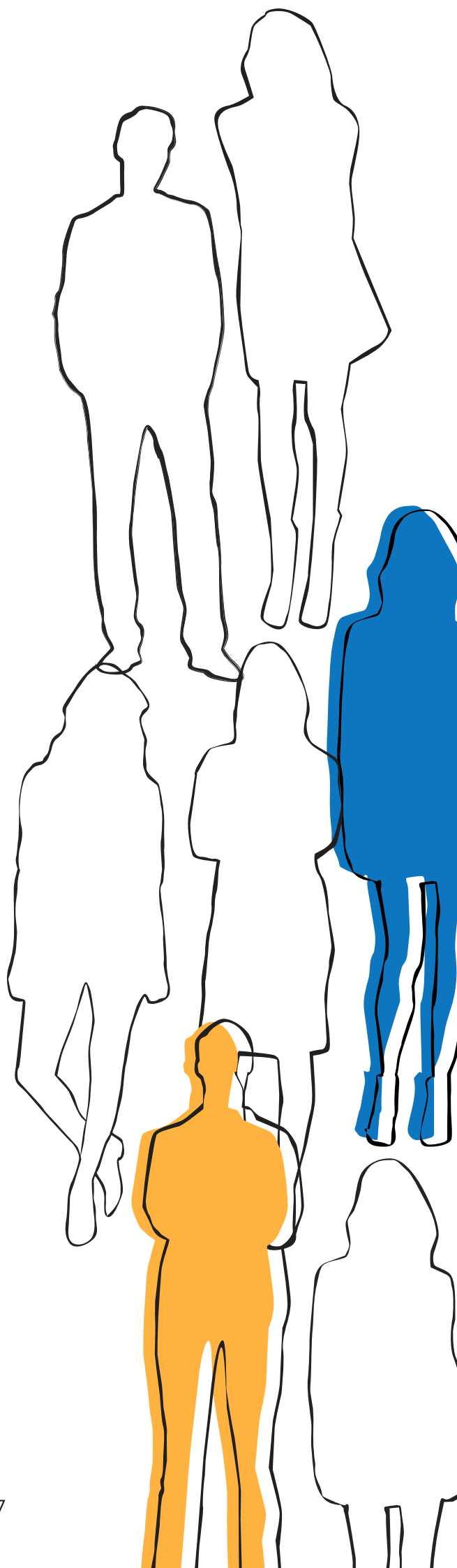


RESTORATIVE DC SERVICES GUIDE



SchoolTalk RestorativeDC

Presented by RestorativeDC, a program of School Talk
www.schooltalkdc.org • info@schooltalkdc.org • 202.907.6887





5. Restorative Discipline, Policies, & Practices (Responsive)

6. Special Education/Disabilities

7. Staff Engagement

8. Youth Engagement

9. Family & Community Engagement

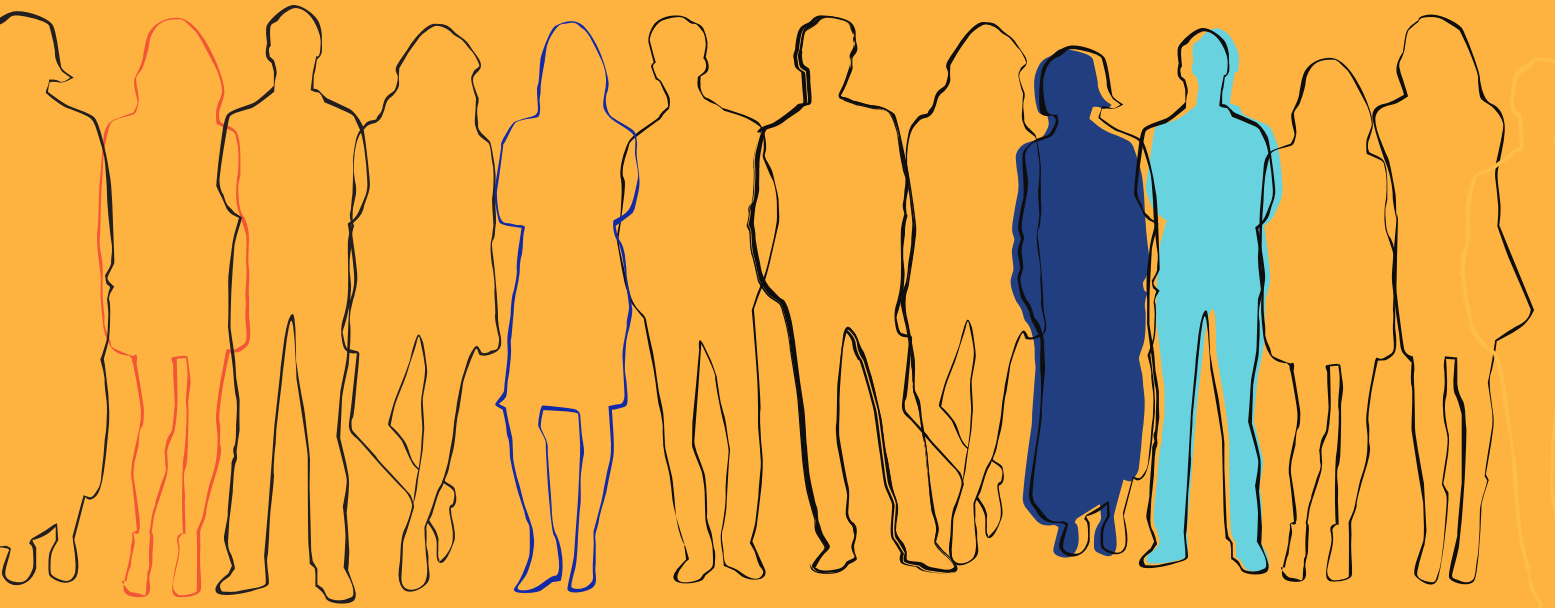
10. Assessment



INTRODUCTION

Restorative Justice is a philosophy based on shared power and accountability. Rooted in indigenous traditions and animated by a set of practices for building community and responding to harm, Restorative Justice is grounded in empathy, inclusivity, and collaboration. Restorative Justice has been used successfully in many contexts, including schools. RestorativeDC, a program of SchoolTalk, supports DC agencies and communities in integrating restorative practices and culture change.

This guide provides an overview of the menu of customizable virtual and in-person services RestorativeDC offers and how the services can be tailored to fit the needs of individual DC Schools. It is organized by subject, with descriptions of relevant resources and technical assistance options. It complements RestorativeDC's monthly, OSSE-sponsored professional development series, available to anyone who works with DC schools and the agencies and organizations that support them.

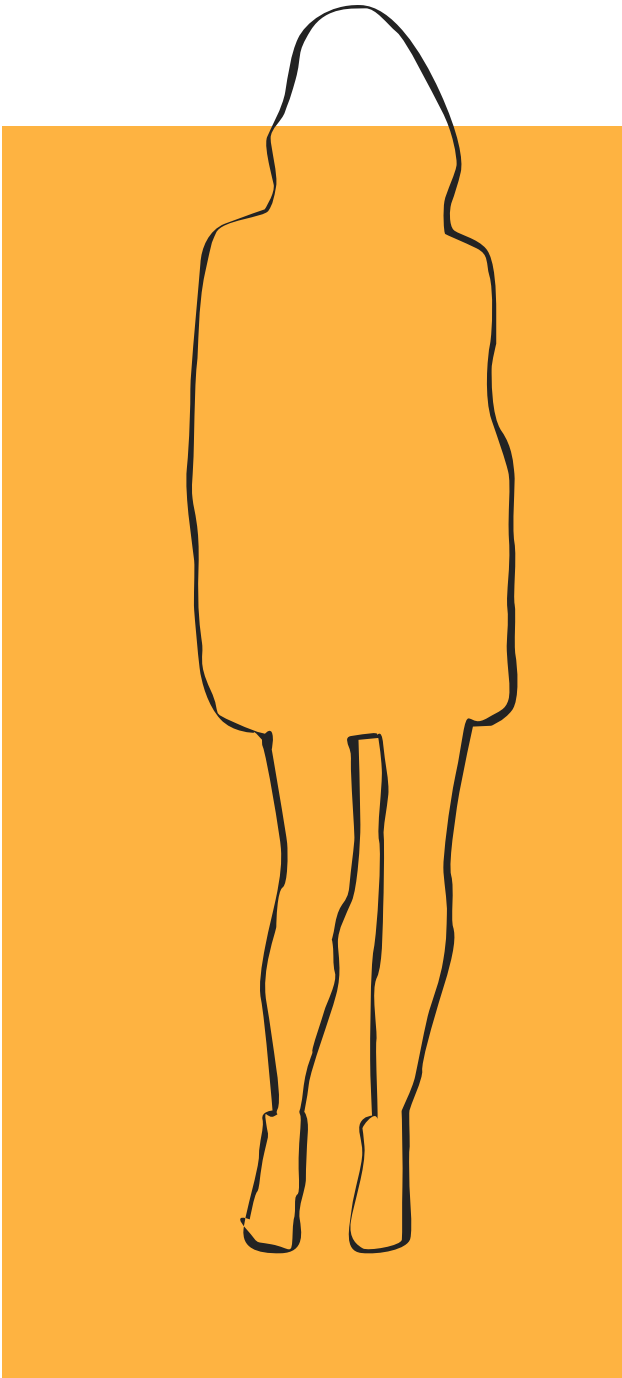


Learn how to develop a school's capacity for restorative practices and support a culture centered on relationships, inclusivity, and accountability. General Restorative Practices include resources on preventing conflict and repairing harm, reducing the use of suspensions and expulsions, raising student involvement and performance, and promoting an environment of safety and belonging.

- **Key Issues:** Understanding restorative practices, development of the implementation plan, communication with stakeholder communities
- **Readiness Factors:** Leadership support for the implementation of restorative practices, identification of team willing to lead implementation and transition to restorative practices, time available for necessary staff training
- **Data Sources:** School climate surveys, behavior/discipline data, staff surveys

On-Site and Virtual Technical Assistance:

- **Walk-Through Assessment:** RestorativeDC will visit your school(s) to do a walk-through to better understand your needs and the school community. This offering will also include a meeting with your Restorative Justice implementation team to discuss details for on-site support the school may need. Virtual "Walk-Through" Assessments are available and will be targeted towards exploring specific school needs and practices.
- **Community of Practice (CoP):** RestorativeDC has partnered with OSSE to convene a monthly Restorative Justice Community of Practice (CoP). The CoP will discuss the implementation of Restorative Justice practices in DC schools, and focus on a particular topic each month. Restorative Justice practices center on building a safe and effective learning environment through positive relationships, connection, and accountability. CoP Participants will have opportunities to engage with other educators for peer support and professional development while experiencing how circles can be used to build community and resolve issues collectively.
- **Webinars:** RestorativeDC offers webinars designed to introduce and highlight the restorative work that is currently being done around the District. *Note: During SY 20-21 all restorative programming is being offered virtually.*



- **Exploration and Planning:** These targeted sessions are designed to support your school team in setting your restorative implementation goals and your RDC technical assistance plan, with a focus on integrating restorative practices with existing programs and initiatives at your school. Sessions can be delivered virtually and could be anywhere from 30 mins to two hours and can provide assistance on:
 - **Building a Strong Implementation Team:** The restorative school implementation team's role is to help coordinate, delegate, and support the shift to a restorative school. Leaders should be transparent in their approaches and do their best to model restorative behavior. This team will greatly benefit from the support or participation of key school administrators and senior support staff and the involvement of students, teachers, and parents over time.
 - **Creating an Implementation Plan:** An Implementation plan assists schools in prioritizing their Restorative Practice tasks for the school year. May focus on one or several areas identified in the following guide. This plan helps to create a shared vision and agreements amongst staff regarding the use of restorative practices.
 - **Reviewing School Climate Survey and Data Interpretation:** This helps target Restorative Justice interventions and inform action planning.
 - **Outreach Planning:** Communicating vision to the school community
 - **Resource Map:** Resource Mapping is a strategy for identifying and analyzing the programs, people, services, and other resources that currently exist in your school. This information can help school leaders better assess the needs of the school to make informed decisions about where to target their efforts. Resource mapping will focus on connecting and aligning existing school-based resources with Restorative practices.
 - **Capacity Assessment:** This helps the Implementation team assess school capacity through a review of the school mission & purpose, teaming, and the whole school needs in order to inform implementation planning and goal setting.
- **Podcast:** RestorativeDC records a monthly podcast to discuss commonly faced issues and answer questions related to Restorative Justice in schools with experts in the field. *Note: Podcast production has been paused during the Covid-19 pandemic so RestorativeDC can focus on direct delivery of support to school communities.*

- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. ***Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments*** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Fundamentals of Restorative Justice in a Changing World-Virtual:** This virtual workshop will introduce teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices, including pro-active circles for strengthening relationships and social-emotional skills, and restorative circles as a means of shifting school culture and climate, and addressing systems of power and oppression. Participants will be able to utilize these practices within an online/virtual environment. This workshop is not intended to equip participants to facilitate any particular restorative process.
Standard Virtual Duration: 2 hours*
 - **Overview of Restorative Justice-In-Person:** Overview of Restorative Justice: This in-person experiential workshop will introduce teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices and experience pro-active circles for strengthening relationships and social-emotional skills. Participants will see how restorative approaches can shift school culture and climate, and address systems of power and oppression. This overview will conclude with a planning session and information on receiving additional support. This workshop is not intended to equip participants to facilitate any particular restorative process.
Standard In-Person Duration: 6 hours *
 - **Trauma Awareness and Restorative Steps to Brain Regulation:** Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences. It will provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments – and a restorative pathway to help themselves and others regulate their nervous system.
Standard Virtual Duration: 2 hours*
Standard In-Person Duration: 6 hours *
 - **The Heart of Education – An Introduction to The Virtues Project:** The Virtues Project, honored by the United Nations and endorsed by the Dalai Lama, is a restorative practice framework that addresses the Whole Child/Whole Adult needs. It has social and emotional learning (SEL) and character development as its foundation and is trauma and culturally responsive. It is personal, professional, and organizational development. Participants will learn how to:
 - Balance academic rigor and accountability with supporting the needs of the Whole Child
 - Use language to build trust and increase hope, engagement, and well-being
 - Recognize teachable moments to develop resiliency and authentic self-esteem
 - Utilize virtues based boundaries and Restorative Justice to create safer schools and end the school to prison pipeline by promoting self-discipline, personal responsibility, and integrity
 - Listen with compassionate curiosity to empower others to find clarity and create their own solutions**Standard Virtual Duration: 2 hours***
Standard In-Person Duration: 6 hours *



General Restorative Practice Programming Cycle:

RestorativeDC offers continu Professional Development, Community of Practice, Coaching & Skill Building, and Planning sessions to all school staff across the district free of charge. The visual below illustrates the way in which each session complements and feeds into another, allowing participants to build a continuum of programming that meets their needs through the year.

Learn more about the session schedule and topics for this year at [Restoratedc.org/events](https://restoratedc.org/events).





Successful restorative school culture and climate is inherently anti-racist and includes a focus on equity, inclusion, and diversity. Angela Davis said it best when she said, “In a racist society, it is not enough to be non-racist. We must be anti-racist”. The process of deconstructing perceived notions about the social construct that has been labeled “race” is one that can be effectively tackled using Restorative Justice and Restorative Practices. RJ provides space that is equitable and inclusive by its very nature and welcomes all voices and diverse perspectives. Restorative Justice is a way of relating and creating a community that focuses on radical inclusion, a true sense of belonging, and treats everyone with equal mattering across ages, races, sexual orientations, identities, learning, and physical abilities, social-economic resources, creeds, and beliefs, etc.

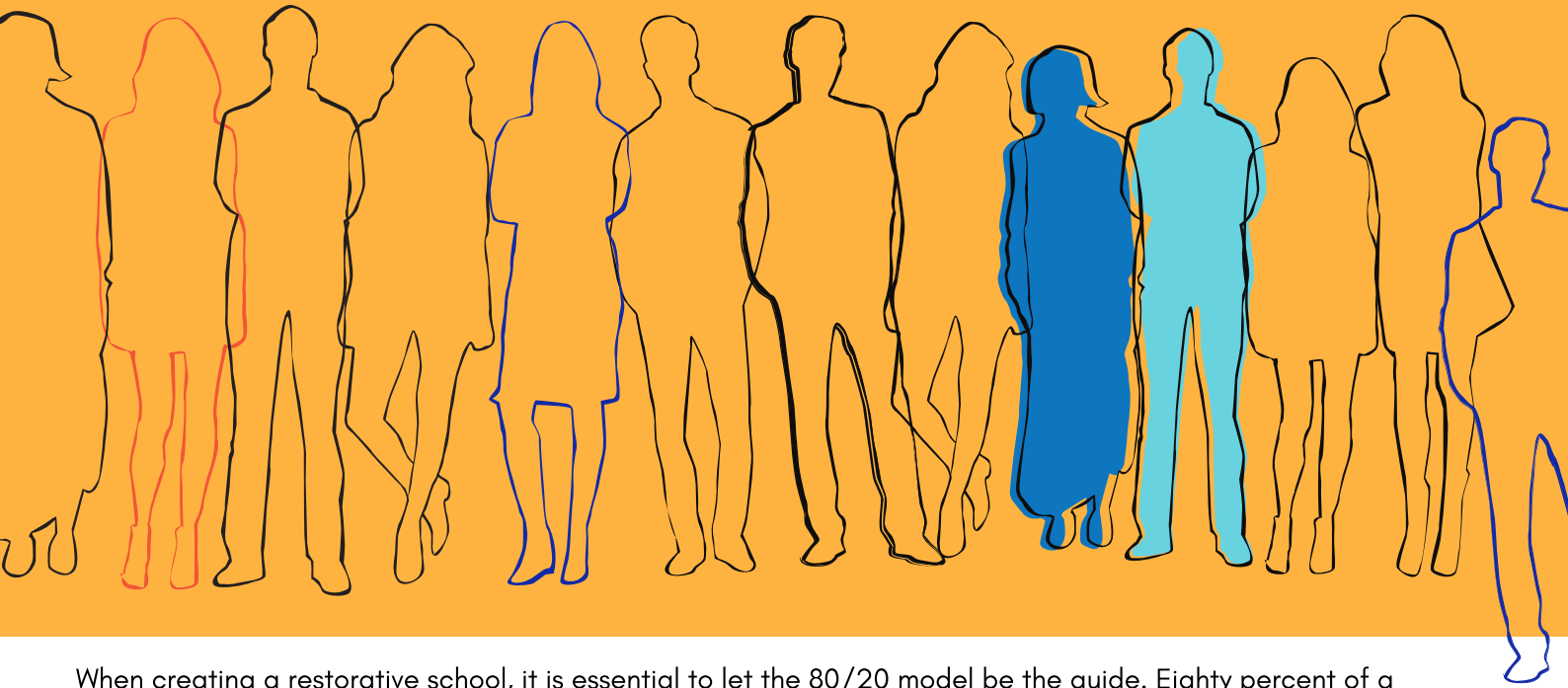
- **Key Issues:** Systemic inequality in the wider community and the school system, lack of attention towards the needs and experiences of marginalized youth, families, and staff (particularly Black, Indigenous, Trans, and Gender-non conforming community members)
- **Readiness Factors:** Willingness to be self-reflective and have difficult conversations about implicit bias and accountability, willingness to practice strategies that may be uncomfortable initially, the opportunity for youth voice in the school community
- **Data Sources:** Student Satisfaction Survey (Insight, Panorama survey, School created), Staff Survey (Insight), Student Behavior Tracker, School Referrals, School climate surveys, Behavior/discipline data, staff wellness data

On-Site and Virtual Technical Assistance:

- **Exploration and Planning:** These sessions can be delivered virtually and could be anywhere from 30 mins to two hours to allow individuals to explore Restorative Justice and assist in:
 - Reviewing systems and policies to ensure equitable and maximal inclusion, respect, and restoration.
 - Creating a plan to develop and enhance the ability of all staff to facilitate and participate in courageous conversations regarding all aspects of R.E.I.D. as well as inviting youth voice and leadership in R.E.I.D circles and system changes
 - Partner with various in-school and community R.E.I.D initiatives for a wide scope and multi-tiered implementation
- Develop or gather resources pertinent to R.E.I.D for dialogue circles, curriculum enhancements, staff engagement, and wellness

Community Building Circle Support: Community-building circles can be utilized for many different purposes in the classroom, with staff, and the broader school community. The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Support can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students. Types of circles include:

- **Circles for Social and Emotional Learning**
 - **Circles to Engage Difficult Topics**
 - Addressing Bullying
 - Discussing Race and Privilege
 - Exploring Gender Inequality
 - **Circles to Build Teamwork and Encourage Collaboration Among:**
 - Classes, Sports Teams, Clubs, Student Organizations, etc.
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. ***Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments*** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
- **R.E.I.D (Race, Equity, Inclusion, and Diversity) and Restorative Justice:** This PD will examine the impact of racism, inequity, and exclusion on the learning environment and developing safe spaces to have courageous conversations using the RJ circle process. These circles combine ancient practices and modern procedures to focus on essential relationships and listening. Connecting in a circle allows for communicating, healing, and genuinely understanding experiences and dynamics around systemic racism and its connection to equity, inclusion, and diversity. Participants will review and clarify definitions of important/relevant terms such as racism, systemic racism, bias, prejudice, and explore culturally relevant pedagogy.
 - Standard Virtual Duration: 2 hours***
 - Standard In-Person Duration: 6 hours ***
 - **Special Education & Restorative Justice:** Restorative practices can be extremely useful for helping schools support students with disabilities during this time of uncertainty and disruption of the normal school environment. Participants will explore the current needs of students with disabilities and their families; and identify how restorative practices can be utilized for establishing connections, problem-solving, and creating inclusive, socially connected, and supportive learning environments. Even where there is no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This experiential workshop will help teachers, administrators, and special education staff identify and accommodate these differences in both proactive and responsive restorative practices.
 - Standard Virtual Duration: 2 hours***
 - Standard In-Person Duration: 6 hours ***
 - **Grieving, the Small and the Big (tier one support) & Restorative Justice:** Restorative Justice is more than a process to repair relationships between people after a harm. It is a way of living and relating that focuses on "how we care about each other." It is a healing-centered approach drawn from ancient indigenous cultures that supports widening tolerance and welcoming what is also painful: the losses, the disappointments, the hurts. It brings people together to remember how to be healers and helpers to each other. In this workshop, we will learn how restorative practices can increase a culture of care towards those who may be grieving. We will explore how to widen our capacity to confront sadness and disappointment and learn about the turnaround journey of resilience inviting people back to hope. Objectives of this workshop are: 1) examine the five stages of grief and introduce the concept of ambiguous grief; 2) practice how to address these feelings in others and ourselves; and 3) demonstrate how to build community and resilience.
 - Standard Virtual Duration: 2 hours***
 - Standard In-Person Duration: 6 hours ***



When creating a restorative school, it is essential to let the 80/20 model be the guide. Eighty percent of a school's efforts and resources should be focused on building school culture and climate and twenty percent allocated to responsive/disciplinary processes. Schools need to identify ways they can integrate Restorative Justice philosophy and practices in day-to-day classroom interactions and school-wide initiatives.

- **Key Issues:** Collaboration across school departments and between staff and leadership, willingness to implement restorative practices, availability to attend professional development workshops, lack of strategy and balance between proactive and responsive practices
- **Readiness Factors:** Willingness to have difficult conversations about implementing restorative practices, participation in staff centered restorative circles and practices, commitment to prioritizing practices consistently
- **Data Sources:** Student Satisfaction Survey (Insight, Panorama survey, School created), Staff Survey (Insight), Student Behavior Tracker, School Referrals

On-Site and Virtual Technical Assistance:

- **Restorative Coaching Program:** This 10-session program focuses on coaching practitioners to improve their skills in communication and restorative practices. Website: <https://connectingandgrowing.com>
- **Exploration and Planning:** These sessions can be delivered virtually and could be anywhere from 30 mins to two hours to allow individuals to explore Restorative Justice and assist in:
 - Self-guided Circles
 - Creating/revising Strategic Plan for School Culture
 - Assessing Needs
 - Interactive Activities
- **Intersection Planning:** How does Restorative Justice/Restorative Practice intersect with other school initiatives such as Multi-Tiered System of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Response to Interventions (RTI), trauma-informed care, bullying prevention, social and emotional learning (SEL), etc. *Example: If a school is utilizing the MTSS framework, the restorative continuum of practices can be used to address student needs at each tier. If a school is implementing both PBIS and RJ, community-building circles could be utilized in advisory periods to help students explore and connect with the PBIS core values.*
- **Coaching and Skill-Building:** One-on-one or group sessions with school staff can be provided as a follow-up to professional development workshops to strengthen skills and overcome implementation challenges.

- **Community Building Circle Support:** Community-building circles can be utilized for many different purposes in the classroom, with staff, and the broader school community. The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Support can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students. Types of circles include:
 - **Circles to Create Safe and Happy Classrooms**
 - **Circles to Check-In and Celebrate with each other**
 - **Circles for Building Relationships and Connection**
 - What is Friendship?
 - What does Success Mean to Me?
 - Planning for the Future
 - **Circles for Social and Emotional Learning**
 - **Circles to Engage Difficult Topics**
 - Addressing Bullying
 - Discussing Race and Privilege
 - Exploring Gender Inequality
 - **Circles to Build Teamwork and Encourage Collaboration Among:**
 - Classes, Sports Teams, Clubs, Student Organizations, etc.
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. ***Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments*** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Pro-active/Academic Circle-Keeping:** This workshop is for teachers, youth workers, and other professionals who wish to build community and facilitate circles at their school/organization/agency. Participants will learn the underlying assumptions, primary features, and fundamental processes of community building circles through direct experience and reflection. The circle keeper's role is to initiate a space that is respectful and safe and to engage participants in sharing responsibility for space and for their collective work. Participants will have the opportunity to practice designing and keeping circles, receiving feedback on their skills, and receive an informal assessment of their readiness to apply circles to their work. Participants will receive reference materials to guide them in implementation. It is anticipated that most participants will be ready to serve as keepers for basic community-building circles as an outcome of the workshop, but not more advanced responsive circles.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *
 - **Building and Sustaining Community & Restorative Justice:** In this workshop, participants will explore the building blocks of restorative practices and how to utilize them to sustain a positive school culture and climate. Participants will gain practical strategies and ideas that energize and re-energize your learning community (staff, students, and families) and deepen your understanding of how to integrate restorative practices with similar initiatives (PBIS, SEL, MTSS). Workshop objectives include:
 - Assessing the strengths and weaknesses of school culture
 - Identifying how restorative practices and complementary initiatives work together to address your school needs
 - Creating or restructuring plans of action so that teachers and support staff are working with each other, students, and families instead of to or for them (social discipline window) throughout the year to sustain the goal of implementing a restorative school culture.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *



- **Restorative Justice in the Classroom:** This workshop is designed to explore ways that restorative practices can be used in the classroom. Teachers and school staff will gain skills and tools to incorporate restorative practices that will increase student engagement in academic and community content, promote consistent student attendance, and develop proactive systems to respond to student behavior. Participants will have the opportunity to practice energizers for classroom transition, Socratic seminars for civil discourse, and literacy circles for reading comprehension. Participants will identify best practices for designing student recognition and celebration events, sustainable daily routines and procedures, and clear expectations for the classroom community.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *
- **Trauma Awareness and Restorative Steps to Brain Regulation:** Trauma Awareness and Restorative Steps to Brain Regulation: Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences, and provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments - and a restorative pathway to help self and others regulate their nervous system.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
- **Restorative Communication:** While restorative practices are primarily associated with formal circles and conferences that may be implemented a few times per week, Restorative Communication can be used daily to build relationships and work with conflict. As such, it is a foundation for building a restorative culture of care and respect. This two-day workshop will help educators and youth workers identify ways that language used during difficult or disciplinary conversations may undermine intended outcomes, contradict our own values, and create a disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model and growth mindset, this workshop draws heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons and war zones to boardrooms, to transform conflicts and discipline issues. The impact is to increase collaboration and empower individuals and groups to find successful solutions. Participants will experience communication in a new way, trying out innovative ideas and techniques in situations relevant to all educators.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *
- **The Heart of Education – An Introduction to The Virtues Project:** The Virtues Project, honored by the United Nations and endorsed by the Dalai Lama, is a restorative practice framework that addresses the Whole Child/Whole Adult needs. It has social and emotional learning (SEL) and character development as its foundation and is trauma and culturally responsive. It is personal, professional, and organizational development. Participants will learn how to:

 - Balance academic rigor and accountability with supporting the needs of the Whole Child.
 - Use language to build trust and increase hope, engagement, and well-being.
 - Recognize teachable moments to develop resiliency, grit, and authentic self-esteem.
 - Utilize virtues based boundaries and Restorative Justice to create safer schools and end the school to prison pipeline by promoting self-discipline, personal responsibility, and integrity.
 - Listen with compassionate curiosity to empower others to find clarity and create their own solutions.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *

- **The Power of Gratitude through Restorative Justice:** Celebrations can be used to honor individuals, groups, or an entire school and are a way of building connections among the different stakeholders within the school community. Recognizing accomplishments and expressing gratitude promotes resilience and well-being. This workshop will explore strategies and various online tools that can be used to implement celebrations in schools in a virtual environment. A workshop format will encourage sharing and co-creating strategies that have been successful in the new normal.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *

- **The Language of Hope and Engagement:** The way we speak and the words we use have tremendous power to inspire or discourage. The language of virtues empowers us to act on the best within us. It is the main ingredient for creating a culture of character. Workshop participants will learn how to:
 - Use language to build trust and increase hope, engagement, and wellbeing
 - Create a trauma-responsive and inclusive culture of caring in your classroom
 - Utilize circles to develop and strengthen relationships
 - Reach their fullest potential by identifying and strengthening unique character qualities

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Support Circle Keeping:** Support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after a long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support for the student. Support circles are used to build relationships, identify needs, map resources, make a plan, check-in with each other, share accountability, and celebrate successes in the student's transition to stability. Participants will learn how to prepare and provide follow-up, and understand the structure and skills needed to implement an effective Support Circle. This workshop is designed for intermediate or advanced Restorative Justice practitioners who have an understanding of restorative justice philosophy and experience as a circle keeper.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Drama and Games for Social-Emotional Learning:** Social and emotional development through drama and games provide a living laboratory for your restorative circles that enables participants to practice engaging in creative ways to build community, approach problems, express feelings, and clarify values. It mirrors relevant social and personal issues that young people face daily and explores various ways to achieve positive lifestyle changes. Through our dramatic engagers, participants are provided the opportunity for creative awareness-building and social and emotional skills development. In turn, they learn to make wiser decisions and the necessary changes to lead healthy and productive lives.

Standard Virtual Duration: 2 hours*

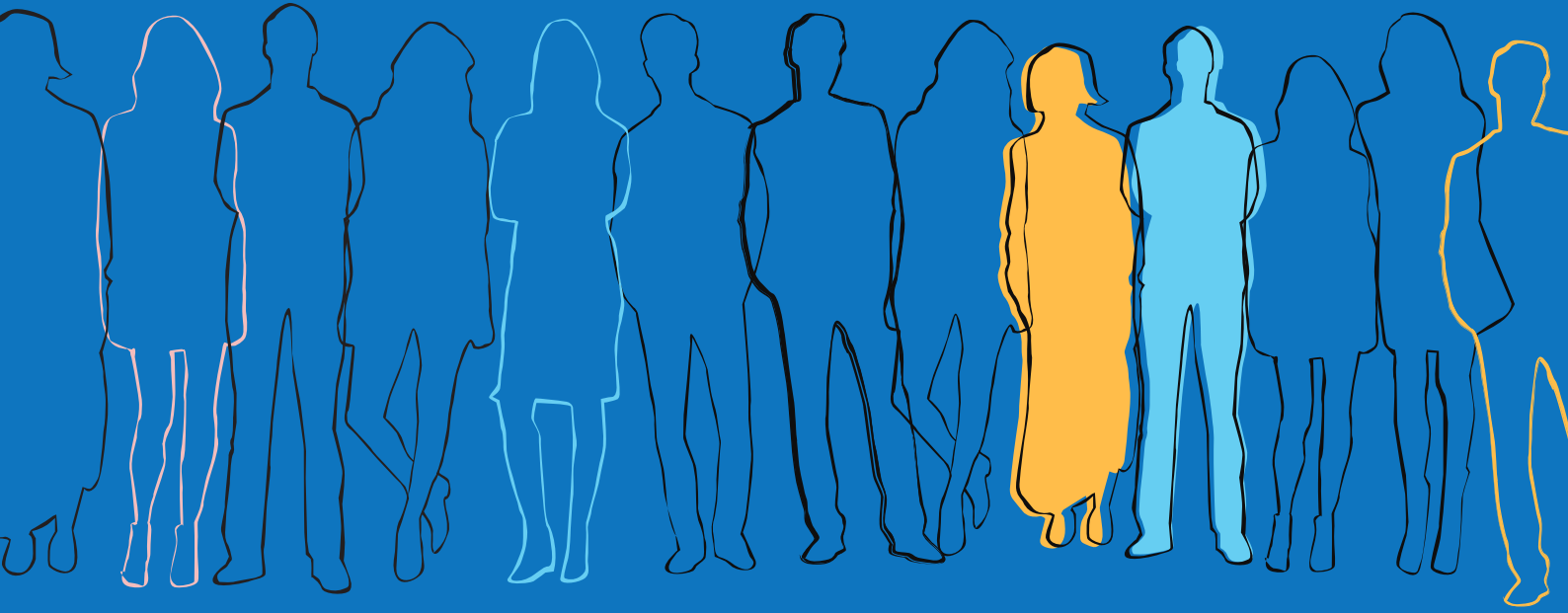
Standard In-Person Duration: 3-4 hours*

- **Restorative Justice for Young Learners:** For restorative practices to be useful for young learners, restorative practitioners must consider the developmental range of children in grades K-8 and accommodate a young learner's attention span, energy level, learning style, and expressive and receptive language capacity. This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the primary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 3-4 hours *





An educational leader's role on the restorative school team is to help coordinate, delegate, and support the school in making the shift to a restorative mindset. It is important for leaders to remember that they cannot do it alone or just with a dedicated restorative school team. A restorative approach is a whole school effort and requires school leaders to be the catalysts and models of a restorative culture change. This does not mean leaders will model this perfectly at all times, but rather make a commitment to be transparent and use the F.A.I.L (First Attempt In Learning) lens.

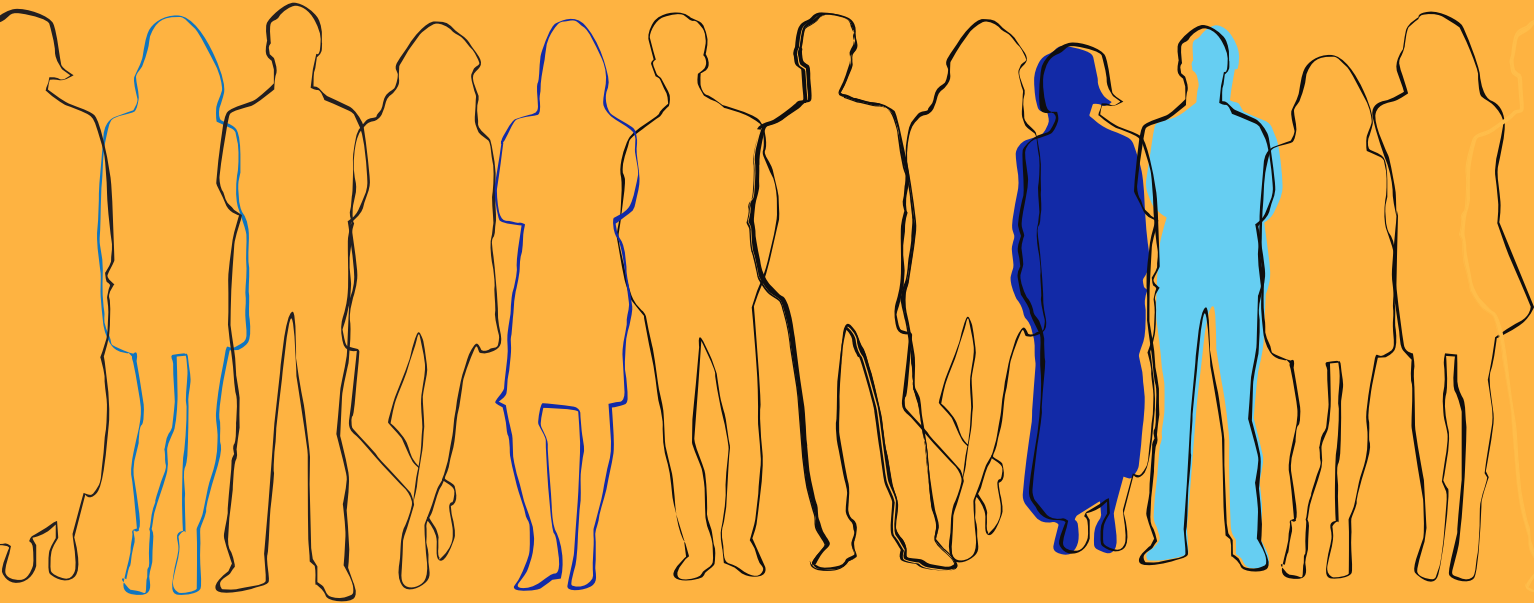
- **Key Issues:** Leaders new to restorative practices, ideas, and reflection on how to support school implementation teams
- **Readiness Factors:** Time available to support implementation process and staff, knowledge of restorative practices, engagement with planning and implementation process
- **Data Sources:** School climate surveys, Staff surveys, Behavior/discipline data

On-Site and Virtual Technical Assistance:

- **Exploration and Planning:** These sessions can be delivered virtually and could be anywhere from 30 mins to two hours to allow individuals to explore Restorative Justice and assist in:
 - **Creating a Technical Assistance Plan**
 - **Building Restorative Infrastructure:**
 - Vision and Mission Statements
 - Discipline and HR Policies
 - Orientation and Outreach Materials
 - School Codes Professional Development Plan



RESTORATIVE DISCIPLINE, POLICIES, & PRACTICES (RESPONSIVE)



Transforming discipline policies and practices to be restorative will take time and thoughtful effort. A school's current policies should be revised to ensure the focus is around repairing harm and not punishing the wrongdoer. It is difficult to change policy in a short period of time. Schools can start by identifying (1) where staff can use restorative alternatives to conflict or disruptive behaviors, and (2) small, thoughtful policy changes that can help set the foundation to eventually use Restorative Justice philosophies as the reasoning behind all policies and practices related to discipline.

- **Key Issues:** Lack of clear processes that are understood by staff and students, Policy in place that are missing both proactive and responsive approaches
- **Readiness Factors:** Willingness to practice strategies that may be uncomfortable initially. Courage to have difficult conversations surrounding current responses to behaviors and infractions
- **Data Sources:** School climate surveys, Behavior/discipline data, Student Behavior Tracker, School Referrals

On-Site and Virtual Technical Assistance:

- **Strategic Planning:** Effective Technical Assistance related to responsive practices requires in-depth planning.
 - What is our data telling us?
 - Are the discipline procedures clear and implemented consistently?
 - Are the right staff in place?
 - Do all members of the school community understand the expectations and the discipline process?
- **Coaching and Skill-Building:** One-on-one or group sessions with school staff can be provided as a follow-up to professional development workshops to strengthen skills and overcome implementation challenges. These meetings are held with members of the RestorativeDC team to ensure the fidelity of the following:
 - **Responsive Practices**
 - Highlighting the importance of pre-work and preparation
 - Agreements writing & follow up
 - **Classroom Management**
 - How to keep students in the classroom
 - How to support student reentry when they have to leave the classroom
- **Assistance Reviewing Policy & Procedure:** A comprehensive document review to identify where policies and procedures can be revised using restorative language and practices. Technical assistance can be offered to help assist in aligning school discipline policies to Restorative Justice principles.

- **Circles Support:** The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Supports can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students. Types of circles include:
 - Circles to Address Harm
 - Circles about Conflict
 - Classroom Circles for Responding to Harm without Focusing on the Wrongdoer
 - Follow-up and Celebration Circles
 - Circles for Incidents of Bullying
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. **Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Responsive Discipline (includes teachers/restorative classrooms):** This experiential workshop will introduce teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Building relationships with students and staff are the foundation of restorative practices. Restorative discipline requires schools to create a "fair process" that will allow students to engage in a system that addresses needs and ensures a high accountability level. Participants will explore the continuum of responsive restorative practices and their connection to strengthening relationships and social-emotional skills. More fundamentally, participants will come to understand the restorative approach to student behavior and discipline. How do we respond to unwarranted behaviors that exist in our organizations and schools? Participants will learn about proactive and responsive strategies and procedures designed to decrease behaviors that lead to referrals and suspensions and learn how to intervene appropriately when students violate rules and school conduct policies. This workshop alone does not equip participants to facilitate any specific restorative process.

Standard Virtual Duration: 4 hours*

Standard In-Person Duration: 12 hours*
 - **Agreement Writing in Restorative Processes:** Conducting effective preventative or responsive circles requires the facilitator to be able to help the participants create meaningful agreements that address the roots of the problem and are sustainable over time. In this workshop, we will explore how to create effective agreements between the parties involved, check for understanding and agreement, and utilize coaching skills to increase the chances for success over time. Some circles go "great" and then the behaviors or hurtful patterns come back. We will also examine the next restorative step if/when the agreements are broken. Participants will have the opportunity to practice these skills through interactive exercises and roleplays.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
 - **Trauma Awareness and Restorative Steps to Brain Regulation:** Trauma Awareness and Restorative Steps to Brain Regulation: Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences, and provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments – and a restorative pathway to help self and others regulate their nervous system.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Restorative Responses to Behavior:** This workshop is designed to build the capacity of school leaders, teachers, and support staff to practice a restorative response to behaviors in school. Through the restorative lens, participants will explore various techniques and strategies to effectively communicate with students when they disrupt community norms or expectations. Participants will gain skills and tools to de-escalate students in heightened situations using Restorative Communication (Affective Statements/ Restorative Questions). Throughout the workshop, facilitators will demonstrate the concepts of Fair Process, an inclusionary practice that allows staff and students to be actively involved when there has been harm to the community. Participants will consider their biases in their responses to student behavior and recognize how it impacts consistent outcomes.
Standard Virtual Duration: 2 hours*
Standard In-Person Duration: 6 hours*
- **Responsive Circle Implementation:** This practice-based workshop is for school staff who aim to incorporate responsive peacemaking circles into their classrooms and community. The training will focus on responsive circles and the structured intervention for severe and complex incidents of harm. Participants will utilize mock disciplinary scenarios to practice a responsive circle, conduct preparatory meetings, facilitate mock circles, create written agreements, and review re-entry processes. Throughout the workshop, participants will receive feedback on their skills from workshop facilitators and colleagues. Additionally, the intersection between responsive circles and the 2018 DC Student Fair Access to School Amendment will be explored throughout each component of the workshop.
Standard Virtual Duration: 2 hours*
Standard In-Person Duration: 6 hours*
- **Restorative Communication:** While restorative practices are primarily associated with formal circles and conferences that may be implemented a few times per week, Restorative Communication can be used daily to build relationships and work with conflict. As such, it is a foundation for building a restorative culture of care and respect. This two-day workshop will help educators and youth workers identify ways that language used during difficult or disciplinary conversations may undermine intended outcomes, contradict our own values, and create a disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model and growth mindset, this workshop draws heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons and war zones to boardrooms, to transform conflicts and discipline issues. The impact is to increase collaboration and empower individuals and groups to find successful solutions. Participants will experience communication in a new way, trying out innovative ideas and techniques in situations relevant to all educators.
Standard Virtual Duration: 2 hours*
Standard In-Person Duration: 6 hours*
- **Support Circle Keeping:** Support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after a long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support for the student. Support circles are used to build relationships, identify needs, map resources, make a plan, check-in with each other, share accountability, and celebrate successes in the student's transition to stability. Participants will learn how to prepare and provide follow-up, and understand the structure and skills needed to implement an effective Support Circle. This workshop is designed for intermediate or advanced Restorative Justice practitioners who have an understanding of restorative justice philosophy and experience as a circle keeper.
Standard Virtual Duration: 2 hours*
Standard In-Person Duration: 6 hours*



- **Rapid Response Restorative Process (Micro Circles):** Do you often experience that restorative responses to a conflict take much preparation or time? Micro Circles, a restorative process to a conflict between two or three people, allow for a rapid response to take place in the moment without a great deal of preparation. Participants will be introduced to this simple RJ process utilizing restorative questions and communication techniques. We will provide examples of adaptations from supporting early-age student conflicts to staff-on-staff conflicts. We will discuss when this process is best suited or when other RJ processes might be needed.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours *

- **Restorative Justice Applications and Alignment within a Multi-tiered System of Support:** According to the US Department of Education, a positive school culture fosters safety, promotes a positive academic, disciplinary and physical environment, and encourages trusting and caring relationships between adults and students. As different initiatives work toward a common vision of improving school climate, how can schools organize high-quality systems and practices to create consistent outcomes? In this session, we will examine how Restorative Justice fits into a Multi-Tiered System of Support (MTSS) framework. Participants will learn how to use this structure to:
 - Align practices to a three-tiered framework
 - Utilize teams to increase efficiency and make data-based decisions
 - Integrate practices and provide support for ALL students

Suggested prerequisite: RJ Fundamentals in a Changing World.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

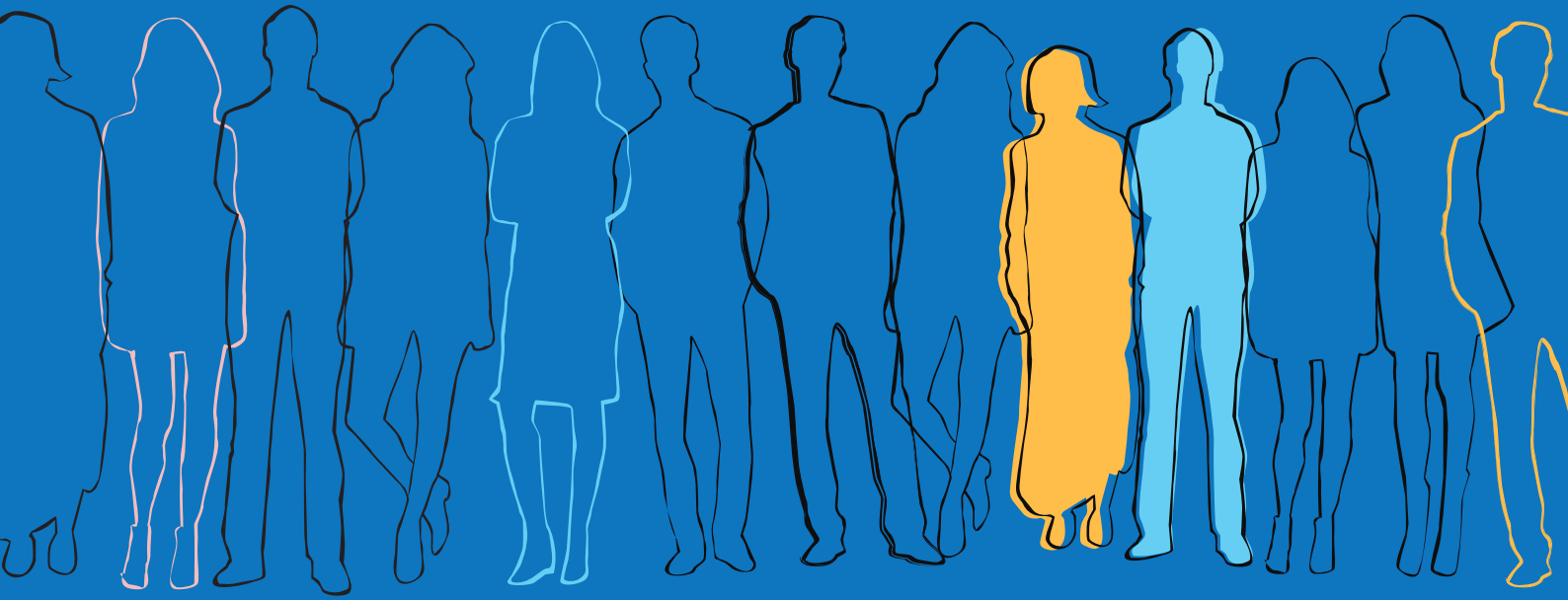
- **Restorative Justice and In-School Suspension (ISS):** This session will take a more in-depth look at In-School Suspension (ISS) and how school staff can use a restorative approach to transform the space, outcomes, and reflection. Participants will learn how trauma-informed, restorative practice can help students gain the skills and tools necessary to re-enter the direct learning environment. Participants will learn how to transform the current way(s) that ISS is conducted and learn principles of “Time In”(reflection) vs. “Time Out” (exclusion) as a process to restore harm to the community. The materials provided in this session support schools as they implement discipline practices compliant with the 2018 DC Student Fair Access to School Act.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Restorative In-School Suspension (ISS) Toolkit:** In addition to the PD workshop, this resource has been developed to be used to transform ISS into a restorative space.





In 2016, SchoolTalk took a local and national lead in the exploration of the intersection of Restorative Justice and special education. Restorative Justice calls for the inclusion of all members of a community. For school-based programs, this means creating opportunities for students receiving special education to have meaningful involvement in Restorative Justice practices and a voice in their education and community.

- **Key Issues:** Lack of attention towards the needs of special education students
- **Readiness Factors:** The extent to which students are involved in their IEP process, Staffing levels and engagement of SPED staff, School's views on inclusion.
- **Data Sources:** Number of students with IEPs and 504 plans, review attendance data, discipline data, graduation rates, etc. to compare students with IEPs and 504 plans to all students.

On-Site and Virtual Technical Assistance:

- **Circle Support:** The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Supports can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students. Types of circles include:
 - **IEP meeting using circle process:** To promote inclusion of all voices for equal participation in developing the IEP and to engage full ownership of the IEP by all key parties.
 - **Support Circle for IEP Team and Implementation:** Identify the strengths within the student's family and community; map a network of supports for the student; make a plan; check in on progress; celebrate.
 - **Parent Support Circles for Parents of Students with IEPs:** To create small, ongoing groups of parents who can support one another. As well as enhance parent-school communication to provide feedback on their child's experience with the school.
 - **Dialogue Circle for Creating Inclusive Schools/Classrooms:** Explore the values and behaviors that help to create a safe learning environment for everyone.
 - **Dialogue/Community Building Circles for Disability Awareness:** Build a sense of connection among those in their classroom/community while exploring disability awareness.
 - **Staff Community Building Circles for Supporting Students with Disabilities:** Reflect on ways that the staff has improved the quality of support for students with disabilities

- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. *Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments* (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Restorative Justice and Special Education:** Restorative Justice is a philosophy and approach to building community and responding to harm with roots in indigenous traditions. It is increasingly applied in schools worldwide to manage classrooms and create inclusive, socially connected, and supportive learning environments. We are committed to educating youth regardless of their social, emotional, physical, or intellectual abilities. Indeed, students with special needs and trauma make a significant part of our school population and are disproportionately represented in school discipline cases. Even with no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This one-day experiential workshop will help teachers, administrators, and special education staff identify and accommodate these differences as an essential part of preparing for, keeping, and following up on responsive interventions such as responsive circles.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours* Prerequisites for In-Person workshop: Restorative Schools Overview (or other introductory training), Circle Keeping, or Responsive Circle Keeping.
 - **R.E.I.D (Race, Equity, Inclusion, and Diversity) and Restorative Justice:** This PD will examine the impact of racism, inequity, and exclusion on the learning environment and developing safe spaces to have courageous conversations using the RJ circle process. These circles combine ancient practices and modern procedures to focus on essential relationships and listening. Connecting in a circle allows for communicating, healing, and genuinely understanding experiences and dynamics around systemic racism and its connection to equity, inclusion, and diversity. Participants will review and clarify definitions of important/relevant terms such as racism, systemic racism, bias, prejudice, and explore culturally relevant pedagogy.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
 - **Restorative Justice Applications and Alignment within a Multi-tiered System of Support:** According to the US Department of Education, a positive school culture fosters safety, promotes a positive academic, disciplinary and physical environment, and encourages trusting and caring relationships between adults and students. As different initiatives work toward a common vision of improving school climate, how can schools organize high-quality systems and practices to create consistent outcomes? In this session, we will examine how Restorative Justice fits into a Multi-Tiered System of Support (MTSS) framework. Participants will learn how to use this structure to:
 - Align practices to a three-tiered framework
 - Utilize teams to increase efficiency and make data-based decisions
 - Integrate practices and provide support for ALL students

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

Suggested prerequisite: RJ Fundamentals in a Changing World.



- **Support Circle Keeping:** Support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after a long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support for the student. Support circles are used to build relationships, identify needs, map resources, make a plan, check-in with each other, share accountability, and celebrate successes in the student's transition to stability. Participants will learn how to prepare and provide follow-up, and understand the structure and skills needed to implement an effective Support Circle. This workshop is designed for intermediate or advanced Restorative Justice practitioners who have an understanding of restorative justice philosophy and experience as a circle keeper.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Trauma Awareness and Restorative Steps to Brain Regulation:** Trauma Awareness and Restorative Steps to Brain Regulation: Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences, and provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments - and a restorative pathway to help self and others regulate their nervous system.

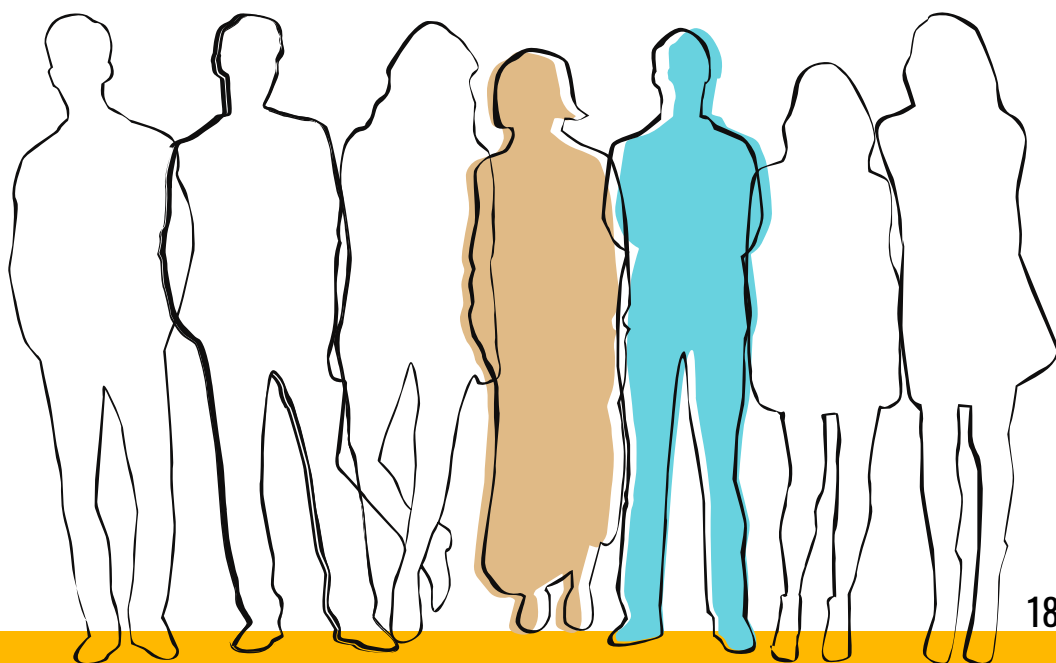
Standard Virtual Duration: 2 hours*

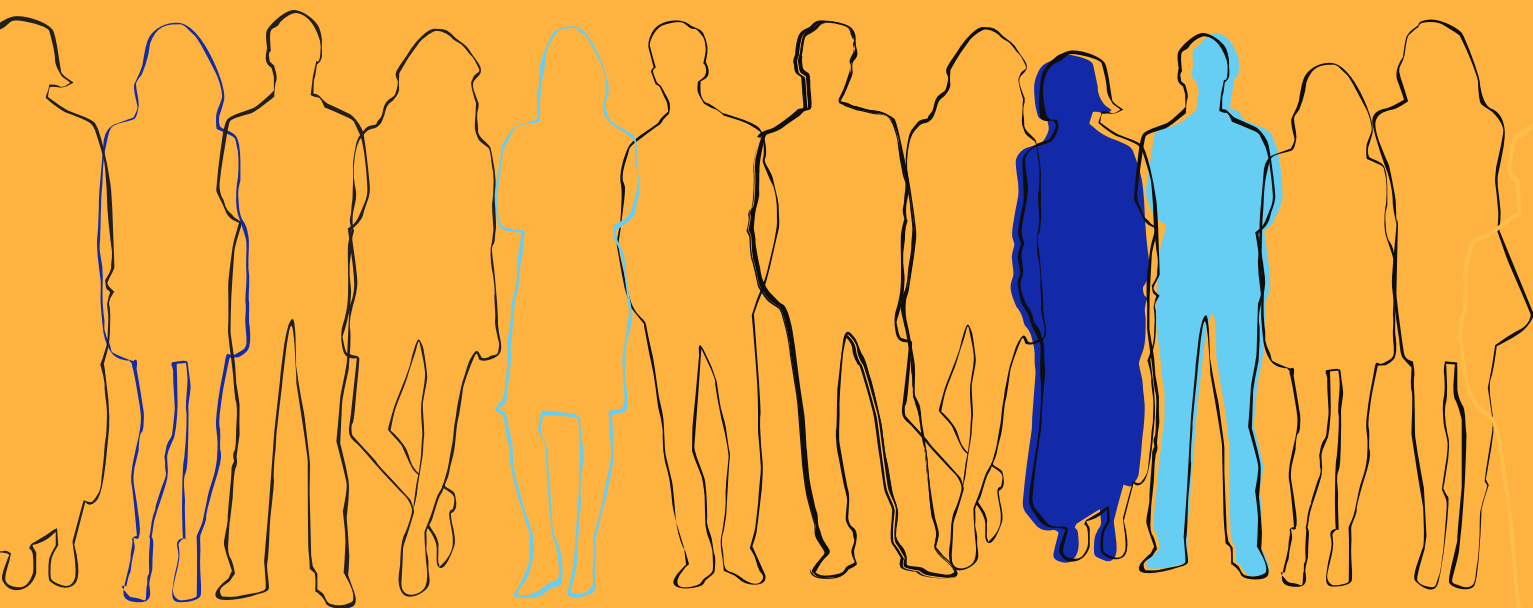
Standard In-Person Duration: 6 hours*

- **Restorative Communication:** While restorative practices are primarily associated with formal circles and conferences that may be implemented a few times per week, Restorative Communication can be used daily to build relationships and work with conflict. As such, it is a foundation for building a restorative culture of care and respect. This two-day workshop will help educators and youth workers identify ways that language used during difficult or disciplinary conversations may undermine intended outcomes, contradict our own values, and create a disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model and growth mindset, this workshop draws heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons and war zones to boardrooms, to transform conflicts and discipline issues. The impact is to increase collaboration and empower individuals and groups to find successful solutions. Participants will experience communication in a new way, trying out innovative ideas and techniques in situations relevant to all educators.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*





Meaningful staff engagement along with strong school leadership provides the foundation necessary for the whole school to make a shift. Fostering meaningful staff engagement must build on self-care, engagement and connection, and targeted skill-building. It is important to note that these are interconnected. Staff must be well with themselves (self-care) before being well with others (engagement and connection) in order to build skills to use restorative processes (skill-building).

- **Key Issues:** Commitment from staff to learn about and implement restorative practices within the school community, availability to attend professional development training and workshops, understanding the role of restorative practices in school culture (youth, staff, administration, and families)
- **Readiness Factors:** Time available to learn about restorative practices, knowledge of restorative practices, engagement with planning and implementation process, identify a willingness to follow through and sustain implementation practices, collaborative school culture
- **Data Sources:** School climate surveys, Staff surveys (Insight), Behavior/discipline data, staff wellness data

On-Site and Virtual Technical Assistance:

Staff Circle Support: The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Supports can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students. Types of circles include:

- **Pre-Service Circle**
 - Team/relationship building
 - Creating school culture & climate
 - How to work together as a staff
 - Goal setting
- **Circles to address challenges throughout the school year**
 - Changes
 - Conflicts
 - Relationships
 - Sustaining selves when work is difficult
 - Self-care circles
- **End-of-Year Circles**
 - Debriefing the year
 - Celebrating and grieving

- **Designing teacher morale/self-care plan for school-based practices**
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. ***Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments*** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Staff Engagement & Wellness through Restorative Justice:** As staff return to school communities, they will be asked to manage complex schedules including on-line and in-person instruction, facilitate the increased needs of students and families, and maintain shifting resources while balancing their own households, health needs, and possible grief due to the loss of loved ones. This workshop will introduce participants to staff community building circles and trauma-based restorative practices that can provide opportunities for emotional support, team building, and exploring core assumptions for working together effectively. Participants will learn strategies for self-care, conflict resolution, and restorative communication in a virtual setting.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
 - **Virtual Circle Keeping:** As we rebuild our school networks, restorative community-building circles provide an opportunity and space to reflect, grieve, celebrate, and plan for the future in the new 'normal.' This workshop is targeted to school staff with some experience conducting community-building circles and will provide the tools and techniques necessary for transitioning to virtual circle-keeping. Participants will explore the capacity of restorative community-building circles to build and strengthen student, staff, and family relationships during times of uncertainty and trauma. These techniques can be utilized in various virtual platforms including Zoom, Padlet, and Conceptboard. Additional platforms and capabilities will also be discussed.

Standard Virtual Duration: 2 hours*

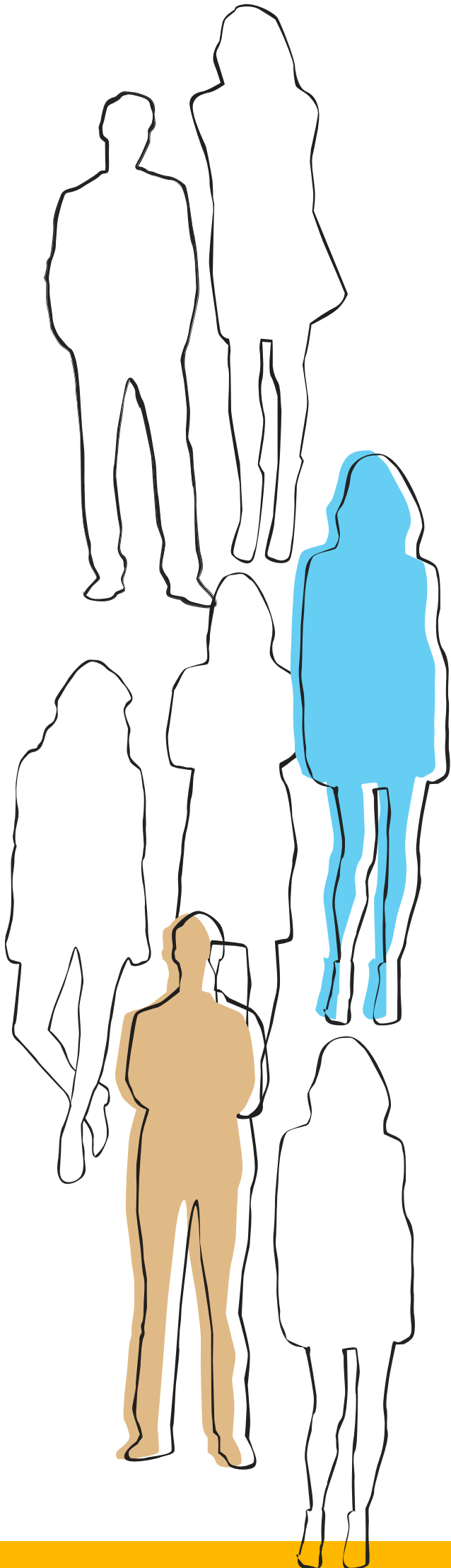
Standard In-Person Duration: 6 hours*
 - **Restorative Justice and Communication and Conflict Resolution:** This workshop is for teachers, school staff, and education professionals who want to address the challenges of conflict with students, colleagues, and parents. Participants will have an opportunity to assess their own style of engaging with (or avoiding) conflict, apply strategies to reframe difficult conversations, understand how needs and identity contribute to a restorative culture and practice communicating from values/interests instead of positions to promote engagement with restorative justice in school communities.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
 - **Trauma Awareness and Restorative Steps to Brain Regulation:** Trauma Awareness and Restorative Steps to Brain Regulation: Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences, and provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments – and a restorative pathway to help self and others regulate their nervous system.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*



- **In-Person Restorative Communication:** While restorative practices are primarily associated with formal circles and conferences that may be implemented a few times per week, Restorative Communication can be used daily to build relationships and work with conflict. As such, it is a foundation for building a restorative culture of care and respect. This two-day workshop will help educators and youth workers identify ways that language used during difficult or disciplinary conversations may undermine intended outcomes, contradict our own values, and create a disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model and growth mindset, this workshop draws heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons and war zones to boardrooms, to transform conflicts and discipline issues. The impact is to increase collaboration and empower individuals and groups to find successful solutions. Participants will experience communication in a new way, trying out innovative ideas and techniques in situations relevant to all educators.

Standard In-Person Duration: 6 hours*

- **Virtual Restorative Communication & Questions:** Join us for an interactive session where you will be able to explore, strengthen, and expand your understanding of restorative practices and learn how to use language to create a more peaceful, trusting, and meaningful connection with others at home and at school. As a result of actively participating in this workshop you will be able to: (1) use strength-based language to create a trauma responsive and restorative culture of caring at home and at school; (2) understand when you are having a difficult conversation and the reasons why; (3) utilize tools to become fluent in restorative language; and (4) apply a variety of Restorative Justice elements and SEL practices to facilitate more restorative conversations.

Standard Virtual Duration: 2 hours*



The most successful restorative schools across the country, pre-k all the way to high school, have one thing in common: a strong youth voice. Establishing meaningful youth leadership requires providing youth leadership opportunities and training adults in the school on how to let youth genuinely lead. A strong youth component will develop gradually. It is important not to rush in with too many ideas. Start by strengthening what is already in place or creating manageable initiatives.

- **Key Issues:** Sustainability of restorative practices through youth leaders and peer mentorship, opportunity for youth voice in the school community
- **Readiness Factors:** Identify opportunities for youth leadership, identify time for necessary training and development, staff support for youth initiative
- **Data Sources:** Student culture surveys, behavior/discipline data, school climate surveys

On-Site and Virtual Technical Assistance:

- **Restorative Justice Youth Leadership Retreat:** This yearly retreat gathers youth to introduce Restorative Justice to middle and high schoolers and empower them to implement Restorative Practices in their lives.
- **Theatre of the Oppressed (TOTO):** This eight-week program's scope is centered on issues of oppression that are present when attempting to build solidarity and generate community action. Through artistic expression, students will identify collective strategies for personal and community change and demonstrate the multiple possibilities of resolving issues of oppression. Students will utilize storytelling to shift mindsets, shape realities, and instill the values of love, peace, acceptance, and positivity through personal expression.
 - TOTO programming sessions will be led by Konshens The MC and incorporate team building activities, writing, spoken word/poetry, HipHop and visual art (to include drama and a stage play based on the duration of the workshop).
 - At the conclusion of the eight weeks, students will showcase their respective work in a final presentation and video production to be held at each school.
- **Our School Our Voice Program:** The program is designed to provide work-based learning experiences and meaningful youth leadership training to DC youth with disabilities and their peers (ages 14–21). Cohorts of youth from each participating school will be trained together in community-building circle keeping and how to use arts and advocacy to create restorative spaces for their school peers. With the support of school and RDC staff, school cohorts will then lead community-building circles for their peers to collectively process their experiences and promote acceptance, peace, positivity, and respect.

- **Community Building Circle Support:** The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Supports can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students
 - **Circles to Create Safe and Happy Classrooms**
 - **Circles to Check-In and Celebrate with each other**
 - **Circles for Building Relationships and Connection**
 - What is Friendship?
 - What does Success Mean to Me?
 - Planning for the Future
 - **Circles for Social and Emotional Learning**
 - **Circles to Engage Difficult Topics**
 - Addressing Bullying
 - Discussing Race and Privilege
 - Exploring Gender Inequality
 - **Circles to Build Teamwork and Encourage Collaboration Among:**
 - Classes, Sports Teams, Clubs, Student Organizations, etc.
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. ***Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments*** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - **Pro-active/Academic Circle-Keeping:** This workshop is for teachers, youth workers, and other professionals who wish to build community and facilitate circles at their school/organization/agency. Participants will learn the underlying assumptions, primary features, and fundamental process of community building circles through direct experience and reflection. The circle-keeper's role is to initiate a space that is respectful and safe, and to engage participants in sharing responsibility for the space and for their collective work. Participants will have the opportunity to practice designing and keeping circles, receiving feedback on their skills, and receive an informal assessment of their readiness to apply circles to their work. Participants will receive reference materials to guide in implementation. It is anticipated that most participants will be ready to serve as keepers for basic community-building circles as an outcome of the workshop, but not more advanced responsive circles.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*
 - **Games, Engagers, and Brain Breaks:** This workshop will give school staff strategies for incorporating humor, fun, connection, and energy into on-line sessions with students. Participants will be exposed to a range of activities that have been adapted for use in various online platforms. The session includes an exploration of the role of Ice Breakers, Brain Breaks, and Student Engagers in building relationships, promoting social-emotional awareness, and trauma-informed practices. These practices can be utilized as part of lesson plans, advisory sessions, and circles processes and can be tailored to various ages and abilities.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*



- **Youth Engagement through Restorative Justice:** Successful restorative schools empower youth to have voice on issues that affect them, influence culture change, lead restorative practices, co-create school norms and policies, and take initiative to shape their community. Meaningful youth leadership not only requires providing opportunities for youth leadership, but training adults in the school on how to let youth genuinely lead. We will explore both how restorative practices can be utilized for empowering and connecting with students, and also how to incorporate students into circle facilitation roles. We will examine virtual learning scenarios and facilitation strategies that are relevant for the challenges of the new norms of virtual learning and student engagement.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Social Emotional Learning, Mental Health & Restorative Justice:** Restorative practices are dialogue-based processes that center a community around equitable and inclusive relationships of trust, understanding, and collaboration. These practices, including community building circles, are trauma-informed and provide ample opportunities for social-emotional learning for students, school staff, and families. During this workshop participants will explore how restorative practices can be utilized to provide key mental health and wellness supports and promote SEL learning. Participants will practice and plan community-building circles and other restorative practices in virtual settings, and understand how these practices integrate with and support existing mental health and SEL frameworks, such as Multi-tiered Systems of Support.

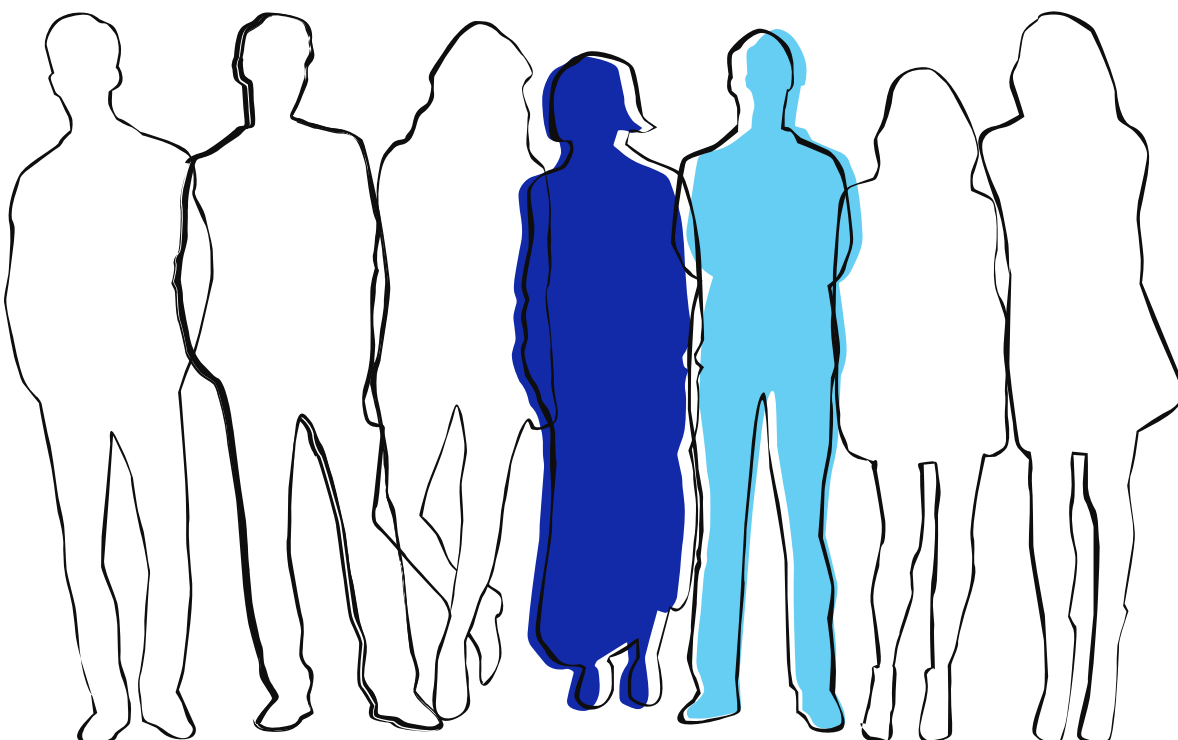
Standard Virtual Duration: 2 hours*

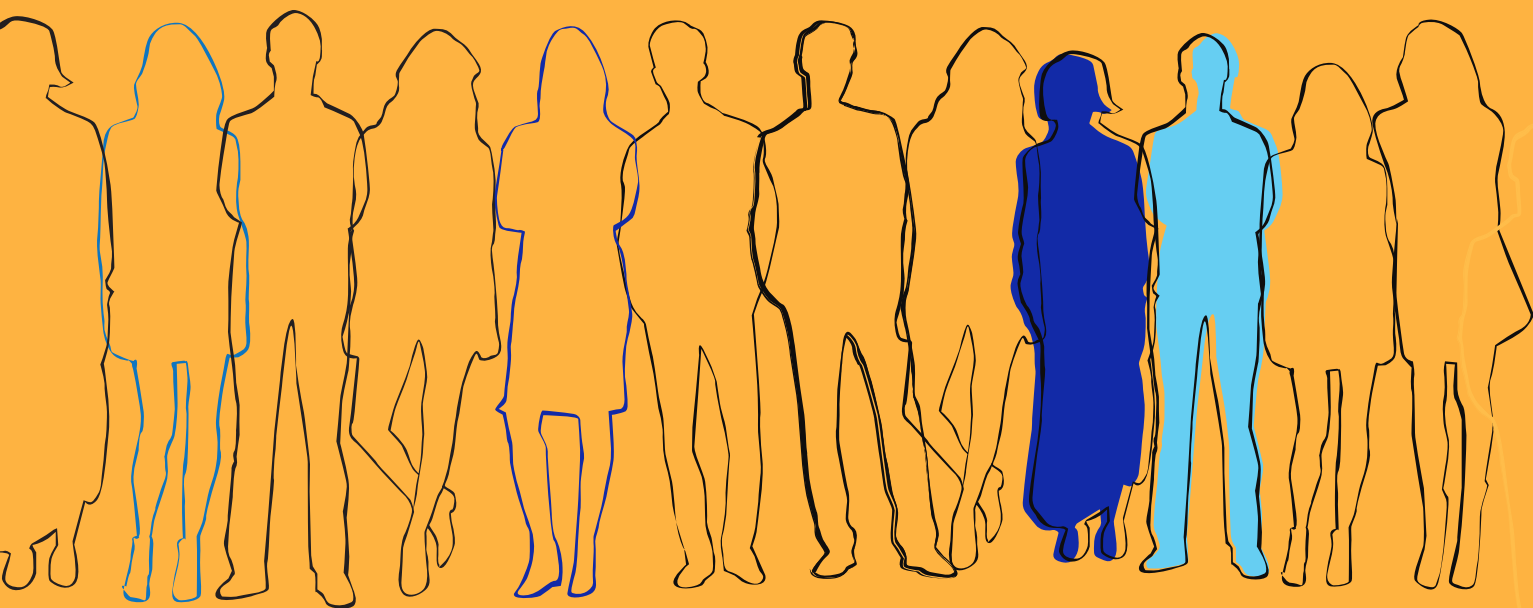
Standard In-Person Duration: 6 hours*

- **Virtual Circle Keeping:** As we rebuild our school networks, restorative community-building circles provide an opportunity and space to reflect, grieve, celebrate, and plan for the future in the new 'normal.' This workshop is targeted to school staff with some experience conducting community-building circles and will provide the tools and techniques necessary for transitioning to virtual circle-keeping. Participants will explore the capacity of restorative community-building circles to build and strengthen student, staff and family relationships during times of uncertainty and trauma. These techniques can be utilized in various virtual platforms including Zoom, Padlet and Conceptboard. Additional platforms and capabilities will also be discussed. Standard Virtual Duration: 2 hours* Standard In-Person Duration: 6 hours *

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*





To have a truly sustainable restorative school, the entire community needs to have ownership in this culture change, not just educators or school administrators. In the first years, a school's focus should be on spreading awareness of the school's shift and building relationships with families and community members. Sample activities: parent nights, home visits, parent circles, community circles, and outreach materials.

- **Key Issues:** Improving school climate, sustainability of restorative practices, develop families' understanding of restorative practices
- **Readiness Factors:** Willingness of school leadership and staff to highlight restorative practices as part of school discipline policy, commitment to family engagement
- **Data Sources:** School climate survey, parent surveys

On-Site and Virtual Technical Assistance:

- **Community Building Circle Support:** The RestorativeDC Team can provide the following support to help school staff design and implement a wide range of circles: circle flow design, modeling of circle keeper techniques, and staff coaching. Supports can be school-wide or targeted. The emphasis for this support is on building internal capacity with staff and students.
- **Professional Development Workshops:** These training sessions are interactive learning spaces that can be customized to a school's individual needs. **Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*
 - Family Engagement (with Partners) & Restorative Justice: Families play an important role in the success of the school community and strong relationships between schools and families are even more critical during virtual learning. Participants will gain a deeper understanding of the needs and perspectives of families; the ways in which strong family engagement practices impact learning; and how to work together to promote positive student behavior. We will explore strategies to further engage families to create a culture of collaboration, including how to leverage school partnerships with community-based organizations. The workshop format will encourage sharing/co-creating strategies that have been successful in the new normal across DC schools, both DCPS, and public charter.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **R.E.I.D (Race, Equity, Inclusion, and Diversity) and Restorative Justice:** This PD will examine the impact of racism, inequity, and exclusion on the learning environment and developing safe spaces to have courageous conversations using the RJ circle process. These circles combine ancient practices and modern procedures to focus on essential relationships and listening. Connecting in a circle allows for communicating, healing, and genuinely understanding experiences and dynamics around systemic racism and its connection to equity, inclusion, and diversity. Participants will review and clarify definitions of important/relevant terms such as racism, systemic racism, bias, prejudice, and explore culturally relevant pedagogy.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

- **Trauma Awareness and Restorative Steps to Brain Regulation:** Trauma Awareness and Restorative Steps to Brain Regulation: Our capacity to regulate our behaviors, deal with conflicts, and be ready to learn depends on whether our nervous systems are functioning in survival or safe mode. The capacity to regulate (calm) our nervous system is greatly impacted by the layers of trauma that mark us and how we are or are not supported through their resolution and healing. This interactive workshop will offer educators a space to reflect, share and integrate their experiences, and provide resources to help them understand how the latest brain-science and interpersonal neurobiology research can help them grow new trauma-informed lenses on behaviors and conflicts. Participants will come away with a greater capacity to create emotionally safe, supportive, and healing connections and learning environments - and a restorative pathway to help self and others regulate their nervous system.

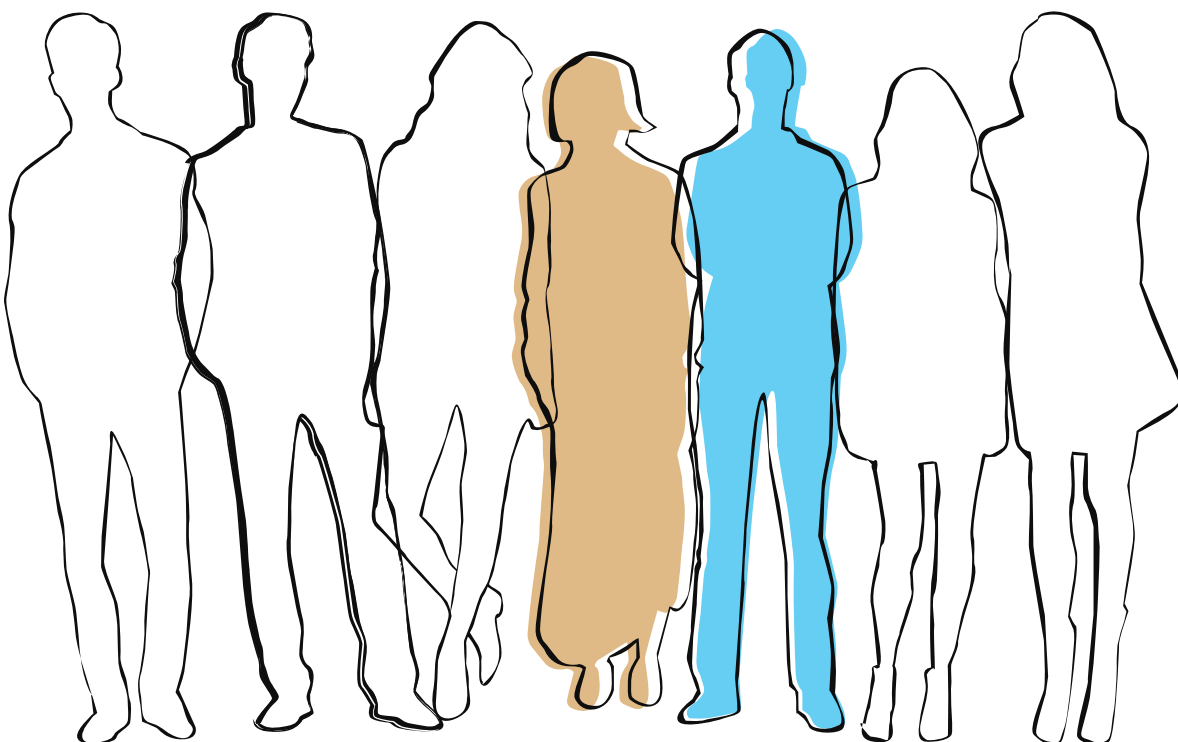
Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*

Restorative Justice and Communication and Conflict Resolution: This workshop is for teachers, school staff, and education professionals who want to address the challenges of conflict with students, colleagues, and parents. Participants will have an opportunity to assess their own style of engaging with (or avoiding) conflict, apply strategies to reframe difficult conversations, understand how needs and identity contribute to a restorative culture and practice communicating from values/interests instead of positions to promote engagement with restorative justice in school communities.

Standard Virtual Duration: 2 hours*

Standard In-Person Duration: 6 hours*





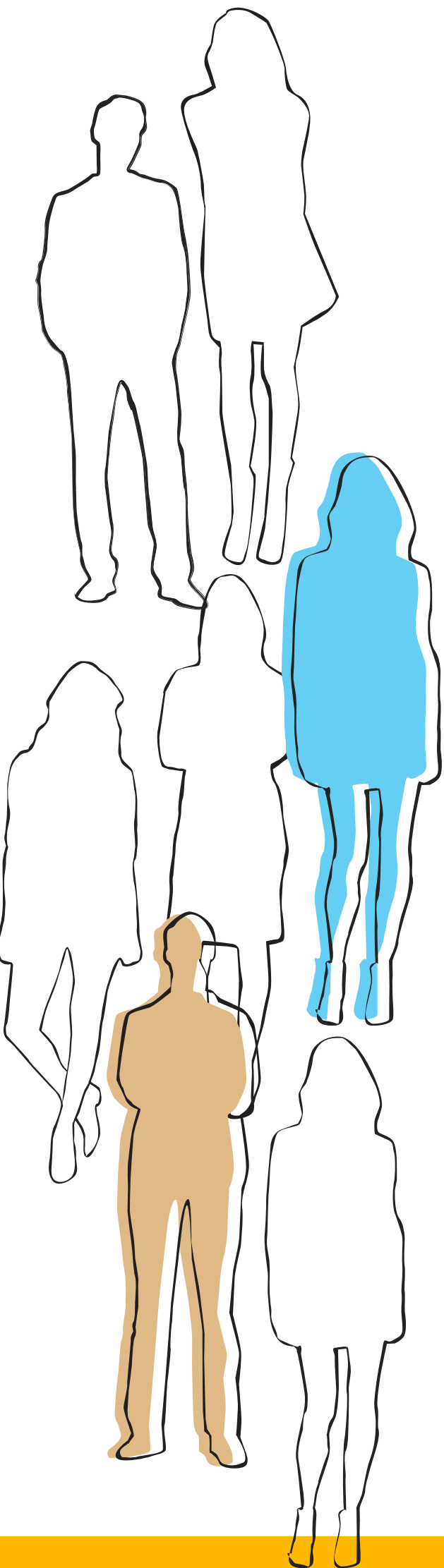
The transition from a traditional school to a restorative school is a process that takes three to six years. It is essential to keep track of quantitative data like attendance, student and staff retention rates, grades, discipline data (suspensions, referrals, etc.) and qualitative data (student, parent, and staff testimonials), and climate surveys. It is important to have baseline data on a school's performance and behavior trends to assess the impact on school culture and discipline. Data should be disaggregated by race, disability, sexual orientation, etc. to assess the impact on equity issues. This data communicates the missing pieces and unmet needs at a school. It can provide evidence that the policies and practices currently in place can be amended to facilitate more positive changes in behavior and culture at a school.

- **Key Issues:** Relevance of data informed process as part of restorative practices implementation strategy, understand what data to use to support implementation plan and track progress
- **Readiness Factors:** Identified range of data (formal and informal) to inform implementation and sustainability of restorative practices
- **Data Sources:** School climate survey, staff surveys, behavior/discipline data, informal school data

On-Site and Virtual Technical Assistance Offered

- **Exploration and Planning:** These sessions can be delivered virtually and could be anywhere from 30 minutes to two hours to support the Implementation Team in understanding:
 - School data and how they can help target RJ interventions, inform action planning, and track RJ implementation progress.
 - How does Restorative Justice/Restorative Practice intersect with other school initiatives such as Multi-Tiered System of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Response to Interventions (RTI), trauma-informed care, bullying prevention, social and emotional learning (SEL), etc. *Example: If a school is utilizing the MTSS framework, the restorative continuum of practices can be used to address student needs at each tier. If a school is implementing both PBIS and RJ, community-building circles could be utilized in advisory periods to help students explore and connect with the PBIS core values.*





- **Professional Development Workshop:**

These training sessions are interactive learning spaces that can be customized to a school's individual needs. **Virtual sessions are offered in 2-hour increments and can be expanded into a multi-session series for more in-depth exploration and practice. In-person sessions can be broken down into three-hour, half-day, and full-day increments** (if necessary, other timing options can be discussed for virtual as well as in-person workshops).*

- Restorative Justice Applications and Alignment within a Multi-tiered System of Support: According to the US Department of Education, a positive school culture fosters safety, promotes a positive academic, disciplinary and physical environment, and encourages trusting and caring relationships between adults and students. As different initiatives work toward a common vision of improving school climate, how can schools organize high-quality systems and practices to create consistent outcomes? In this session, we will examine how Restorative Justice fits into a Multi-Tiered System of Support (MTSS) framework. Participants will learn how to use this structure to:
 - Align practices to a three-tiered framework
 - Utilize teams to increase efficiency and make data-based decisions
 - Integrate practices and provide support for ALL students

Suggested prerequisite: RJ Fundamentals in a Changing World.

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