An Introduction to Restorative Practices: School Culture and Climate

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"Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has."
Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

When broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

A framework which is underpinned by values and beliefs that asks us to focus on community, relationships, and healing.
Key Goals of Restorative Practices

- A more effective teaching and learning environment
- Promote accountability and behavioral change
- Repair harm and develop empathy for both the harmed and the harmer
- Reintegrate the harmer and harmed
- A safer, more caring environment by building community: allowing positive relationships to occur between students-students, students-teachers, school staff-school staff; learn more about their peers and hear different perspectives
- A greater staff capacity to deal with challenging situations
- A reduction in bullying and other interpersonal conflicts
- Reductions in suspensions
We want our students and stakeholders to realize:

a. *What harm has been done and to whom?*

b. *What needs to be done to repair the harm (emphasis added)?*

c. *Who is responsible for repairing the harm?*

To take responsibility and try to make amends........and to assist the targeted individual an opportunity to participate in that process and start the healing process for parties involved.
Fostering Students’ Social Emotional Learning through Be the Change curriculum

- **Circle Process: 5 days of training**
  - Circles may be used as a regular practice in which a group of students (or faculty or students and faculty) participates. Or a circle can be used in response to a particular issue that affects the community. The circle process can enable a group to get to know one another, build relationships and establish understanding and trust create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc. Circles can be effective as both a prevention and intervention strategy.
Discover who you are through Social Emotional Learning: The 5 components
Social Emotional Learning is the process that helps teachers and students acquire the knowledge, attitudes, and skills to:

- Recognize and manage their emotions
- Set and achieve positive goals
- Demonstrate caring and concern for others
- Establish and maintain positive relationships
- Make responsible decisions
- Handle interpersonal situations effectively

SEL programming improved students’ achievement test scores by 11 to 17 percentile points. We recommend and encourage broad implementation of SEL programs and instruction during and after school. [www.casel.org](http://www.casel.org)
Videos

- Elementary Dialogue Circles
- Re-entry Circle
- Restorative Circles in Schools
Elementary Circles (video)
Re-entry Circle (video)
Restorative Circles in School (video CCJ)
Restorative Circles in Oakland: Middle School, Righting Wrongs through Dialogue (video)
Reflections on Video

- What are your thoughts?
- How do you feel?
Elementary Dialogue Circles

- Each student shares and is heard.
- Circles being used for class management, student activities, and conflict resolution.
- Start of the day for mindfulness exercises, check-ins and readiness to learn.
Video of Re-entry Circle-after incarceration or suspension:

- Considering the attitudes one would expect when a young male student is coming back to school after a long term suspension or incarceration, were you surprised how the circle progressed?
Video Reflection on Restorative Circles in Schools

- What were the students saying?
- Circles allows us to express ourselves, being heard, helps solve conflicts in a controlled environment- “all schools should have circles”.

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What are the school’s current responses to infractions?

Are the school’s discipline practices delivering positive outcomes?

Is there a need to help students learn pro-social student behavior?

How positive or negative are student to student and adult – student relationships?

What do adults in the school believe about helping students to learn from their misconduct?

Have teachers and other school staff been trained in positive behavioral intervention strategies and skills?
Elements of a Circle, Part I

- Welcome
- Opening - marking the beginning
- Centerpiece- creates a central focus for participants
- Talking pieces- only the person holding may speak; increases the degree of self-responsibility of the members of the group (use always at the beginning and end of a circle)
- State purpose of the circle
- Check-ins
- Guidelines …….. (see next slide)
Guidelines: Community agreements need to allow participants in the circle to speak from the heart and listen from the heart (How do you want to be treated here?)

1. Keep Confidentiality
2. Show Respect
3. Listen Actively
4. ____________
Elements of a Circle, Part III

- Guiding questions
- Explore the topic/purpose of the circle
- Check-out
- Thanks
- Closing
- The role of the keeper- facilitate and take part
## Elements of a Circle and a Lesson

<table>
<thead>
<tr>
<th>Circles (Common Core aligned, CCLS)</th>
<th>Lesson (Common Core aligned, CCLS)</th>
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<tr>
<td>State purpose of the circle</td>
<td>Aim or Learning Objective</td>
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<td>Opening/Check in</td>
<td>Do now/Prompt/Task/Motivation</td>
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<td>Guiding questions</td>
<td>Sequencing of lesson with guiding questions</td>
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<td>Exploring the topic</td>
<td>Deeper dive into lesson</td>
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<td>Check in and check out</td>
<td>Medial and Summative Summary- check for understanding</td>
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<td>Guidelines/ Talking piece</td>
<td>Classroom procedures/ rules/ routines</td>
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Theoretical Foundations of Restorative Circles
Circles are a profound method for developing meaningful relationships with one another.

We become who we are through our relationships with others.

Each person has voice; each person is valued and listened to.

Individual power in a circle is self determining by having a voice and choosing whether to speak.

Collective power in the circle is “power with”; it does not privilege any point of view or position.

The companionship of coming together in circle offers a sense of hope.
The Framework for Great Schools

- Trust
- Effective School Leadership
- Supportive Environment
- Collaborative Teachers
- Rigorous Instruction
- Strong Family-Community Ties

STUDENT ACHIEVEMENT
The Framework and the School Comprehensive Educational Plan are aligned to each other and to the Diagnostic Tool for School and District Effectiveness, the process ensuring optimal conditions for learning.
<table>
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<th>Capacity Framework Elements</th>
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<tr>
<td>Rigorous Instruction</td>
<td>Supportive Environment</td>
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Examples of Types of Circles:

- Instructional Delivery
- Community Building (morning circles, talking circles, end of day circles, etc.)
- Issue Oriented
- Problem Solving
- Re-entry after incarceration or suspension
- Conflict Resolution
We cannot always build the future for our youth, but we can build the youth for our future. —Franklin D. Roosevelt
Fostering Students' Social Emotional Learning through Formal Conferencing

- **Formal Restorative Conference: 2 days of training.**
- A circle process in which individuals who have acknowledged causing harm are brought together with those who have been harmed. In addition to the individuals who have been directly involved, both sides may bring supporters who have also been affected by the incident to the circle. The purpose of the conference is for both the harm doer and the harmed to understand each other’s perspective and come to a mutual agreement which will repair the harm as much as it is able to be repaired. Regardless of the circumstances, the mental and physical health, safety and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting.
Offender pre-conference (What were you thinking? Who do you think was affected and how do you think they were affected? If you had to do it over again what would you do differently? What do you think would be the best possible outcome from this conference?)

Victim pre-conference (What were you thinking? How were you affected? What do you think would be the best possible outcome from this conference?)

Hold conference (preference always to the victim) – What happened? Who was harmed and how were they harmed? What can be done to repair the harm?

The agreement and follow up.
Restorative Justice Introduction at 3 minutes to 4:30.

Restorative Justice Introduction or see video on next slide.
Formal Conferencing after an Incident: A Sense of Normalcy, Healing, Accountability, Addressing Core Issues, and Finding Solutions
5. **Life Space Crisis Intervention 6 days of training**

- Participants in the Life Space Crisis Intervention (LSCI) course will learn effective strategies and skills for their daily work with students, especially those students who engage in persistent negative behaviors. LSCI training provides strategies to turn crisis situations into learning opportunities for students with chronic patterns of self-defeating behaviors. **LSCI training will build the capacity of school personnel to teach students better ways to respond to future stressful events, thereby reducing recidivism.**
Six Stages of LSCI

1. **Crisis** - Drain off the student’s intense emotions by acknowledging feelings.

2. **Timeline** — By using affirming and listening skills, discover the student’s point of view.

3. **Central Issues** — Identify the student’s vital interest and select the appropriate LSCI strategy

4. **Insight** — Use interviewing skills to help the student recognize and change self-defeating behavior patterns.

5. **New Skills** — Teach the new skills needed for behavior change.

6. **Transfer of Training** — Prepare the student to reenter the ongoing activity and setting.
LSCI Strategies

**Red Flag**  Identify the source of the problem and help the student recognize that he takes out his angry feelings on others with undesirable results.

**Reality Rub**  
Organize reality enabling the blaming student to see how he contributes to his problems and makes them worse.

**Symptom Estrangement**  
Confront unacceptable behavior by making the bullying student uncomfortable with his pattern of gaining pleasure from causing others pain.

**Massaging Numb Values**  
Build values to strengthen self control in the impulsive or self-abusive student who acts out, then feels too much guilt afterward.

**New Tools Salesmanship**  
Teach new social skills to the student with the right goals and attitudes, but the wrong behavior.

**Manipulation of Body Boundaries**  
Expose exploitation for the student who is set up by others or who is manipulated through a false friendship.
How can we have avoided the situation? Or de-escalate?
How can we reintegrate the student back to the school community? Remember who was harmed.
Start video at 4 minutes: Boston 24
3. **Collaborative Negotiation 6 days of training**

- The most direct method of conflict resolution is collaborative negotiation in which one or both disputants knows and understands the strategies and skills needed to talk through a conflict. An individual trained in collaborative negotiation knows how to facilitate a direct conversation with the person with whom s/he is in conflict. During the collaborative negotiation process, s/he will articulate her/his position and underlying need(s), surface the position and underlying need(s) of the person with whom s/he is in conflict and reframe the conflict into a mutual problem to be resolved by both parties. The goal of a collaborative negotiation is to arrive at a mutually agreed upon resolution that meets the needs of both parties.
Peace Helpers at PS 24
Conflict Resolution

Conflict exists when one person has a need of another and that need is not being met:

1. Express the need
2. Find out if the need can or cannot be met
3. Yes= Resolution
4. No= Negotiate
5. Mediation
Constructing I-Messages: Affective Language

- I feel _____________________________ (state the feeling)
- When you __________________________ (state the behavior)
- Because ___________________________ (state the effect of behavior on you)
- I would like you to ___________________________
Fostering Students’ Social Emotional Learning through Peer Mediation

4. **Peer Mediation 6 days of training**
   - An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between parties who are in conflict so that they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to the conflicting points of view that the disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. *Mediation is not used in situations in which one individual has been victimized by another.*
Peer Mediation at Romeo HS
Peer Mediation: A Process of Respect
Steps in a Mediation

1. Agree to mediate and meet
2. Gather points of view
3. Focus on Interests
4. Create win-win options
5. Evaluate options
6. Create an agreement
Restorative Approaches Interventions

**Repair Harm and Relationships**
Use mediation or formal restorative conferencing

**Maintain Relationships**
When low level conflicts occur, use collaborative negotiation, problem solving circles or informal mediation.

**Make and Develop Relationships**
Create and sustain a caring community in which members take ownership and accountability for their actions, have a shared sense of responsibility for each other's wellbeing and work together for the benefit of the community as a whole.
Citywide Behavioral Expectations to Support Student Learning

- Circle process for grades 6-12 (*Guidance Intervention*)
- Collaborative Negotiation (*Guidance Intervention*)
- Peer Mediation (*Guidance Intervention*)
- Formal Restorative Conferencing (*Disciplinary Response*)
- Circle process for grades 3-5 (*Guidance Intervention*)
OSYD Trainings through the ASPDP
NYC DOE P-Credit Year Round

Welcome to ASPDP

Welcome to the New York City DOE After School Professional Development Program (ASDP): ASPDP provides high-quality, rigorous professional learning options for NYC school teachers in their pursuit of the vision that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult.

Program Policy for Participants

Please read the Program Policy Memorandum before registering for a P In-service course.

Course Catalogue

The course catalogue includes a complete list of courses available for registration in the current semester.

Education Partners and Instructors

If you are interested in teaching a class, please review the Education Partner and Instructor Guidelines and email ASPDP@schools.nyc.gov to obtain application forms for the upcoming semester.

ASDP News

ASDP News is regularly updated with news about our course offerings.

Note: Please be advised that the ASPDP website is intended for users with Internet Explorer or Firefox browsers. If you are not using one of these two browsers, you may experience issues with the website. Note that you will also need Adobe Reader to view posted documents.

If you have any questions, please contact ASPDP@schools.nyc.gov. We look forward to learning with you!
Trainings Year Round

- Summer…..first three weeks in July
- Fall on Saturdays
- Winter on Saturdays
- Spring on Saturdays
- Formal two day Conferencing during work week
- Check DOE link: [Professional Development](mailto:ProfessionalDevelopment) or email [OSYDPProfDev@schools.nyc.gov](mailto:OSYDPProfDev@schools.nyc.gov)
“A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment.”
Restorative approaches and practices are integral to teaching and learning. Following slides speak to Teacher Effectiveness, Quality Reviews, School Surveys, and the Principal’s Performance Objectives.
School Surveys (Students, Parents, and Teachers)

Course Clarity
Quality of Student Discussion
Cultural Awareness
Quality of Professional Development
Innovations
Reflective Dialogue
Peer Collaboration
Collective Responsibility
Classroom Behavior
Social Emotional Measure
Personal Attention and Support
Student–Teacher Trust
Teacher-Teacher Trust
Parent-Teacher Trust
Measures of Teacher Practice (MOTP) eight components

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction
- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 4e Growing and Developing Professionally

*Domains 2 and 3 will be weighted 85% - up from 75% - while components from Domains 1 and 4 will be weighted 15%.*
Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments
Danielson Framework for Teaching

- **Domain 2: Classroom Environment**
  - 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space
Domain 3: Instruction

3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness
Danielson Framework for Teaching

- **Domain 4: Professional Responsibilities**
  - 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in the Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

Instructional Core Curriculum (1.1)* Pedagogy (1.2)*
Assessment (2.2)*
School Culture High expectations (3.4)*
Structures for Improvement Teacher teams and leadership development (4.2)*
How have you approached curriculum refinements as a learning community? 1.1
What are your school’s core beliefs about student learning and how are those beliefs reflected across classrooms? 1.2
How do you build teacher and student capacity to engage in rigorous discussions and tasks? 1.2
What factors do you consider when creating staff and student schedules? 1.3
How do you build a safe and inclusive school culture? What key strategies have you implemented for discipline and social-emotional support? 1.4
How have you built staff capacity to meet the social-emotional needs of students in and out of the classroom? 1.4
How do teachers check for understanding? How do they create structures for students to self-assess and reflect on their own progress? What has been the impact of such assessments on teaching and learning? 2.2
How do you ensure that goal-setting and action planning is collaborative? 3.1
Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level. 3.4

In what ways do you communicate your high expectations about teaching and learning? 3.4

Ensure that best practices from professional development offerings are implemented into practice. 3.4 (example)

How have you worked with your school community to norm understanding of the Danielson Framework and effective feedback connected to it? 4.1

Build structures for teachers to meet regularly within teacher teams. 4.2 (example)

What data do you analyze on school environment and culture? How often? Can you give an example of a recent finding and an adjustment you’ve made? 5.1
The Framework for Great Schools

- Creates a School Culture and Climate Favorable for Student Achievement
- Rigorous Instruction
- Supportive Environment
- Collaborative Teachers
- Effective School Leadership
- Strong Family-Community Ties
- Trust
A grandfather from the Cherokee Nation was talking with his grandson. "A fight is going on inside me," he said to the boy. "It is a terrible fight between two wolves."

The young grandson listened intently.

"One wolf is evil, unhappy, and ugly: He is anger, envy, war, greed, selfishness, sorrow, regret, guilt, resentment, inferiority/superiority, false pride, coarseness, and arrogance. He spreads lies, deceit, fear, hatred, blame, scarcity, poverty, and divisiveness. The other wolf is beautiful and good: He is friendly, joyful, loving, worthy, serene, humble, kind, benevolent, just, fair, empathetic, generous, honest, compassionate, grateful, brave, and inspiring resting wholeheartedly in deep vision beyond ordinary wisdom."

The grandson paused in deep reflection of what his grandfather had just said.

The grandfather continued. "This same fight is going on inside you, and inside all human beings as well."

The boy asked, “Grandfather, which wolf will win this horrific war?”

The elder Cherokee replied, "The wolf that you feed. That wolf will surely win!"
Questions, please email:

- Kenyatte Reid, Senior Director of School Climate, at KReid3@schools.nyc.gov
- Michael DiSchiavi, Senior Program Manager of School Climate, at MDiSchiavi@schools.nyc.gov
- Jolan Nagi, Director of Youth Support Services, at Jnagi@schools.nyc.gov