	
☐	Planned circle topic, check-in question, opening, closing, and scripted questions based upon participant needs and referrals (if applicable)?
☐	Held Restorative Conversations with potential circle members prior to inviting them to be part of the circle to discuss their needs?
☐	Scheduled a time to hold the circle that works for all participants?
☐	Set up circle in a private and comfortable space, with enough chairs for all participants, and identified talking piece and centerpiece?
During the circle, are you…	
☐	Using planned opening and check-in question and setting the stage by explaining circle process, talking piece, centerpiece; and establishing group values?
☐	Using and eliciting restorative language, including "I" statements, and avoiding alienating language, to ensure that feels are central to the conversation?
☐	Demonstrate and encourage empathetic listening with eye contact, body language, and empathetic responses?
☐	Ensuring that all participant(s) voices are heard equally and considered?
☐	Consistently asking planned restorative questions that allow all participant(s) to explain the situation from his/her perspective, their thoughts/feelings, and needs?
☐	Using open-ended restorative questions to guide the participant(s) through acknowledging feelings and needs of others, reflecting on the impact of their actions (including norms broken and harm done), and identifying what they can do to make things better?
☐	Encouraging the participant(s) to create an explicit agreement on how to make the situation better and to accept responsibility for their own actions, including identifying restorative/logical consequences when necessary and reflecting on how this experience is connected to their personal growth?
☐	Closing the circle with a planned ritual and by acknowledging participants for their willingness to work through the issues and summarizing agreements made and next steps?
After the conversation, are you…	
☐	Providing all participants with a chance to respond to and reflect on the circle?
☐	Following up with others affected, including referring staff, to summarize agreements and consequences?
☐	Following up with participant(s) on agreements made by the timeline agreed upon?
☐	Identifying whether additional interventions/steps need to be taken if the behavior/incident continues?

Submitted by the Embrace RJ Collaborative

PRE-CONFERENCE WITH THE REFERRED STUDENT

INTRODUCE YOURSELF AND YOUR ROLE AS FACILITATOR:

- Impartial and non-judgmental
- Make certain the process is safe and productive for all participants
- Tell participants what will happen if agreement is not completed

CONFIDENTIALITY:

Reassure the referred student that everything said in a Peace Circle is confidential. You will not share what they say unless they want you to say something to the person harmed. (Except for Mandatory Reporting)

PURPOSES OF THE PEACE CIRCLE:

1. Bring a positive resolution to the harm caused, not to be demeaning or punitive
2. Discuss the harm done and how it affected community
3. Any of the participants may leave the circle any time if they do not feel safe

LISTEN TO THEIR ACCOUNT:

Ask the referred student about their experience. Listen to their side and ask for details with questions like, "What happened?" "How did you feel about what happened?"

POTENTIAL BENEFITS:

Emphasize the potential advantages of coming to the Peace Circle:

- An opportunity to apologize if they are willing
- An opportunity to be listened to
- Have a voice in creating the agreement to repair harm

GROUND RULES:

- Confidentiality
- Focus on the harm done and its effects
- Respectful communication
- No inappropriate or disrespectful language
- No interrupting

PEACE CIRCLE PROCESS:

Explain that the referred student will have the opportunity to explore what happened, how his/her behavior impacted others, and offer solutions to repair the harm. The people impacted by the incident may or may not participate in the circle to share their perspective. Explain that the Peace Circle facilitator will lead the discussion and help the referred student come to an agreement about how to move forward.

COMMITMENT:

Gain the referred student's commitment to participate in the process with an understanding of what will happen if the student choses not to complete the agreement.

PERSON HARMED IMPACT STATEMENT

If the person who was directly harmed by the incident the referred student committed cannot attend the restorative intervention, try to interview this person before the hearing so that their feelings and needs are represented to the referred student. Remember to use active listening skills and show that you care.

THE FOLLOWING ARE SUGGESTED QUESTIONS TO ASK.

1. How did this incident affect you and the school community?

2. What was the emotional and/or physical impact of this incident on you?

3. What would you like to see happen?

4. Would you like an opportunity to participate in the restorative intervention with the referred student?

5. Would you like to make a recommendation for the agreement? If so, what would you recommend?

6. Is there any other information you would like to share about the incident and how it affected you?

Submitted by the Embrace RJ Collaborative.

PEACE CIRCLE AGREEMENT FORM

NAME(S) OF REFERRED STUDENT(S): _____

DATE OF CIRCLE: _____

REASON FOR REFERRAL: _____

I AGREE TO DO THE FOLLOWING:
(for each activity, specify the days, time, location and any contact person if available)

Activity	Contact Person	Signature of Contact Person

This agreement will be completed by:

_____

Follow up person:

_____

Location of the follow up:

_____

I, _____ , understand that if I satisfactorily complete this agreement, this matter will not be referred back to school discipline office. However, if I fail to complete this agreement, my case will be returned to the school discipline office for other possible disciplinary action as determined by the administration.

Agreement Complete Agreement Incomplete

_____ Student

_____ Parent / Guardian

_____ Facilitator

LETTER OF APOLOGY

A letter of apology is part of your Restorative agreement. The agreement states whom the letter should be addressed to. Completed letters should be returned to _____ within one week of the agreement.

If you are having difficulty with the letter, please talk to _____ for assistance.

A LETTER OF APOLOGY SHOULD INCLUDE:

NAME OF PERSON
DATE

Dear…

I was responsible for (doing what)

I am sorry because (explain why)

Since the incident I have learned (explain)

My restorative intervention experience and the agreement I completed has taught me that

I realize the effect of my action on (who was harmed)

And I regret (what)

Sincerely,

Submitted by the Embrace RJ Collaborative.

PEACE CIRCLE: POST-CIRCLE QUESTIONNAIRE

Please rate the degree to which you believe the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
I felt comfortable and prepared to participate in this circle.				
I felt like the circle was a confidential, safe space to talk about what happened.				
I felt like others in the circle listened to me and considered my needs.				
The circle keeper provided all participants with equal opportunities to share their perspectives on what happened, including using a talking piece to ensure one person spoke at a time.				
The questions asked during the circle helped me reflect on the root cause of what happened and the impact of my actions.				
The circle helped me understand someone else's perspectives, feelings, and needs.				
The circle helped us come up with a way to resolve the issue and make things better.				
I am confident that I will uphold the agreement that we decided upon.				

What did you like best about participating in the circle?

What do you think would have improved the circle?

What else do you think needs to happen to make sure we follow our agreement?

Submitted by the Embrace RJ Collaborative.

PEER CONFERENCE



PEER CONFERENCE

A Peer Conference (sometimes called peer mediation, peer council, or peer jury) is a voluntary, student-led process in which a small group of trained Peer Conference members provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they have caused.

Students are referred for a Peer Conference after violating a school rule or engaging in conflict with others.

WHO IS INVOLVED IN A PEER CONFERENCE?

- Referred Student(s)
- Person(s) Harmed only if the purpose of the Peer Conference is to mediate between individuals who have been in conflict. In instances of bullying, the person harmed usually is not present, except when requested by the person harmed.
- **PEER CONFERENCE MEMBERS:** a small group of students trained to listen to the case and assist the referred student to create an agreement to repair harm. Peer Conference members are trained to be neutral and encouraging and to help the referred student to come up with his/her own solution instead of telling him/her what to do.
- **ADULT ADVISOR:** observes the Peer Conference session from outside the circle, and is available to support if needed. The advisor also models Restorative Practices, promotes the program within the school, recruits Peer Conference members, completes paperwork, and enters data.

WHEN IS IT APPROPRIATE TO HOLD A PEER CONFERENCE?

- 3rd–12th grades
- May be used in response to repeated inappropriate behaviors or persistent disruptive misbehaviors (Groups 1-3 in the Student Code of Conduct), and some very seriously and most seriously disruptive behaviors (Group 4-5 in the Student Code of Conduct)

DATA TO MONITOR

- Date and time the conference/mediation was held
- Who was involved
- Agreements that were made
- Dates and times to follow up on any agreements, and notes about whether they were kept

Peer Conference Training is available for CPS staff and students. See cps.edu/SEL for upcoming training dates.

FUNCTIONS OF THE PEER CONFERENCE ADVISOR

1. Educate the potential participants in a pre-conference meeting about the opportunities offered by PEER CONFERENCING, so they can make an informed decision about whether or not to participate
2. Create a safe atmosphere through preparation of participants, selection of physical space and being aware of community resources
3. Allow for free expression of emotion
4. Aid the participants' communication process and keep it going
5. Help the group develop a creative but realistic agreement
6. Assist the PEER CONFERENCE members in writing the agreement and arrange for follow up with the referred student
7. Complete paperwork
8. Inform the school community—ensure that the project has whole-school commitment and is fully integrated into the school's discipline policies

FYI: Facilitating a conference where the referred student has committed a serious school violation may take more than one session and participation from affected community members.

YOU ARE LIKE AN UMPIRE FOR PEER CONFERENCING

- You are not one of the game players
- You watch the game
- If need be you remind them of the rules
- You throw the conversational ball back into the game so the participants can play
- You are not responsible for the final score

Submitted by the Embrace RJ Collaborative.



Positive programs defined, developed and led by youth.

Key Points of a Peer Conference Introduction

1. Welcome & names

"Hello, my name is _____. Thank you for coming. We are going to go around and have everyone introduce themselves."

2. Peer Conference is voluntary

"Peer Conference is voluntary - you don't have to go through Peer Conference if you don't want to. But we encourage you to try it because it can really help."

3. We are not here to judge

"We don't take sides or judge. We are here to understand your situation, and help you understand the impact of your actions on others."

4. What happens in Peer Conference

"The purpose of Peer Conference is to help you understand the impact of your actions. In order to do this we are going to ask to explain what happened. Then we will work with you to create an agreement that helps you address the issue. One of us will follow up with you to make sure you have upheld the agreement."

5. If the agreement is not kept, the referral goes back to the Dean

"If we check back with you in a week and you haven't completed the agreement, we have to refer the case back to the dean's office.

6. Oath of Confidentiality

"Peer Conference is confidential. Everything that is said in this room stays in this room, except if it involves you harming yourself or someone else, someone else harming you. We all sign the oath that says we won't talk about anything outside this circle."

7. Guidelines:

"We have three rules in Peer Conference:

1. Only one person speaks at a time
2. We will respect one another
3. We won't put each other down

Can you agree to these rules?"

8. Questions?

"Do you have any questions before we begin?"



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Examples of Restorative Questions: *Community Rule Broken*

In these cases, only the referred student attends the Peer Conference circle.

Understanding WHAT happened

- What happened?
- Can you tell us more about _____?

Understanding WHY it happened (root cause)

- What was going on that led up to this situation?
- What were you thinking about at the time?
- Has this happened in the past? If so, what causes it to continue?
- What was your relationship like with _____ before this happened?

Understanding the IMPACT

- How did you feel when it happened?
- How do you feel now?
- Were other people affected? If so, how?
- If you were in the other person's shoes, how would you have wanted the other person to handle the situation?
- **Share an impact statement if one is available*

Creating the AGREEMENT

- How could you have approached the situation differently?
- What could you do to help avoid this situation in the future?
- What needs to be done to repair harm that was caused?

Questions to AVOID

- A series of yes/no questions all in a row
  - Do you like that teacher?
  - Do you like that class?
  - Do you have friends in that class?
  - Do you get a good grade?
- What is wrong with you?
- Did you do it?
- Don't you think you should just….
- Don't you think you could have…
- What do you think your punishment should be?



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Examples of Restorative Questions: *Two people in a conflict*

In these cases, both participants usually attend the Peer Conference circle.

Understanding WHAT happened	
To Participant 1: • What happened? • How did you feel when it happened? • Can you tell us more about _____?	*To Participant 2:* • What happened? • How did you feel when it happened? • Can you tell us more about _____?
Understanding WHY it happened (root cause)	
To Participant 1: • What was going on that led up to this situation? • What were you thinking about at the time? • Has this happened in the past? If so, what causes it to continue? • What was your relationship like with _____ before this happened?	*To Participant 2:* • What was going on that led up to this situation? • What were you thinking about at the time? • Has this happened in the past? If so, what causes it to continue? • What was your relationship like with _____ before this happened?
Understanding the IMPACT	
To Participant 1: • How do you feel about the situation now? • What impact has this situation had on you? • If you were in the other person's shoes, how would you have wanted the other person to handle the situation?	*To Participant 2:* • How do you feel about the situation now? • What impact has this situation had on you? • If you were in the other person's shoes, how would you have wanted the other person to handle the situation?
Creating the AGREEMENT	
• What needs to be done to repair harm that was caused and make things right?	• What needs to be done to repair harm that was caused and make things right?



Open-Ended Questions Activity

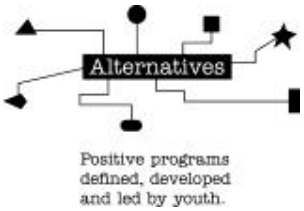
Directions: Have the participants ask these close-ended questions out loud one at a time, and have them think of a way to ask the question in an open-ended way. You can print the questions out and cut them up, so the participants can pull them out of a hat, or you can just have them read each question down the list.

Example:

Close-Ended: Do you two know each other?
Open-Ended: What is your relationship to each other?

Close-Ended Questions:

- Do you feel bad?
- Do you know that was wrong?
- Could you apologize for your actions?
- Did you do this?
- Do you want to be here?
- Can you tell me more about that?
- Is there anything else you want to say?
- Do you feel satisfied with this agreement?
- Didn't you know that would hurt her feelings?
- Do you think you two could really stay out of each other's way?
- Do you agree with what she said?
- Did you know each other before this incident?
- Do you want to fix this problem?
- Would you like it if this happened to you?
- Do you care if you get suspended?



Active Listening & B.O.A.R.S.

Active listening is a way to show a referred student that you are paying attention and care about what they have to say. If a referred student truly feels like you are listening, he/she will feel more comfortable sharing their feelings, which will help get to the root of the issue. Above all, remember to be patient.

Body-Language – Shows students that you are paying attention to what they are saying and that you think it is important.

Example: Eye contact, body turned towards the speaker, nod head, etc.

Open-ended Questions – Requires students to share more details about what happened, which will help you get to the root of the issue. Open-ended questions are reporter questions (who, what, when, where, & how) not "yes" or "no" questions.

Example: "How did that make you feel?"

Affirm – Gives the speaker positive feedback and encourages them to keep talking.

Example: "It took a lot for you to share that. I really appreciate your honesty."

Reflective Statements – Reflects the emotion behind the words. These statements help create meaning by connecting the words to emotions (sometimes unsaid).

Example: "It sounds like you feel frustrated when he…"

Summarize – Restates the major feelings and ideas expressed by the speaker. This helps check your understanding of what was said and demonstrates to the speaker that you are listening.

Example: "Your main concern seems to be…"

Roadblocks to Good Listening

The following are listening "roadblocks" because they block, stop or change the direction of the conversation.

- Telling the speaker what they *should* do
- Telling the speaker what *you* would do
- Arguing or lecturing
- Changing the subject

Remember, roll with resistance. Do not try to fight or challenge resistance, as this can escalate a situation. Instead, *stay calm* and *use reflective statements* to further your understanding of the students' view and get to the root of the issue.



Active Listening Activity

These are examples of things that might be said in a case. In each of the examples that follow, write down possible questions or statements that you might say as a Conference member.

Body Language

Referred student: John is sitting with his arms folded and looking at the corner of the ceiling.

*What **non-verbal** messages are being said?*

Open-ended Questioning

Referred student: "The teacher is always blaming me for everything. It doesn't matter whether I talk in class or not. He thinks I'm the one who does it."

*What **open-ended questions** could you ask to get more information or to understand the problem better?*

Affirming

Referred student: "She's always taking things of mine without asking permission. I don't know, I'm just angry with her because taking my notebook was the last straw."

*What would you say to **affirm** the speaker's feelings?*

Reflective Statements

Referred student: "Sometimes Mrs. Baca, the English teacher, talks very fast and I have a hard time understanding what she says. I'm afraid she'll get mad at me if I ask her to repeat herself."

*How can you **reflect** the feelings behind the statement?*

Summarizing

Referred student: "She was spreading rumors about me that I was talking to her boyfriend. But that's not true at all. It was her boyfriend who came up to me in the youth center and started talking. She's making a big thing out of nothing."

*What important ideas and feelings can you **summarize** from what was said?*



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Creating a SMART Agreement

Remember, we want to help students create THEIR OWN agreement, not tell them what to do. Agreements should **never** include detention, suspension, writing lines, etc. All items should meet the **SMART** criteria:

S pecific – written to include what, where, when (date), who
M easurable – written objectively instead of subjectively
A ttainable – written so it is achievable and appropriate
R elevant – relates to the original incident
T ime Bound – written so it is completed within 1-2 weeks

When writing the agreement, be sure to include actions that:

- Repair the harm to the person affected
- Repair the harm to the community affected
- Assist referred student to make better choices in the future

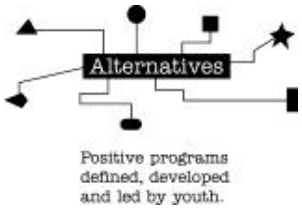
	Not So Good Agreements	Better Agreements
Students in Conflict	1. Referred students will resolve the conflict. 2. Referred students agree to give each other space. 3. Referred students agree never speak to each other again. 4. Only one referred student thinks the agreement will solve the issue.	1. Referred students ask their teacher to sit on opposite sides of the class. 2. Referred students agree to apologize to each other and find somewhere to calm down if they think they might get into another fight. 3. Referred students agree to talk to one another peacefully if they hear rumors
Students who Broke a School Rule	1. Referred student agrees to be nice to his/her teacher. 2. Referred student agrees to stay for tutoring after school even though he/she has to care for younger siblings at the same time. 3. Referred student agrees to join recycling club even though the referral was for tardiness. 4. Referred student agrees to attend tutoring for the rest of the school year.	1. Referred student agrees to talk to the teacher about what happened and write an apology letter by this Wednesday. 2. Referred student agrees to lead an activity in front of the class Mr. Smith's math class on Tuesday. 3. Referred student agrees to go to tutoring on Monday and Wednesday when she doesn't have After School Matters. 4. Referred student agrees to come to class on time for the next two weeks because he was referred for tardiness.



When an RJ meeting isn't going like you planned...

Overall, try to (1) **Listen,** (2) **Express Empathy**, and (3) **Respond to the referred students'** feelings as valid, even if you disapprove of their actions.

Silence	Give the referred student time to find an answer. Sometimes people need silence in order to get their thoughts together and then they will talk more.
Empathy	"I know it's hard to be here…" or "This must be a lot more difficult that you thought…"
Focus on behavior, not on the person	Separate the behavior of the person by just talking about the particular harm done – not the other incidences this person may have committed at another time or their attitude in general. Talk about the choices that were made, instead of the individual being a bad person.
Refocus and move on	A strategy used to control which topic is being discussed. A referred student may bring up something completely off topic to avoid a question. Bring them back to the situation at hand.
Brainstorm	Everyone share in agreement creation by throwing in as many ideas as possible and then cutting down to what the referred student can actually complete.
Flip Side	Have the referred student describe what the person harmed may be feeling or Conference members speak from the point of view of the person harmed.
Reality Testing	Timing and desire to participate can play a role in the success of a restorative response. Ask the student, "Do you want to continue talking today? Maybe we should try another time." If there are other consequences for not talking at that time, make those clear. (i.e. "We can resolve this now or you may need to go to the Dean.") Make sure your tone of voice is calm and non-judgmental.



Challenging Cases Scenarios

What would you do?

1. You are helping the referred student create an agreement and he/she just wants to write an apology letter. What would you say or do to help the student make a more creative agreement that has a stronger impact on the community?

2. One of your fellow Conference members is firing closed-ended questions at the referred student. You feel like the referred student is being interrogated, and you can tell that he/she is starting to shut down. What would you say to make the conversation more open and balanced?

3. One of your fellow Conference members makes a judgmental statement to the referred student. What would you say to make the circle feel more neutral?

4. The referred student makes statements that contradict one another. You think she/he is being vague about the situation and avoiding some hard truths. What questions would you ask to clear up the facts and to encourage the referred student to be more honest about the situation?

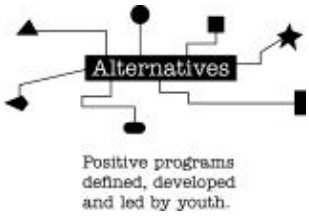
5. You have gathered all of the factual information from the referred student and now want to start finding a way to repair the harm done. What questions would you ask to encourage the referred student to think about accountability and agreements?

When in doubt… Try these questions to encourage a student to talk more and to think deeper:

"Can you tell me more about that?"

"How do you feel about that?"

"What would you do differently?"



Peer Conference Confidentiality Quiz

1. You see a referred student from a past case in the hallway. In front of the referred student's friends, you asks him how everything is going with the teacher whose class he got kicked out of. (BROKEN)

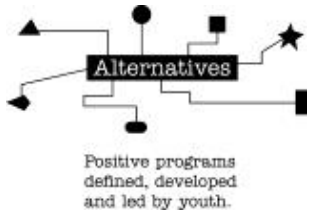
2. Carla is late to her 8th period class because the peer Conference case lasted longer than the lunch period. Even though she has a pass, the teacher asks her in front of the class why she was late. Carla says, "I was in Peer Conference and the referred student wouldn't agree to stop play fighting in their math class." (BROKEN)

3. Angela is a peer Conference member. She is walking with her friend Darius in the hall. Darius is not a peer Conference member. A referred student named Chris walks up to them, says hi to Angela and thanks her for her support. After Chris leaves, Darius asks Angela how she knows Chris. Angela says, "He was in Peer Conference yesterday." (BROKEN)

4. You are a peer Conference member and heard a case earlier in the day. On your way to class, the Dean comes up to you and asks you how the case went today. You say "It was good. The referred student created an agreement." You don't share the details and you don't share the students' name. (KEPT)

5. You just heard a case yesterday. Today in the lunchroom, you overhear some students gossiping about the issue that came to Peer Conference but they've got the situation all wrong. You lean over and say "That's not what happened" and go back to eating your lunch. (BROKEN)

6. In peer Conference, you find out that one reason why the referred student is upset with his math teacher is because she is having trouble understanding the lessons. You love math so after the case you go talk to your math teacher (who you really like) and ask if she can help the referred student. (BROKEN--However, the peer Conference members could put into the agreement that the referred student talk with their favorite math teacher about getting some help with the lessons.)



Peer Conference Role-Plays

Only the information underlined will be given to the Peer Conference members. The other students will role-play using the background history of each referred student.

1. **Devon was referred to peer Conference for being late to class**.
   Devon doesn't really have any positive relationships with any of his teachers right now in school. He's having a lot of problems at home right now with his parents so he's not telling them anything about what's going on in school. He feels like dropping out of school since it seems no one cares about him. He has accumulated 25 detentions of which he has only served 2.

2. **Ashley got into a verbal conflict with her teacher. The teacher got upset and sent her to discipline office.** Ashley really wants to be popular this year in school. She doesn't have a lot of confidence in herself and sometimes gets teased by other students in her class. Now, she has been walking around the halls with her new friends when she should be in class. Her teacher is getting on her case about all the tardies and unexcused absences. So far she has passed all of her classes with at least a "C" average.

3. **Michael was found writing on his desk. The teacher said that Michael gave him an attitude and cursed at him when he was confronted. The teacher wrote Michael up and wants him to be suspended.** Michael has been trying to stay out of trouble, but he keeps getting pulled back. He has been given chances in the past and knows if he starts messing up again he is going to be kicked out of school. And yet, when he gets with his boys it seems like it is so easy to go back to the same stuff. He feels really torn between pressure from friends and trying to stay out of trouble. He has an older brother who didn't graduate. He knows his mom's counting on him.

4. **George's teacher referred him because he was listening to his mp3 player in class. His teacher told him several times to put it away but he ignored her. Then he walked out of class without permission.** George used to really like school but lately, it seems like no one really cares if he tries or not. Plus, his parents have been arguing a lot so things are tense at home. Music is the only thing that helps take his mind off all this.

PEER CONFERENCE AGREEMENT FORM

NAME(S) OF REFERRED STUDENT(S): _____

DATE OF CIRCLE: _____

REASON FOR REFERRAL: _____

I AGREE TO DO THE FOLLOWING:
(for each activity, specify the days, time, location and any contact person if available)

Activity	Day	Time	Location / Contact
1	M Tu W Th F Sa Sun		
2	M Tu W Th F Sa Sun		
3	M Tu W Th F Sa Sun		
4	M Tu W Th F Sa Sun		
5	M Tu W Th F Sa Sun		

This agreement will be completed by:

_____

Follow up person:

_____

Location of the follow up:

_____

I, _____ , understand that if I satisfactorily complete this agreement, this matter will not be referred back to school discipline office. However, if I fail to complete this agreement, my case will be returned to the school discipline office for other possible disciplinary action as determined by the administration.

Agreement Complete Agreement Incomplete

_____ Student

_____ Peer Jury Member

_____ Adult Advisor

Chicago Public Schools

REFERRED STUDENT SURVEY

DATE: _____

Did you complete your agreement? (please circle one): Yes No

If you circled "no", please explain:

_____

_____

The Peer Conference Experience (Please Circle One Answer For Each Question)				
1. **The Peer Conference members helped me understand how my actions were harmful to others.**	Strongly Agree	Agree	Disagree	Strongly Disagree
2. **The Peer Conference members were fair.**	Strongly Agree	Agree	Disagree	Strongly Disagree
3. **I could trust the Peer Conference members to keep my case confidential.**	Strongly Agree	Agree	Disagree	Strongly Disagree
4. **My agreement was like a punishment.**	Strongly Agree	Agree	Disagree	Strongly Disagree
5. **My agreement repaired the harm created by my actions.**	Strongly Agree	Agree	Disagree	Strongly Disagree
6. **Peer Conference members helped me take responsibility for my actions.**	Strongly Agree	Agree	Disagree	Strongly Disagree
7. **I would recommend going to Peer Conference to a friend.**	Strongly Agree	Agree	Disagree	Strongly Disagree

Benefits of Peer Conference (Please Check All That Have Improved Because Of Your Participation In Peer Conference)

Class Attendance:	☐	Relationships With Teachers	☐
Arriving To Class / School On Time	☐	Relationships With School Staff	☐
Grades	☐	Relationships With Other Students	☐
Class Participation	☐	Self Confidence	☐
Understanding Class Material	☐	Other	☐

HOW COULD PEER CONFERENCE BE IMPROVED? WOULD YOU LIKE TO JOIN PEER CONFERENCE?
(why or why not)

_____

Submitted by the Embrace RJ Collaborative.

LOGICAL CONSEQUENCES IN RESTORATIVE PRACTICES



LOGICAL CONSEQUENCES IN RESTORATIVE PRACTICES

The goal of logical consequences is to help students develop internal understanding, self-control, and a desire to follow the rules.

- Logical consequences help students look more closely at their behaviors and consider the results of their choices.
- Unlike punishment, which may rely on shame or exclusion, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.
- Responsive Classroom Newsletter, August 1998, available at https://www.responsiveclassroom.org/article/punishment-vs-logical-consequences

A logical consequence is related to the student's behavior, and the relationship is clear to the student.

Punitive Consequences	Logical Consequences
Punishment imposed by authority figure—done ***to*** the student	Students engaged to understand why the consequence logically follows the behavior—done with the student
Requires student to passively comply	Requires student to actively participate
Intent is to create pain or discomfort	Intent is to teach, create empathy and help student internalize the consequences that follow their behavior choices
May create "defiant compliance"	

Using Restorative Questions to Identify a Logical Consequence

1. ALLOW THE STUDENT TO EXPLAIN THE SITUATION FROM HIS/HER PERSPECTIVE.

ASK: What happened?

- Tell me about the incident.
- What were you feeling when it happened?
- What were you thinking about at the time?

2. IDENTIFY WHAT LED UP TO THE BEHAVIOR AND ANY ROOT CAUSES.

ASK: What was going on that led up to this situation?

- What made you feel…?

3. IDENTIFY THE IMPACT OF THE BEHAVIOR.

ASK: 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 has been affected/upset/harmed by your actions? In what way?
- What role do you think you played in this situation?

4. IDENTIFY A LOGICAL CONSEQUENCE.

ASK: What can you do to make things better? What do you need to help you do that?

- What could you do to prevent a similar situation in the future?
- How could you have approached the situation differently?
- How can you make things right?
- What end result would you like to see?

When possible, place responsibility on the student to identify the consequence.

- For example, you may simply ask: "Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence?"

- Or, if the student is reluctant to identify a consequence or is unsure how to identify an appropriate consequence, you may state: "Because of this behavior, I'm having difficulty trusting that you will be able to participate with the other students tomorrow. I really need to be able to trust you. If I can't trust you, that means you will not be able to _____. What can we do to restore trust?"
- If a student is still reluctant or having difficulty identifying a consequence, you should restate the question as a statement: "I really need to be able to trust you. If I can't trust you, that means you will not be able to _____. Let's meet again at the end of the day and we will both bring suggestions for ways to restore trust." You may then provide the student with examples of suitable consequences by stating: "How would you feel about _____ as a fair consequence?"
- For young students or those who need additional support, offer genuine choices: "We need to make sure you can be a full member of our class tomorrow and make up the work you missed when you weren't following directions today. You can come to school early tomorrow and review our classroom rules and yesterday's lesson, or you can complete an extra homework assignment tonight and create a poster for our classroom rules."

5. AGREE TO A LOGICAL CONSEQUENCE.

SAY: Thank you for talking with me. I appreciate your willingness to discuss this situation. The next set of steps to move us forward will be...

NOTE: We cannot require students to do anything that could be construed as forced labor, so telling a student they must clean up the desk is not permissible. However, students may independently choose a clean up/community service consequence, or be offered the choice as one of several possible consequences.



SAMPLE LOGICAL CONSEQUENCES FOR COMMON BEHAVIOR ISSUES

A logical consequence is any response to student misbehavior that is directly related to the misbehavior, and is intended to repair harm done and prevent future problems.

The purpose of using a logical consequence is to make mistakes into learning opportunities. Unlike punishments -- which often have only short-term effects and do not empower students to take ownership over their actions -- the goal is not to create discomfort or simply make a student feel bad about his/her behavior. Rather, an ideal consequence will give students the responsibility of reflecting on their choices, the harm they may have caused, and how they can attempt to repair that harm.

For logical consequences to work, it is absolutely essential that the student sees that the consequence is fair, sensible, and directly connected to their problematic behavior. Whenever possible, students should be engaged in determining the logical consequence. At a minimum, when the consequence comes from staff, students should be engaged in a discussion about why the consequence logically follows the behavior.

All behavior incidents should be handled on a case-by-case basis, and consequences should be determined based on the root cause of the behavior. On the next page are examples of consequences that may logically follow frequent behavior issues.

If you can't think of a natural, logical consequence to match the student's behavior, have a conversation with the student at a later, calmer moment to:

- Examine the harm that occurred as a result of his or her behavior
- Discuss options for how s/he might repair the harm
- Select a consequence that is acceptable to you and the student
- Talk about what s/he could do next time, to avoid using the negative behavior again

NOTE: Students may not be prevented from attending recess or restricted from lunch meal options as a consequence.

NOTE: Students may also not be forced to perform clean up/maintenance duties (or any forced labor) as a consequence, but may choose to perform community service/clean up projects if they independently select to do so from a choice of consequences, and parents/guardians provide consent.

Behavior	Sample Logical Consequences
Cell phone use during class	• Turn in cell phone or phone battery to teacher for the rest of the class period. • Research and report on recent news reports or studies on the impact of cell phone distraction on youth, relationships, paying attention, etc. • Write formal letter or essay with complete, grammatical sentence structures to convey what student originally wished to convey via text or social media.
Tardiness Cutting Class Off-task behaviors Sleeping during class Arriving unprepared for class	• Extra academic project • "Give back time" before school, after school, during lunch, or during extracurricular time to make up missed academic work (Note: Recess may not be removed or restricted) • Before school, after school, or lunch detention, Saturday school to make up missed academic work or learn about the importance of active class participation • Service or assistance to help classroom/teacher (i.e. organize classroom, prepare handouts, etc.). • Workshop on how missing class and school negatively impact the school community • Math assignment tallying up minutes of missed academic learning and impact • For chronic tardies/cuts between class periods: Assigned staff member escorts student to next class to ensure on-time arrival
Disrupting other students	• Plan and teach lesson on classroom rules or importance of classwork • Temporary seating reassignment next to teacher or away from other students
Inappropriate / excessive talking	• Service or assistance to help classroom/teacher (i.e. organize classroom, prepare handouts, etc.).
Profanity	• Written assignment to identify 20 synonyms/vocabulary words for foul language that was used and write these words and definitions on note cards that can be used as reminders (can also include these words in an essay, art project, etc.) • Skit, oral presentation, or written assignment to reframe what they were trying to convey without profanity • Research language history and it's power (i.e. significance and impact of racism/"n" word)
Fighting / Physical altercation	• Conflict resolution workshops • Analyze the source of anger and aggression and refer to appropriate intervention • Written assignment reflecting on behavior and how to make better choices • Role playing/written assignment of how situation could have been handled without physical violence • Workshop or research on "debate" skills, what is a fact vs. opinion, what is truth vs. rumor • Peace circle • Parent conference • Anger management • Give students an opportunity to solve conflict and sign an agreement saying that "this is where it ends"
Disrespect toward staff	• Conference, circle, or mediation with teacher and impartial mediator(s)—mediator(s) may be a teacher who has a good relationship with the student • Signed agreements on how student and staff will handle the situation in the future • After discussion between staff and student, meaningful apologies from both staff and student. This should not be forced or in the moment • Written assignment reflecting on behavior, or describing the incident from the staff's perspective • Role playing/written assignment of how situation could have been handled without disrespect
Disrespect toward peers	• Conference, circle, or mediation between students • Signed agreements on how students will handle the situation in the future • After discussion between staff and student, meaningful apologies from students. This should not be forced or in the moment • Written assignment reflecting on behavior, or describing the incident from the other student's perspective • Role playing/written assignment of how situation could have been handled without disrespect
Vandalism	• Community/school clean-up and beautification • Shadowing/helping an engineer for the day • "Positive" graffiti/art project to beautify school

LOGICAL CONSEQUENCE PLANNING SHEET

OBJECTIVE DESCRIPTION OF BEHAVIOR:

ROOT CAUSES (WHAT LED UP TO THIS BEHAVIOR):

WHO WAS IMPACTED BY THIS BEHAVIOR AND IN WHAT WAY:

LOGICAL/RESTORATIVE CONSEQUENCE:

WHAT WILL THE STUDENT LEARN AS A RESULT OF THIS CONSEQUENCE?

CONSEQUENCE CHECKLIST:

- Consequence is directly related to the behavior.
- Requires student to actively participate in the consequence.
- Repairs harm and/or is likely to prevent future incidents.
- Creates empathy and helps student understand the impact of his/her behavior.
- The student is actively involved in determining the consequence and/or understanding why the consequence logically follows the behavior

SAMPLE TRAINING— LOGICAL CONSEQUENCES

TIME:

60 min.

AUDIENCE:

Deans/disciplinarians, administrators, teachers, K-12

OBJECTIVES:

- Define logical consequences and understand the difference between punitive vs. logical consequences.
- Practice selecting logical consequences that are directly related and proportional to specific behaviors, repair harm and/or reduce the probability that the behavior will occur again.
- Review a process for working with students to identify logical consequences.

KEY POINTS:

- A logical consequence is any response to student misbehavior that is directly related to the misbehavior, and is intended to repair harm done and prevent future problems.
- The purpose of using a logical consequence is to make mistakes into learning opportunities that lead to long-term improvements in the student's behavior.
- Logical consequences guide students to reflect on the results of their choices, the harm they may have caused, and how they can attempt to repair that harm.
- The key to coming up with an effective logical consequence is ensuring the student sees that the consequence is fair, sensible, and directly connected to their problematic behavior.

MATERIALS:

- Chart paper/marker
- **HANDOUT:** Logical Consequences in Restorative Practices
- **HANDOUT:** Sample Logical Consequences for Common Behavior Issues
- **HANDOUT:** Logical Consequence Planning Sheet

FACILITATOR SCRIPT

1. INTRODUCTION: PUNITIVE VS. LOGICAL CONSEQUENCES (15 MINUTES)

- Welcome participants and introduce yourself.
- Ask participants to think of a skill/assignment/subject that they struggled to learn in school, and to spend several minutes individually writing about that experience. Say: "If you eventually learned that skill, describe how you learned it. If you didn't learn the skill or continue to struggle, describe why."
- After participants have had time to individually write, ask them to share their stories with a partner.
- **DEBRIEF AS A WHOLE GROUP:** What was key to making a difficult skill achievable? What were key obstacles if they never learned the skill? Encourage participants to think about how that skill was relevant to them, emphasizing that skills they eventually learned were those that they valued as relevant, and that they someone taught them/retaught them how to do. Ask participants talk, make a list on a chart paper on the front of the room, titled: What Makes Skills Stick. Summarize key points that participants state such as (Skill is relevant, someone took the time to teach, learned new ways of doing the skill, etc.)
- **SAY:** "Now let's think about the students that we work with. What happens when these students struggle with a skill? Often, what we find is that if a student can't read, we pull out all the tools in our toolbelt to teach them. As educators, we know that this list we've created is critical to helping a student with a struggling skill. So we use this knowledge to teach them in creative ways, or we try to make the skill more relevant or interesting. We do the same thing if a student can't figure out a math equation. And we even do the same thing when a student doesn't know how to throw a ball in gym class. But what often happens when a student doesn't know how to behave? Do we look back at this list that we created to make this skill stick?"
- **ASK:** "Why is it that when students don't know how to behave in our schools and our classrooms, we tend to punish instead of teach?"
- Direct participants to look at the Punitive vs. Logical Consequence handout.

- **SAY:** "One of the biggest myths about discipline is that punishment is the only way to hold students accountable. But punishments—handed down from an authority figure to a student—often don't require students learn or take true ownership over their behaviors. This is why punishments often work only in the short term or when an authority figure is watching. Raise your hand if you've ever received a speeding ticket. Keep your hands up if after receiving that speeding ticket you never again drove one mile over the speed limit. Even if you received an expensive speeding ticket, chances are that it didn't truly change your behavior—although you may slow down when you know a police officer is watching.

  "Another myth is that without punishment, there is no consequence for students' behaviors. Think about a time when you hurt someone that you cared about. Chances are, you may not have received a punishment from an authority figure after that behavior, but there was a consequence. Maybe the person you hurt was let down, and maybe your relationship was damaged in some way. And if you changed your behavior after that incident, it was because you reflected on and learned from the impact of your actions and were given a chance to right the wrong."
- **DEFINE LOGICAL CONSEQUENCE:** A logical consequence is any response to student misbehavior that is directly related to the misbehavior, and is intended to repair harm done and prevent future problems. The purpose of using a logical consequence is to make mistakes into learning opportunities--- not to make a student feel bad about their behavior, but rather to move students to reflect on the results of their choices, the harm they may have caused, and how they can attempt to repair that harm.
- **CAVEAT:** Tell participants that sometimes, the actual consequence may be the same whether it is a punitive or logical consequence, but the process for identifying the consequence and how that consequence is carried out will determine whether it is punitive or logical/restorative. For example, a detention may be a punitive consequence when an administrator tells the student he has to serve a detention as a punishment for being tardy. However, if a student was tardy to class, and the teacher talks with the student about the importance of class time and they come to an agreement that the student should stay after school to make up class work, the detention in that scenario may be a logical consequence.

2. USING LOGICAL CONSEQUENCES (10 MINUTES)

- **SAY:** "The key to coming up with an effective logical consequence is ensuring the student sees that the consequence is fair, sensible, and directly connected to their problematic behavior. Sometimes what may seem logical to us, the adult, is not so clear to the student."
- **SAY:** "Whenever possible, students should be engaged in determining the logical consequence. At a minimum, when the consequence comes from staff, students should be engaged in a discussion about why the consequence logically follows the behavior."
- **SAY:** "Logical consequences are most effective when used with mild to moderate behavior incidents that are clearly defined, such as a student was tardy to class or vandalized school property. When there are more serious behavior issues, or when a relationship has been severely damaged, you may need a more in-depth intervention even if you choose to use a logical consequence as well."
- Direct participants to the handout Punitive vs. Logical Consequence and provide a non-example and an example of a logical consequence for a common behavior problem at your school.
- **HIGH SCHOOL NON-EXAMPLE:** may be giving an in-school suspension to a student who is tardy to class because he/she was socializing in the hallway. The student is tardy because he/she did not value class time as much as socializing with friends, and an in-school suspension removes that student from instructional time and reinforces a message that his/her participation in that class is not important. An example of a logical consequence may be discussing with the student the impact of missing class time, and ways to "give back time" by making up academic work or assisting the classroom teacher before/after school, or during lunch.
- **ELEMENTARY NON-EXAMPLE:** A student who is behaving inappropriately during recess receives a detention the following day. Detention is a one-size-fits-all consequences that is applied to many different types of behavior. The student may have had this consequence many times in the past,

and there is no direct relevance to this particular misbehavior incident. An example of a logical consequence in this scenario would be to reteach and have the student "practice" recess expectations in a quiet recess location away from his/her friends. (For more info: See reteach recess in CPS Guidelines for Effective Discipline at cps.edu/SEL). When the student demonstrates that he/she has relearned the expectations, he/she rejoins the rest of the students. (Note that recess can not be taken away from the student, but the student can have a more heavily supervised recess activity.)

- Provide a second non-example, and discuss a logical consequence as a larger group to dig deeper into why a logical consequence is more likely to bring about positive behavior change:
- It is March, and a group of 8th grade students start a food fight in the cafeteria. A NON-EXAMPLE would be to revoke a special 8th grade privilege, such as an end-of-year field trip or luncheon. It may seem logical to us as adults—they are 8th graders after all, and they don't deserve these special honors if they are acting in a disrespectful manner. But will this consequence repair the harm that they caused? Will it prevent food fights from happening later in the year? In the next two months between the food fight and the consequence, will behavior change for the better?
- Ask the group for ideas about a good logical consequence for the 8th grade students. Why is a logical consequence more likely to be effective?

3. ACTIVITY: DEVELOPING LOGICAL CONSEQUENCES (20 MINUTES)

- Tell participants they will have an opportunity to practice coming up with logical consequences for behavior incidents. Remind participants that when planning logical consequences to keep in mind that students must see that the consequence is fair, sensible, and directly connected to their behavior.
- Ask participants to take out the Logical Consequences Planning Sheet. Tell participants that when planning logical consequences, they should consider the root cause of the behavior and anyone impacted by the behavior when planning logical consequences. Logical consequences should also require the student to actively participate, and teach the student about the impact of his/her behavior.
- Provide participants with time to identify a minor to moderate behavior incident that they believe could be addressed by a logical consequence. (Behavior incidents that are more serious will likely require additional responses.) Ask participants to individually write down an objective description of the behavior on their worksheet, describe root causes/potential root causes, and identify anyone impacted by the behavior. (Alternately, prepare several common behaviors, and divide participants up into small groups to use the worksheet to plan logical consequences for one behavior.)
- After individually completing the first 3 questions on the planning worksheet, participants should pair up or work in small groups to share the behavior incident and brainstorm potential logical consequences. After identifying potential logical consequences, participants should review the checklist on the worksheet. Remind participants to think through what the logical consequence should teach the student. If participants need ideas, share the worksheet Sample Logical Consequences.
- As a whole group, debrief the activity and ask participants to share any insights or good ideas for logical consequences. If you have not already, pass out the Sample Logical Consequences worksheet and ask participants as a resource.

4. ENGAGING STUDENTS IN THE PROCESS (5 MINUTES)

- **SAY:** Right now, we are working as a group of adults to come up with examples of logical consequences. However, logical consequences are most likely to be effective and internalized when students are given power and responsibility. In order to come up with logical consequences that students truly internalize, they must be an integral part of the process. One way to do this, is to use restorative questions when the student is calm to guide his or her thinking.
- **REVIEW HANDOUT:** Using Restorative Questions to Identify Logical Consequences. Tell participants that these questions should be used when students are calm and prior to identifying consequences. The answers to these questions should inform their planning of logical consequences.
- Provide time for participants to ask questions and reflect on when they can use logical consequences.


Hunger Games
Caldecott Award
General Fiction
39 Clues

EVALUATION



EVALUATION

Creating a restorative school culture takes time, and successful implementation often requires a three to five year process. Collecting and monitoring implementation and outcome data is a necessary part of successfully implementing and sustaining Restorative Practices.

Because successful implementation of Restorative Practices in schools affects many aspects of school culture and student discipline, tracking progress requires school teams to carefully collect and monitor both quantitative and qualitative data sources. Collecting and monitoring the following data sources using the MTSS Problem Solving Process can help schools continuously improve their Restorative Practices implementation:

- Restorative Practices implementation: The school climate team or an outside observer assesses the fidelity of implementation of Restorative Practices through the CPS Restorative Practices Implementation Rubric.
- School climate data: The school climate team completes and develops prioritized action items through the School Climate Self-Assessment twice yearly, analyzes My Voice My School (5 Essentials) yearly, and regularly conducts informal surveys of staff, students, and families.
- Discipline data: All office disciplinary referrals and responses taken, including restorative interventions and punitive actions, are entered into IMPACT Verify and monitored at every team meeting via Dashboard.
- Training data: The school keeps a calendar of school-based professional development on Restorative Practices, a folder of the agendas and materials for professional development, and a list of staff trained in each type of Restorative Practices process.
- Restorative interventions held and agreements made and kept: The school has a system for tracking and following up on agreements made by participants during Restorative interventions. The school has developed a data collection process for Restorative Practices that are not tied to SCC infractions. Schools that use Student Logger may choose to use it for this purpose.
- Observation and survey data: Both formal and informal observations and survey data can capture how students, staff, and families feel about the school climate and culture, safety, and relationships.

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

SCHOOL NAME _____ **REVIEWER'S NAME** _____

DATE _____ **VISIT#** ____ **POSITION** _____

COMPLETE THIS RUBRIC ONLINE AT: www.tinyurl.com/RPRubric

SYSTEMS & STRUCTURES	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
1. The school's mission and vision reflect restorative mindsets and values and integrate the voices of all stakeholders.				
2. School has developed written protocols for disciplinary procedures and restorative practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences, and procedures for following up on referrals.				
3. School has developed and utilizes a menu of logical, instructive, and corrective disciplinary responses, in addition to Tier II/III behavioral health supports, to build into restorative agreements.				
4. School has identified a confidential space and reserved a regular schedule for Peace Circles, Peer Conferencing, and/or Restorative Conversations to occur.				
5. School has a system for tracking and following up on agreements made by participants during restorative practices.				
6. School ensures that restorative actions taken (i.e. Restorative Conversations, Peace Circles, etc.) are entered into IMPACT following Student Code of Conduct infractions. The school has a data collection process for Restorative Practices that are not tied to SCC infractions.				
7. School regularly uses data (including from IMPACT, Dashboard, MVMS, and surveys of students, staff, and families) to assess effectiveness of restorative practice efforts.				
8. Procedures are in place for staff, students, and families to request Restorative Practices.				
9. Teachers are given time in their class schedules to teach the SEL skills for successful restorative practices (empathetic listening, "I" statements, etc.)				

Chicago Public Schools

STAFF & PROFESSIONAL DEVELOPMENT	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
1. All staff, including the school principal, have attended introductory Restorative Practices training on restorative mindsets, restorative language, and Restorative Conversations (Overview of RP and/or RP 101).				
2. Multiple staff are trained to serve as Circle Keepers.				
3. Staff are familiar with behavioral de-escalation strategies and use them to determine the appropriate moment for implementation of a restorative process.				
4. School leadership regularly reference and reinforce a restorative culture and Restorative Practices in communications with staff, students, and families.				
5. Staff are provided with ongoing professional development and opportunities to reflect on their implementation of Restorative Practices during staff/grade-level meetings, school PDs, and/or other school meetings.				
6. School has identified 1-2 staff to serve as the school's Restorative Practices Lead, and the RP Lead has time and access to ongoing training or PLCs around Restorative Practices.				
SCHOOL COMMUNITY & ENVIRONMENT	**Not Yet True (1)**	**Partially True (2)**	**Mostly True (3)**	**Comments**
1. The school environment (including posted expectations, rules, and mission statement) reflects a restorative culture by referencing community, relationships, respect, etc., and there are explicit reminders of Restorative Practices throughout the school (RP posters, bulletin board, lanyards).				
2. School leadership regularly reference and reinforce a restorative culture and restorative practices in communications with staff, students, and families.				
3. Staff can be regularly seen/heard using restorative language ("I" statements, empathetic listening) to express their feelings and reflect on other's feelings among themselves and with students.				
4. Students can be regularly seen/heard using and restorative language ("I" statements/affective statements, empathetic listening) to express their feelings and reflect on other's feelings among themselves and with adults.				

SCHOOL COMMUNITY & ENVIRONMENT	Not Yet True (1)	Partially True (2)	Mostly True (3)	Comments
1. Staff can be seen teaching, modeling, and reinforcing the school's restorative culture, restorative mindsets and practices.				
2. All students have regular opportunities in their classrooms to participate in Talking Circles, community- building activities, or other proactive Restorative Practices that promote relationship-building and community.				
3. Parents/guardians are included in Restorative Practices, and/or community building activities.				
RESTORATIVE INTERVENTIONS	**Not Yet True (1)**	**Partially True (2)**	**Mostly True (3)**	**Comments**
1. When a behavior incident arises, staff use restorative questions (What happened? What were you feeling and thinking at the time? Who has been affected by your actions? What can you do to make things better?) to promote reflection and conflict resolution. These conversations take place in a way to minimize it being heard by others.				
2. Students are referred to Restorative Conversation, Peace Circles and/or Peer Conferences to resolve behavior incidents, conflicts, and/or other pertinent issues.				
3. Restorative Conversations, Peace Circles and/or Peer Conferences occur at the time and place that they were scheduled, and are scheduled within several days of the incident whenever possible.				
4. Staff are made aware of outcomes after referring students for restorative interventions.				
5. Involved staff have an opportunity to participate in Restorative Practices to resolve conflicts or issues with students or other staff.				
6. When students are removed from the classroom or school due to disciplinary issues, staff develop and follow a re-integration plan that ensures the student is welcomed back and restored to the community.				

IMPACT OF RESTORATIVE PRACTICES SURVEY

There are 53 sentences on this survey. They are all related to our school and how things happen, how people get along, and how people treat each other. We are interested in your thoughts about each statement. Please circle "Yes" or "No" after each statement to let us know if you agree with it. Please do your best to circle an answer for each statement.

1. Students here are not ashamed to say they are sorry.	Yes	No
2. Students often help other students feel better when they are sad.	Yes	No
3. Teachers help students work out their conflicts peacefully here.	Yes	No
4. Students help determine consequences for breaking rules at this school.	Yes	No
5. Students are encouraged to take part in helping run the school here.	Yes	No
6. Black and Hispanic kids are picked on more by teachers in this school.	Yes	No
7. Teachers here don't take time to talk with students and listen to them.	Yes	No
8. Few students here break rules on purpose to make teachers mad.	Yes	No
9. Our school shows respect for people from all backgrounds and cultures.	Yes	No
10. When a student gets in trouble here, it's not the end of the world.	Yes	No
11. Teachers encourage students to make their own decisions here.	Yes	No
12. All students are treated equally in this school, no matter what their background is.	Yes	No
13. Teachers talk to students with respect.	Yes	No
14. Students here are often mean to each other.	Yes	No
15. Good behavior is noticed and rewarded here.	Yes	No
16. Students think the school rules are fair.	Yes	No
17. Teachers talk to students about their future.	Yes	No
18. In this school, if you're Black or Hispanic and you get in trouble, you will automatically be sent to the police.	Yes	No
19. Teachers don't often make mean and hostile comments.	Yes	No
20. Students respectfully listen to one another during class.	Yes	No
21. There aren't any teachers in this school I can talk to if I have a problem.	Yes	No
22. Teachers here do not shout at students.	Yes	No
23. Teachers and staff try to show students how to be successful.	Yes	No
24. Teachers in this school don't care what your race is; they treat you fairly.	Yes	No
25. Teachers here support each other.	Yes	No

Submitted by the Embrace RJ Collaborative.

26. Students from different social classes, races and ethnic groups get along well at this school.	Yes	No
27. Students do not act up when the teacher has to leave the room.	Yes	No
28. I often see parents at this school helping out.	Yes	No
29. Some students are punished worse than others for the same broken rule.	Yes	No
30. There are lots of group activities for students to join at this school.	Yes	No
31. This school sends students to the police for the smallest problems.	Yes	No
32. Teachers spend more time dealing with bad behavior than teaching here.	Yes	No
33. Teasing and picking on other students is pretty common here.	Yes	No
34. At school there are adults I can talk to, who care about what happens to me.	Yes	No
35. Teachers here do not hit students.	Yes	No
36. This school makes me feel confident.	Yes	No
37. Once a student goes to the police station from this school, they're not allowed back in.	Yes	No
38. This school is a caring and fair community.	Yes	No
39. Students will try to break up an argument before it gets too serious.	Yes	No
40. When there are problems at this school, teachers and parents work together to solve them.	Yes	No
41. Some teachers ignore the rules around here.	Yes	No
42. I feel like I will be a better person because I go to this school.	Yes	No
43. Teachers treat students with respect, no matter what the student's background is.	Yes	No
44. Students let other students know when they are being unfair or bothering others.	Yes	No
45. Adults in this school go out of their way to make me feel safe.	Yes	No
46. Kids who break rules here usually get what they deserve.	Yes	No
47. Students here are proud of their school.	Yes	No
48. Teachers here do not spend a lot of time with students who progress slowly due to a disability.	Yes	No
49. Teachers are friendly toward students.	Yes	No
50. The teachers here respect me.	Yes	No
51. I don't listen to others when I don't agree with them.	Yes	No
52. Students I don't like can still have good ideas.	Yes	No
53. Teachers argue and shout at other teachers or staff here.	Yes	No

Impact of restorative practices Survey Grouped by Restorative Justice Hypotheses

H1: RESTORATIVE JUSTICE PRACTICES IMPROVE SCHOOL CLIMATE AND CULTURE

1. Students are not ashamed to say they are sorry. (1)
2. Teachers here don't take time to talk with students and listen to them. (1)
3. Teachers talk to students with respect. (1)
4. Teachers don't often make mean and hostile comments. (1)
5. Teachers here support each other. (1)
6. Students from different social classes, races and ethnic groups get along well at this school. (1)
7. Teachers spend more time dealing with bad behavior than teaching here. (1)
8. This school is a caring and fair community. (1)
9. Teachers treat students with respect, no matter what the student's background is. (1)
10. Students here are proud of their school. (1)
11. Teachers here do not spend a lot of time with students who progress slowly due to a disability. (1)
12. Teachers are friendly toward students. (1)
13. The teachers here respect me. (1)
14. I don't listen to others when I don't agree with them. (1)
15. Kids I don't like can have good ideas. (1)
16. Teachers argue and shout at other teachers or staff here. (1)

H2: RESTORATIVE JUSTICE PRACTICES ENCOURAGE STUDENTS TO BE MORE PROACTIVE IN MAKING THE SCHOOL SAFER

17. Students often help other students feel better when they are sad.(2)
18. Few students here break rules on purpose to make teachers mad. (2)
19. Students here are often mean to each other. (2)
20. Students respectfully listen to one another during class. (2)
21. Students do not act up when the teacher has to leave the room. (2)
22. Teasing and picking on others is pretty common here. (2)
23. Students let other students know when they are being unfair or bothering others. (2)
24. Students will try to break up an argument before it gets too serious. (2)

H3: RESTORATIVE JUSTICE PRACTICES ENCOURAGE STUDENTS, TEACHERS, PARENTS, SOCIAL WORKERS, AND OTHERS TO ADOPT COLLABORATIVE PRACTICES THAT SUPPORT THE DESIRED IMPROVEMENTS IN SCHOOL CLIMATE

25. Teachers help students work out their conflicts peacefully here. (3)
26. Good behavior is noticed and rewarded here. (3)
27. Our school shows respect for people from all backgrounds and cultures. (3)
28. There aren't any teachers in this school I can talk to if I have a problem. (3)
29. I often see parents at this school helping out. (3)
30. At school there are adults I can talk to, who care about what happens to me. (3)
31. When there are problems at this school, teachers and parents work together to solve them. (3)
32. Adults in this school go out of their way to make me feel safe. (3)

H6: RESTORATIVE JUSTICE PRACTICES IMPROVE APPROACHES TO SCHOOL DISCIPLINE

33. Students help determine consequences for breaking rules at this school. (6)
34. Students think the school rules are fair. (6)
35. When a student gets in trouble here, it's not the end of the world. (6)

Submitted by the Embrace RJ Collaborative.

36. Teachers here do not shout at students. (6)

37. Teachers here do not hit other students. (6)

38. Some students are punished worse than others for the same broken rule. (6)

39. Some teachers ignore the rules around here. (6)

40. Kids who break rules here usually get what they deserve. (6)

H7: RESTORATIVE JUSTICE PRACTICES BUILD STUDENT SKILLS THAT SERVE THEM WELL LATER IN LIFE.

41. Students are encouraged to take part in helping run the school here. (7)

42. Teachers encourage students to make their own decisions here. (7)

43. Teachers talk to students about their future. (7)

44. Teachers and staff try to show students how to be successful. (7)

45. There are lots of group activities for students to join at this school. (7)

46. This school makes me feel confident. (7)

47. I feel like I will be a better person because I go to this school. (7)

H8: RESTORATIVE JUSTICE PRACTICES REDUCE DISPROPORTIONATE MINORITY CONTACT (WITH THE JUVENILE JUSTICE SYSTEM)

48. Black and Hispanic kids are picked on more by teachers in this school. (8)

49. All students are treated equally in this school, no matter what their background is. (8)

50. In this school, if you're Black or Hispanic and you get in trouble, you will automatically be sent to the police. (8)

51. Teachers in this school don't care what your race is; they treat you fairly. (8)

52. This school sends students to the police for the smallest problems. (8)

53. Once a student goes to the police station from this school, they're not allowed back in. (8)

SCHOOL DISCIPLINE INTERVIEW

Thank you for agreeing to participate in this interview. In addition to conducting surveys in this school regarding school climate, we are interested in learning about this school's philosophy about school discipline, how it has changed in recent years, if it has, and your perceptions regarding how school discipline is administered here at this school.

Remember, you do not have to answer these questions. You can withdraw at any time if you would like to, and you may skip over any question if you don't want to answer it.

We appreciate your time today and your willingness to discuss school matters with us.

FIRST, PLEASE LET ME ASK A FEW QUESTIONS ABOUT YOU:

1. What is your position or title at this school? _____

2. How long have you worked in this position at this school? ____ years ____ mos

3. Did you work at this school before you took the position you are currently in? Yes No

4. Did you work at any other school or schools before you came to this school? Yes No

5. If yes, how long were you in the education business before you came to this school? ____ years ____ mos

6. Do you have a frequent role in the administration of discipline at this school? Yes No

7. If yes, can you please describe this role?

_____

_____

_____

8. In addition to the position/title you mentioned earlier, do you have any other jobs or functions at this school? Yes No

9. If yes, can you please describe them?

_____

_____

_____

NOW I'D LIKE TO ASK SEVERAL QUESTIONS ABOUT THIS SCHOOL'S POLICY TOWARD STUDENT CONDUCT AND DISCIPLINE.

10. Are you familiar with the current school policy on student discipline? Yes No

If 'No, "go to item 11 below. Then skip to item 18.
If "Yes" go to item 12.

11. Why did you answer "No" to this question?

____ Policy not published/available ____ Not aware of a policy ____ Forgot to read it

____ Read it but don't remember it ____ Don't care about it ____ Other reason

12. Please circle "Yes" or "No" to indicate your response to the following questions or statements about your school's policy on student discipline:

12A. Our student discipline policy is comprehensive.	Yes	No	Don't Know
12B. Our student discipline policy was developed with input from a diverse group of school employees.	Yes	No	Don't Know
12C. Our student discipline policy was developed with input from students.	Yes	No	Don't Know
12D. Our student discipline policy is fair.	Yes	No	Don't Know
12E. Our student discipline policy is enforced consistently.	Yes	No	Don't Know
12F. Our student discipline policy is enforced the same regardless of student gender, race, or background.	Yes	No	Don't Know
12G. Our student discipline policy can be improved regarding its content.	Yes	No	Don't Know
12H. Our student discipline policy can be improved regarding its enforcement.	Yes	No	Don't Know

13. Do you know if your student discipline policy has changed within the past three years? Yes No

If "Yes, " go to item 14 below.
If "No, " skip to item 18.

14. Can you describe how the policy has changed in recent years?

15. Do you think these changes were an improvement over past discipline policies and procedures? Yes No

16. Please explain your answer:

THE NEXT SECTION OF THE INTERVIEW WILL INVOLVE SEVERAL QUESTIONS ABOUT ANY ACTUAL EXPERIENCES YOU HAVE HAD REGARDING STUDENT DISCIPLINE IN THIS SCHOOL.

17. If you are frequently involved in the administration of discipline at this school (see item 6), please respond to the following questions:

17A. What are the most serious discipline problems that you come across?

17B. Do you think the school discipline policy allows the staff to adequately respond to these problems when they come up? Yes No

17C. Please explain your answer:

17D. What are some of the most frequent types of discipline problems that you come across?

18. In the past month, have you witnessed or observed an incident of a student violation of the school's rules that involved a conflict between two or more students? Yes No

If "Yes", go to item 18a.
If "No," go to item 19.

18A. Without naming any names, please describe the incident; what happened?:

18B. How was the incident handled, and what was the outcome, for any students, faculty, or staff involved, if any?:

18C. Were you satisfied with the way it was handled? Yes No

18D. Please explain your answer:

19. In the past 6 months, have you witnessed or observed an incident of a student violation of the school's rules that involved a conflict between two or more students? Yes No

If "Yes", go to item 19a.
If "No," go to item 20.

19A. Without naming any names, please describe the incident; what happened?:

19B. How was the incident handled, and what was the outcome, for any students, faculty, or staff involved, if any?:

19C. Were you satisfied with the way it was handled? Yes No

19D. Please explain your answer:

20. Do you have any other thoughts, observations, or comments about school discipline policy and the way it is communicated or administered at this school? If so, please let us know

SELF-CARE FOR RESTORATIVE PRACTITIONERS



SELF-CARE FOR RESTORATIVE PRACTITIONERS

Being a Restorative practitioner is emotionally challenging work. Take care of yourself in ways that work for you.

In your self-care try to include a balance of:

- **PHYSICAL**—exercise, eat well, get enough sleep.
- **EMOTIONAL**—probe and experience your feelings through reflection, journaling, or with friends.
- **SPIRITUAL**—meditate or participate in other spiritual practices.
- **MENTAL**—find ways to stimulate your mind. Avoid over-analyzing your circle work: read a book, do a puzzle, engage in creative arts, whatever works for you.

You may also find these community resources useful in supporting your practice and self-care:

Circle Training
Held at Precious Blood
Every second Monday of the month
www.pbmr.org
Precious Blood Ministry of Reconciliation
5114 S. Elizabeth Street
Chicago, IL 60609
(773) 952-6643 (phone)

Free/Cheap Yoga
www.freeyogachicago.com/p/free-donation-class.html

Chicago Park Locater
www.chicagoparkdistrict.com/parks/search/

For additional reading on self-care:

Psych Central, How Clinicians Practice Self-Care & 9 Tips for Readers
www.psychcentral.com/lib/how-clinicians-practice-self-care-9-tips-for-readers/

Counseling Today, "Taking Care of Yourself as a Counselor"
ct.counseling.org/2011/01/taking-care-of-yourself-as-a-counselor/

Compassion Fatigue Awareness Project Self-Test: An Assessment
www.compassionfatigue.org/pages/selftest.html

Self-compassion for Caregivers
www.psychologytoday.com/blog/the-power-self-compassion/201105/self-compassion-caregivers

Are You Suffering from Compassion Fatigue?
www.psychologytoday.com/blog/high-octane-women/201407/are-you-suffering-compassion-fatigue

Preventing Burnout
www.helpguide.org/articles/stress/preventing-burnout.htm

Submitted by the Embrace RJ Collaborative.

DAILY STRESS BUSTERS—
MY STRESS BUSTER PLAN

THINGS I CAN DO TO TAKE CARE OF MYSELF:

Physical:

1. _____

2. _____

3. _____

Emotional:

1. _____

2. _____

3. _____

Personal:

1. _____

2. _____

3. _____

Workplace:

1. _____

2. _____

3. _____



APPENDIX



APPENDIX

RESTORATIVE JUSTICE COMMUNITY RESOURCES

LOCAL RESTORATIVE JUSTICE ORGANIZATIONS

Agency	Neighborhoods	Services / Area(s) of Expertise	Contact Information
Adler Institute on Public Safety & Social Justice	City Wide	Trauma Support, Community Building, Community Decriminalization, Evaluation	Elena Quintana—equintana@adler.edu **P.** 312.662.4021
Alliance Building, Inc.	City Wide & Oak Park	Diversity Awareness, Restorative Justice Practices, Facilitation	Pamela Purdie—purdierene@hotmail.com **P.** 708.606.1734
Alternatives, Inc.	City Wide	Urban Arts Program, Career Employment, Restorative Justice, Youth Development / Empowerment, Clinical Services	Hope Lassen—HLassen@alternativesyouth.org **P.** 773.506.7474 | **F.** 773.506.9420 **E.** info@alternativesyouth.org
Albany Park Neighborhood Center	Albany Park	After school youth services, Adult Education, Business Planning, Workforce Development, Counseling, Food Pantry	**P.** 773.583.5111 Adult ED -Beth Hausler, Adult Literacy/Citizenship Coordinator—**P.** 773.433.3741 Goyce Rates, Human Resources—**P.** 773.433.3272
Austin Coming Together	Austin	Early Childhood Services, Youth Justice, Workforce Development, Community Engagement, Business Development	**P.** 773.417.8612 | **F.** 773.378.8928
Chicago Public Schools, Office of Social & Emotional Learning	Chicago		**W.** https://sites.google.com/site/cpspositivebehavior/
Chrysalis Community Center	South Suburbs	Community-Based Court Alternative Programs, Promotion of RJ, Community Service Learning, School Support	Raegan Bricks, Executive Director **P.** 708.493.4661 **E.** information@chrysalis-center.org
Circles & Ciphers	Rogers Park	Circles	Ethan Ucker—ethan.ucker@gmail.com
COFI-PowerPac	City Wide	Youth Development, Community Building, Leadership Development, Parent Training	**P.** 312.226.5141 **GENERAL INQUIRIES:** cofi@cofionline.org
Community Justice for Youth Institute	City Wide	Circle Keeper Training, RJ Hub Development, RJ in Schools	Cheryl Graves—cheryl@cjyi.org— **P.** 312.842.5345 Ora Schub—ora@cjyi.org— **P.** 312.842.5345
Linda Cooper M.A. CAE	City Wide & Suburbs	Training/consultancy in Restorative Practices specializing in whole school change	**P.** 773.383.1890 **E.** lsymonscooper@gmail.com
Evanston Police Department: Youth Services Bureau	Evanston	Individual, Group and Family Counselling, Crisis Intervention, Case Management and Advocacy	**P.** 847.866.5017
Evanston Township High School Peer Jury Program	Evanston	Peer Jury	Ms. Anna Landmeir Room E118-B
FUTURE Foundation Youth Services	Chicago Heights / South Suburbs	Academic Enrichment, Life Skills, Cultural Skills and Recreation	**P.** 708.758.5100 | **F.** 708.758.0285 **E.** info@future-foundation.org
Governors State University	South Suburbs	Training, Awareness	Joao Salm—jsalm@govst.edu
Harmony Chicago	West Side	Training, Practitioner, Circle Keeper	Mashaun Hendricks—mashaun.success@gmail.com

Submitted by the Embrace RJ Collaborative.

LOCAL RESTORATIVE JUSTICE ORGANIZATIONS

Homewood Flossmoor Peer Jury Program	Homewood-Flossmoor	Peer Jury, Includes Police Department	Kathryn Rayford: khrayford@sbcglobal.net
Illinois Balanced and Restorative Justice Project (IBARJ)	State Wide	Training, Advocacy, Awareness	Sara Balgoyen—sarab@ibarj.org
Irving Middle School—Maywood	Maywood	School Using RP	Adrian Harries—adrian.harries@Maywood89.org
The John Marshall Law School Restorative Justice Project	Chicago & Cook County	Circles, Truancy	Sharlyn Grace Program Coordinator, Restorative Justice Project **P.** 312.487.1207 | **E.** sgrace@jmls.edu Michael P. Seng, Co-Director, Restorative Justice Project **P.** 312.987.1446 | **E.** 7seng@jmls.edu Hon. Sheila Murphy (Ret.), Co-Director, Restorative Justice Project **P.** 312.427.2737 ext. 689 | **E.** smurphy@jmls.edu
Lawndale Christian Legal Center	Lawndale	Legal Representation, Case Management, Mentoring, After School Program, Workforce Development, Advocacy, and Community Outreach, RJ Hub Development	**P.** 773.762.6381 (office)
Metropolitan Youth Services	Chicago	Economic Stability, Education, Emotional Wellness, Empowerment	**P.** 312.986.4000 | **F.** 312-986-4289 **E.** contactus@metrofamily.org
MYSI	City Wide	Transitional Living, Independent Living, Juvenile Justice (Crisis Intervention, Case Management), Shelter Service Center, Community Outreach	**P.** 773.840.4600 | **F.** 773.840.4605
Nehemiah Trinity Rising	City Wide	Circles and Conferencing, RJ Education and Training, Wholistic School and Community Implementation, Re-Entry for Youth and Adults, Community Building.	**M.** Michelle Day, CEO—mday2@sbcglobal.net **P.** 773.779.5927 | **C.** 312.852.8520 Olivia Chase—Olivia@nehemiahtrinityrising.org **P.** 773.779.5927 | **C.** 773.369.9968 Daryle Brown—Daryle@nehemiahtrinityrising.org **P.** 773.779.5927
OMNI Youth Services	Buffalo Grove	Counselling, Substance Abuse, Juvenile Justice, School Based, After School, Theater, Family Preservation, Mentoring	**P.** 847.353.1500 | **F.** 847.465.1964 **E.** info@omniyouth.org Carlos Rodriguez—crodriguez@omniyouth.org **P.** 847-353-1674 | **F.** 847-353-1673
Precious Blood Ministry of Reconciliation	Back of the Yards	Justice-involved youth, Peace Circles, Community Engagement	Father Kelly: David Kelly—nojail@aol.com **P.** 773.952.6643
Restorative Justice Evanston	Evanston		Susan Trieschmann—sgarciat2@gmail.com
Restorative Strategies	City Wide	RJ Hub Development	Robert Spicer—mrraspicer@gmail.com
Roosevelt University-Mansfield Institute	McKinley Park, Chicago Lawn	RJ in schools, RJ Advocacy	Heather Dalmage—hdalmage@roosevelt.edu Nancy Michaels—nmichaels@roosevelt.edu
Save Another Life	Little Village	Violence Prevention, Community Engagement, Community Empowerment	Sarita Villarreal **P.** 773.392.6697

LOCAL RESTORATIVE JUSTICE ORGANIZATIONS

Stone Vastine Group	Chicago & Cook County	Education, Training and Consulting in Restorative Practices; Circle Keeping for Families, Communities, Institutions, Organizations and Work Places.	Elizabeth Vastine—ejvastine@gmail.com
Umoja Student Development Corporation	City Wide	RJ in Schools	**P.** 773.312.3898 **F.** 773.496.1606 **E.** info@umojacorporation.org
Urban Life Skills (New Life Centers)	Little Village, Portage Park, Humboldt Park, Cicero, Oak Forest, Midway	After School/Summer Education, Gang/ Violence Intervention, Food Program, Sports Programs, Empowerment/Business readiness program (BLING), Relationship Building, Community Engagement	**LITTLE VILLAGE** **SITE DIRECTOR:** Matt DeMateo 2657 South Lawndale Avenue **P.** 773.277.8810 I **C.** 312.343.0642 **E.** mattd@nlcenters.org **HUMBOLDT PARK** **SITE DIRECTOR:** Nichole Finklea 1410 N. Springfield Ave. **P.** 312.772.6675 **E.** nicholef@nlcenters.org **PORTAGE PARK** **SITE DIRECTOR:** Stephen Greenhalge 5700 W. Berteau Ave. **P.** 773.777.3360 **E.** stepheng@nlcenters.org **CICERO** **PROJECT DIRECTOR:** Joel Wallen 5018 S. 23rd St. **P.** 708.595.2927 **E.** joeldwallen@gmail.com **OAK FOREST** **SITE DIRECTOR:** Debbie Jackson 5333 W. 151st St. **P.** 708.629.9555 **E.**debbiej@nlcenters.org **MIDWAY** **FAMILY BRIDGES DIRECTOR:** Ken Kalina 4101 W. 51st St. **P.** 773.838.9470 I **F.** 773.838.9450 **E.** kenk@newlifechicago.org
YMCA	City Wide, Robbins, North Suburbs & West Suburbs	Health & Wellness, Sports Programs, Arts Programs, Youth Safety and Violence Prevention, Youth & Teen Leadership, Youth Governemnt, Housing	Eddie Bocanegra—Eduardobocanegra23@yahoo.com Kenny Riley—kriley@ymcachicago.org

RESTORATIVE JUSTICE BOOKS

Title	Author	Publisher
Circle Forward: Building a Restorative School Community	Carolyn Boyes-Watson and Kay Pranis	Living Justice Press
Community is Not a Place But a Relationship: Lessons for Organizational Development	Carolyn Boyes-Watson	Springer Science
Critical Issues in Restorative Justice	Howard Zehr, Barb Toews	Criminal Justice Press
Dreaming of a New Reality: How Restorative Practices Reduce Crime and Violence, Improve Relationships and Strengthen Civil Society	Ted Wachtel	The Piper's Press
How Long Will I Cry?: Voices of Youth Violence	Miles Harvey	Big Shoulders Books
Implementing Restorative Justice: A Guide for Schools	Jessica Ashley, Kimberly Burke,	Illinois Criminal Justice Information Authority
Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline	Thalia González	Jefferson Law Book Company
Peacemaking Circles & Urban Youth: Bringing Justice Home	Carolyn Boyes- Watson, Ph.D	Living Justice Press
Peacemaking Circles: From Crime to Community	Kay Pranis, Barry Stuart, Mark Wedge	Living Justice Press
Restorative Justice and Civil Society	John Braithwaite and Heather Strang	Cambridge
Restorative Justice and Crime Prevention	Adam Crawford, Anniek Gielen, Ninfa Buccellato, Vanja Stenius, Sabine Ravenstijn, Isabella Mastropasqua , Elisabetta Colla	European project 'Restorative Justice and Crime Prevention'
Restorative Justice: Healing the Foundations of Our Everyday Lives	Dennis Sullivan, Larry Tifft	Willow Tree Press
Restorative Justice: The Evidence	Lawrence W Sherman and Heather Strang	The Smith Institute
Security, With Care: Restorative Justice and Healthy Societies	Elizabeth M. Elliott	Fernwood Publishing
The Little Book of Circle Processes	Kay Pranis	Living Justice Press
The Little Book of Restorative Justice	Howard Zehr, Ali Gohar	Good Books
Why Restorative Justice WORKS for bullying behavior	Kris Miner	St. Croix Valley Restorative Justice Program

RESTORATIVE PRACTICE RESOURCES OUTSIDE OF CHICAGO

Title	Author
Institute for Restorative Justice & Restorative Dialogue	www.utexas.edu/research/cswr/rji/rdinschools.html
International Institute for Restorative Practices	www.iirp.edu
Oakland Public Schools	www.ousd.org/restorativejustice
Restorative Justice Colorado	www.rjcolorado.org/restorative-justice-in-schools.html
Safer Saner Schools	www.safersanerschools.org/videos/#transformation
San Francisco Unified School District	www.healthiersf.org/RestorativePractices
University of Minnesota Center for Restorative Justice & Peace Making	www.cehd.umn.edu/ssw/RJP/Resources/default.asp

AN ANNOTATED BIBLIOGRAPHY OF LITERATURE ON RESTORATIVE PRACTICES

Grounding Principles

Boyes-Watson, Carolyn. (2005). *Community is Not a Place but a Relationship: Lessons for Organizational Development.* Boston, MA: Suffolk University

https://drive.google.com/open?id=0B-xrqt2poFCgSzBkUEd2OE1pbms

This article argues that organizations need to be organized differently to incorporate the power of "community." They define the essence of "community" as a cognitive and emotional attitude towards others that shapes behavior towards them—communities are not just neighborhoods or ethnic groups.

Because more and more social activities take place within organizations, and because organizations are expected to be involved more in the life of community, a reorganization of organizations is necessary so that organizations "learn to behave as members of the community." In order to function as members of the community, organizations must build infrastructure that is aware of and connected to the people who work in organizations, as well as the peoples and communities that organizations serve.

Dignity in Schools. (September 2010). *Fact Sheet: Creating Positive School Discipline.*

https://drive.google.com/open?id=0B-xrqt2poFCgV2RBblZrdmZFaG8

This fact sheet both defines restorative justice and outlines possible approaches to achieve restorative justice. These approaches include regular classroom circles; training teachers and staff; and using small group circles, fairness committees, and peer juries when disciplinary issues happen. The article also gives examples and statistics from specific school districts to show improvements in discipline after restorative discipline policies were put in place. Lastly, this fact sheet outlines and explains the "Positive Behavior Intervention and Supports (PBIS)" system to help schools develop a school-wide discipline plan.

International Institute for Restorative Practices. (2003). *Restorative Practices—Principles and Standards.*

https://drive.google.com/open?id=0B-xrqt2poFCgWU9JX0w3elp1ekE

This reference sheet from the IIRP outlines five guiding principles that guide its approach to restorative justice, and then explains these principles' relevance and consistency with the United Nations' own basic principles of restorative justice. The five principles that the IIRP outlines are:

1. Participation achieved through cooperation rather than coercion.
2. Face-to-face participation of those directly affected.
3. Those directly affected determine the outcome.
4. Fair process including equal access and informed consent.
5. Best practices must be demonstrated through research.

Meiners, Erica and Mariame Kaba. *Restorative Justice: A Tool for Peace and Respect in Chicago and Beyond.* Logan Square Neighborhood Association and the Embrace Restorative Justice in Schools Collaborative. Chicago, IL.

https://drive.google.com/open?id=0B-xrqt2poFCgSkp4cHdRcjU1b2s

This short report outlines the Embrace Restorative Justice in Schools Collaborative's approach to restorative justice, including a list of their grounding principles of restorative justice. One unique aspect of this list is that it does not limit its scope to schools, but also examines the nation's approach (or "overreliance," as they would argue) on policing and punishment.

Some of the grounding principles that they include in envisioning restorative justice. Restorative Justice:

- As preventative when the values are embraced by a community; restorative justice is not always reactionary or contingent on the existence of conflict.

- As grounded in "power with" not "power over"
- As taking time and commitment from all community members in order to make long-standing, structural change.
- As resulting in a paradigm shift in the ways in which we treat one another, but also in how we think about conflict and punishment, from a retributive to a restorative mindset.

Restorative Justice Consortium. (2005). *Statement of Restorative Justice Principles: As applied in a school setting.* Second edition.

https://drive.google.com/open?id=0B-xrqt2poFCgdHhHdnpROW9CamM

This report by the RJC first outlines values that underpin Restorative Practices (including empowerment, honesty, respect, and others) and then examines the meaning of these principles in relation to a school setting. They list out twenty-eight principles for restorative justice and explanations of how to apply the specific principle in a school community.

The article also includes a scale through which schools can judge their respective level of "restorativeness." The most restorative schools are those where parties in conflict in the school are given opportunity to communicate, meet, and agree on a response to the harm caused. The least restorative are those where parties in conflict are prevented from communicating, meeting, or working together on an agreement.

Implementation Guides

Ashley, Jessica and Kimberly Burke. *Implementing Restorative Justice: A Guide for Schools.* The Illinois Criminal Justice Information Authority.

https://drive.google.com/open?id=0B-xrqt2poFCgNE0zVmtNYk5vTG8

This report first begins by defining restorative justice and clarifying the differences between punitive and restorative discipline policies. Ashley and Burke then give a useful background of school disciplinary policies over the past 30 years, adding context to the issue. They lastly give recommendations for implementing good Restorative Practices in schools, as well as providing solutions to possible challenges of implementation. These recommendations include circles, mediation and conferencing, and peer juries.

Restorative Practices Working Group. (March 2014). *Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools: A Guide for Educators.* The Advancement Project, AFT, National Education Association, and National Opportunity to Learn Campaign.

https://drive.google.com/open?id=0B-xrqt2poFCgUm83QWtNRXZEd2c

This guide begins with an examination of what Restorative Practices are, including types of Restorative Practices, and then analyzes the positive benefits of Restorative Practices.

The report then moves on to implementation practices. It outlines "Four Ps" (Person, Place, Practice, Plan) as a framework for thinking about Restorative Practices.

- **PERSON:** how individuals interact with others in the school community
- **PLACE:** environmental conditions and factors that affect how individuals interact with each other
- **PRACTICE:** opportunities for educators to prevent conflict and resolve challenges
- **PLAN:** a school's plan for normalizing Restorative Practices in their school culture

The report ends with examples of districts and schools that use Restorative Practices and have found it beneficial.

U.S. Department of Education. (January 2014). *Guiding Principles: A Resource Guide for Improving School Climate and Discipline.*

https://drive.google.com/open?id=0B8Se8vIbeMr3X2JKbEs4TExsVEE

This report from the United States Department of Education outlines three main guiding principles to serve as a kind of metric for schools when examining their own disciplinary practices. These three principles are:

1. Create positive climates and focus on prevention.
2. Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors, and
3. Ensure fairness, equality, and continuous improvement.

The report then outlines applicable action steps and relevant research and resource for each guiding principle.

Zehr, Howard with Ali Gohar. *The Little Book of Restorative Justice.*

https://drive.google.com/open?id=0B-xrqt2poFCgUXlSTlV6cm5YUUU

This book takes a unique approach to restorative justice, as the authors adapted the book for both North American audiences but also for a Pakistani-Afghan audience. The book does not make a case for restorative justice, but rather gives an overview of restorative justice, with a focus on the principles/philosophy of the topic.

Zehr and Gohar challenge many of the definitions that other articles in this toolkit use, including the idea that "restorative justice is mediation" and that "restorative justice is primarily about forgiveness or reconciliation." They instead look to restorative justice as a rethinking of the needs and roles implicit in crimes and thus closely examine the roles of victims and offenders.

They then define three pillars of restorative justice, which emphasize who is involved in the justice process and how they are involved. Through this framework they thus analyze restorative justice, both in its practice and in the solutions it aims to achieve.

Research and Evidence

Blood, Peta and Margaret Thorsborne. (March 3–5, 2005). *The Challenge of Culture Change: Embedding Restorative Practice in Schools.* Paper presented at the Sixth International Conference on Conferencing, Circles, and other Restorative Practices. Presented in Sydney, Australia.

https://drive.google.com/open?id=0B-xrqt2poFCgZlZRRDF0MGI5UnM

This paper argues that one of the critical issues for successful implementation and sustainability of a restorative philosophy is the realization that restorative policies mean organizational and cultural change. Furthermore, the paper emphasizes the importance of the "quality and passion" of school leaders in pioneering Restorative Practices in their schools, and as a key factor in changing culture in schools.

They also outline and expand on a five stage strategic approach to sustain cultural change in schools. These five stages are:

1. Gaining commitment.
2. Developing a shared vision.
3. Developing responsive and effective practice.
4. Developing a whole school approach.
5. Professional relationships.

City of Chicago. (2014). *Improving Student Safety and School Climates in Chicago Public Schools.* Chicago, IL.

https://drive.google.com/open?id=0B-xrqt2poFCga0tXRTA1NzYzcEk

This report from the City of Chicago outlines improvements in student safety and academics after a reversal of the "zero tolerance" discipline policy. Some of these improvements include over 27000 fewer out of school suspensions, over 1000 fewer in school-arrests of CPS students, and an increase in the graduation rate. These changes are outlined in several provided graphs.

The strategy behind this discipline policy has four core approaches.

1. Reversing "zero tolerance" and implementing a restorative approach to student misconduct.
2. Implementing evidence-based, intensive mentoring and tutoring proven to reduce violence and improve academic outcomes.
3. Reengaging youth who are disconnected from school.
4. Collaborating with law enforcement and communities to prevent, intervene, and respond to youth violence.

International Institute for Restorative Practices. (2014). *Improving School Climate: Evidence from Schools Implementing Restorative Practices.*

https://drive.google.com/open?id=0B-xrqt2poFCgdEJiX1Q2Nzc3ZXc

This report examines changes in school climate in schools that have implemented Restorative Practices versus those who have not, and find Restorative Practices reduce suspensions and office referrals, among other disciplinary infractions.

Interestingly, this report also finds that Restorative Practices reduce the racial gap in discipline. African American students are 3 times more likely to be suspended than white students, and just one suspension doubles a student's risk of dropping out. In classrooms with high restorative implementation, there were fewer disciplinary referrals and proportionately fewer African American and Latino students targeted compared to Asian/White students, compared to classrooms with low levels of implementation.

International Institute for Restorative Practices. (2009). *Improving School Climate: Findings from Schools Implementing Restorative Practices.*

https://drive.google.com/open?id=0B-xrqt2poFCgdlZYRGF6M1prOWs

In this report, the IIRP examines several excerpts from articles, reports, and disciplinary data from individual schools and school districts, that show that Restorative Practices have a positive effect on the lives of students and on school climate. The report has several case studies from high schools across the country.

Maly, Michael. (Spring 2014). *Keeping the Peace: A Study of Restorative Justice Peace Circles in Two Chicago Public Schools.* Chicago, IL: Roosevelt University.

https://drive.google.com/open?id=0B-xrqt2poFCgdmpuVGRCY212eFU

Maly and his students at Roosevelt University examine the experience of children involved in restorative justice peace circles at Namaste Charter School and Morrill Math and Science School. They look at the "safe space" created by the peace circles, and the values and skills that they impart on the students. They find that students participating in the circles overwhelmingly report positive experiences and gain valuable prosocial skills.

The researchers also examine the experiences of "Peace Keepers" (who are the adults leading the peace circles). Peace Keepers go through intensive two day-training; the majority of Peace Keepers reported that while they found their training valuable, the bulk of their learning came from actually serving in their roles.

The researchers conclude with suggestions to improve the role of "Peace Keepers" and also with policy recommendations for improving school safety.

Mirsky, Laura. (May 26, 2011). *Restorative Practices: Whole-School Change to Build Safer, Saner School Communities.* International Institute for Restorative Practices. Published in The Restorative Practices EFORUM.

https://drive.google.com/open?id=0B-xrqt2poFCgdnpFQUdxZ0g4Q00

Mirsky examines the positive impacts that the IIRP's two-year Whole-School Change Program has had in participating schools. The Program includes an explicit road map for training entire school staffs and built-in systems for monitoring, measuring, and sustaining implementation. Her report focuses on implementation of the program in participating schools, and she primarily evaluates the success of the program using testimony from teachers and principals in participating schools, all of whom found the program immensely helpful for school discipline.

Porter, Abbey. (April 2007). *Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I.* International Institute for Restorative Practices. Published in The Restorative Practices EFORUM.

https://drive.google.com/open?id=0B-xrqt2poFCgRUpVMHY2TF9FbEU

Porter's piece emphasizes the success that Restorative Practices have had globally. Countries examine include the United States, the United Kingdom, Canada, and New Zealand. This short article, as Part I of a two piece article, looks at what educators and trainers say about the benefits and strategies of implementing restorative methods. The experiences that she documents in her piece suggest that, while Restorative Practices require time and dedication to implement, they pay off in environments that support positive behavior and relationships.

Porter, Abbey. (April 2007). *Restorative Practices in Schools: Whole-School Change to Build Safer, Saner School Communities.* International Institute for Restorative Practices. Published in The Restorative Practices EFORUM.

https://drive.google.com/open?id=0B-xrqt2poFCgRFBYUnpSN2VqYjQ

In the second part of her article, Porter provides statistics illustrating the impact of Restorative Practices in schools. According to her analysis, schools implementing restorative methods have seen a drop in disciplinary problems, a decreased reliance on detention and suspension, and an improvement in student attitudes. Like in the first part of her article, Porter widens the scope of her analysis to schools globally.

Summary of Restorative Justice Hypotheses, Outcomes, and Data Collection Methods.

No citation available.

This summary lists hypotheses of how restorative justice might operate in schools, and "tests" the hypotheses

with various studies and records. Their findings come from various data collection methods, like school climate surveys, administrative records, and observation of restorative justice "events".

Successful Models of Implementation

Armour, Marilyn. (2014). *Ed White Middle School Restorative Discipline Evaluation: Implementation and Impact, 2013/2014: Six and Seventh Grade.* The Institute for Restorative Justice and Restorative Dialogue. Austin, TX: University of Texas at Austin.

https://drive.google.com/open?id=0B-xrqt2poFCgaWVkWmVRZVVPVklHQ1lfUHZaSGI4eXdpcVhj

Armour evaluates Ed White Middle School's restorative discipline policies (called "Restorative Discipline", or RD), which started in 2012–2013. She finds that RD lowered exclusionary discipline procedures and also improved in other indicators of school climate change. Armour concludes with several recommendations to maximize the effectiveness of restorative justice.

Baker, Myriam. (September 16, 2009). *DPS Restorative Justice Project: Year Three (Year End Report 2008–2009).*

https://drive.google.com/open?id=0B-xrqt2poFCgOUNRc1p4a0RfczQ

Baker's report gives a detail of the Denver Public Schools Restorative Justice Project, which was created to address a growing number of out-of-school suspensions in the district. The report gives a history of the project and points out the changes that schools have made administratively to accommodate restorative justice. It also looks at the types of interventions that schools have under the Restorative Justice Project and the project's outcomes and impacts.

The report concludes with several recommendations to improve the project.

Davis, Matt. (October 4, 2013). *Restorative Justice: Resources for Schools.* Published in Edutopia.

https://drive.google.com/open?id=0B0oXuP46ZDRWdGk3YWJfWmFEVWM

This article lists online resources and guides that discuss implementation and successes in restorative-justice programs. It also lists successful cases of restorative justice reform. Such cases include the Oakland Unified School District and two schools in the district: Ypislanti High School and Glenview Elementary School.

Kiddle, Jon and Rita Alfred. (2011). *Restorative Justice: A Working Guide for Our Schools.* The School Health Services (SHS) Coalition, a division of the Alameda County Health Care Services Agency.

https://drive.google.com/open?id=0B-xrqt2poFCgamlqN1ZuUUl6SWc

The report begins with a definition of restorative policies and its basic principles. To frame these principles, Kiddle and Alfred reference Brenda Morrison's pyramid of ways in which Restorative Practices can be applied. There are three tiers to the pyramid: the bottom level involves school-wide prevention practices, the middle involves managing difficulties, and the top includes those who need intense intervention.

The report then shifts to detailed implementation practices and strategies for managing implementation difficulties, using Morrison's pyramid as a guide. There are sample action plans and step-by-step instructions for implementation. The benefits and outcomes of restorative policies are also outlined and included.

Minnesota Department of Education. (2011). *Restorative Measures in Schools Survey.*

https://drive.google.com/open?id=0B-xrqt2poFCga3Y2czlCb01MdVE

The MDE conducted a survey evaluating the use of restorative measures as disciplinary options in schools in Minnesota. Extensive results from the survey are included. Key findings include:

- Schools use group conference more frequently than circles
- Principals use restorative measures in addition to, rather than instead, of suspension
- Principals were more likely to use Restorative Practices after attending a 2–4 day training.

One other important fact that they note is that Restorative Practices are used internationally, due to their flexibility and ability to adaptation to different cultures and diverse environments.

Models for Change: Systems Reform in Juvenile Justice. (December 2012). *Partnering with Schools to Reduce Juvenile Justice Referrals.*

https://drive.google.com/open?id=0B-xrqt2poFCgT1ZYWjg0Zk9JSzA

This brief examines the Models for Change initiative in Peoria, Illinois. The initiative uses principles of Balance and Restorative Justice (BARJ): for Peoria, this meant introducing peacemaking circles and peer juries, and also revising their school discipline policies and procedures.

After implementation, the intervention reduced school based referrals to detention by 35%, and by 43% for African American youth in particular. Teachers also reported that the Circles had improved relationships between them and students, and between different students as well.

The two main takeaways that the authors of the report give are:

- Digging deeper into data helps focus limited resources on the most promising strategies for reform: because the Peoria County stakeholders devoted a significant amount of time to learning about target student groups, officials better understood the situation in the school and were able to choose interventions that best fit their respective situations.
- Restorative justice principles can be effective tools to reduce racial and ethnic disparities: for racial and ethnic disparities to be reduced, interventions should address the causes of those disparities. Restorative justice does that.

San Francisco Unified School District. *Restorative Practices Whole-School Implementation Guide.*

https://drive.google.com/open?id=0B-xrqt2poFCgRjZYSDZJRS1HZVE

This guide gives a step-by-step, evidence-based approach to the implementation of Restorative Practices. Four main stages are outlined. These include:

1. School site introduction to Restorative Practices, identifying commitment and determining site specific needs.
2. School site planning of whole-school implementation
3. Whole-school Restorative Practices implementation.
4. Restorative Practices implementation sustainability.

Summer, Michael; Silverman, Carol; and Mary Frampton. (2010). *School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland.* from the Thelton E. Henderson Center for Social Justice. from the Thelton E. Henderson Center for Social Justice. Berkeley, California: University of California, Berkeley, School of Law.

https://drive.google.com/open?id=0B-xrqt2poFCgMy02NWVkNE1Pbk0

In this report, Summers et. al. examine a pilot restorative justice program at Cole Middle School in West Oakland. They found that in Cole Middle School, restorative justice strengthened relationships in the school, helped members of the school (students and adults) deal with violence in their community and decreased suspension and expulsion. The authors also note principles that restorative justice should be rooted in, in order to be successful in school: these include consistency and a grounding in the norms, values, and cultures of the school and surrounding community.

The School to Prison Pipeline and Zero Tolerance

Advancement Project. (March 2005). *Education of Lockdown: The Schoolhouse to Jailhouse Track.*

https://drive.google.com/open?id=0B-xrqt2poFCgYWJkbmsxd1BwZDg.

This report examines how zero tolerance transformed school discipline into a less forgiving system and created a direct track into the juvenile and criminal justice system, the expanding role of law enforcement measures in schools, and the disparate impact of these practices on students of color. Possible solutions to the issue are laid out at the end of the report.

American Academy of Pediatrics (2013). *Out-of-School Suspension and Expulsion.*

https://drive.google.com/open?id=0B-xrqt2poFCgTDJnVmRTd0N6dTQ

This article reviews suspension and expulsion policies and reviews strategies and alternatives to out-of-school suspension policies. It also includes recommendations for the role of the physician in matters of out-of-school suspension and expulsion.

High HOPES Campaign. (Spring 2012). *From Policy to Standard Practice: Restorative Justice in Chicago Public Schools.*

https://drive.google.com/open?id=0B-xrqt2poFCgaWhOWFV6aTJpLVU

The High HOPES (Healing Over the Punishment of Expulsions and Suspensions) Campaign in this piece advocates for a reduction of suspensions and expulsions, through the implementation of restorative justice practices.

More specifically, the listed findings of their report include:

- Rather than help make schools safer, suspensions and expulsions actually negatively affect the school environment; have long-damaging effects on student behavior, learning and academic achievement; and contribute to higher dropout rates and violence.
- Restorative justice has been shown to make schools safer and to help lower suspension and expulsion rates.
- Integrating restorative justice practices is a critical way to improve the culture and climate of a school by supporting the social and emotional development of students and strengthening partnerships among stakeholders.

Kaba, M. & Edwards F. (January 2012). *Policing Chicago Public Schools: A Gateway to the School-to-Prison Pipeline, a report by Project Nia.*

https://drive.google.com/open?id=0B-xrqt2poFCgU1BHNjZ5Nm1ISVk

This study looks at the impacts of having policemen in schools on school safety. The findings emphasize that there are too many people being arrested on CPS properties. Black youth in particular are disproportionately targeted by these arrests. They make up 45% of CPS students but account for 74% of juvenile school-based arrests. Young men are much more likely to be arrested than their female counterparts. The authors recommend for CPS to move to "fully funded" restorative programs in schools.

Sartain, L.; Allensworth, E.; & Porter, S. (September 2015). *Suspending Chicago Students: Differences in Discipline Practices across Schools*, from the University of Chicago Consortium on Chicago School Research.

https://drive.google.com/open?id=0B8Se8vIbeMr3Zkh1aElBc0NNYk0

This report from the UChicago CCSR finds that a subset of schools drive high suspension rates district-wide and that these schools serve concentrations of extremely disadvantaged students. They examine how factors like race/ethnicity, neighborhood poverty, and incoming achievement levels affect how schools discipline their students. They argue that the extent to which schools rely on disciplinary practice is strongly correlated with the characteristics of the students in the school.

Skiba, Russell. (Summer 2004). *Zero Tolerance: The Assumptions and the Facts.* from the Indiana Youth Services Association.

https://drive.google.com/open?id=0B-xrqt2poFCgSkxtc3hKVnhKU3c

This paper closely examines "zero tolerance" policies in schools. It begins by clarifying past assumptions on zero tolerance policies, and then correcting the assumptions with research. Some of these assumptions include zero tolerance increasing the consistency of school discipline, improving school climates, making a difference in school safety and improving student behavior. They conclude that after fifteen years of implementation in American schools, there is "virtually no data" supporting the effectiveness of zero tolerance policies.

University of Chicago Consortium on Chicago School Research. (March 2015). *Discipline Practices in Chicago Schools: Trends in the Use of Suspensions and Arrests.*

https://drive.google.com/open?id=0B-xrqt2poFCgVU5fOVpzU0tpTGc

This report provides an overview of the use of suspension and arrests in Chicago schools and the degree to which practices have changed from 2008-9 to 2013-14. They note that there has been a decline in out-of-school suspension rates, but that there has been at the same time a doubling of in-school suspension rates among African American high school students.

U.S, Department of Education for Civil Rights. (March 2014). *Civil Rights Data Collection, Data Snapshot: School Discipline.* Issue Brief No. 1.

https://drive.google.com/open?id=0B-xrqt2poFCgVV9ZV25MVk8zWlU

This report examines school discipline rates for groups of students based on different criteria, such as race/ethnicity, gender, and disability status. Among many other things, the report finds that there are disproportionately high suspension/expulsion rates for students of color (black students are suspended and expelled at a rate three times greater than white students) and for students with disabilities (they are twice as likely to receive out of school suspension than students without them).

Videos

A Restorative Approach to Discipline

CPS Video (2014)
(featuring Sullivan High School principal, etc)
(length: 5:02)

Restorative Justice is...

A very brief interview with well-known Professor of Restorative Justice, Howard Zehr
(length: 2:22)

ISSUES COVERED:

- Overview of restorative justice principles (harms/needs, obligations, engagement).

Restoring Justice: Chicago's School to Prison Pipeline

Youth documentary filmmakers from Free Spirit Media explore the impact of Chicago Public Schools discipline policies on students, school communities, and society and restorative justice as an alternative.
(length: 10:37)

ISSUES COVERED:

- Development of "zero tolerance" policies;
- Interviews with young people about their experiences with school discipline;
- Emotional impact of security policies at schools;
- Community and youth activism for restorative justice; and
- Need for ongoing funding for and commitment to Restorative Justice.

The Growing Edges of Restorative Justice

Renowned RJ expert and professor Howard Zehr defines Restorative Justice
(length: 4:49)

ISSUES COVERED:

- Overview of restorative justice principles (harms/needs, obligations, engagement);
- Overview of restorative justice values (respect, responsibility, relationship); and
- Possibilities for growth and intervention after conflict or harm.

Rupert Ross on Restorative Justice

A Canadian prosecutor working with First Nations communities describes how he came to understand and believe in Restorative Justice
(length: 12:50)

ISSUES COVERED:

- Cultural differences in justice systems;
- The importance of stories;
- Relationships as culturally specific;
- Holistic assessment of harm; and
- Importance of repairing relationships harmed as a result of crime.

Overview of Restorative Justice

Howard Zehr
(length: 18:08)

ISSUES COVERED:

- Initial subjects of restorative justice (e.g. juvenile burglaries);
- Trauma and other emotional responses of victims;
- Victim-offender mediation;
- New Zealand family group conferencing;
- Failures of traditional justice system: offender accountability; neglect of victims' needs; and community engagement;
- Overview of restorative justice principles (harms/needs, obligations, engagement);
- Overview of restorative justice values (respect, responsibility, relationship); and
- Possibilities for growth and intervention after conflict or harm.

Restorative Justice in Schools: Montbello High School

Practitioners and a student explain the impact Restorative Practices had on the culture of Montbello High School in Longmont, CO. The suspensions and expulsions fell by 30%.
(length: 6:35)

ISSUES COVERED:

- Student victim's feeling after participating in restorative practice;
- Important of reaching a resolution through dialogue;
- Social and emotional learning and behavior change;
- Accountability for students who caused harm; and
- Connection between high school graduation and criminal justice system.

Message Matters

Youth-made video documenting
(length: 8:35)

ISSUES COVERED:

- Interviews with students sharing their experiences with conflict and violence in Chicago;

Youth United for Change: Bring Safe Schools to Philadelphia

Video created through a collaboration between youth-led organization in Philadelphia and national advocacy group Advancement Project share why they want Restorative Practices in their schools.
(length: 3:10)

ISSUES COVERED:

- Students' experiences of criminalization

Repairing Our Schools through Restorative Justice

Teacher Jean Klasovsky shares the story of Farragut High School, a Chicago Public School in Little Village, which has become a model for how schools can improve climate and discipline by using restorative justice practices such as peace circles and peer juries.

ISSUES COVERED:

- Ineffectiveness of lectures;
- Zero tolerance policies and their impact on students and dropout rates;
- Use of Restorative Practices with gang-involved students;
- Individual student's story of turning around her behavior; and
- Overview of Talking Circles and story of a specific talking circle dealing with racism.

The John Marshall Law School Restorative Justice Program

This is a compilation of interviews on the subject of restorative justice with a particular bent towards the Illinois legal community , where so much is being done right now in that arena. The John Marshall Law School is pushing hard to train young law students in the practices of peer juries, peace circles, and through working in the Chicago Public Schools to bring about thoughtful reform to punitive-only punishment in both schools and as an alternative to prison.
(length: 18:24)

Restorative Justice at Work for Chicago Youth and Professionals

(length: 28:50)

ISSUES COVERED:

- Overview of restorative justice philosophy and practices;
- Sneak peek at CPS Peace Ambassador program training;
- Interview with owner of Curt's Cafe in Evanston, which employs opportunity youth;
- Interview with Dr. Howard Zehr, providing overview of restorative justice;
- Relationship between shame, harm, and punishment;
- Interview with Robert Spicer, discussing his experience as Chief Dean at Fenger High School;
- Reduction in discipline referrals and school arrests, suspensions, and expulsions with use of restorative justice;
- Interview with Fenger High School graduate about his experiences with restorative justice;
- Importance of listening to students and giving students a voice; and
- Restorative justice class at Northwestern University School of Law.

The Transformation of West Philadelphia High School

In this video, students, teachers, and administrators from West Philadelphia High School explain the impact of Restorative Practices implementation and how it has transformed their school.
(length: 9:03)

Tilden Peace Room Becomes Vital Resource for Students

This video takes a close look at Tilden Career Academy's Peace Room, and the positive impact of restorative justice at their school.
(length 4:43)

Collections of Restorative Justice Videos

The following sites contain collections of videos on the topic of restorative justice from various organizations.

- Illinois Balanced and Restorative Justice (IBARJ)'s Video Library
- Illinois Balanced and Restorative Justice (IBARJ)'s "Restorative Practices in Schools" News Library
- Restorative Justice for Oakland Youth (RJOY)'s Videos about Restorative Justice
- Restorative Justice Online's Audio/Video Resources



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